October 2000

THE OHIO STATE UNIVERSITY
ACADEMIC PLAN

Preface

The Ohio State University aspires to become one of the world's great public research and teaching universities. This Academic Plan is the initial roadmap for the journey to academic excellence. With few exceptions, we expect the initiatives identified herein to be realized in the next five years. At the same time, implementation of this plan will be a continuing process, and the pace at which we progress will depend upon a number of circumstances, including the availability of financial resources.

The plan is divided into the following primary sections:

- **Vision.** Our vision for the future of The Ohio State University;
- **Setting the Stage.** A candid assessment of our current position, strengths, and weaknesses;
- **Strategies and Initiatives.** Six core strategies and 14 initiatives to help achieve academic excellence and move us substantially toward our overarching goal;
- **Facilitating Actions.** Additional changes that are necessary to release the full creativity of the University and successfully implement the strategies and initiatives;
- **Continuing Activities**. A brief summary of continuing activities that while extremely important, are not part of this plan;
- **Resources.** A strategy to acquire the resources necessary to support this plan; and
- **Scorecard.** Benchmarks we will regularly consult to monitor our progress.

Executive Summary

The Ohio State University aspires to be among the world's truly great universities—advancing the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. Ohio needs a great teaching and research university for a rich flow of ideas, innovation, and graduates from a wide variety of disciplines. Ohio also needs a great university to be what The New York Times has called a "revving economic engine" that spurs strategic growth in the new Information Age economy.

Any review of the comparative data makes it clear that our focus must be on building academic excellence. For while the University needs to continuously improve in many areas, we will never be a great university without dramatically enhancing the reality and perception of our teaching and learning as well as our research and scholarship - and without enhancing the service activities that flow from our excellence in these endeavors.

Over recent years, we have focused on four core elements: Becoming a national leader in the quality of our academic programs; being universally recognized for the quality of the learning experience we offer our students; creating an environment that truly values and is enriched by diversity; and expanding the land-grant mission to address our society's most compelling needs.

These core elements are reflected in the six strategies and 14 supporting initiatives that follow. While the University will undertake many more initiatives over the next five years, these are considered the most transformational.

Strategy: Build a World-Class Faculty

1. Over the next three to five years, recruit at least 12 faculty members who have attained or have the potential to attain the highest honors in their disciplines, concentrating these appointments in areas of strategic focus.
2. Implement a faculty recruitment, retention, and development plan - including a competitive, merit-based compensation structure - that is in line with our peer institutions.

Strategy: Develop Academic Programs that Define Ohio State as the Nation's Leading Public Land-Grant University.

3. Continue the Strategic Investment approach by competitively funding initiatives that build programmatic strength and open new fields. Build on existing capabilities and capture opportunities specific to Ohio State and to Ohio. Maintain ongoing multidisciplinary initiatives where appropriate and develop new initiatives that draw on University-wide strengths to attack major problems of the next quarter century. Create multidisciplinary centers that can attract additional faculty in key areas, helping reduce student-faculty ratios in high-demand fields.
4. Significantly increase space dedicated to funded research beyond what is currently planned. Include a multidisciplinary building devoted to high-quality research space as well as to office and meeting space.

Strategy: Enhance the Quality of the Teaching and Learning Environment.

5. Transform the Library into a 21st century Information Age center within the next five to ten years.
6. Upgrade the quality of our classroom pool space and enhance the appearance of the campus facilities and grounds.
7. Provide faculty, staff, and students with the latest technology tools for leadership in teaching, research, and career development within the next five years.

Strategy: Enhance and Better Serve the Student Body.

8. Within the next three years, make admissions to Ohio State selective throughout the year for new freshmen and for all transfer students.
9. Create a rich educational environment for undergraduates. Increase course accessibility, reduce class sizes, and establish at least ten scholars programs within five years - expanding opportunities for students to live with those who share common interests and enhancing students' academic success and sense of community. Provide academic programming, advising, and career counseling within these communities.
10. Provide ample need-based and merit-based aid for undergraduates and a competitive financial aid and fellowship support package for graduate and professional students to improve Ohio State's graduate and professional matriculation rate.

Strategy: Create a Diverse University Community.

11. Hire at least five to ten women and five to ten minority faculty at a senior level each year for five years through the Faculty Hiring Assistance Program (FHAP) and other initiatives.

12. Recruit, support, and retain to graduation larger numbers of academically able minority students.

Strategy: Help Build Ohio's Future.

13. Significantly strengthen the scope and effectiveness of our commitment to P-12 public education, with a special focus on the education of underserved children and youth. In so doing, work with the State of Ohio and selected local school districts. This initiative will be a University-wide partnership, with the College of Education in the lead college role.

14. Become the catalyst for the development of Ohio's technology-based economy. Increase collaborations with the private sector to enhance research, successfully transfer University technology, and provide experiential learning and career opportunities for students.

To successfully implement this ambitious agenda, the University must take four Facilitating Actions: Obtain increased state support, improve the organization and delivery of instruction, increase organizational flexibility, and improve the faculty work environment. The Plan identifies specific steps to meet these needs.

Over the next five years, the University expects to invest in the range of $750 million in new and reallocated resources to implement this plan, with spending scaled up or down depending upon actual funding. The Plan identifies potential sources for the needed revenues. A set of strategic indicators will help measure our progress.

The Ohio State University Vision

A successful strategic plan requires two fundamental components. First, the plan must be designed around a strong, compelling vision that provides context and identifies overall direction and goals. Second, the organization needs strategies to achieve that vision and the capacity and will to execute those strategies.

The most meaningful statements of vision are comprised of four elements - a statement of the organization's core purpose; an illumination of a few core values that represent its true essence; a significant overarching goal, which the organization is fully committed to achieving; and finally, a description of what the organization would be like should it succeed in achieving its overarching goal in a way that is consistent with its purpose and values.

The vision statement that follows succeeds the original mission-vision statement adopted by the University in 1992, which was intended for review on a decennial basis. The new vision statement was developed initially by a group of Ohio State administrators, deans, and faculty. Subsequently, it was revised based on comments from faculty, staff, and students as well as representatives from the extended Ohio State community. This vision stands today as the underpinning and conceptual framework for the strategies and initiatives outlined in the plan that follows. It also reflects the values and aspirations of a broad cross section of the University community.

Purpose
To advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

Core Values
- Pursue knowledge for its own sake.
- Ignite in our students a lifelong love of learning.
- Produce discoveries that make the world a better place.
- Celebrate and learn from our diversity.
- Open the world to our students.

Overarching Goal
The Ohio State University will be among the world's truly great universities.

Future
The Ohio State University will be recognized worldwide for the quality and impact of its research, teaching, and service. Our students will be able to learn and to advance knowledge in all areas. As a 21st century land-grant university, The Ohio State University will set the standard for the creation and dissemination of knowledge in service to its communities, state, nation, and the world. Our faculty, students, and staff will be among the best in the nation.

Academic excellence will be enriched by an environment that mirrors the diverse world in which we live. Within this environment, we will come to value the differences in one another along with the similarities, and to appreciate that the human condition is best served through understanding, acceptance, and mutual respect. Throughout the learning process, our faculty and staff will find the highest levels of fulfillment and satisfaction as they collaborate to educate and support a student body recognized for its scholarship and integrity.

Students will have the opportunity to learn on our campuses or from locations around the world through the innovative use of technology. The quality of our physical facilities and grounds will be consistent with our world-class status. Extracurricular activities will support the personal growth of all members of our community. Our intercollegiate athletic programs will routinely rank among the elite few.

Graduation rates for all students will compare favorably with the nation's best public universities. Most of all, our graduates will be among the most sought after by the world's best employers and will become leaders in their communities and accomplished professionals in their chosen work. We will lead Ohio to a dynamic knowledge economy, and our research, widely known for its multidisciplinary programs, will help solve the most challenging social, cultural, technical, and health-related problems.

The excellence of our programs will be recognized by the highest levels of public and private support. As a result, The Ohio State University will earn an intensity of alumni loyalty and of public esteem unsurpassed by any other university.

The Ohio State University is a major public comprehensive teaching and research university with strong core values and high aspirations. We have a bold new vision. To realize that vision, we are calling for an investment in the range of $750 million in new and reallocated resources over the next five years. This total is in addition to funds already committed in continuing services and previously identified capital projects. It depends upon enhanced state allocations, increased federal support for our research, continued success in raising private funds, and our commitment to a new spirit of entrepreneurial endeavors.

With this vision, and supported by such resources, we have the potential to improve significantly. We can better serve our students, faculty, staff, community, and state through even more effective research, teaching, and service. We can achieve the goals in our vision statement. In short, we can become one of the world's truly great universities.

This Academic Plan - the first iteration of what will be an ongoing planning process - is designed to launch us toward our ambitious goals. In this section of the plan, we address the following questions:
- Why does Ohio need a truly great teaching and research university?
- What do we mean by "academic excellence?"
- How far are we from that ideal?
- What challenges must we overcome to attain our goals?
- What are the internal and external factors that will influence our journey?
- And, finally, what are our core strengths?

Why Does Ohio Need a Great University?

For centuries, civilization has depended upon universities for a rich flow of ideas, innovation, and graduates from a wide diversity of disciplines - from the humanities and social sciences to physical sciences, technology, and the professions. These intellectual and human resources have long been vital to Ohio's social, economic, and civic success. They remain so today, when the need for ideas, innovation, and graduates is greater than ever.

A top-tier university will be a center of excellence for the very best high school graduates - providing a broad, diverse population of students with access to a rich campus experience and offering lifelong learning opportunities to traditional and non-traditional students alike. It will also be a center of excellence for graduate and professional education, research, and scholarship - creating knowledge and innovation that fundamentally improve learning and the way people live. It will excel in the arts and sciences, dynamically enhancing the way our graduates understand and experience their world. And it will be a land-grant university that serves Ohio citizens in a multiplicity of useful ways.

One very important role for Ohio State is to spur Ohio's economic growth. Increasingly, our nation's most dynamic economies - areas such as Silicon Valley - are connected to great research universities. In writing about our nation's most economically successful regions, The New York Times said that, "If there is one never-absent factor at work, it is the proximity of a research university shifting from ivory tower to revving economic engine." Ohio needs such a "revving economic engine" to succeed in the 21st century Information Age economy - a university that spawns innovation, generates new technologies and ideas, and produces talented graduates for successful commercial enterprises.

The university we envision will transfer knowledge and ideas to boost the state's fortunes. It will also help meet the state's need for ever-larger numbers of workers in such disciplines as biotechnology, information technology, and other high-growth fields and critical professions. It will prepare Ohio citizens to govern themselves effectively and to lead satisfying and rewarding lives. And since Ohio is irreversibly linked to the global economy, the University will prepare its graduates to live and work in a socially and economically diverse world.

The issue is not whether Ohio will continue to have a large, academically diverse state university that educates thousands of its residents. Clearly, it will. The issue is whether Ohio will have a truly great university, the kind of top-tier university that Ohio and its people need and deserve. We are determined that it will.

What Is Academic Excellence?

The sine qua non of a great university is academic excellence, as measured by the quality of the research, scholarship, and graduates it produces along with their collective impact on the larger society. To be a great university, the prevailing culture must demand excellence

in all endeavors. That excellence can only be achieved when all parts of the University - administration, faculty, staff, students, and alumni - are committed to the highest standards of performance.

In today's world, academic excellence requires elements and experiences beyond those traditionally associated with universities. For example, an excellent education today requires an understanding of diversity and how diversity can enrich our learning and our lives. It also requires an understanding of how theory and practice meet, an understanding that can be enhanced through a rich array of service, outreach, and partnership opportunities. Academic excellence also requires state-of-the-art infrastructure and a talented and highly motivated staff.

How Far Are We From Our Ideal?

To create a plan that enables The Ohio State University to become an academically excellent institution, we need to assess where we stand today - comparing our current position with our peers, including a number of aspirational peers. These nine benchmark Research I universities - Arizona, Illinois, Michigan, Minnesota, Penn State, Texas, UCLA, Washington, and Wisconsin - were selected for their general comparability.

The following brief snapshot of Ohio State's current position in selected key areas was compiled from a variety of sources, including Strategic Indicators 2000 prepared by the University's Office of Strategic Analysis and Planning and the Research Commission Report.

While some of these statements underscore the rigorous challenge before us, the path to excellence must begin with a candid acknowledgement of our current position. In no way does any particular current ranking detract from the outstanding record of accomplishment that The Ohio State University has compiled over the years - nor the high quality and quest for continuous improvement that distinguishes it today. We should also note that no ranking system exists for some of our most outstanding academic programs.

Academic Quality and Scholarship

- The most recent NRC rating (1992) placed nine Ohio State programs in the Top 25, tying us for the last position among our benchmark universities. In its most recent report on selected academic areas, U.S. News & World Report rated four Ohio State academic Ph.D. programs in the Top 25, ranking us eighth among benchmark institutions. (The four programs are Chemistry, Physics, Political Science, and Sociology.) In professional graduate programs, we fare somewhat better and approach the middle of the pack among our benchmark universities.
- We rank poorly in undergraduate student pre-college preparation levels relative to our benchmark universities. While entering classes are gaining in strength year by year - average freshman ACT scores have risen from under 23 to almost 25 since 1995 - incremental improvement will become more difficult as we progress.
- Graduate applicants and enrolled graduate students score above the national average. Yet even in some strong departments, Ohio State appears less able than some leading peers to attract graduate students from highly ranked undergraduate programs.
- Though absolute amounts of federal research dollars have increased for Ohio State and the benchmark universities, our portion of federal research dollars is below that of the benchmark universities. Overall, we lag benchmark institutions on virtually all key measures of sponsored-research success. However, we are moving steadily up the scale in industry-funded research, where we now rank fifth among U.S. universities.
- Despite recent improvements, we remain well below the mean of benchmark schools in publications and citations as well as patents and licenses.

Student Experience

- Ohio State is beginning to close the gap in freshman retention rate with the benchmark universities. However, the gap between the six-year graduation rate at Ohio State and its benchmark schools grew from 10 percent in 1996 to 14 percent in 1997 and remained there in 1999. This reflects classes admitted in the early 1990s and highlights the time it takes to register progress.

Campus Diversity

- Although our record has improved and compares favorably to most benchmark institutions, we are not satisfied with our progress. For example, we attract fewer underrepresented minority students than we would like, and retention and graduation rates for these students are low relative to the University's overall statistics.

- While we have a higher proportion of women faculty than our benchmark universities and are substantially better at attracting new faculty from under-represented minority groups, there has been little change in our percentage representation since 1990. The reason is that our turnover rate is too high.
- Staff diversity across all categories is close to the benchmark mean, although minority representation in executive positions lags the benchmark mean. The percentage of women and ethnic minorities among professional staff has remained relatively constant since 1990.

Outreach and Engagement/Community Service
- The Ohio State University Extension represents a $58 million annual commitment to Ohio's agriculture and natural resources, community development, family and consumer services, and 4-H Youth Development. We also make significant contributions to Ohio through our $800 million investment in healthcare delivery services and our growing support of Ohio's public school system. In short, we maintain one of the nation's best land-grant traditions, which continues to be a source of great strength and leadership for the University.
- While strengthening our work in these traditional areas, we need to bring a similar sense of commitment and leadership to issues that greatly challenge Ohio's urban communities in the 21st century - issues such as P-12 education, economic development, and community renewal.

What Challenges Must We Overcome?

In summary, we are far from our ideal. Today, Ohio State is perceived as having great athletics and good, but not outstanding, academics. We are viewed as big and bureaucratic but with a strong spirit, particularly among alumni. Allowing for many exceptions to such gross generalizations, that perception is fairly close to the mark. So where do we start?

Any review of the comparative data makes it clear that our focus must be on building academic excellence. For while the University needs to continuously improve in many areas, we will never be a truly great university without dramatically enhancing the reality and perception of the teaching and learning and research and scholarship we do - and without the service activities that flow from our excellence in these endeavors.

Although much has been accomplished in recent years, our academic reputation has not appreciably improved. The 20-10 Plan is designed to move Ohio State into the top-tier of America's public research universities by the year 2010, with 10 programs ranked in the top 10 in their respective disciplines and 20 programs ranked in the top 20. This is a bold objective and the essential starting point of our plan. It is an important benchmark in reaching our ultimate goal.

In addition, we will not succeed without explicitly defining expectations for other Ohio State colleges, schools, and departments that make significant contributions to the University - even if not targeted for the initial round of investment. The profiles of leading universities reflect strength that is broad and deep - not simply in a few disciplines but throughout the institution. They also offer market-competitive compensation for their faculty and staff. We must also recruit and maintain the finest possible faculty and staff and provide faculty and staff members with competitive compensation.

We must also upgrade the achievement level of our undergraduate student body.
As already noted, our six-year graduation rate lags our benchmark institutions. So does the preparation level of our incoming students, although we have made real progress in that measure over recent years.

Finally, there is strong support for improving the University infrastructure, with particular attention to the appearance of the campus and the cleanliness and quality of maintenance of campus buildings. We must challenge ourselves to create a campus environment that contributes to and is consistent with academic excellence.

What Factors Will Influence Our Progress?

The Academic Plan is a product not only of our vision and aspirations, but also of the environment in which we operate. This environment includes broad economic and societal trends as well as the pressures, opportunities, and resource constraints that confront higher education today. Together with the actions of benchmark universities, these forces help define how the University can best achieve its objectives.

1. Macro Trends

The Information Age economy. By Information Age economy measures, Ohio does not fare well. It ranks 32nd in the creation of high-tech jobs, 29th in the number of high-growth companies, 29th in venture capital investment, and 28th in Internet use. The state has been ranked 33rd overall in its path to the new economy. This may explain why Ohio's personal income ranking has declined from sixth in 1960 to 22nd today and why, over the last 20 years, Ohio's economy has grown more slowly than the total U.S. economy. Successful Information Age economies uniformly rely upon top-tier research universities. Conclusion: Ohio State must help the state transition to the Information Age economy by becoming the state's "revving economic engine."

Globalization and demographics. America is becoming much more global and diverse, requiring employees with greater knowledge of other countries and cultures along with greater language capabilities. In addition, America's demographic composition is changing fast. By 2020, there will be 10 percent fewer whites and 30 percent more non-whites in the U.S. work force. By 2050, the Caucasian population will drop to around 50 percent. Ohio State has made some but not enough progress in its diversity and international initiatives. Conclusion: Ohio State must become more diverse so we can prepare our students for success in this more diverse nation and must enhance and coordinate our international studies and programs to prepare students for a more global economy.

Urbanization. In 1900, almost 40 percent of the U.S. population lived on farms. By the end of the century, the figure stood at less than two percent. Today, 20 percent of the nation's farms produce 80 percent of our food output. Ohio State's agricultural outreach is exceptional. We are moving to make similar contributions in other broad areas. Conclusion: We must expand our land-grant mission to serve urban as well as rural populations.

Technology. No change factor is more evident than the continuing and ever-more-rapid growth of technology, which affects not only what is taught but how, e.g. online learning. While this is not an area of current strength at Ohio State, we must help our students - whatever their field of study - become fully conversant with the latest available technology. We cannot be a great university without making major progress in this area. Conclusion: We must equal or surpass our benchmark institutions in the use of technology for teaching, learning, research, and overall effectiveness.

Continuous and rapid change. Today's continuous and rapid change affects all institutions but is particularly challenging for universities, which are better structured to respect tradition, conserve established areas of excellence, and adopt proven changes than to move quickly and flexibly to seize opportunities. Our peers are beginning to adapt to this new environment, and we must not be left behind. Conclusion: We must accelerate our decision-making process, become receptive to more innovative ideas and partnerships, and make organizational and process changes that will enhance our effectiveness.

2. Funding Realities

While reaching our goal is not just a matter of resources, it will be impossible to succeed without additional resources - along with continuously enhanced efficiency and effectiveness, greater productivity, and an ongoing reallocation of funds based on current priorities. As the numbers below indicate, Ohio State receives and spends less per student than our benchmark institutions. Specifically:

- Ohio ranks 42nd nationally in the percentage of budget allocation to higher education - the lowest per student amount among Big Ten states.
- Our FY2000 annual resident undergraduate tuition and fees total $4,110 - five percent below the average for benchmark institutions. In Ohio, we rank ninth among 13 public-assisted universities in tuition and fees - 6.3 percent below the state average although our academic reputation ranking is well above any other Ohio university.
- State appropriations per student FTE remain barely at 1991 levels in constant dollars.
- Our overall Total Education and General (E&G) Expenditures are 81 percent of the benchmark average - up from 77 percent in the early 1990s.
- While current fund revenues per student FTE average 20 percent below the mean for benchmark institutions, we have begun to close the gap in recent years. The potential exists to reach the benchmark mean by the middle of this decade.

Ohio is a large and prosperous state that is not supporting its institutions of higher

learning at the level necessary to compete effectively in an Information Age economy. We need to help the people and leaders of Ohio better appreciate the many ways that The Ohio State University benefits the state - and the large additional benefits that could be realized.

What Are Our Core Strengths?

Can we succeed? Is our vision realistic? As challenging as it will be to reach our goal, the quest is not quixotic. To be counted among the top ten public research universities in the nation is achievable. For Ohio State can rightly claim great strengths in many areas, strengths that it can leverage to its advantage. These include:

- Several programs that already qualify as "top tier";
- A dedicated faculty, many of whom are internationally renowned;
- A vibrant and strong student body that improves every year;
- A talented and committed staff;
- A comprehensive array of programs with a potential for increased interdisciplinary research, instruction, and service;
- A large body of alumni whose loyalty and school spirit are unsurpassed;
- Private giving that is a model among public universities;
- An exceptionally strong position within Ohio, where we are the state's "flagship" university and enjoy a strong level of community support;
- A land-grant tradition that is among the strongest and most effective in the nation; and
- A pervasive commitment to excellence.

With these strengths, and the initiatives that follow, we can move aggressively toward our vision of academic excellence.

Strategies and Initiatives

Over recent years, The Ohio State University has focused on four core elements:

- Becoming a national leader in the quality of our academic programs;
- Being universally acclaimed for the quality of the learning experience we offer our students;
- Creating an environment that truly values and is enriched by diversity; and
- Expanding the land-grant mission to address our society's most compelling needs.

These core elements were fundamental to the preparation of this plan. They are reflected in the six strategies and 14 supporting initiatives that follow. Consistent with our vision and circumstances, these strategies are to:

1. Build a world-class faculty.
2. Develop academic programs that define Ohio State as the nation's leading public land-grant university.
3. Improve the quality of the teaching and learning environment.
4. Enhance and better serve the student body.
5. Create a more diverse University community.
6. Help build Ohio's future.

It is important to emphasize that the University will continue to be engaged in a wide array of useful and important initiatives, only a few of which are reflected in this Plan. The initiatives and resource plan contained herein are designed not simply to sustain progress, but to accelerate it over the next five years - to take the University to a higher level of performance. They represent a manageable number of items with the potential to fundamentally transform the University.

In developing this plan, we have drawn on the thoughtful and thorough work of the Research Commission; the Reports on Undergraduate, Graduate and Professional Experience; the Diversity Action Plan; the President's Council on Outreach and Engagement; and numerous other documents.

Strategy:
Build a World-Class Faculty

Academic excellence begins with high-quality faculty. Faculty not only enhance the University's teaching and programmatic reputation but also attract the highest quality students at all levels. More than any other single factor, attracting and keeping exceptional faculty members will help us become a great university.

In its 1998 report, The Ohio State University Research Commission found that, compared to benchmark institutions, Ohio State has few faculty who have attained the highest honors and that our total faculty complement in critical disciplines is low when compared to our benchmark peers. Relative to peer institutions, for example, Ohio State has no disciplines ranked in the first quartile of the NRC or USN&WR rankings, and only three of 38 disciplines in the second quartile of the NRC rankings. Clearly, every faculty hire is important. The ability to hire a dozen or so exceptional senior faculty of international acclaim over the next five years will significantly enhance our reputation and complement our efforts to hire the very best faculty at every level.

But no strategy to enhance faculty quality will succeed without compensation that is competitive with our peer universities. Today, our faculty compensation does not rank in the top half of our benchmark institutions.

To address these challenges, we will:

1. Over the next three to five years, recruit at least 12 faculty members who have attained or have the potential to attain the highest honors in their disciplines, concentrating these appointments in areas of strategic focus. Implementation: Begin immediately to recruit 2-3 internationally eminent, National Academy caliber faculty members per year. Cost: $3.6M in continuing funding for salary and benefits and $15M in one-time funding for start-up packages.

2. Implement a faculty recruitment, retention, and development plan - including a competitive, merit-based compensation structure - that is in line with our benchmark institutions. Implementation: Adopt a 2-3 year merit-based plan to match the average faculty salaries at our benchmark institutions, which requires an increase of 2.5% beyond the 4% baseline. Provide competitively funded enhanced support for our most promising junior and senior faculty. Cost: $13.5M in continuing funding over the next five years.

Academic excellence requires that the quality and reputation of our academic programs rival those of our benchmark institutions. While we lag these institutions in the number of programs that are highly rated in the NRC and USN&WR rankings, our 2010 Plan provides a roadmap for success. As already noted, that plan is designed to move Ohio State into the top-tier of America's public research universities by the year 2010, with 10 programs ranked in the top 10 in their respective disciplines and 20 programs ranked in the top 20.

In the last three years, the University has identified 13 programs that within the next few years will receive $1 million each in additional continuing funding - a level of continuing support that is equivalent to an endowment of $260 million. Already, our recent emphasis on focused investment has fostered programmatic development in areas of strategic importance. By continuing to "invest for success," we will create top-quality academic programs that will move us toward parity or better with our peer institutions.

We must also invest in research space. Although significant improvements in research space are either planned or will be coming online soon, Ohio State remains well below the benchmark institutions identified by the Research Commission in providing the infrastructure needed for modern research. With enhanced research facilities, we will be better able to recruit and retain faculty and to increase the volume of funded research.

Finally, great research universities typically house a number of nationally prominent research centers that flourish outside traditional disciplinary boundaries. These centers initiate cutting-edge research and educational opportunities that are oriented around important problems rather than disciplines. Often, such world-class centers connect with the community through outreach and technology transfer. Strong multidisciplinary and interdisciplinary centers also help attract and retain exceptional faculty and attract and retain to graduation talented students. Many of the major research opportunities of the future, particularly in the international arena, will require such multidisciplinary collaboration.

The following initiatives, and the two that precede them, are closely linked in purpose and must be closely linked in execution. For example, quality research space and equipment must be available to effectively recruit and retain faculty and to develop multidisciplinary institutes and centers.

To meet these challenges, we will:

3. Continue the Strategic Investment approach by competitively funding initiatives that build programmatic strength and open new fields. Build on existing capabilities and capture opportunities specific to Ohio State and to Ohio. Maintain ongoing multidisciplinary initiatives where appropriate and develop new initiatives that draw on University-wide strengths to attack major problems of the next quarter century. Create multidisciplinary centers that can attract additional faculty in key areas, helping reduce student-faculty ratios in high-demand fields.

Implementation: Fund 3-5 initiatives each year that will capture a unique opportunity within a discipline, create an interdisciplinary program, or link a range of disciplines for a coherent attack on a highly complex area. Fund at least one program of each type in each year. Fund each initiative at a level that allows it to become one of the nation's leading programs. Cost: While support for personnel, facilities, and equipment can vary widely by research area, a typical threshold level for a multidisciplinary center is approximately $1-3M in continuing funds

and up to $10M in one-time costs. Total: $9M/yr in continuing funds for five years for faculty and staff salaries and operating expenses and $30-50M in one-time funds for start-up support.

4. Significantly increase space dedicated to funded research beyond what is currently planned. Include a multidisciplinary building devoted to high-quality research space as well as to office and meeting space. Implementation: Allocate $250M by FY05 through prioritized capital budget requests to enhance research activity and pursue funding from multiple sources; maximize the use of Ohio Board of Regents' matching funds to enhance the research equipment base on campus; and increase support for maintenance. Cost: About $250M in one-time funds plus $3.8M/yr in increased operating costs. This level of investment will fully equip approximately 250,000 assigned square feet of new research space. [Note: Meeting the University's total need in this area may require comparable sums over the next 20 years.]

Develop Academic Programs that Define Ohio State as the Nation's Leading Public Land-grant University.

Strategy:

Enhance the Quality of the Teaching and Learning Environment.

A cademic excellence is dependent upon many factors, including up-to-date infrastructure and leading-edge learning tools. One major driver for this infrastructure need is technology, which is transforming teaching and learning along with many other aspects of University life and operations. Another is the need to renovate, update, equip, and maintain classrooms and instructional laboratories and to maintain an attractive campus environment. While it will require a number of years and significant resources to bring all University facilities into the modern age, we need to jump-start the process and instill a sense of urgency in achieving that objective.

We should also recognize that the development of distance learning programs can help us benefit students from around the world while reducing the need for costly physical facilities. In addition, following a period of transitional investment, distance learning programs have great revenue-raising potential.

To begin this process, we will:

5. Transform the Library into a 21st century, Information-Age center within the next 5 to 10 years. Implementation: Combine fund-raising with support from state capital funding budgets over the next several biennia. Cost: $20-30M in one-time costs plus $2.5M in acquisitions over the next 5 years. (Cost assumes that the private, fund-raising portion of a $60-70M library renovation will be $20-$30M.).

6. Upgrade the quality of our classroom pool space and enhance the appearance of the campus facilities and grounds. Implementation: 1) Build 25 state-of-the-art classrooms (5/yr for 5 years) in addition to the 85 for which funding is in place while enhancing classroom cleanliness and providing modern equipment. 2) Add Project Cleaning Teams (each with 8 custodians and a supervisor) to augment today's custodial staff as well as high-intensity grounds maintenance to the seven most highly visible areas of the campus. Total Cost: $2.9M in continuing funding and $1.9M in one-time funding for updated classrooms.

7. Provide faculty, staff, and students with the latest technology tools for leadership in teaching, learning, research, and career development within the next 5 years. Implementation: Focus on distance and web-based education programs, comprehensive student support, on-campus Internet connectivity, infrastructure, remote connectivity, and a data strategy to improve coordination, quality, and accessibility of information and response times. Seek sponsored-research support to evaluate the effect of new technologies and teaching methods on student learning. Create web-based and distance learning programs that can reduce the incidence of closed courses in high-demand areas and provide improved state-of-the-art Information Technology capabilities to improve the quality of academic advising and other student support services.

Cost: $10M in one-time funds for technology-enhanced learning, $50M in one-time funds for Student Information System, $6M in continuing and $2.5M in one-time funds for shared technology infrastructure, and $1M in continuing and $5M in one-time funding for enterprise data strategy. Totals: $7M in continuing funds and $67.5M in one-time funding.

To be an academically excellent institution, we must recruit and retain to graduation an excellent and diverse undergraduate, graduate, and professional student body. More talented and better-prepared students require less remediation, face fewer academic difficulties, and graduate in higher numbers and in a shorter time-span. Better prepared students also help attract better faculty, grants, and awards and enhance the University's academic reputation.

Since the University began admitting fall quarter undergraduate students on a selective basis in 1987, and particularly recently, the quality of preparation of the incoming class has improved. We must now accelerate our efforts to recruit and retain to graduation an excellent and diverse student body. Today, only about half of our new undergraduate students (the fall freshmen) are admitted selectively. To continue this improvement, we must implement our enrollment plan and extend selective admission to all incoming students - freshmen entering in winter and spring as well as all transfer students.

In moving forward with the implementation of a selective admissions policy, it is important to preserve our land-grant role in serving the people of Ohio. In part, that role includes providing access for qualified students regardless of their economic need, an issue that is addressed in Initiative #10 below. Our land-grant mission also assures access to the University to any student who can attain the preparation and skills needed to succeed at Ohio State. The regional campuses will continue to provide open access to students and provide them with the opportunity to complete Ohio State University degrees - to a limited extent at the regional campuses and more generally at the Columbus Campus. We will also continue our efforts to improve articulation agreements with community colleges and to provide financial aid to qualified transfer students.

In addition, we need to better serve the better-prepared students who are entering Ohio State. Thus far, we have increased our emphasis on enhanced student life and improved student support services. It is now time to focus more on academic enhancements, including greater course accessibility, smaller classes, more undergraduate research opportunities, additional honors and scholars programs, and more and higher quality advising and career counseling. We also need to utilize instructional technology and changes in the budget process to more quickly and effectively respond to academic program choices in emerging areas, such as Information Technology and Management.

Finally, the Research Commission found that, "Even in some strong departments, OSU appears less able to attract graduate students from highly ranked programs than some leading peers." To attract the best, we must improve the fellowship packages we offer since our standard one-year fellowships are less attractive than those of many competing institutions. In focusing on recruiting higher ability, better-prepared graduate and professional students, we should target candidates from highly ranked undergraduate institutions. In the process, we must assure a growing proportion of diverse graduate and professional students.

With these goals in mind, we will:

8. Within the next three years, make admission to Ohio State selective throughout the year for new freshmen and for all transfer students. Implementation: Move in stages to selective admission for transfer students and those admitted in winter and spring quarters. More effectively utilize the regional campuses as alternate entry portals. Enhance relationships with community colleges for the recruitment of sophomores, juniors and seniors.

Cost: The net financial impact of these changes is difficult to predict. Over the short run (next 3-5 years), tuition and state instructional support are likely to decline along with the number of newly-admitted freshman and transfer students. Over the longer run (next 4-7 years), increases in student retention, increased state instructional support for upper-level courses and better enrollment planning could generate additional revenue. Recognizing this situation, the Enrollment Management Steering Committee developed a number of alternative scenarios to model the net impact of these changes. The estimate included in this plan - a five-year revenue loss of $2.5M in continuing funds and $10M in one-time funds - is in the middle range of these estimates. Actual results must be monitored and carefully managed as the plan is implemented to appropriately balance academic goals and financial implications.

9. Create a rich educational environment for undergraduates. Increase course accessibility, reduce class sizes, and establish at least 10 Scholars programs within five years - expanding opportunities for students to live with those who share common interests and enhancing students' academic success and sense of community. Provide academic programming, advising, and career counseling within these communities. Implementation: One program was created last year. Add 3 programs in 2000-2001; 5 programs

in 2001-2002; and 1 program in 2002-2003. It's projected that 5,300 students will be involved in scholar programs by 2005-2006. Cost: $5.3M in continuing costs.

10. Provide ample need-based and merit-based aid for undergraduates and a competitive financial aid and fellowship support package for graduate and professional students to improve Ohio State's graduate and professional matriculation rate. Implementation: Adjust need-based aid funds commensurate with increases to undergraduate tuition. Implement the relevant recommendations of the Research Commission Re-

port and the G-QUE (Graduate Quality of University Experience) and I-QUE (Inter-professional Quality of University Experience) reports.

Cost: An additional $0-10M for undergraduate student financial aid, depending on the extent to which tuition increases exceed the cap. $5.34M in continuing costs, as follows: 125 additional first-year graduate fellowships @ $16,800 ($2.1M); 125 additional dissertation-year graduate fellowships @ $16,800 ($2.1M); 25 professional student fellowships @ $16,800 ($420K); and increased graduate fellowship stipend level from $1,200 to $1,400/month to match $16,800 annual level ($720,000).

Strategy:

Create a Diverse University Community

A growing body of research links diversity and academic excellence. We now know that students learn better in a diverse setting. In fact, college students who experience the most racial and ethnic diversity in the classrooms and in informal interactions on campus become better learners and better citizens. As a result, students who attend a truly diverse university are better prepared to live and work in a multi-cultural society and a global economy.

To create this rich learning environment, Ohio State must recruit and retain greater numbers of women and minorities into faculty, staff, and administrative positions - especially senior positions. Such senior faculty arrive with tenure and serve as role models and mentors for their junior counterparts. We must also recruit and retain to graduation greater numbers of ethnic minority students and create a culture of inclusiveness that respects and values differences. We must assure that all groups are represented in campus diversity policy and that the newly established Women's Place receives adequate support. In our efforts to support P-12 education, we must enhance the pool of minority students who can succeed at Ohio State. Finally, we must ensure that deans, department chairs, and other leaders are held accountable for their part in increasing campus diversity.

A series of specific goals and initiatives are included in the University's Diversity Action Plan. We strongly support them all. Consistent with this Academic Plan's focus on academic excellence, we have highlighted the following items. We will:

11. Hire at least 5-10 women and 5-10 minority faculty at a senior level each year for 5 years through the Faculty Hiring Assistance Program (FHAP) and other initiatives. Implementation: Modify the FHAP by focusing funding on two especially important needs. One is to help departments with small pools of women and minority candidates. The other is to help units that have been successful in increasing diversity to hire senior-level faculty.

Cost: $250-500K/yr for 5 years for a total of $1.25 - $2.5M in additional continuing costs.

12. Recruit, support, and retain to graduation larger numbers of academically able

minority students. Implementation: Increase investment in relevant programs and more effectively coordinate efforts of academic departments and colleges with the Offices of Admissions, Financial Aid, Enrollment Management, and Minority Affairs. Improve the climate for diversity through seminars, courses, and programs along with the establishment of a multicultural center and support of the Women's Place.

Cost: $3M for additional new freshman recruitment and merit scholarships; $2.5M for recruitment and scholarships for able transfer students from community colleges; $1.5M for academic support programs; and $800K for improving the climate for diversity. Total: $7.8M in continuing funding over 5 years.

Since our founding in 1870 as a land-grant college, Ohio State has proudly and effectively served Ohio and its people - educating hundreds of thousands of Ohioans and applying our base of knowledge and skills to economic and societal needs. Our pro-active outreach and engagement initiatives integrate teaching, scholarship, and research. They also connect our research results to community needs and to the global marketplace - a dynamic aspect of academic excellence. And while few would contest Ohio State's past and present success, economic and social trends have changed contemporary community needs. In response, we must expand our land-grant mission.

Ohio State's current outreach agenda reaches across every facet of the University. Outreach programs number in the hundreds. For example, our agricultural extension programs offer economic development information and educational opportunities in every county of the state. Our continuing education programs, supplemented increasingly by distance learning, make lifelong learning a reality for all citizens. WOSU broadcasts radio and television coverage of public affairs and other matters of important public interest. Through the John Glenn Institute for Public Service and Public Policy, and through other targeted interdisciplinary policy initiatives, the University is studying policy issues and encouraging public service. Faculty, staff, and students help people in the campus neighborhood with health, educational, and legal problems.

In recent years, Ohio State has added to its traditional focus on areas such as agriculture by initiating campus-wide outreach efforts in technology-based economic development, community healthcare delivery and neighborhood revitalization (Campus Partners). We are now adding an additional area of campus-wide concentration, which is the improvement of primary and secondary education. This is an area where we can serve our community, state, and nation while strengthening the pipeline for potential university students.

In economic development, TechPartners provides the infrastructure and entrepreneurial environment to commercialize technology generated at the University for the benefit of Ohio and its people. Involving three University offices and four non-University organizations, this collaboration is helping to build a greater Ohio presence in the new Information Age economy. Among these partners are SciTech, the Science & Technology Campus Corporation, a research park connected to the University. Over the long term, Tech Partners' collaboration with business and government will increase research funding, attract and retain entrepreneurial faculty, involve students in experiential learning, increase inventions and licenses, attract venture capital funding, and help to build Ohio's economy.

To launch this education initiative, and accelerate TechPartners, we will:

13. Significantly strengthen the scope and effectiveness of our commitment to P-12 public education, with a special focus on the education of underserved children and youth. In so doing, we will work with the State of Ohio and selected local school districts. This initiative will be a University-wide partnership, with the College of Education in the lead college role. More specifically, we will:
* Strengthen initial teacher preparation and teacher professional development through collaborations between arts and sciences and education faculty.
* Build cross-college collaborative initiatives in math/science education, early literacy, and education leadership.
* Work with Columbus and other urban school districts to develop "best practice" P-12 learning strategies.
* Establish Ohio State as a vital source for education policy and school improvement in Ohio and the nation.

Total Cost: $500K/yr in University-based funding for campus-wide activity, which will leverage additional monies from foundations and business.

14. Become the catalyst for the development of Ohio's technology-based economy. Increase collaborations with the private sector to enhance research, successfully transfer University technology, and provide experiential learning and career opportunities for students. Implementation: Make SciTech a national leader in technology transfer and University-related enterprise development. Position TechPartners as a nationally recognized vehicle to increase the University's competitiveness; attract top faculty, students, and research funding; and create a tangible positive impact on Ohio's economy.
* Complete development of a seamless University-wide strategy that dovetails with internal and external partners and constituencies and that integrates separate marketing and communications activities.
* Execute plan strategies, e.g., educational outreach to University and technology communities and co-sponsorship of major events that reinforce technology initiatives.
* Aggressively support activities that can "leapfrog" Ohio State into a position of national prominence in technology partnerships, particularly broad-scale involvement with companies that enhances research and experiential learning opportunities for students.

Total Cost: $500K/yr in University-based funding for campus-wide activity, which will leverage additional monies from foundations and business.

Facilitating Actions

Facilitating Actions describe changes that are necessary if the University is to successfully implement the strategies and initiatives that are listed above. At this time, we have identified four such Facilitating Actions, each of which is described briefly in this section:

- Obtain increased state support.
- Improve the organization and delivery of instruction.
- Increase organizational flexibility.
- Improve the faculty work environment.

Obtain Increased State Support

As described earlier in this plan (Setting the Stage), Ohio devotes proportionately less in State funds to higher education than many other states. To become a great University, we will need additional funding as well as greater productivity and budget restructuring. This funding must come from a variety of sources, e.g., government, industry, private donors, tuition, and increasing entrepreneurial activity on our part. But it all begins with the level of State support and the flexibility to better control our own destiny.

Therefore, working individually and in concert with other Ohio colleges and universities, we will endeavor to:

- Achieve a State subsidy that is at least at historical levels;
- Enhance performance funding through the Research Challenge and Success Challenge;
- Obtain relief from the State tuition cap;
- Attract strategic investments in technology-related research and development (the Ohio Plan); and
- Obtain reimbursement for debt service in life sciences and biomedical research (tobacco fund and DOD initiative).

Improve the Organization and Delivery of Instruction

To improve students' academic experience, we must also reexamine our academic timetable, our undergraduate curriculum, course availability, and majors. Several structural changes are important in this regard. For example, of 88 Research I universities, only 15 use the quarter calendar. The trend is toward semesters, which give students more time for in-depth study, ease the transfer process, provide efficiencies, and save money. Faculty who have taught under both systems report many operational benefits under the semester system. While opinions vary on this issue - especially among students - many faculty and administrators believe that this change should be implemented.

In addition, the extensive and complex General Education Curriculum, which was appropriate for an open-admissions university where many students arrived with educational deficits, may no longer be appropriate for today's better-prepared students. A thoughtful redesign of the curriculum, the enrollment of more freshmen directly into academic colleges, and a First-Year Experience program that coordinates support for students in their early months at Ohio State will help students get the courses they need and want, make transfers from one major to another as seamless as possible, and help students graduate within four years. Such changes are best accomplished as part of the quarter-to-semester shift. Thus, we will:

- Subject to appropriate consultation, shift from quarters to semesters within four years and work with the faculty to undertake a concurrent simplification and streamlining of the General Education Curriculum (GEC) process.

Implementation: Undertake a thorough review of the academic calendar and the undergraduate curriculum: majors, the GEC, and the individual courses that make up both.

Increase Organizational Flexibility

The forces of change described in Setting the Stage require today's institutions to be more flexible and capable of responding more quickly to internal and external events. In the case of Ohio State, implementation of this Academic Plan would be significantly enhanced by greater flexibility in four important areas:

- Continue to rationalize college and departmental organization on an ongoing basis to assure an optimal organizational structure to serve our students and operate as effectively and efficiently as possible.
- Move toward compensation systems offering greater variability according to the individual competitive needs of a department or college.
- Allocate faculty positions in line with current needs, e.g., allowing units to utilize clinical faculty.
- Restructure the budget process to more clearly align resources with academic goals.

Implementation: The President and Provost will work with the University's governance structure over the next 1-2 years to seek greater flexibility in all four areas. The Faculty Senate is already considering the rationalization issue.

Improve the Faculty Work Environment
To be as productive as possible in their research, and perform at an outstanding level in the classroom, faculty need a supportive environment and a minimum of impediments. To improve the faculty work environment, we will:
- Encourage individualized faculty work loads.
- Recognize work load efforts of faculty who supervise large numbers of doctoral students (already done in some departments).
- Enhance professional leave opportunities by encouraging faculty participation in the leave system and rewarding faculty who use this time productively.
- Encourage faculty entrepreneurship through opportunities for seed grants and other small grants to faculty, particularly in areas where external funding sources are limited.

Continuing Activities

This plan does not include every activity that will take place at Ohio State over the next five years - opting instead for a more focused and manageable list of initiatives. As already noted, the initiatives and facilitating actions herein are only a few of many important activities that are ongoing at the University, some of which carry substantial price tags to which we are already committed. However, the initiatives noted in this document, in the aggregate, should also play a major role in moving the University toward its vision.

Over recent years, a handful of excellent planning documents have made scores of useful recommendations on ways to improve the University. For example, The G-QUE (Graduate Quality of University Experience) and I-QUE (Inter-professional Quality of University Experience) reports contain many excellent recommendations on improving life for graduate and professional students. We expect many of these recommendations to be implemented. The same holds true for the Research Commission Report, recommendations from which are being implemented over a period of years.

Recently, the University issued an excellent Diversity Action Plan with many compelling recommendations. We are committed to implementing these recommendations, including the creation of a Council on Diversity, more support for The Women's Place, and accountability measures such as Diversity Council Report Cards and administrative evaluations.

We face many challenges in seeking to become a truly great public teaching and research university. Among them is a more meaningful system of faculty and staff development, along with improved professional development to benefit our students, including more and better training for graduate teaching associates. We also need a more systematic, campus-wide approach to planning that improves constancy of purpose and alignment of goals while improving follow-through. There are many good ideas for new multidisciplinary programs, including a proposed Institute for the Study of Race and Ethnicity in the Americas. While it is not specifically highlighted in the plan, we are working hard to better prepare students, faculty, and the community for the global community of the 21st century. And just as market-competitive compensation is necessary to recruit and retain an excellent faculty, so is it essential to recruit and maintain a top-quality staff.

Many exciting initiatives are under way to help us contribute to Ohio's future. Three such outreach efforts coincide with the Ohio Board of Regents' current statewide priorities: Economic development, healthcare delivery, and improvement of primary and secondary education. A fourth area of ongoing emphasis is Campus Partners. Education and economic development were discussed earlier in the report. Regarding the others:

- **Healthcare Delivery.** We are committed to becoming one of the nation's leading academic medical centers by combining research excellence in cancer, cardiology, and other fields with state-of-the-art healthcare delivery. The Ohio State Academic Medical Center's mission of teaching, research, and patient care increasingly extends beyond campus laboratories, clinics, and hospitals to the people of Ohio and sometimes the world. Initiatives range from a $60-70 million Heart Hospital scheduled to open in 2003 (complementing our new Heart & Lung Research Institute) to the Collaborative Task Force for Healthy Communities - 16 University specialists in areas such as public health, oncology, cardiology, pulmonary disease, and psychology. Task Force members will work closely with the Columbus Department of Health and the Ohio Department of Health to establish principles and practices that will bring about a healthier city and state population.

- **Campus Partners.** A partnership of The Ohio State University, the City of Columbus, and the neighborhoods of the University District, Campus Partners is a non-profit community development corporation committed to revitalizing those neighborhoods. In so doing, it creates an improved environment for students and faculty, provides opportunities for experiential learning, protects the University's investment, and improves a section of Columbus that has declined in appearance and safety. One objective is to facilitate greater cooperation and coordination to improve neighborhood public services, e.g., crime reduction, more effective trash collection, better code enforcement, etc. Another is to increase the level of home ownership in the University District. And still another is to complete the University Gateway Center, a $100 million, mixed-use urban redevelopment project.

Preliminary Cost Estimates

Listed below are preliminary cost estimates for the highest priority components of the Academic Plan. These numbers represent an early estimate of the magnitude of funds required over a five-year period commencing in FY2002. These preliminary estimates are intended to inform a discussion regarding priorities and funding sources. They are not intended as a commitment, guarantee, or entitlement. Further refinement is necessary as part of the iterative nature of a good academic planning process.

Preliminary Cost Estimates for the Academic Plan (in millions)

Initiative	Continuing Funds	One-time Funds
1. Eminent senior faculty	$3.6	$15.0
2. Fac/staff recruitment, retention	13.5	0
3. Strategic invest/multidisc prog*	45.0	30-50
4. Research space	3.8	250.0
5. Library	2.5	20-30
6. Classrooms	2.9	1.9
7. Technology	7.0	67.5
8. Selective admissions	2.5	10.0
9. Undergrad learning experience	5.3	2.5
10. Student financial support	5.3-15.3	0
11. Women/Minority faculty hires*	3.8-7.5	0
12. Minority student rec/ret/grad	7.8	0
13. P-12 education	0.5	0
14. Technology partnerships	0.5	0
Total	$104.0-117.7	$396.9-426.9

* Strategic investment projects generally require a 1:1 match by colleges and departments from reallocated funds. The FHAP program generally requires a 2:1 match by colleges and departments from reallocated funds. These and other matches are reflected in the totals.

Note to Preliminary Cost Estimates. These expenditures are based upon a projection of available funding over the first five years. The initiatives can be scaled up or down depending upon actual funding.

Possible Available Resources for Support of the Academic Plan
This section describes additional resources that could be available to support the priorities of the Academic Plan. This is not a prediction, but rather a series of scenarios designed to show the effects of various assumptions. This estimate deals with gross numbers only and does not address timing constraints or restrictions on how funds might be used. All figures are based on a five-year time span commencing in FY2002.

The fundamental assumption underlying these numbers is that the University will be able to secure additional resources beyond inflation to invest in academic priorities. These resources are expected to be generated through a series of initiatives that are presented in a range of possible scenarios. Actual figures could be higher or lower. It is important to remember that receipt of almost all of these funds, with the exception of private gifts, is dependent on legislation of one kind or another. How much the University will actually receive in FY2002 and FY2003 will not be known with any degree of certainty until passage of the next biennial budget in June of 2001.

Baseline Growth. This assumes that current trends continue (revenue growth of about 5 percent with annual compensation increases of 4 percent). Figures below are an estimate of uncommitted funds available after continuing operations are funded.
Continuing $50-75 million
One Time $50-75 million

Tobacco Funds. These funds have already been appropriated. This assumes that Ohio State will receive $35-45 million (25-30 percent) of the statewide share of $150 million to be distributed over the next five years for biomedical research and technology.

Outside the Box. This scenario concludes that a combination of initiatives including a shift of Development funding from the General Fund to endowment earnings, Research Challenge, and other initiatives will produce $65-85 million in one-time funds.

Reallocation. This scenario assumes a centrally driven reallocation of $25.5-$30.5 million over the next five years. Reallocation funds include the matches for Strategic Investment ($20 million) and Women/Minority faculty hires ($2.5-5 million) as well as administrative cost reductions of $3-5 million.

Tuition Cap Relief. This scenario is predicated on an adjustment to the tuition cap at the Columbus Campus. Funds created by this adjustment would become one part of the resource base necessary to build academic excellence in undergraduate programs. The adjustment proposed would be the equivalent of three to four percentage points above the cap for each of the next four or five years. Such an adjustment would require legislative approval, and if fully implemented, could produce approximately $32 million in additional funds annually. Of this $32 million, $10 million would be earmarked for additional funding for student financial aid to offset the impact of tuition increases on those students who are least able to pay. The remaining annual income of $22 million would be targeted to the portion of the Academic Plan directly related to the improvement of undergraduate education. If legislative approval is not granted, net additional revenues would be zero. Thus, the projected net income from this initiative for the Academic Plan is estimated to range from 0 to $22 million. Under the new budget system, a substantial portion of the above-cap tuition revenue will be shared with generating colleges, and the Office of Academic Affairs will assure that these revenues are used in a manner consistent with the goals of the Academic Plan.

Ohio Plan. The Ohio Plan is a joint initiative of Ohio's colleges and universities and the Ohio Board of Regents that is still in the development stage. It is designed to be a breakthrough initiative for a partnership between higher education and the State of Ohio. This scenario assumes that Ohio State will receive between $150 million and $250 million over five years as its share of the proposal.

Private Gifts. This assumes private giving that provides $4-5 million in continuing funds and $300 million in one-time funds over five years that can be directly applied to initiatives in the Academic Plan.

Distance Learning. The University lags its benchmark institutions in the creation and dissemination of distance-learning programs. Fortunately, the substantial resources that will be required to seed distance learning programs over the next several years have the potential for significant net earnings in the longer term. Cost and revenue profiles for this initiative will be developed within a new strategic Information Technology plan to be prepared by the incoming Chief Information Officer.

Enterprise Development. The University is investing in a number of private sector partnerships which over a period of years are expected to generate revenue from royalties, patents, license fees, sponsored research, and other activities. As with distance learning, a revenue estimate for these activities is not possible at this time.

Known Commitments. Funds available are adjusted downward by $25 million in continuing funds and $200 million in one-time funds for known and emerging commitments that do not currently have an identified funding source.

SUMMARY

These preliminary scenarios produce between $54.5 million and $117.5 million in continuing funds and between $400 million and $555 million in one-time funds to support academic plan initiatives beyond maintenance of existing programs. However, these scenarios are not the equivalent of spendable resources. Additional refinement and, in many cases, enabling legislation, are necessary before resources of this magnitude are considered available.

Implementation Process

The above charts demonstrate that there could be a gap between our aspirations

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Possible Available Resources For Support of the Academic Plan (in millions)

Initiative*	Continuing Funds	One-time Funds
Baseline	$50-75	$50-75
Tobacco funds	0	35-45
Outside the Box	0	65-85
Reallocation	25.5-30.5	0
Tuition Cap Relief	0-32	0
Ohio Plan**	0	150-250
Private Gifts	4-5	300
Known Commitments	(25)	(200)
Total	$54.5-117.5	$400-555

* As already noted, Distance Learning and Enterprise Development are also expected to generate a currently unidentified amount of revenue.

** This estimate is based upon the current proposal. If that changes, the estimate will be scaled back accordingly.

and available resources, particularly in continuing funds. We will know much more once next year's State budget is adopted. Should such a gap exist, alternatives include finding other funding sources and/or scaling back or stretching out the implementation of various initiatives.

At the end of each academic year, we will review our accomplishments and compare them with the benchmarks outlined in the next section of this plan. We will also reassess the continuing and one-time expenditures necessary to implement the plan along with currently available resources. Based on this reassessment, we will set priorities and establish our agenda for the year ahead. This process will take place during the summer in Year One of the State budget biennium and in the spring during Year Two.

The Academic Scorecard

Most data presented in the Academic Scorecard come from data previously collected for OSU Strategic Indicators in academic year 1999-2000. Where available, benchmark information is provided. In academic year 1997-98, The Ohio State University selected the following universities as its primary set of benchmark institutions: University of Arizona, University of California-Los Angeles, University of Illinois at Champaign-Urbana, University of Michigan, University of Minnesota, Pennsylvania State University, University of Texas at Austin, University of Washington, and University of Wisconsin-Madison. This set of benchmark universities is the basis for comparison data reported on the Academic Scorecard. Where institutional benchmark information is unavailable, national averages are reported if available.

The measures on the Academic Scorecard do not represent all specific actions and goals associated with the Academic Plan. As measures are refined, the Academic Scorecard may change and evolve to more closely reflect the specific actions, goals, and resource allocations implemented by The Ohio State University.

Information regarding the sources of data or the calculation of most measures in the Academic Scorecard can be found in the comprehensive appendix to the Strategic Indicators 2000. The Strategic Indicators 2000 document is available for review at:

www.rpia.ohio-state.edu/strategic_analysis/strategic_indicators.htm.

Strategy Strategic Indicator	Ohio State	Benchmark Universities	OSU Change from previous reported year
Build a World Class Faculty		Benchmark Average	
1. Academic Honors and Awards (1992-99)	32	39	17
2. Market Share of Publications (1996-98)	0.41	0.5	-0.01
3. Market Share of Citations (1996-98)	0.52	0.81	0.08
4. Market Share of Federal Research Dollars (1998)	0.82	1.48	-0.03
5. Average Faculty Compensation (FY2000)	$70,360	$72,330	$3,460
Define Ohio State as Leading Public Land Grant		Benchmark Average	
1. US News Academic Reputation Score (1999)	3.8	4.08	0.1
2. US News Academic PhD programs among the Top 25 (1999)	4	8.4	NC
3. US News Professional programs among the Top 25 (1999)	7	7.3	NC
4. NRC Academic PhD programs among the top 25% (1992)	9	20	NI
Enhance the Quality of the Teaching & Learning Environment		National Average	
1. % of Faculty Satisfied Overall (1999*)	71.1	73.2	NI
2. % of Students Satisfied with Instruction and Courses (1998**)	58	65	NI
3. % of Students Satisfied with Campus Facilities (1998**)	62	75	NI
Enhance and Better Serve the Student Body		Benchmark Average	
1. % of Freshmen in the Top 10% of H.S. Class (1999)	29	50	3
2. Freshmen Retention Rate (1999)	81	89	2
3. Six-year Graduation Rate (1999)	56	70	NC
4. Average GMAT score for MBA students (1999)	638	644	NI
5. Average LSAT range for Law students (1999)	153-160	157-163	NI
		National Average	
6. Average GRE verbal score for graduate students (1998)	545	505	-1
7. Average GRE quantitative score for graduate students (1998)	655	621	7
8. Average GRE analytic score for graduate students (1998)	637	586	1
9. % of Students Satisfied with Student Support Services (1998**)	47	51	NI
Create a Diverse University Community		Benchmark Average	
1. % of Women Faculty (1997)	29.9	28.6	NC
2. % of African American, Hispanic, and Native American Faculty (1997)	5.38	5.62	0.38
3. % of Minority Staff (1997)	23.2	24.5	-0.7
4. % of African-American & Hispanic Students (1998)	10	11.6	1
5. African-American Freshmen Retention Rate (1998)	74	88	4
6. Hispanic Freshmen Retention Rate (1998)	74	87	2
7. African American 6-Year Graduation Rate (1998)	37	51	-4
8. Hispanic 6-Year Graduation Rate (1998)	49	58	11
Help Build Ohio's Future		Benchmark Average	
1. Number of Invention Disclosures (1998)	75	155	4
2. Number of Patent Applications (1998)	42	110	20
2. Number of Patents Awarded (1998)	24	38	-3
3. Number of License/Options Executed (1998)	26	44	2
4. Number of Start Up Companies (1998)	0	4	NC
5. Revenue from Income Generating Licenses (1998)	$1,758,533	$6,803,893	($474,138)
6. Sponsored Research Dollars for Education (1999)	$13.1mil	$10.5 mil	NI
7. Impact of P-12 Initiatives	TBD		

NC: No change from previous reporting period
NI: No information about earlier reporting period

* Faculty satisfaction will be measured again in 2002.
** Student satisfaction will be measured again in 2001.