

Fearlessly First on a Budget

Reimagining the College of Arts and Sciences

Ohio University

November 15, 2019

Planning Exercise; November 15, 2019

1. Introduction

This memorandum offers (1) insights into the current curricular structure of the undergraduate and graduate programs in the College of Arts & Sciences, (2) plans for improving the College's overall curricular efficiency by Fall 2020 and beyond, as well as (3) ideas for restructuring the College. The data for the analysis originate from different sources that do not always correspond perfectly with each other. All insights as well as the plans for efficiency improvements are derived from the vantage point of focusing jointly on all departments. The implementation as well as the verification of the appropriateness of these plans will require attention to data that the College is currently collecting from the individual departments.

The remainder of this memorandum is structured as follows:

- Section 2 addresses the College's revised workload policy that will be in effect starting Fall 2020.
- Section 3 examines the College's instructional efficiency at the undergraduate level and identifies areas for improvement
- Section 4 examines the College's instructional efficiency at the graduate level and suggests minor as well as more major possible changes
- Section 5 analyses expected personnel changes in faculty and staff
- Section 6 combines the plans for improvement from the earlier sections to identify possible staffing needs for the College's curricular plan in AY21/22. *To establish the veracity of the conclusions, this preliminary analysis will require additional assessment at the department level with data that the College is currently collecting.*
- Section 7 provides an explanation of the departmental-level data that the College is currently assembling and offers some ideas related to reimagining the College of Arts & Sciences.

2. A new faculty workload policy for the College

2.1 The College's current workload policy

Currently, the College maintains a variable workload policy although implementation and enforcement of it has been inconsistent across departments.¹ Departmental workload policies were comprehensively revised in 2014.

¹ See <https://www.ohio.edu/cas/dean/faculty/workload-policy>.

Traditionally, the College has defined the workload for tenure-track (TT) faculty as a 40:40:20 distribution among teaching, research, and service (T:R:S), while most instructional faculty have been appointed at 80:0:20. Faculty workload typically varies as a function of research expectations, for which the terminal degree offered by the department serves as proxy (that is, research expectations are highest in PhD-granting departments and lowest in bachelor-granting departments). While all teaching expectations are expressed as 40% in the 40:40:20 TRS framework, the expectations of classroom teaching depend on the highest degree offered within the department; these adjusted expectations of classroom teaching account for faculty involvement in undergraduate and graduate education outside the classroom, including graduate advising, mentorship, thesis and dissertation assistance, HTC and OHIO Honors engagement, etc.

2.2 Workload policy to be effective in Fall 2020

Table 1 specifies the **current** and **future** teaching expectations for a typical TT faculty member. Non-classroom credits acknowledge a faculty member's time spent on supervising independent studies, supervising undergraduate research, supervising TAs, teaching tutorials, involvement with teaching abroad or teaching away activities, involvement with internships, etc.

Table 1. The College's current and future Workload Policy as it relates to teaching							
Highest Degree Offered	Teaching Effort (%)	T:R:S Frame work	Total Teaching Credits	Non-classroom Credits	Classroom Credits	Total Classroom Effort (%)	Annual Course Load (F-S)
Current College Policy							
Baseline	100	100:0:0	30	3	27	90	4-5
Bachelors	60	40:40:20	18	3	15	50	2-3
Masters	50	40:40:20	15	3	12	40	2-2
Doctorate	40	40:40:20	12	3	9	30	2-1
Future College Policy, following University Policy							
Baseline	100	100:0:0	30	3	27	90	4-5
Bachelors	70	70:10:20	21	3	18	60	3-3
Masters	60	60:20:20	18	3	15	50	2-3
Doctorate	50	50:30:20	15	3	12	40	2-2

Future department-level teaching load norms will more directly align with the T:R:S framework. All departments will retain a 20% service requirement, and research expectations will vary directly as a function of highest degree offered. Moreover, the future workload will explicitly accommodate individual faculty workload variation beyond the normative department level expectation to account for both highly research-active faculty (for example, numerous extramural grants, multiple graduate student advisees, high publication output) and those with diminished scholarly productivity (for example, no extramural grants, few student advisees, low publication output).

One might view the scholarly productivity among faculty within a department in the context of a normal distribution made up of quartiles. The upper quartile (top 25%; high research activity), the interquartile range (middle 50%; research active, forming the basis for Table 1), and the lower quartile (lower 25%; low research activity). In a PhD-granting department, the normative annual teaching load (middle 50% of department) would be 2:2 (50:30:20), with highly research-active faculty having a reduced teaching load (for example., 2:1 or 1:1) and faculty with lower research activity having an increased teaching load (for example, 2:3 or 3:3).

The College is in the process of collecting the data to finetune these flexible course load adjustments for individual faculty members. Table 2 offers an example of how such adjustments might be implemented, focusing on the average (representative) faculty member in each department. Assume that in each PhD-granting department, 20% of the faculty have particularly high research activity and 10% have low research activity, so that the average/representative faculty member receives an additional net reduction of $20\% - 10\% = 10\%$ from the normative annual course load of 4 courses. Under these assumptions, the adjusted course load of the representative TT faculty member in, say, Physics would be $4 * 0.9 = 3.6$ courses per year. For the purpose of the example, assume that in MA-granting departments and bachelor-granting departments the average/representative faculty member receives a net reduction in their course loads of 5% and 2.5%, respectively. Column 5 shows the flexible course load adjustment for the for the average faculty member in each department.

Because the adjusted flexible course load of the average faculty member is now below the department's normative course load, each department employs instructional faculty with a correspondingly higher course load. Assume that an instructional faculty member teaches 8 courses per year; to reach a 100% workload of 30 credits per year, each instructional faculty is involved in additional teaching activities outside the classroom to count as a 9th course, as well as in service activities that are equivalent to another 3 credits.²

² Most instructional faculty in the College provide service to their departments.

To complete the numerical example, note that, because the average faculty member in Physics teaches only 3.6 courses (Column 6) rather than 4.0 courses per year, the Physics department must employ an additional 0.1 instructional faculty per TT faculty member with reduced course load (Column 7) to reach the departmental normative course load of 4 courses per year.³ Currently the Physics department has 25 TT faculty (Column 8); if the average faculty member teaches 3.6 courses per year, then the department must employ an additional $25 * 0.1 = 2.5$ instructional faculty (Column 9), each teaching 8 courses per year. The 25 TT faculty in Physics will teach a total of $25 * 3.6 = 90$ courses and the 2.5 instructional faculty will teach a total of 20 courses, achieving the normative departmental course load of $(90 + 20) / (25 + 2.5) = 4$ courses per year. Because every TT faculty and instructional faculty member spends the equivalent of an additional 3 credits on non-course-related teaching activities, the department achieves the normative departmental share of effort spent on teaching-related activities of $4 * 3 + 3 = 15$ credits per year, in accordance with the university requirement for a PhD-granting department.

2.2 FTEs and early retirees

Table 2.A shows the distribution of TT faculty, instructional faculty, and early retirees across the College's 19 departments and programs, in terms of numbers as well as FTEs. The vast majority of TT and instructional faculty are full-time in their respective departments, indicating that analyses of numbers of faculty track analyses in terms of FTEs very closely. We therefore undertake our analyses in this memo in terms of numbers (that is, 1.0 FTEs) rather than actual FTEs because doing so simplifies the analyses of course eliminations in Sections 3 and 4.

The last two columns of Table 2A indicate that the College currently has a total of 12 early retirees. Informal inquiries with departments indicate that most early retirees do not teach more than 1 course each per year. Unless the workload is specifically specified in the contract, the College will apply the revised workload policy to the early retirees, in relation to the workload policy of the department from which the person retired. The College will also incorporate increased workload expectations into new contracts. In general, this change will imply an increase in the course load of early retirees to about 2 or 3 courses per year.

We turn next to the analyses of the College's instructional efficiency, first at the undergraduate level and then at the graduate level.

³ The necessary number of instructional faculty, X , to reach the normative departmental course load is determined as $X = \frac{\text{normative department load} - \text{average TT load}}{\text{IF teaching load} - \text{normative department load}}$.

3. Analysis of instructional efficiency at the undergraduate level

3.1 Assessing each department's service to General Education and to other departments/colleges

Table 3 shows, for each department during the Fall semesters 2014 to 2019, the number of its own majors and the headcount in its undergraduate classes. The ratio of headcount to majors provides a measure of how many students the department serves beyond its own majors. A useful benchmark is OPIE, which offers classes only to its own students. The ratio of headcount to majors varies between 460% and 219%, indicating that the average OPIE student took between 4.6 OPIE classes (in Fall 2016) and 2.19 OPIE classes (in Fall 2018).

Biology, Political Science, and Psychology, and to some extent **Sociology & Anthropology and Geography**, serve predominantly their own majors. For example, if every biology major took 3 biology classes in Fall 2019, then the average ratio of biology majors to non-biology majors in all Fall 2019 biology classes is 3/2.32.

In contrast, **African American Studies, Classics & WR, Economics, Mathematics, Modern Languages, Philosophy, and Physics** serve predominantly majors from other departments. For example, if every physics major took 3 physics classes in Fall 2019, then the average ratio of physics majors to non-physics majors in all Fall 2019 physics classes is 3/27.66. This interpretation is intuitive since Physics offers popular classes in astronomy to non-majors as well as courses that are required for engineers. A similar explanation applies to Mathematics, while Modern Languages fulfills the foreign language requirements for majors from many other departments.

Several departments (**Economics, English, Linguistics, Modern Languages, OPIE, Philosophy, Psychology, Soc/Anthro, and WGSS**) have lost a sizeable percentage of students in their classes during the past years. For several departments, the loss of students was a direct consequence of the other colleges either reducing or eliminating, during RCM, the requirement that their students take Arts & Sciences classes as part of their majors and the proliferation of general education courses among other colleges.

Assessing a department's contribution to the university requires that one take account of the department's service to students of other colleges and to General Education. A detailed assessment must wait until the revision of the General Education requirements has progressed sufficiently far to determine its implications.

Table 4 shows the percentage of general education courses in the College of Arts & Sciences among all courses that satisfy specific general education requirements. Column 1 reflects the percentage of Arts and Sciences courses that meet the Tier I Junior Composition requirement and the Tier II requirements across the various general education distribution areas, based on the 2010-2012 undergraduate catalog. Column 2 reflects the percentage of these courses in the 2019-2020 catalog. Note that the College’s share of Tier II Cross Cultural Perspectives and Tier II Social Sciences courses declined significantly, indicating that other colleges developed, between 2010 and 2019, courses to meet these general education requirements. This same pattern is reflected—to a lesser extent—in Tier I Junior Composition and Tier II Applied Sciences and Humanities and Literature courses. Given the proliferation of general education courses among other colleges, it is not surprising that several departments, including Economics, English, Modern Languages, Psychology, Soc & Anthro, and WGSS lost significant SCH. Given the currently ongoing general education reform which is generating a strong interest in curricular innovations and general education assessment, many of these same departments and the College in general are likely to be significant partners in these broader university efforts.

Table 4. Comparison of the General Education curricula, 2010-12 and 2019-20		
	Percentage of Arts & Sciences courses	
	2010 - 2012	2019 - 2020
TI: Junior Composition *	57	54
TII: Applied Science	62	55
TII: Cross Cultural Perspectives	77	51
TII: Fine Arts	0	0
TII: Humanities and Literature	94	91
TII: Natural Sciences	100	100
TII: Social Sciences	78	60
Overall	73	61
* The decline in the College’s share of Junior Composition courses does not account for the creation of JE courses, which were developed after the 2010-2012 catalog pre-dominantly in several departments in the Patton College of Education, Russ College of Engineering, and Scripps College of Communication.		

3.2 Assessing each department's change in majors, enrollment, and student credit hours between Fall 2014 and Fall 2019

The smallest majors are **African American Studies, Classics & WR, Plant Biology, Linguistics, Modern Languages, Philosophy, and WGSS**; it is not surprising that these departments serve mostly populations other than their own majors. **Economics and OPIE** are the only departments that lost a sizeable percentage of majors between 2014 and 2019. Several departments (**Economics, English, Linguistics, Modern Languages, OPIE, Philosophy, Psychology, Soc & Anthro, and WGSS**) lost a sizeable percentage of students in their classes.

The fact that classes differ in their intensities can be accommodated by considering student credit hours (SCH) rather than enrollment. Table 5 shows each department's change in Student Credit Hours (SCH). Between Fall 2016 and Fall 2019, all departments except **Classics & WR** have seen declines in SCH. The declines in the SCH of **Biology and Chemistry** were moderate (between 3% and 8%), while **African American Studies, Economics, OPIE, and Philosophy** experienced declines in SCH of over 30%.

The last column in Table 5 shows the corresponding percentage change in faculty (TT and instructional) between Fall 2016 and Fall 2019. With the exception of **Geology, OPI, and WGSS**, the percentage change in faculty is generally considerably smaller than the percentage change in SCH, although for **English, Linguistics, and Modern Languages**, the change in faculty is almost as large as the change in SCH. For the College as a whole, the decline in SCH of 18% compares to a decline in faculty of 11% during the past 4 years.

3.3 Identifying programs for possible closure

Several departments offer multiple majors or tracks within their majors, as well as minors and certificates. Examining all programs with student headcounts below 20 suggests opportunities for streamlining the curriculum. Table 6 lists the undergraduate programs in the College whose 5-year-end-of-term headcounts are below 20. The required courses in several of these smaller programs maintain acceptable enrollments primarily by serving other programs within the same department as well as students in other departments; this practice ensures that these programs are sustainable even at a modest size. For example, the **African-American Studies major** is quite small, with 3 majors in the five-year-end-of-term analysis, and it has awarded very few degrees in recent years. But because the African-American Studies **minor** has more substantial enrollments, the 5 required courses for the major maintain strong enrollments. Nevertheless, curricular changes including cross-listing departmental courses with those of

other departments, when appropriate, and streamlining the number of electives in the major and reducing the number of classes offered in any semester could increase enrollments in upper-level AAS offerings. Table 6 identifies several small programs that might benefit from similar curricular changes.

Table 6 also identifies several programs where more substantial curricular reforms are needed to make the program and its courses sustainable and that, in the absence of successful reform, should be considered for elimination. The Russian major/minor in Modern Languages is an example of such a program. The College is currently working with all departments to implement appropriate curricular changes as discussed in Table 6 to increase instructional efficiency and improve program sustainability.

3.4 Assessing each department's distribution of classes of different sizes

John Day shared with the College enrollment data for every course in Summer 2018, Fall 2018, and Spring 2019. Table 7 shows the different types of delivery contained in these data. The enrollment analysis in this and the following Section considers lecture and seminar courses that were delivered on the Athens Main Campus, both face-to-face and online. We restrict the analysis to these two modes of delivery because laboratories are generally associated with specific lecture courses, while tutorials, independent studies, internships, thesis/dissertation hours, and research hours are generally one-on-one exchanges between a faculty member and a student. We do not consider the Athens eCampus because its enrollment is small relative to the regular enrollment and because the eCampus courses are linked to specific programs.

Note that, for Fall 2018, these different types of deliveries in the data set sum to a total enrollment of 39,128, which is 2,000 students below the comparable enrollment number for Fall 2018 of 41,111 in Table 2 that we obtained from OIR.

Table 8 shows the enrollment distributions across the departments in all undergraduate classes on the Athens main campus (lectures and seminars, face-to-face and online) for Fall 2018 and Spring 2019. Not surprisingly, the departments that offer the most courses with low enrollments also teach the topics that are traditionally being delivered in small courses: **writing and composition courses in English**, as well as the languages (**Latin** and **Greek** in Classics and the courses in **Linguistics and Modern Languages**). Note that almost all writing and composition classes are enrolled at or close to their maximum of 20 students, and that none of the 167 writing and composition classes have fewer than 15 students.

3.4.1 Assessment of courses with low enrollments in the four largest science departments

Consider the four departments with the largest enrollments: Biology (5,527), Chemistry (4,911), Mathematics (4,615), and Psychology (4,130). These departments differ considerably in their total number of undergraduate classes as well as in their percentages of small undergraduate classes: Mathematics offers 207 classes,⁴ Psychology 134,⁵ Biology 99, and Chemistry only 47. Biology and Chemistry have about 20 classes with enrollments above 100, while Mathematics and Psychology have only 2 and 3 such large classes each. However, 31% and 29% of the classes in Biology and Chemistry have enrollments of 20 and fewer students, while only 21% of the Mathematics classes and only 11% of the Psychology classes are that small.

Examination of the small Biology and Chemistry classes with 20 and fewer students indicates that several of them are dual-listed with corresponding graduate classes, that others were likely being taught for students in other programs, while the remaining few are most likely laboratories and independent studies that had been coded incorrectly as lecture classes.⁶

⁴ Of these 207 mathematics classes, 28 are sections of pre-calculus (mean enrollment of 37 students), 27 are sections of "Survey of calculus" (mean enrollment of 36), 30 are sections of calculus 1, 2, and 3 (mean enrollment of 47), and 35 are sections of algebra (mean enrollment of 32).

⁵ Of these 134 psychology classes, 11 are sections of "Child and Adolescent Psychology" (mean enrollment of 42 students), 10 are sections of "Elementary Statistical Reasoning" (mean enrollment of 83), 14 are sections of "General Psychology" (mean enrollment of 122), and 26 are sections of "Statistics for Behavioral Sciences" (mean enrollment of 35).

⁶ Of the 13 Chemistry classes with 20 and fewer students, 6 classes were dual-listed with Master-level classes, 1 class ("CHEM 2900 Special topics in CHEM") had an enrollment of 1 student and is likely to have been an independent study. The remaining 6 classes were most likely taught in support of other programs: (1) the two classes "CHEM 1100 Introduction to Pharmacy" and "CHEM 4850 Introduction to Toxicology" had enrollments of 14 students each and were probably taught for HCOM, and (2) the equal enrollments in "CHEM 4840 Forensic Chemistry 1" and "CHEM 4870 Forensic Chemistry 2" (14 students each) and "CHEM 4530 Physical Chemistry 1" and "CHEM 4540 Physical Chemistry 2" (7 students each) suggest that these two pairs of classes may also have served specific student populations.

Of the 13 Biology classes with 10 and fewer students, 3 classes were dual-listed with Master-level classes, while the 2 classes labelled "BIOS 2900 & BIOS 4900: Special topics in BIOS" and "BIOS 3880 UG Research and Inquiry in EBB" had enrollments of 1 and 2 students, respectively, and are likely to have been mislabeled independent studies. The course ("BIOS 4030 Teaching Vertebrate Anatomy") was taught in 4 sections by three different teachers during Fall 2018 and Spring 2019, and these sections had enrollments of 16, 15, 4, and 2 students, respectively. It seems likely that each of the two sections with 4 and 2 students was taught jointly with one of the two larger sections, despite being listed under different instructors. It is likely that the remaining 4 classes ("BIOS 4450 Physiology of Exercise") with 1, 2, 4, and 5 students as well as the incorrectly-as-lecture-coded laboratory ("BIOS 4460 Physiology of Exercise Lab") with 4 and 5 students, were taught specifically for HCOM or HSP.

Examination of the 15 Mathematics undergraduate classes with 10 and fewer students leads to similar conclusions for twelve of them.⁷ Only three classes seem to have been regular Mathematics classes with low enrollments:

- o MATH 3240 Abstract Algebra (10 students),
- o MATH 1060 Quantitative Reasoning (10 students),
- o MATH 4520 Stochastic Processes (5 students).

Cursory examination of the classes with enrollments below 11 students in the other departments leads to similar results. *Thus, a meaningful assessment of classes with enrollments below 11 students requires more data cleaning and consultations with the individual departments. It seems prudent to conclude that—for the classes with enrollments below 11 students that are included in the available data set—it is unreasonable to expect that it will be possible to increase enrollment by a meaningful number for more than 10% – 15% of these low enrolled classes.*

Of course, curricular reform, cross-listing appropriate classes with other departments, reducing electives and choices among required classes, and eliminating some programs may also reduce some of these under-enrolled classes.

3.4.2 A reasonable expectation of possible increases in class sizes

Table 9 shows the mean enrollment in undergraduate classes in AY18/19 across departments. It is unreasonable—albeit not impossible—to expect considerable increases in the enrollments of classes with more than 40 students, so we focus on classes with enrollments below 40 students. Note that, in most departments, the mean enrollment in classes with enrollments between 20 and 30 students is close to 25, which is the enrollment limit for Junior-level J and JE composition courses set by the UCC. While it is unlikely that there are 232 J or JE courses outside of writing and composition, *this observation serves as a reminder that the current as well as the revised General Education programs are likely to impose some pedagogically driven restrictions on enrollment in specific courses.*

⁷ Two classes were dual-listed with graduate courses. Another 3 classes with an enrollment of 1 student each had Winfried Just listed as instructor of record; all three are part of multi-section classes and each of these three sections was most likely taught together with the larger sections that are listed under different instructors. Two classes with one student each were most likely independent studies, while three classes were “Undergraduate Math Seminars” with enrollments of 4, 4, and 1 student each; it is likely that these classes were independent studies as well. Two classes were most likely taught for the Patton College of Education (“Advanced Perspectives for Math Teachers” and “Teaching of Math in Secondary Schools” with 9 students each).

Given the conclusions on courses with very low enrollments that we obtained in Section 3.4.1, it is reasonable to assume that the possibility of achieving larger enrollments increases with current course size, that is, it will be easier to combine courses with current enrollments of 20 students than to combine courses with current enrollments of 10 students.

We model four different scenarios of possible future increases in enrollment in courses with current enrollments below 41, across all departments except the language departments and the writing courses. These scenarios assume

- (1) different (likely) target enrollments for courses of different current size, and
- (2) different percentages of courses of current size that can be brought to the new target enrollments.⁸

Table 10 shows the enrollment numbers and percentages used in each model.

Table 10. Different models of increases in enrollment				
	Current enrollment			
	31 - 40	21 - 30	11 - 20	1 - 10
	Model 1			
Raise enrollment to	45	38	35	30
in % of courses	100%	75%	50%	15%
	Model 2			
Raise enrollment to	42	35	32	20
in % of courses	100%	75%	50%	15%
	Model 3			
Raise enrollment to	45	38	35	30
in % of courses	90%	66%	40%	10%
	Model 4			
Raise enrollment to	42	35	32	20
in % of courses	90%	66%	40%	10%

Table 11 shows the simulation results, which suggest that **the College might be able to reduce the number of courses by between 129 and 195. These reductions would allow the College to**

⁸ These percentages reflect assumptions regarding external enrollment restrictions (e.g. by the General Education Program) as well as assumptions about the fraction of courses that serves graduate programs as well as programs in other colleges where enrollment is beyond the control of the College of Arts & Sciences.

reduce the number of instructional faculty with course loads of 4-4 by a maximum of between 16 and 24 persons.⁹

Additional reductions may be possible in the language departments and among the writing courses. However, because all writing courses are already close to their limits, a reduction in the number of courses requires curricular changes (which are currently being analyzed).¹⁰

The fact that the language departments offer multiple languages implies that it is more difficult to increase course sizes, and it is generally impossible to shift languages faculty across programs. Course reductions in the languages would therefore require the elimination of language programs. The College has suspended its MA program in French starting in AY19/20, and it is currently investigating the possibility of suspending individual language programs at the undergraduate level.

4. Analysis of instructional efficiency at the graduate level

4.1 Assessing each graduate program's time to degree

Table 12 shows, for each department, enrollment in PhD and Masters programs from Fall 2013 to Fall 2018, as well as the number of degrees awarded from AY13/14 to AY18/19 (including summers). The ratio of enrollment to the number of degrees awarded is a measure of the time-to-degree (assuming all students graduate). For example, if the mean is 20%, time to degree completion is ca. 5 years.

The average time-to-degree in most of the PhD programs (**Chemistry, English, Mathematics, Physics, and Psychology**) is about 5 years. Three PhD programs (**Biological Sciences, History, and Plant Biology**) have completion times that prima facie appear to be 8-10 years, but once outlier years (zeroes) are removed, these programs average out to about 7-8 years. The longer time-to-degree rates suggest that these programs may have unusually high drop-out rates. A more detailed analysis is certainly warranted.

⁹ The likely reductions of instructional faculty are smaller because these numbers ignore the fact that a department would need to reduce the number of courses by at least 8 to be able to provide the curriculum with one fewer instructional faculty member.

¹⁰ The mean enrollment in the 145 writing courses with between 11 and 20 students is 19, that is, close to the limit currently set by the English department. Increasing the limit from 20 to 24 would lead, assuming that every course will fill completely, to the elimination of $145 - 115 = 30$ writing courses. The College is currently investigating which additional resources the department might need to increase the limit by 20%.

Four Masters programs (**Sociology, Political Science, Mathematics, and Linguistics**) have an average time-to-degree of about two years, while the time-to-degree of the remaining five (**Economics, Geography, Geology, Modern Languages, and Philosophy**) is between 2.5 and 3 years, suggesting that these five programs may have higher drop-out rates than the previous four.

4.2 Assessing which departments serve students from other programs

Table 13 examines the ratio of the number of graduate students to total enrollment in all graduate classes. The relatively large ratio means in **Geography** and **Linguistics** (Masters Programs) and in **Plant Biology** (PhD program) suggests that these programs are serving, by way of their graduate class offerings, populations beyond their own students.

4.3 Assessing class sizes in graduate courses

Table 14 examines, by department, the number of and the enrollments in all graduate-level classes (designated as lectures and seminars) on the Athens main campus, online and face-to-face, during AY18/19. The number of graduate classes in the departments with PhD programs ranges from more than 40 (**Biology, Mathematics, Physics, and Psychology**) to fewer than 20 in **English**. The number of graduate classes in the departments with Masters programs ranges from about 35 in **Political Science** and **Economics** to 19 in **Geology** and 15 in **Philosophy**.

Departments differ considerably in the number of graduate classes that are dual-listed with undergraduate classes. **History** offers only 4 stand-alone graduate classes, in addition to 21 dual-listed classes, while **Physics and Psychology** offer only 5 dual-listed graduate classes, in addition to 37 and 35, respectively, stand-alone graduate classes. Physics and Psychology have twice as many PhD students as History. **English** dual-lists only a single graduate class and offers 15 stand-alone graduate classes. However, unlike History, Physics, and Psychology, English has a large number of MA students, and the average enrollment in the 15 stand-alone English graduate classes is 19, while the average enrollment is 10 and 7 in the 37 and 35 stand-alone Physics and Psychology graduate classes.

If one assumes that dual-listed classes would still be offered to undergraduate students in the absence of a graduate program (especially a Masters program), then such dual-listed classes do not add to the cost of offering the program. Table 12 suggests that the most viable Masters

programs are those in **Economics, Geography, and Linguistics**, while the Masters programs in **Geology, Philosophy, and Modern Languages** might be too expensive to operate.

Table 15 shows the enrollment distributions in stand-alone graduate classes that were offered in AY18/19. Not surprisingly, the vast majority of these graduate classes had fewer than 20 students.¹¹ **English, Geography, and Linguistics** offered the smallest percentage of graduate classes with enrollments below 11 students, while more than 80% of the stand-alone graduate classes in **Chemistry, Plant Biology, Modern Languages, and Psychology** had fewer than 11 students.

For the purpose of the analysis in Section 6, we will assume that it will be possible to eliminate 10% of the stand-alone graduate classes (provided that 10% is a number larger than 1).

An assessment of how many of these stand-alone graduate classes can be either eliminated or combined can only be done after detailed examination of the individual programs. **Many departments with graduate programs, especially those with terminal Masters programs, are actively considering and developing accelerated graduate pathways for high achieving undergraduate students to enter into their graduate programs. This has the potential of attracting additional undergraduate students to the university as well as retaining some students who may pursue graduate programs elsewhere after they have earned their undergraduate degrees.**

4.4 Assessing the cost of stand-alone Masters programs

Table 16 shows that, in FY19, the College spent \$1,203,915 on graduate stipends in departments that offer only Masters programs. Because all students receive tuition waivers, the SSI is the only revenue that the College receives from these programs. Section B of Table 14 lists the amounts spent on students in each department as well as the SSI that the College receives for every graduating student.

¹¹ English offered two sections of *ENGL 7810 Prof issue in College English* in Fall 2018 and Spring 2019, with enrollments of 51 and 46, respectively, as well as two sections of *ENGL 7777 Colloquium on Profession* in Fall 2018 and Spring 2019, with enrollments of 49 and 45, respectively. Physics offered two sections of *PHYS 8001 Colloquium* in Fall 2018 and Spring 2019, with enrollments of 55 and 48, respectively.

Table 16. Expenses (actuals) & SSI related to graduate programs in FY19

Department	# of supported students	Total expenses on stipends	Stipend/student	SSI	Years	SSI/year	Students SSI/year
A. Departments with PhD programs							
Biological Sciences	67	\$550,580	\$8,218	\$48,874	5	\$4,330	\$654,912
Chemistry	57	\$866,712	\$15,205	\$48,874	5	\$7,420	\$557,164
English	50	\$719,152	\$14,383	\$40,006	5	\$17,719	\$400,060
Plant Biology	25	\$366,517	\$14,661	\$48,874	5	\$11,999	\$244,370
History	20	\$347,740	\$17,387	\$40,406	5	\$11,999	\$160,024
Mathematics	46	\$675,059	\$14,675	\$48,874	5	\$6,000	\$449,641
Molecular & Cell Biology	23	\$293,699	\$12,184	\$48,874	5	\$12,961	\$224,820
Physics	64	\$703,071	\$10,985	\$48,874	5	\$5,694	\$625,587
Psychology	60	\$903,659	\$15,128	\$40,240	5	\$9,139	\$482,880
SUM	412	\$5,430,189	\$13,180				\$3,799,458
B. Departments with Masters programs only							
Economics	23	\$103,452	\$4,498	\$6,495	1.5	\$4,330	\$99,590
Geography	18	\$165,980	\$9,221	\$11,130	1.5	\$7,420	\$133
Geology	13	\$172,350	\$13,258	\$17,719	1	\$17,719	\$230,347
Linguistics & ELIP	17	\$144,000	\$8,471	\$11,999	1	\$11,999	\$191,984
Modern Lang.	25	\$304,600	\$12,184	\$11,999	2	\$6,000	\$149,988
Philosophy	10	\$92,716	\$9,272	\$12,961	1	\$12,961	\$129,610
Pol. Science	13	\$128,625	\$9,894	\$11,388	2	\$5,694	\$74,022
Soc & Anthro	11	\$92,192	\$9,399	\$9,139	1	\$9,139	\$100,592
SUM	130	\$1,203,915	\$8,488		1		\$1,121,629
SUM MA+PhD	534	\$6,634,104					
C. Students supported in institutes and other departments							
CHI	6	\$71,000	\$11,833				
Others	7	\$34,668	\$4,953				
SUM All	547	\$6,739,772					

The length of the Masters programs ranges between 1 and 2 years.¹² Dividing the SSI by the number of years necessary to complete the program yields a measure of the SSI that the College can expect to receive per year. Multiplying the expected SSI per year by the number of

¹² The length of each program is available on the program's website.

students in each program indicates the total SSI revenue that the college would receive for the students enrolled if

- the length of every program was one year, and
- every funded student graduates.

Comparison of the third column and the final column in Table 16 shows that, for each program in which students graduate within one year, the SSI per year fully covers the cost of the stipends, while the SSI falls short of the cost of the stipends in those programs that require students to stay for more than one year. A number of departments with terminal Masters degrees are initiating or developing curricular proposals to reduce the minimum number of credit hours required for their programs. Successful reform along these lines would result in more programs in which SSI covers the costs of graduate stipends.

The University requires that the College pay 40% overhead on SSI revenue, which reduces the SSI revenue from the 8 Masters programs that remains with the College from \$1,121,629 to \$672,977. Thus, given the University's overhead of 40%, the College subsidizes the 8 Masters programs by $\$1,203,915 - \$672,977 = \$530,938$ per year.¹³

Eliminating all stipends for the 8 Masters programs would lead to an annual budget reduction of \$513,219 for the College.

The elimination of the stipends for Masters students would most likely reduce enrollment in the College's 8 Masters programs below the sustainable level. Thus, the elimination of the stipends for Masters students will lead to

1. the effective closure of the College's 8 stand-alone Masters programs,
2. a reduction in the number of the College's graduate students by about 130,
3. loss of University revenue of \$448,651 (lost overhead from SSI),
4. loss of all TA support in these departments, which will change the types of assignments that faculty will be able to offer in classes with large enrollments,
5. fewer opportunities for the development of accelerated graduate pathways to attract and retain high achieving undergraduate students.

These negative effects are balanced by

¹³ If it was possible to reduce the length of the MA/MS programs in Economics, Geography, Modern Languages, and Political Science to 1 year, the sum of SSI revenue per year would increase to \$1,462,213, thus exceeding the cost of the stipends. However, the 40% overhead reduces the revenue from SSI that remains with the college to \$877,328, leading to a net loss of \$326,587 for the College.

6. budgetary savings for the College of \$530,938.

Impressionistically, the costs 1 – 5 seem to outweigh the benefit 6. Thus, we are not recommending the effective elimination of the College’s stand-alone Masters programs.

4.5 Assessing the cost of the College’s PhD programs

It is informative to assess the financial sustainability of the College’s PhD programs in the same way. We restrict our focus to the four PhD programs in **Chemistry, Molecular & Cell Biology, Physics, and Psychology**.¹⁴ Following the time-to-degree data in Table 12, we assume that all students graduate after 5 years and that each student in every program is funded for 5 years, so that SSI per year is 1/5 of total SSI.

Comparison of the third column and the last column in Table 16 indicates that the College subsidizes each cohort of PhD students in these programs; the College’s total subsidy to these four programs equals \$880,690. If one takes account of the fact that the College pays 40% overhead on the SSI revenue, then the College’s subsidy of each cohort across these 4 PhD programs increases to $\$2,771,141 - \$1,890,451 * (1 - 0.4) = \$1,636,870$. With $\$903,659 - (1 - 0.4) * \$482,880 = \$617,931$ per cohort, the highly successful PhD program in Psychology requires the highest subsidy.

One might argue that the faculty will need to increase their efforts in obtaining external grants that provide appropriate support to their PhD students. However, the faculty in Physics and Psychology are the most research-active faculty in the College, and they obtain the largest amount of external funding. If the two most research-active departments in the College are unable to make their PhD programs financially sustainable, then it is unrealistic to expect that faculty in other departments will be able to achieve such financial sustainability.

Thus, employing the sole criterion of fiscal sustainability would lead to the conclusion that all graduate programs in the College of Arts & Sciences should be eliminated. However, doing so would result in a further reduction in graduate students, loss of TA and RA support in these

¹⁴ With the exception of Psychology, all PhD granting departments offer separate MA/MS programs. Our database indicates that these programs offer funding to students with MA/MS status. However, often students are admitted initially to the MA/MS program and granted PhD status after passing the qualifying exam. At this point, we do not know whether any of the funded MA/MS students are in a terminal MA/MS track (we will, of course, investigate). To minimize any distortion that might arise from this issue, we focus on the 4 programs that fund the smallest number of MA/MS students (**Psychology** [0 MA/MS students], **Chemistry** [2], **Molecular and Cell Biology** [3], and **Physics** [5]), making it most likely that all the funded MA/MS students in these programs have been admitted as future PhD students.

departments that might require curricular changes and decreased capacity for lab courses and decreased faculty productivity, and a diminished research profile for the college and university.

We are not recommending the elimination of the College's PhD programs; we rather offer an assessment of the overall financial consequences of doing so.

5. Analysis of past and expected future changes in faculty and staff

Table 17 compares, for each department, the changes in the number of TT faculty and instructional faculty with the corresponding change in the number of Student Credit Hours between Fall 2016 and Fall 2019. The PhD-granting departments are identified by green backgrounds. Across all departments, the College lost 19% of its SCH and 10% of its faculty during these 4 years. **Classics & WR** is the only department that saw an increase in SCH; **Biology and WGSS** are the only departments for which the percentage decline in faculty exceeds the percentage decline in SCH.

The last row of Table 17 shows the ratio of faculty to SCH in Fall 2019: with values above 400, Mathematics and Psychology have by far the highest faculty/SCH ratios in the College; this result is not surprising because many classes in these two departments are taught by graduate students. **African American Studies, Classics, History, Linguistics, Modern Languages, Physics, and Political Science** have faculty/SCH ratios of 200 or less.

5.1 Reductions in TT and instructional faculty already achieved

In FY19, the College had 290 TT faculty and 123 instructional faculty, for a total of 413 faculty.¹⁵ Between FY19 and FY20, the College reduced the number of TT faculty by 1 and the number of instructional faculty by 11.¹⁶

By the end of FY19, the total number of faculty in the College declined by 12.

¹⁵ Counting the Dean and the three Associate Deans, as well as a shared position with WGSS and Media Arts and Studies (MA&S is the tenure berth department), the total number of TT faculty was 295 in FY19.

¹⁶ For AY19/20, the College added 7 TT faculty in Biology, Chemistry, Economics, Plant Biology, Geology, Psychology, as well as a position in the Department of Teacher Education. The College lost 8 TT faculty in English (3), Geography (1), Modern Languages (1), Philosophy (1), Political Science (1), and Sociology (1).

A total of 7 TT faculty plan to retire by the end of AY19/20. In Summer 2019, the College did not renew the contracts of another 15 faculty, who will be off the payroll after the end of AY1920. Another two instructional faculty will be retiring.

By the end of FY20, the total number of faculty in the College will decline by an additional 22.

5.2 Identifying opportunities for targeted separation incentives for TT faculty

Table 18 shows the distribution, across departments, of current TT faculty as well as the number of TT faculty who have expressed an intention to retire between FY21 and FY26. The PhD-granting departments are again identified by green backgrounds. These data were collected through conversations that department chairs had with their faculty in Fall 2019; it is likely that additional TT faculty intend to retire but did not disclose their intention to the chair. The entries represent the year in which a faculty member is expected to be off the payroll—for example, one faculty member in **Biology** expressed the intention to retire by the end of FY20, thus being off the payroll in FY21.

A total of 58 (19.7%) of the College's current 289 TT faculty¹⁷ have expressed an intention to retire within the next 6 years (by FY26); 38 of those intend to retire after FY22.

5.2.1 Departments in which the university should NOT offer separation incentives

A total of 28 anticipated retirements are in Biological Sciences (7), Chemistry (3), Mathematics (6), Physics (7), and Psychology (5). All of those are PhD-granting departments, and Physics and Psychology are the College's two most research-active departments. In addition, we already expect 3 faculty in Biological Sciences and 4 faculty in Mathematical Sciences to be off the payroll by F23.

Offering separation incentives in these departments would NOT be advisable.

5.2.2 Departments in which the university SHOULD offer separation incentives

Table 17 indicates that, for the following 8 departments, the percentage of lost SCH exceeds the possible percentage decline of faculty from non-renewals of instructional faculty and FY21 -

¹⁷ This number excludes the Dean, the two Associate Deans, as well as the shared positions with the Departments of Media Arts and Studies and Teacher Education.

FY23 retirements of TT faculty (the number of faculty who have expressed an intention to retire is in parentheses):

1. African American Studies (0),
2. Economics (2),
3. Environmental and Plant Biology (2),
4. Geography (0),
5. History (3),
6. Philosophy (3),
7. Political Science (5),
8. Sociology/Anthropology (5).

Two departments,

9. English (0) and
10. Linguistics (0)

have no anticipated retirements until FY26.

In these 10 departments, a total of 21 faculty have expressed an intention to retire by FY26, with 15 planned retirements after FY23. In the four departments without anticipated retirements (**African American Studies, Geography, English, and Linguistics**), 15 faculty members will be reaching retirement age until FY26 and might be incentivized to consider early retirement. Offering separation incentives in these departments would be advisable.

5.3 Opportunities for staff reductions

Table 19 shows the distribution of staff across the 16 departments and programs for FY2019. The College's administrative units are currently spread across 9 buildings. The administrative staff for Linguistics & ELIP and OPIE includes the two director positions, and the administrative staff for the Dean's office includes the Dean and three Associate Deans.¹⁸

¹⁸ The third Associate Dean is currently on sabbatical leave and will return as "faculty fellow" in Spring 2020. No decision has been made whether the College will retain 3 Associate Deans from FY21 forward.

5.3.1 *Already achieved: Staff reductions for FY20*

In FY2020, the College eliminated 3 positions (2.5 FTE):

- the administrative staff (1 FTE) and the classified staff (0.5 FTE) positions related to the (now discontinued) MA in Financial Economics.
- One administrative staff (1 FTE) position in the Dean's office (IT director)

A plan of moving 50% of an administrative staff position to the Division of Advancement did not come to fruition.

5.3.2 *Staff reductions for FY21*

The College is currently exploring how one might eliminate two additional classified staff positions (2 FTE):

- one position in Ellis Hall (Classics & WR, English, and Philosophy)
- one position in Gordy Hall (Linguistics/ELIP, Modern Languages, and OPIE)

5.3.3 *Possible staff reductions beyond FY21*

The College is currently exploring whether the reorganization of Clippinger Hall, once the new construction has been completed, might lead to opportunities for additional staff reductions.

6. Assessing the College's curricular needs in AY21/22

While the analysis in this memorandum has been on a very aggregate level, it is nevertheless possible to combine the results from the various sections to draw an initial inference regarding the College's curricular needs for AY21/22.

6.1 Determining the expected number of classes taught by TT faculty in AY20/21 under the College's new workload policy

The first column of Table 20 shows the distribution of TT faculty in AY19/20, and the second column shows the # of classes that these 290 TT faculty taught during AY18/19. These numbers are derived from the dataset that we used for the analyses in Sections 3 and 4 and include

classes taught onload as well as classes taught on overload. Column 3 shows the actual mean course load for TT faculty in each department, and Columns 3 and 4 show the number of classes that these TT faculty would have taught under a strict application of the current normative College workload policy. The actual total number of classes (1,026) slightly exceeds the number of classes that the faculty should have taught under a strict application of the college's current workload policy (1,021). It is notable that the following departments exceed the current workload policy by a fair number of courses: **Biology, Plant Biology, Linguistics, Mathematics, and Modern Languages**, which could be explained by

- departments applying the College's current flexible workload policy that requires an increase in teaching load for faculty who are not research active, and/or
- not all departments knowing their current College workload policy and teaching more than expected, and/or
- the dataset counting teaching units as regular courses that the faculty consider additions to their course load, for example, independent studies.

This result also does not account for the fact that currently many faculty receive course releases. Overall, Table 20 suggests that it will be prudent to base actual policy decisions on a more careful analysis of each department's actual circumstances. Nevertheless, the current data provide a useful overview of the type of results that the more detailed analysis will offer.

The second part of Table 20 examines how many classes the current TT faculty will teach under the new College workload policy; the last column indicates that—without any adjustments for course releases for chairs, undergraduate and graduate directors, directors of centers, etc.—the current TT faculty would teach a total number of classes of 1,277 in Fall 2020. Given the demands of specific service assignments across departments, it is obviously not advisable to eliminate all such course reductions. Additional advising needs related to accelerated graduate pathways, curricular development and assessment of the revised general education and successful expansion of OHIO Honors pathways and opportunities will likely require considerable effort on the part of department chairs as well as graduate and undergraduate directors.

6.2 Building a curriculum for AY21/22

Table 21 shows how the departments delivered the AY18/19 curriculum of 2,016 classes. TT faculty taught the most classes (1,026), followed by classes taught by GII faculty (456) and by

graduate assistants (310). GIII and GIV faculty taught 91 and 95 classes, respectively, and early retirees and others the remaining 51. In Table 21, we use this distribution of delivery to estimate every department's need for instructional faculty in AY21/22.

Table 22 begins with the total number of classes taught in AY18/19. To account for future efficiencies in undergraduate education, we apply the adjustments suggested by Model 2 in Section 3.3.2 as well as the reduction for writing-intensive classes that was suggested in Section 3.3.2. However, we did **not** adjust the number of classes in Linguistics and Modern Languages, because such adjustments will require a decision regarding the number and type of languages that these departments might teach in the future.¹⁹

We further assume that will be possible to reduce the number of stand-alone graduate classes listed in Table 15 by 10%.²⁰ Combining these two reductions yields an expectation of the total number of classes across the 19 departments and programs; we assume that this distribution of classes will prevail in Fall 2021 (see the orange Column 4).

We next account for the total number of TT faculty in Fall 2021, taking account of the expected retirements shown in Table 18. Adjusting the normative course load in each department by either 4 or 5 accounts for course releases for the department chair (2), the undergraduate director (1), the graduate director (1), provided the department has a graduate program, as well as one additional course release to cover all bases. This yields the expected number of courses taught by the TT faculty in Fall 2021. Subtracting this number from the expected total number of courses yields, in the last column, the number of courses that need to be covered through other means (see the final orange Column in Table 21).

The continuation of Table 22 assumes that the number of classes that will be taught by graduate students and GIII faculty will be identical to the number taught in AY18/19. Subtracting these classes yields the final number of classes that need to be taught by instructional faculty (formerly GII), which is shown in the orange Column 4 in the continuation of Table 22. Dividing this number by the expected teaching load of 8 classes per year yields the necessary number of instructional faculty across departments—a total of 47. The last column of the continuation of Table 22 compares the number needed in AY21/22 with the number of instructional faculty that the college will have in FY21 (that is, after the faculty whose contracts have not been renewed in Summer 2019 will have moved off the payroll): **The number of**

¹⁹ Current enrollments in Chinese, Arabic, and especially Russian are relatively low. We have learned from other universities that their classes in these three languages experienced considerable enrollment boosts after they were linked to the local ROTC programs. We are in the process of identify whether such linkages can be established with Ohio University's two ROTC programs (assuming they don't exist already).

²⁰ We truncate the resulting fraction rather than rounding it.

instructional faculty needed in AY21/22 (47) is almost exactly half the number of instructional faculty that the College will have in AY20/21 (95). Note that the estimated curricular demands for AY21/22 neither account for new programs currently being developed or expanded nor for possible changes due to the General Education reform.

We emphasize that all results in this memorandum are based on a very high-level aggregate analysis. The College will examine the individual departments, programs, curricula, as well the scholarly output of individual faculty more closely in the upcoming months, which will lead to far more nuanced estimates.

7. Reimagining the College

7.1 “The Exercise:” Gathering data for in-depth department-level analyses

In September 2019, the College asked all department chairs to complete the following exercise:

- (1) Each chair knows the names of TT faculty in the department who plan to retire by AY21/22. We assigned to each department a (hypothetical!) number of instructional faculty whose contracts might not be renewed for AY21/22.
- (2) Each chair was to collect, from every faculty member for the past 5 years, all evidence of scholarly productivity as well as all service accomplishments (within the department, the college, the university, the profession, and the community).
- (3) Each chair was to report the curricular plan for either AY19/20 or for AY20/21 (since all chairs were already building next year’s plan), indicating all courses to be offered in Fall and Spring, the faculty member who would be teaching each course, and the *actual* enrollment the last time the course was offered.
- (4) Each chair was then to re-build the curricular plan without (a) the TT faculty who are expected to retire and (b) the (hypothetical) number of instructional faculty who would not be renewed. Chairs are asked to
 - a. incorporate increases in workload,
 - b. incorporate curricular changes,
 - c. combine courses to increase course enrollment,
 - d. employ course sharing opportunities with regional campuses and eCampus where appropriate,
 - e. eliminate courses with low enrollment.

- (5) Each chair was to note all classes, programs, scholarly activities, and services that the department would (presumably) no longer be able to provide with the reduced number of faculty, after accounting for all the efficiency improvements in (4).

Every single chair has just provided the College with the data in (2) and (3). We are very grateful to all chairs for diligently collecting the data and for sharing the data with the College! All chairs will provide the data in (4) and (5) by December 2.

In early 2020, the College will use these data to

- (1) finetune the analysis reported in this memorandum by
 - a. determining which under-enrolled courses serve specific purposes and need to be left alone,
 - b. identifying additional courses that might be cross-listed across programs and dual-listed across department, thereby further reducing the total number of courses that the College expects to offer in Fall 2020,
 - c. identifying courses that might be shared among Athens, regional campuses, and eCampus, eliminating additional courses,
 - d. identifying additional possibilities for curricular adjustments that cannot be identified from the aggregate data used here
- (2) help each chair identify appropriate flexible workloads for all faculty in the department
- (3) work with each department to revise its curricular plan for AY20/21, in case there are additional efficiencies suggested by (1) a – d that the department failed to identify.

7.2 The possibility of restructuring the College into a combination of multiple schools together with a few freestanding individual departments

The College's 19 departments and programs are of fairly uneven size, both in terms of the number of TT faculty (ranging from 1 in WGSS to 25 in English) as well as in terms of the number of Student Credit Hours (ranging, in Fall 2019, from 621 in African American Studies to 13,627 in Mathematics). Sustaining the smaller departments in the long run will be challenging.

An interesting opportunity to facilitate interdisciplinary research and teaching and preserve the range of majors that constitutes the inherent spirit of a vibrant College of Arts & Sciences might be to reorganize the College into a combination of freestanding departments and several interdisciplinary Schools, each of which is comprised of multiple departments that take advantage of faculty research and teaching interests.

The establishment of such Schools will facilitate

- (1) interdisciplinary research and communication across disciplines, making it easier for faculty to obtain interdisciplinary external grants,
- (2) identifying additional efficiencies related to staff positions, especially if all departments within the new Schools occupy the same building,
- (3) faculty hiring, because it will become easier to attract faculty with interdisciplinary focus whose research interests cross multiple disciplines in the College,
- (4) developing and maintaining interdisciplinary programs, which can be difficult to staff in a traditional departmental setting when departments prioritize their own curricula over those of the interdisciplinary program,
- (5) the establishment of new areas of concentration; housing such new areas within a School allows the new establishment of small fields with two or three faculty for which it would be impossible to establish a viable new department.

Table 23 shows one possible new structure of the College with four Schools and five remaining individual science departments. The pros and cons of such a new structure, the ideal structure of each school, as well as the support among the faculty still needs to be established.

Restructuring the College would facilitate the following opportunities:

- (1) There is faculty interest in developing an interdisciplinary major leading to a BS in Environmental Sciences. The departments of **Plant Biology, Geography, and Geology** are currently working on such a major, in coordination with Voinovich. Faculty in these departments are also interested in exploring the possibility of establishing a School of Environmental Science and Sustainability within the College.
- (2) Several interdisciplinary programs that are currently housed in the Center for International Studies are largely led by Arts & Sciences faculty whose departments provide the majority of classes for these programs (African Studies, International Development Studies, Asian and East Asian Studies, Latin American Studies, European Studies, and War and Peace Studies). Reducing the number of courses in the College might make it difficult to sustain these programs. However, housing them within a new School that contains the departments that offer most of the courses for these programs will make it easier to
 - i. incorporate the necessary courses within the departmental curricular plans, and to
 - ii. provide academic leadership to maintain these programs.
- (3) Sociology is interested in developing a BA in Criminal Justice that would be offered fully online, or possibly a fully online interdisciplinary Criminal Justice program. Currently,

the University College offers a degree-completion program that leads to a Bachelor of Criminal Justice degree for students with associate degrees in technical areas related to criminal justice. The criminal justice core, which requires 3 of 7 courses, includes courses in **Political Science, Psychology, and Sociology**. Additional requirements include a broad set of courses, many of which are offered by departments within the College of Arts & Sciences. While University College might not have the capacity to expand the program to a fully online degree, an interdisciplinary School in the College of Arts & Sciences would find it easier to grow and maintain such a program, working in consultation with UC.

**Table 2. Example of how the University Workload Policy
will be implemented across departments in the College of Arts & Sciences**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	PhD	MA	Baseline teaching load	Baseline classroom course load	Adj. flex work-load	Mean course load per TT	IF per TT	TT faculty Fall 2018	Implied # of IF	Implied # of courses	Actual # of IF Fall 2018
Afr.Am.Stud.			7	6	0.15	5.85	0.08	5	0.38	32.3	0
Biological Sci.	X	X	5	4	0.40	3.60	0.10	20	2.0	88.0	14
Chemistry	X	X	5	4	0.40	3.60	0.10	18	1.8	79.2	9
Classics & WR			7	6	0.15	5.85	0.08	10	0.8	64.5	1
Economics		X	6	5	0.25	4.75	0.08	13	1.1	70.4	3
English	X	X	5	4	0.40	3.60	0.10	29	2.9	127.6	16
Plant Biology	X	X	5	4	0.40	3.60	0.10	11	1.1	48.4	2
Geography		X	6	5	0.25	4.75	0.08	15	1.3	81.3	0
Geology		X	6	5	0.25	4.75	0.08	7	0.6	37.9	2
History	X	X	5	4	0.40	3.60	0.10	22	2.2	96.8	0
Linguistics		X	6	5	0.25	4.75	0.08	4	0.3	21.7	15
Mathematics	X	X	5	4	0.40	3.60	0.10	20	2.0	88.0	8
Mod. Lang.		X	6	5	0.25	4.75	0.08	17	1.4	92.1	19
OPIE			7	6	0.15	5.85	0.08	0	0.0	0.0	12
Philosophy		X	6	5	0.25	4.75	0.08	8	0.7	43.3	2
Physics	X	X	5	4	0.40	3.60	0.10	25	2.5	110.0	2
Political Sci.		X	6	5	0.25	4.75	0.08	22	1.8	119.2	1
Psychology	X		5	4	0.40	3.60	0.10	21	2.1	92.4	9
Soc & Anthro		X	6	5	0.25	4.75	0.08	22	1.8	119.2	4
WGSS			7	6	0.15	5.85	0.08	1	0.1	6.5	3
								290	26.8	1,419	122

	Tenure track		Instructional		Early Retiree	
	#	FTE	#	FTE	#	FTE
African American Studies	5	5			1	0.3
Biological Sciences	21	21	14	14	1	0.3
Center for Law, Justice, & Cult.	2	0.5 *				
Chemistry	19	18.5	10	10	1	0.3
Classics & World Religions	10	9.5	2	1.5	1	0.3
Dean A&S			1	1		
Economics	14	14	3	3	1	0.3
English	26	25.6	12	12		
Plant Biology	12	12	1	1		
Geography	14	13.6	1	1	1	0.3
Geology	8	8	2	2	1	0.3
History	22	22				
Linguistics & ELIP	4	4	14	13.5		
Mathematics	22	21.4	7	7	1	0.3
Modern Languages	16	16	19	19		
OPIE			11	11		
Philosophy	8	8	2	2		
Physics	25	24.5	2	1.8		
Political Science	22	21.3	1	1		
Psychology	22	22	7	7	2	0.6
Sociology & Anthropology	21	20.8	4	4	2	0.6
WGSS	6	3.3 *	4	3.5		
SUM	299	290.9	117	115.3	12	4
* The two faculty in the CLJC have joint appointments with Political Science and Sociology.						
** One TT faculty in WGSS is on FTE 1.0. Of the remaining 5, 4 have joint appointments with Classics, English, Geography, Political Science and 1 is one a 50% appointment.						

**Table 3. Assessment of each department's teaching support beyond its major
(to General Education and to other colleges)**

	Undergraduate Majors						Undergraduate Headcount						Headcount/Majors					
	F14	F15	F16	F17	F18	F19	F14	F15	F16	F17	F18	F19	F14	F15	F16	F17	F18	F19
Afr.Am.Stud.	5	2	0	2	2	5	359	355	311	237	331	239	7180%	17750%		11850%	16550%	4780%
Biological Sci.	1101	1115	1192	1114	1089	992	4739	4550	5019	5647	5527	5273	430%	408%	421%	507%	508%	532%
Chemistry	262	278	326	312	337	302	2867	2937	3072	4901	4911	4426	1094%	1056%	942%	1571%	1457%	1466%
Classics/WR	19	16	11	15	13	18	655	630	546	596	644	616	3447%	3938%	4964%	3973%	4954%	3422%
Economics	142	130	104	84	68	55	1957	2493	2333	2135	1726	1516	1378%	1918%	2243%	2542%	2538%	2756%
English	206	186	197	199	196	208	3950	3733	3624	3430	3040	2700	1917%	2007%	1840%	1724%	1551%	1298%
Plant Biology	57	55	53	74	70	86	1279	1537	1305	1310	1406	1367	2244%	2795%	2462%	1770%	2009%	1590%
Geography	126	159	167	163	167	142	1203	1468	1255	1442	1403	1197	955%	923%	751%	885%	840%	843%
Geology	90	79	73	66	71	60	781	608	783	1102	961	970	868%	770%	1073%	1670%	1354%	1617%
History	130	133	123	134	147	127	1859	1602	1504	2324	2022	1856	1430%	1205%	1223%	1734%	1376%	1461%
Linguistics	38	37	36	37	33	36	773	722	723	687	587	549	2034%	1951%	2008%	1857%	1779%	1525%
Mathematics	106	110	99	96	100	103	4633	4602	4522	4741	4615	4064	4371%	4184%	4568%	4939%	4615%	3946%
Mod. Lang.	68	69	56	55	53	39	2256	2262	2013	1915	1723	1714	3318%	3278%	3595%	3482%	3251%	4395%
OPIE	184	130	50	47	58	39	752	471	230	140	127	88	409%	362%	460%	298%	219%	226%
Philosophy	21	27	27	19	17	21	1506	1446	1344	1466	1119	974	7171%	5356%	4978%	7716%	6582%	4638%
Physics	70	76	72	75	69	62	1422	1484	1369	2227	2057	1901	2031%	1953%	1901%	2969%	2981%	3066%
Political Sci.	256	244	250	292	267	281	1506	1834	1649	1481	1634	1264	588%	752%	660%	507%	612%	450%
Psychology	615	621	650	627	658	694	4336	4581	4623	4373	4130	3797	705%	738%	711%	697%	628%	547%
Soc & Anthro	448	429	390	375	374	382	3435	3412	3496	2988	2686	2628	767%	795%	896%	797%	718%	688%
WGSS	5	3	8	11	18	18	549	597	558	426	462	439	10740%	18300%	7463%	5073%	2367%	2567%
TOTAL	4059	4107	4044	4026	3960	3974	40817	41324	40279	43568	41111	37578	1010%	993%	1020%	998%	1095%	1030%

Source: OIR (Oracle)

Table 5. Change in each department's Student Credit Hours (SCH) over time

	Undergraduate SCH					Graduate SCH					Total SCH					%Δ F16 to F19	
	F15	F16	F17	F18	F19	F15	F16	F17	F18	F19	F15	F16	F17	F18	F19	SCH	Faculty*
Afr.Am.Stud.	1144	979	647	901	617	0	6	3	4	4	1144	985	650	905	621	-32%	-17%
Biological Sci.	11676	12571	12935	12483	11935	859	1077	1158	925	1345	12535	13648	14093	13408	13280	-3%	6%
Chemistry	8978	9426	9693	9688	8628	789	676	759	787	722	9767	10102	10452	10475	9350	-8%	16%
Classics/WR	1931	1655	1820	1940	1857	32	24	24	28	12	1963	1679	1844	1968	1869	10%	0%
Economics	7488	7004	6402	5178	4553	1072	859	1239	942	601	8560	7863	7641	6120	5154	-32%	7%
English	11253	10921	10332	9124	8125	911	1094	958	1027	1017	12164	12015	11290	10151	9142	-24%	-19%
Plant Biology	4720	4097	3239	3613	3450	333	410	413	417	448	5053	4507	3652	4030	3898	-12%	0%
Geography	4605	3951	3775	3634	3149	633	573	416	441	568	5238	4524	4191	4075	3717	-15%	0%
Geology	1989	2537	2722	2291	2323	309	307	263	222	230	2298	2844	2985	2513	2553	-13%	-17%
History	4822	4517	4836	4349	3774	648	736	539	525	579	5470	5253	5375	4874	4353	-16%	0%
Linguistics	2398	2376	2246	1926	1846	768	866	822	630	707	3166	3242	3068	2556	2553	-22%	-19%
Mathematics	17475	17215	15322	14659	12944	696	717	668	679	683	18171	17932	15990	15338	13627	-24%	-18%
Mod. Lang.	7878	6913	6596	5916	5956	332	323	361	361	267	8210	7236	6957	6277	6223	-12%	-10%
OPIE	3030	1452	890	817	546	103	48	0	0	0	3133	1500	890	817	546	-30%	-71%
Philosophy	4342	4041	3675	2697	2443	124	131	125	141	108	4466	4172	3800	2838	2551	-36%	-11%
Physics	5342	5064	4362	4005	3684	1041	1012	1078	1016	916	6383	6076	5440	5021	4600	-23%	0%
Political Sci.	5521	4973	4481	4867	3876	443	477	393	547	546	5964	5450	4874	5414	4422	-17%	-4%
Psychology	14051	14239	13421	12674	11678	1121	1011	897	869	910	15172	15250	14318	13543	12588	-18%	11%
Soc & Anthro	10255	10514	8970	8087	7911	374	307	303	362	429	10629	10821	9273	8449	8340	-23%	-4%
WGSS	1791	1683	1278	1392	1332	72	92	48	80	105	1863	1775	1326	1472	1437	-18%	-20%
TOTAL	130689	126128	117642	110241	100627	10660	10746	10467	10003	10197	141349	136874	128109	120244	110824	-18%	-11%

* TT faculty and instructional faculty

Source: OIR (Oracle); College of Arts & Sciences

Table 6. Sustainability of Small Undergraduate Programs in the College of Arts & Sciences*

Department	Program	Curricular Analysis	Discussion
African-American Studies	African-American Studies major / minor	Of the 5 reqd. courses, 3 serve Gen. Ed. Average enrollments across all 5 courses is above 35 for the last term taught. Since the minor is larger and shares the same reqd. courses it bolsters the major.	Reduce electives in program and consider cross-listing elective courses with appropriate departments like ENG, HIST, POLS, and SOC/ANTH.
Biological Sciences	Bios Cell & Molecular major	Of 8 reqd. courses, most are shared across multiple BIOS programs, but one is more specialized with low enrollments (BIOS 4270/5270).	Reduce electives in other BIOS programs to common set to support small programs like this one.
	Microbiology major	All 9 reqd. courses have reasonable enrollments.	Reduce electives to support sustainable offerings for this and other BIOS programs.
	Neuroscience major (HTC)	Interdisciplinary HTC major with 7 reqd. BIOS courses, most of which are shared across multiple BIOS programs. Of the two more specialized requirements, BIOS 4130 and 4140, 4130 had sustainable enrollments while 4140 is quite small.	Consider feasibility of continuing to require BIOS 4140 in degree and/or reduce electives in other BIOS programs to bolster enrollment in 4140 to a more sustainable level.
Chemistry	Pre-Dentistry major	Small but all reqd. CHEM courses are well-enrolled and shared across multiple CHEM programs.	Sustainable despite small enrollments.
	Chem Environmental major	Small major with 11 reqd. courses, most of which have sustainable enrollments and serve multiple program in and outside of CHEM. Only 1, CHEM 4760 has low enrollments (about 8) but it is dual-enrolled graduate course with 12 graduate student enrollees.	Sustainable despite small enrollments. Consider narrowing electives for CHEM and coordinate with CHEME to bolster enrollments for CHEN 4760/5760.
Classics & World Religions	Classical Civilizations major/minor	All 5 reqd. courses in the major have sustainable enrollments and all are reqd. or elective options in the minor as well. Some electives include offerings outside the dept.	Consider cross-listing courses with appropriate dept. to bolster the enrollment of dept. electives and/or consider reducing the number of electives to bolster enrollments.
	Classical Languages major/minor	Of the 2 possible language tracks, the Latin courses are somewhat less under enrolled than the Greek language courses. The 1000/2000 level courses are somewhat larger, but the 3000 level courses for the major and minor are very small.	The department has already experimented with coordinating with other Ohio universities to offer the language courses needed for this major. Expand this collaboration or consider eliminating this major and minor.

Table 6. Sustainability of Small Undergraduate Programs in the College of Arts & Sciences*

Department	Program	Curricular Analysis	Discussion
	Islamic Studies certificate	Small bit also very new certificate that requires two CLWR classes, 4330 and 4340, with enrollments of 11 each in the last term they were taught.	Consider reducing electives in the CLWR major and minor to support the required courses in the certificate.
	World Religions major/minor	While the major is small, the minor has more substantial enrollments, and most courses are shared between the major and minor.	The major currently offers choices among required courses (1 of 2, 2 of 3, and 1 of 3 in various areas). Narrowing these options in the major might increase enrollments from 14-18 to the 25-30 level that is consistent with other CLWR offerings.
English	Cultures, Rhetoric & Theory major /minor	A small but very flexible major and minor. Courses required in the program serve other programs in the dept. and have sustainable enrollments.	The program offers choices among requirements (1 of 6, 1 of 4, 1 of 2, 2 of 10, 1 of 11, and 1 of 21). Narrow the options to set of courses that support multiple dept. programs.
	Eng. Pre-Law major	A small but flexible program that shares reqd. courses with other dept. programs. Of the 2 distinct courses for the major, ENG 3290 and 3570, both have sustainable enrollments.	Sustainable but consider reducing choices in electives and requirements to support other dept. programs.
	Writing certificate	The program is small and has 3 required ENG courses from a set of 4 that are offered. Among this set, some courses have sustainable enrollments, but others are quite small. Other requirements are from an interdisciplinary set of courses.	Consider reducing the choice among the ENG requirements and reducing required and elective options in other dept. programs to bolster course enrollments for this program or consider closing the program.
Environmental & Plant Biology	Env. & Plant Bio major (HTC) Field Ecology major	HTC major but draws on the same courses as the dept. environmental and plant bio major and minor. Shares most courses in common with other dept. programs, and most courses are also dual-enrolled with graduate sections. However a few stand out with low enrollments.	Sustainable due to overlap with traditional major and minor. Minimize choices among sets of required courses or consider offering every other year to increase enrollments to more sustainable levels.
Geography	Geographic Information Science major	Small major but courses enrollments are bolstered by overlapping GIS certificate.	Overlap between the courses for the major and GIS certificate result in sustainable course enrollments.

Table 6. Sustainability of Small Undergraduate Programs in the College of Arts & Sciences*

Department	Program	Curricular Analysis	Discussion
	Geographic Information Science certificate	Certificate and major share courses and result in sustainable course enrollments.	Overlap between the courses for the major and GIS certificate result in sustainable course enrollments.
	Geog. Globalization & Development major	Shares many courses with other dept. programs; however, specific program core has a dual-enrolled course with low combined graduate and undergraduate enrollments.	Consider reducing methods options to bolster courses that are needed to serve this and other small dept. programs.
	Geog. Environmental Pre-Law major	Most courses in the major serve multiple GEOG programs. However, one reqd. course on environmental law, GEOG 3460, is low enrolled with 12 students in the last term it was offered.	Consider cross-listing the low enrolled law course with other appropriate depts. and offering every other year rather than every year to bolster enrollments.
Geological Sciences	Geol. Environmental Geology major	Small major with several reqd. courses with low enrollments (GEOL 4290, 4800, and 4270).	Consider substantial curricular revisions to replace low-enrolled courses or discontinuing program.
	Paleontology minor	Small program that draws on courses that contribute to other GEOL programs. However choice of 2 of 10 electives leads to some lower-enrolled courses.	Reduce set of electives to those which contribute across multiple dept. programs to bolster enrollments.
Mathematics	Applied Math major	Small major with some courses that overlap with other math programs. However, choice among more specialized requirements appears to lead to some lower-enrolled dual-enrolled courses including (particularly Math 4600/5600 with a combined enrollment of 8 the last term it was offered).	Reducing choices among reqd. courses in the program (1 of 2, 1 of 2, and 1 of 3 courses) could likely bolster enrollments. Reduce set of choices to courses that serve multiple programs at graduate and undergraduate levels.
	Mathematical Statistics major	Small major but most courses are shared across math programs and have sustainable enrollments. A few courses like MATH 4530/5530 and 4510/5510 have lower combined enrollments of about 17 or 18.	Reducing choices among reqd. courses in other math programs might bolster these course enrollments.

Table 6. Sustainability of Small Undergraduate Programs in the College of Arts & Sciences*

Department	Program	Curricular Analysis	Discussion
Modern Languages	German major/minor	While the major is somewhat small, the German minor serves more students and sustains course enrollments.	This academic year, dept. began offering introductory German online and has developed OH Honors option for intro German. Consider offering fewer upper-level electives per semester to increase enrollments.
	Italian Studies certificate	Certificate has 3 reqd. courses in dept. The 2 upper level conversational classes are smaller (8-10 enrollees) and the literature course is somewhat larger with 18 in its latest term.	Reevaluate certificate sustainability after other program decisions have gone into effect or consider discontinuing program.
	Russian major/minor	Small with low enrollments for reqd. courses.	Currently considering discontinuing programs and considering teach out plans for current students.
	Russian Studies certificate	Two of the 3 reqd. courses have low enrollments (about 4 or 5).	Currently considering discontinuing programs and considering teach out plans for current students.
Philosophy	Philosophy Pre-Law	Small major, but most courses are shared with other dept. programs. Courses that are unique requirements for the pre-law program, like PHIL 2400 and choice of either 4400 or 4420, have lower enrollments.	Eliminate choice in PHIL 4400 or 4420 in reqd. courses. Consider offering PHIL 2400 and one of 4400 and 420 every other year to bolster enrollments.
	Philosophy major/minor	The major and minor share many classes in common; as a result the reqd. courses for the major have sustainable enrollments.	Consider reducing electives to bolster enrollments.
Physics & Astronomy	Astronomy minor	Small program but reqd. courses serve other dept. programs.	Reduce electives to a set of courses with substantial overlap across dept. programs to bolster enrollments.
	Astrophysics major (HTC)	Small HTC major but courses are integrated with other dept. programs.	Overlap with other dept. programs makes small program sustainable.
	Engineering Physics major (HTC)	Small HTC major but courses are integrated with other dept. programs.	Overlap with other dept. programs makes small program sustainable.

Table 6. Sustainability of Small Undergraduate Programs in the College of Arts & Sciences*

Department	Program	Curricular Analysis	Discussion
	Physics Meteorology major	Few students in program, but its courses support other dept. programs as well as the GEOG meteorology program. Only unique courses to program, dynamic meteorology sequence of PHYS 4811 and 4812 can also be satisfied with GEOG sequence. These courses have not been offered since before 2010.	Consider eliminating program since no current enrollees, or eliminating PHYS 4811 and 4812 as dynamic meteorology sequence since more sustainable GEG sequence is offered.
	Applied Physics major	Small program with few students, but offered with well-enrolled PHYS courses that serve other dept. programs and math dept. courses.	Sustainable due to overlap with math and other dept. programs.
Women's, Gender, and Sexuality Studies	LGBTQ Studies certificate	The certificate has 3 reqd. courses (WGSS 2200, 4610, and 4820). While WGSS 2200 had a sustainable enrollment of 24 in the last term offered, WGSS 4610/5610 had a combined enrollment of 10 and WGSS 4610 has not been offered.	Consider major curricular changes to include more sustainable courses as part of certificate requirements, reduce WGSS electives to encourage enrollment in any certificate reqd. courses, or consider discontinuing the certificate.
* We initially identified small programs as those with fewer than 20 students, based on five-year-end-of-term Academic Trend (2012-2016). We considered the number of more recent degrees awarded in all programs that we had identified initially to determine if programs had increased enrollments or awarded degrees since the 5-year trend analysis.			

Table 7. Different types of course delivery				
		UG and G Enrollment		
		Summer 2018	Fall 2018	Spring 2019
Athens Main Campus	Lecture	3,515	32,521	28,789
	Seminar	68	1,417	1,347
	Subtotal	3,583	33,938	30,136
	Laboratory	179	1,614	1,342
	Tutorial	10	1,048	660
	Independent Study	245	694	701
	Internship	53	205	228
	Thesis/Dissertation	49	73	67
	Research	6	25	121
	SUM	4,125	37,597	33,255
	eCampus	1,645	1,442	1,573
	Graduate Outreach	49	89	56
	SUM	5,819	39,128	34,884
	Enrollment total from OIR		41,111	

Table 8. Enrollment distributions in undergraduate classes (Athens Main Campus, AY18/19)

	#	101+	76-100	51-75	41-50	31-40	21-30	11-20	1-10	%>41	%>31	%>21	%>11
Afr. Am. Studies	18		1		3	1	8	2	3	78%	72%	28%	17%
Biological Sciences	99	20	11	18	4	7	8	18	13	46%	39%	31%	13%
Chemistry	45	18	4	5	3	1	1	5	8	36%	34%	29%	18%
Classics & WR	34			4	2	12	12	4		82%	47%	12%	0%
- Greek	5								5				100%
- Latin	8						2	3	3		100%	75%	38%
Dean	55	1	1			2	10	17	24	96%	93%	75%	44%
Economics	61	11	2	3	2	8	14	18	3	70%	57%	34%	5%
English	102				1	19	21	56	5	99%	80%	60%	5%
- Writing	167					2	20	145		100%	99%	87%	0%
Plant Biology	45	4	3	9	2	4	3	11	9	60%	51%	44%	20%
Geography	47	6	3	2	3	9	9	13	2	70%	51%	32%	4%
Geology	34	2	4	3	5	3	4	9	4	59%	50%	38%	12%
History	58	8	1	11	11	2	13	10	2	47%	43%	21%	3%
Linguistics & ELIP	86				1	2	9	36	38	99%	97%	86%	44%
Mathematics	207	2		17	20	87	37	29	15	81%	39%	21%	7%
Mod Languages	284						23	126	135		100%	92%	48%
OPIE	33							5	28			100%	85%
Philosophy	44	4	1	7	1	4	10	10	7	70%	61%	39%	16%
Physics	40	10	4	2		2	1	12	9	60%	55%	53%	23%
Political Science	73	9	8	2	3	1	32	10	8	70%	68%	25%	11%
Psychology	134	3	17	6	24	47	22	15		63%	28%	11%	0%
Soc & Anthro	102	2	21	14	6	18	21	13	7	58%	40%	20%	7%
WGSS	34				1	16	6	6	5	97%	50%	32%	15%
SUM	1,815	100	81	103	92	247	286	575	333	79%	66%	50%	18%
w/o writing & lang	1,232	100	81	103	91	243	232	260	124	70%	50%	31%	10%

	101+	76-100	51-75	41-50	31-40	21-30	11-20	1-10
Afr. Am. Studies		99		48	40	24	14	6
Biological Sciences	179	90	59	47	32	23	15	3
Chemistry	179	93	65	43	32	22	15	3
Classics & WR			54	47	35	26	15	
- Greek								4
- Latin						21	16	4
Dean	143	97			32	25	17	6
Economics	187	80	56	45	34	25	16	9
English				41	34	25	16	8
- Writing					34	22	19	
Plant Biology	192	89	60	50	28	22	12	5
Geography	168	87	52	42	30	23	15	9
Geology	131	91	52	44	36	21	13	5
History	125	100	59	42	38	25	17	6
Linguistics & ELIP				43	23	24	15	5
Mathematics	146		59	44	37	24	13	4
Mod Languages						21	14	7
OPIE							13	6
Philosophy	123	93	57	41	36	29	11	7
Physics	124	87	57		40	26	13	4
Political Science	111	84	57	44	40	21	14	6
Psychology	278	90	53	47	37	25	17	
Soc & Anthro	150	90	68	46	34	23	16	6
WGSS				42	38	24	14	7
Overall mean	161	89	59	45	36	24	16	6

Table 11. Number of classes that might be eliminated with increased target enrollments

	Current # of classes	Current # of classes < 41	# of classes eliminated with model			
			1	2	3	4
Afr. Am. Studies	18	14	3	2	2	2
Biological Sciences	99	46	11	10	8	7
Chemistry	45	15	2	2	0	0
Classics & WR	34	28	7	5	6	5
- Greek	5					
- Latin	8					
Dean	55	53	11	9	8	7
Economics	61	43	10	9	8	7
English	102	101	24	21	20	17
- Writing	167					
Plant Biology	45	27	7	6	5	4
Geography	47	33	10	8	8	7
Geology	34	20	5	4	4	4
History	58	27	6	5	5	4
Linguistics & ELIP	86	85				
Mathematics	207	168	35	27	30	24
Mod Languages	284					
OPIE	33		5	5	4	
Philosophy	44	31	7	6	5	4
Physics	40	24	5	4	3	3
Political Science	73	51	14	13	12	10
Psychology	134	84	17	13	15	11
Soc & Anthro	102	59	15	12	12	10
WGSS	34	33	6	4	5	3
SUM	1815	857	195	160	156	129
Number of IF (4-4)			24	20	19	16
Source: Own calculations						

Table 12. Time-to-degree in Graduate Programs

	Enrollment						Degrees awarded						Degrees/Enrollment						
PhD programs																			
	F13	F14	F15	F16	F17	F18	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	AY 13/14	AY 14/15	AY 15/16	AY 16/17	AY 17/18	AY 18/19	Mean
Biological Sci.	42	48	49	52	55	51	5	3	7	3	6	8	12%	6%	14%	6%	11%	16%	11%
Chemistry	47	43	40	42	42	42	11	9	5	10	5	8	23%	21%	13%	24%	12%	19%	19%
English	38	41	39	41	40	36	6	7	8	5	8	7	16%	17%	21%	12%	20%	19%	18%
Plant Biology	17	13	12	11	15	15	3	2	2	1	2	0	18%	15%	17%	9%	13%	0%	12%
History	26	27	26	28	27	27	4	1	0	4	3	4	15%	4%	0%	14%	11%	15%	10%
Mathematics	25	24	24	24	24	23	3	3	3	3	7	5	12%	13%	13%	13%	29%	22%	17%
Physics	68	70	68	56	61	58	11	11	13	9	11	18	16%	16%	19%	16%	18%	31%	19%
Psychology	75	72	65	64	58	52	10	19	14	14	14	12	13%	26%	22%	22%	24%	23%	22%
TOTAL	338	338	323	318	322	304	58	59	56	51	61	68	17%	17%	17%	16%	19%	22%	18%
Masters programs																			
Economics	117	147	133	133	142	119	48	63	59	59	65	62	41%	43%	44%	44%	46%	52%	45%
Geography	14	21	23	18	16	23	7	7	10	9	7	5	50%	33%	43%	50%	44%	22%	40%
Geology	25	24	26	22	17	19	11	7	8	8	9	7	44%	29%	31%	36%	53%	37%	38%
Linguistics	29	25	26	28	29	23	15	13	11	12	15	12	52%	52%	42%	43%	52%	52%	49%
Mathematics	30	33	34	32	31	36	17	14	11	24	12	17	57%	42%	32%	75%	39%	47%	49%
Mod. Lang.	25	24	22	21	23	21	9	12	8	9	6	10	36%	50%	36%	43%	26%	48%	40%
Philosophy	12	12	9	11	12	12	4	5	4	2	4	4	33%	42%	44%	18%	33%	33%	34%
Political Sci.	29	25	18	18	18	15	17	14	8	8	9	6	59%	56%	44%	44%	50%	40%	49%
Sociology	19	20	19	23	15	12	8	10	9	14	10	7	42%	50%	47%	61%	67%	58%	54%
TOTAL	300	331	310	306	303	280	136	145	128	145	137	130	45%	44%	41%	47%	45%	46%	45%

Source: OIR (Oracle)

Table 13. Average class-size of Masters and PhD-level courses

	Number of students					Enrollment in all graduate classes					Number of students/Total enrollment								
PhD programs																			
	F14	F15	F16	F17	F18		F14	F15	F16	F17	F18		F14	F15	F16	F17	F18	Mean	
Biological Sci.	48	49	52	55	51		89	113	160	119	123		1.9	2.3	3.1	2.2	2.4	2.4	
Chemistry	43	40	42	42	42		96	85	103	169	129		2.2	2.1	2.5	4.0	3.1	2.8	
English	41	39	41	40	36		119	126	108	106	78		2.9	3.2	2.6	2.7	2.2	2.7	
Plant Biology	13	12	11	15	15		62	51	99	65	71		4.8	4.3	9.0	4.3	4.7	5.4	
History	27	26	28	27	27		49	46	41	42	31		1.8	1.8	1.5	1.6	1.1	1.6	
Mathematics	24	24	24	24	23		57	49	46	46	55		2.4	2.0	1.9	1.9	2.4	2.1	
Physics	70	68	56	61	58		212	166	216	232	195		3.0	2.4	3.9	3.8	3.4	3.3	
Psychology	72	65	64	58	52		210	183	147	129	145		2.9	2.8	2.3	2.2	2.8	2.6	
TOTAL	338	323	318	322	304		894	819	920	908	827		2.6	2.5	2.9	2.8	2.7	2.7	
Masters programs																			
Economics	147	133	133	142	119		273	228	332	256	158		1.9	1.7	2.5	1.8	1.3	1.8	
Geography	21	23	18	16	23		169	149	214	213	267		8.0	6.5	11.9	13.3	11.6	10.3	
Geology	24	26	22	17	19		78	76	85	79	75		3.3	2.9	3.9	4.6	3.9	3.7	
Linguistics	29	25	26	28	29		224	253	233	188	211		7.7	10.1	9.0	6.7	7.3	8.2	
Mathematics	33	34	32	31	36		148	144	132	156	144		4.5	4.2	4.1	5.0	4.0	4.4	
Mod. Lang.	24	22	21	23	21		100	92	107	106	76		4.2	4.2	5.1	4.6	3.6	4.3	
Philosophy	12	9	11	12	12		42	55	53	60	45								
Political Sci.	25	18	18	18	15		105	117	94	138	134		4.2	6.5	5.2	7.7	8.9	6.5	
Sociology	20	19	23	15	12		98	86	79	96	95		4.9	4.5	3.4	6.4	7.9	5.4	
TOTAL	306	284	278	274	257		1237	1200	1329	1292	1205		4.0	4.2	4.8	4.7	4.7	4.5	

Source: OIR (Oracle)

Table 14. Enrollment in graduate classes (Athens main campus, AY18/19)

	PhD	MA/ MS	Cert	Number of graduate students	Number of graduate classes	Enrollment in graduate classes	Graduate classes dual-listed with UG classes		Graduate classes not dual-listed with UG classes			Number of TT faculty
							#	Graduate Enrollment	#	Enrollment	Students per class	
PhD programs												
Biological Sciences	X	X		73	39	277	17	71	22	206	9	20
Chemistry	X	X		64	27	196	13	79	14	117	8	18
English	X	X		89	18	330	1	5	17	325	19	29
Plant Biology	X	X		23	36	211	14	85	22	126	6	11
History	X	X		35	25	94	21	57	4	37	9	22
Mathematics	X	X		59	51	372	21	164	30	208	7	20
Physics	X	X		72	42	397	5	26	37	371	10	25
Psychology	X			71	40	264	5	20	35	244	7	21
Masters programs												
Economics		X		119	34	229	13	26	21	203	10	13
Geography		X		23	29	182	20	80	9	102	11	15
Geology		X		19	19	73	12	34	7	39	6	7
Linguistics & ELIP		X		23	59	329	33	96	27	233	9	4
Mod. Lang.		X		21	53	176	26	82	27	94	3	17
Philosophy		X		12	15	96	7	40	8	56	7	8
Political Science		X		15	36	203	31	163	5	40	8	22
Sociology		X		12	27	152	17	83	10	69	7	22
Others												
Afr. Am. Stud.				N/A	2	2		0	2	2	1	5
Classics				N/A	5	7	5	7	0			
WGSS			X		8	61	3	26	5	35	7	1
TOTAL	8	15	1	730	573	3,675	259	1,168	302	2,507	8	289

Sources: OIR, data provided by John Day, College of Arts & Sciences

**Table 15. Enrollment distributions in stand-alone graduate classes
(Athens Main Campus, AY18/19)**

	Total enrollment *	#	41+	31-40	21-30	11-20	1-10	%>21	%>11
Afr. Am. Studies	2	2					2	100%	100%
Biological Sciences	206	22			4	3	15	82%	68%
Chemistry	117	14			2		12	86%	86%
Economics	203	21			1	7	13	95%	62%
English	325	1	4			7	5	75%	31%
Plant Biology	126	22			2	1	19	91%	86%
Geography	102	9				5	4	100%	44%
Geology	39	7				2	5	100%	71%
History	37	4				1	3	100%	75%
Linguistics & ELIP	233	27			1	12	14	96%	52%
Mathematics	208	31			2	6	23	94%	74%
Mod Languages	94	27				3	24	100%	89%
Philosophy	56	8				2	6	100%	75%
Physics	371	37	2			14	21	95%	57%
Political Science	40	5				1	4	100%	80%
Psychology	244	34				4	30	100%	88%
Sociology	69	10				2	8	100%	80%
WGSS	35	5				2	3	100%	60%
SUM	2,507	301	5	0	12	72	214	94%	70%

* Includes undergraduate students enrolled in graduate classes

Source: Data provided by John Day

Table 17. Change in Student Credit Hours and faculty between FY 2017 and FY 2020

	TT faculty			Instructional faculty			All faculty			Student Credit Hours			Faculty/Student Credit Hour		
	FY 17	FY 20	% Δ	FY 17	FY 20	% Δ	FY 17	FY 20	% Δ	Fall 16	Fall 19	% Δ	TT	IF	All faculty
Afr.Am.Stud.	5	5	0%	1	0	0%	5	5	0%	985	621	-37%	124	N/A	124
Biological Sci.	24	21	-13%	14	14	0%	38	35	-8%	13,648	13,280	-3%	632	949	379
Chemistry	19	19	0%	10	10	0%	29	29	0%	10,102	9,350	-7%	492	935	322
Classics & WR	10	10	0%	0	0	0%	10	10	0%	1,679	1,869	11%	187		187
Economics	15	14	-7%	3	2	-33%	18	16	-11%	7,863	5,154	-34%	368	2577	322
English	31	26	-16%	13	12	-8%	44	38	-14%	12,015	9,142	-24%	352	762	241
Plant Biology	12	12	0%	1	1	0%	13	13	0%	4,507	3,898	-14%	325	3898	300
Geography	15	14	-7%	1	1	0%	16	15	-6%	4,524	3,717	-18%	266	3717	248
Geology	9	8	-11%	0	2		9	10	11%	2,844	2,553	-10%	319	1277	255
History	23	22	-4%	0	0	0%	23	22	-4%	5,253	4,353	-17%	198	N/A	198
Linguistics	4	4	0%	15	13	-13%	19	17	-11%	3,242	2,553	-21%	638	196	150
Mathematics	23	20	-13%	12	7	-42%	35	27	-23%	17,932	13,627	-24%	681	1947	505
Mod. Lang.	17	16	-6%	22	19	-14%	39	35	-10%	7,236	6,223	-14%	389	328	178
OPIE	0	0		24	11	-54%	24	11	-54%	1,500	546	-64%	N/A	50	50
Philosophy	8	7	-13%	2	1	-50%	10	8	-20%	4,172	2,551	-39%	364	2551	319
Physics	25	25	0%	2	2	0%	27	27	0%	6,076	4,600	-24%	184	2300	170
Political Sci.	22	21	-5%	1	1	0%	23	22	-4%	5,450	4,422	-19%	211	4422	201
Psychology	22	23	5%	7	8	14%	29	31	7%	15,250	12,588	-17%	547	1574	406
Soc & Anthro	22	21	-5%	5	4	-20%	27	25	-7%	10,821	8,340	-23%	397	2085	334
WGSS	2	1	-50%	3	3	0%	5	4	-20%	1,775	1,437	-19%	1437	479	359
TOTAL	308	289	-6%	135	111	-20%	443	405	-10%	137,840	110,824	-19%	383	998	277

Source: OIR, College of Arts & Sciences

Table 18. Anticipated TT faculty retirements

Department	# of TT faculty in FY20	Anticipated retirements by						SUM	% by FY23	% by FY26
		FY21	FY22	FY23	FY24	FY25	FY26			
Afr. Am. Studies	5	0	0	0	0	0	0	0	0%	0%
Biological Sciences	21	1	0	2	3	1	0	7	14%	33%
Chemistry	19	2	0	0	0	1	0	3	11%	16%
Classics & WR	10	0	1	0	2	0	0	3	10%	30%
Economics	14	0	0	0	1	0	1	2	0%	14%
English	26	0	0	0	0	0	0	0	0%	0%
Plant Biology	13	0	0	1	0	0	1	2	8%	15%
Geography	14	0	0	0	0	0	0	0	0%	0%
Geology	8	0	0	1	0	1	0	2	13%	25%
History	22	0	1	1	0	0	1	3	9%	14%
Linguistics	4	0	0	0	0	0	0	0	0%	0%
Mathematics	20	2	1	1	0	0	2	6	20%	30%
Mod. Languages	16	1	1	0	0	1	2	5	13%	31%
Philosophy	7	0	0	0	0	1	2	3	0%	43%
Physics	25	0	0	1	3	2	1	7	4%	28%
Political Science	21	0	0	2	1	0	2	5	10%	23%
Psychology	23	1	0	0	3	1	0	5	4%	22%
Soc. & Anthro.	21	0	0	0	4	0	1	6	0%	29%
WGSS	1	0	0	0	0	0	0	0	0%	0%
SUM	291	7	4	9	17	8	13	58	7%	20%

Source: College of Arts & Sciences

Table 19. Distribution of staff across the departments, FY 2019

	Buildings	Faculty & TA/GA/RA (FTE)			Staff (FTE)			Students and degrees					
		Faculty (TT & IF)	Adjunct faculty	TA/GA/RA	Admin. Office Staff	Classified Office Staff	Research Staff	Total SCH	UG Primary	UG Second.	Graduate	UG Cert.	Grad Cert.
Dean (Wilson Hall Admin)	1	1	0	0	17	4	13	1,917					
Biological Sciences (Irvine)	3	34.67	4	42	1	2	2	23,431	1115	141	75	0	0
Mathematics (Morton)	1	28.71	5	41	1	2	0	24,424	213	140	63	0	0
Clippinger Hall		74.99	11	118	2	6.83	9	39,402	669	74	168	52	2
Chemistry	1	27.5	1	52	1	1.5	2	17,385	336	32	58	0	0
Geography	1	13.08	3	12	0	1	0	7,520	188	21	19	52	2
Geology	1	9.33	1	14	0	1	0	4,777	75	13	19	0	0
Physics	4	25.08	6	40	1	3.33	7	9,720	70	8	72	0	0
Porter Hall		43.08	6	90	2	4.75	4	31,758	771	304	125	0	0
Plant Biology	1	13	2	32	1	1.25	1	7,241	71	20	23	0	0
Psychology	1	30.08	4	58	1	3	3	24,517	660	284	71	0	0
MCB		(53)	0		0	0.5	0		0	0	31	0	0
Bentley Annex		86.21	15	60	3.5	5	0	45,465	979	280	141	76	34
Economics	1	15.33	7	6	0	1.5	0	11,530	78	13	21	0	0
MA Fin Econ			1		1	0.5					55	5	0
History	1	22	4	29	1	1	0	9,025	158	84	36	10	34
Sociology & Anthropology	1	26.13	2	12	1	1	0	15,574	434	97	12	0	0
Political Science	1	22.75	1	13	.5	1	0	9,336	309	86	17	61	0
ELLIS Hall		58.24	22	58	1	3.07	0	28,206	267	121	68	16	0
English	1	38.77	18	50	1	2	0	19,101	219	63	56	8	0
Classics & World Relig.	1	9.47	2	0	0	1	0	3,546	22	34	0	8	0
Philosophy	1	10	2	8	0	0.7	0	5,559	26	24	12	0	0
GORDY Hall		68.34	14	42	4	4	0	16,898	184	279	41	18	0
Modern Languages	1	38	6	27	1	1	0	10,953	102	238	22	18	0
Linguistics & ELIP	1	18.67	3	11	2	1	0	4,489	43	41	21	0	0
OPIE	1	11.67	5	4	1	2	0	1,456	39	0	0	0	0
S Court Street		10.95	3	0.42	.5	1	0	4,813	43	19	0	44	35
African American Stud.	1	5.33	1	0	.25	.5	0	1,917	2	19	0	0	0
WGSS	1	5.62	2	0.42	.25	.5	0	2,896	23	0	0	44	35
SUM	13	410.19	80	451.42	32	32.65	28	216,314	4,183	1,358	683	206	71

Source: College of Arts & Sciences

Table 20. Expected number of classes taught by TT faculty under new normative course load

Department	# of TT faculty in FY19	# of courses taught by TT faculty in AY18/19 *	Mean actual Dept. TT course load *	Current normative Dept. TT course load	Number of classes to be taught w/ current course load	New normative Dept. TT course load	Expected number of classes to be taught w/ new course load	Exp # of TT faculty in Fall 2020	Exp. number of classes that TT faculty will teach in Fall 2020
Afr. Am. Stud.	5	17	3.4	5	25	6	30	5	30
Biological Sci.	20	76	3.8	3	60	4	80	20	80
Chemistry	18	40	2.2	3	54	4	72	17	68
Classics & WR	10	37	3.7	5	50	6	60	10	60
Dean	0	29			0		0		0
Economics	13	48	3.7	4	52	5	65	14	70
English	29	74	2.6	3	87	4	116	26	104
E & PBio	11	51	4.6	3	33	4	44	12	48
Geography	15	54	3.6	4	60	5	75	14	70
Geology	7	26	3.7	4	28	5	35	8	40
History	22	59	2.7	3	66	4	88	22	88
Linguistics	4	28	7.0	4	16	5	20	4	20
Mathematics	20	78	3.9	3	60	4	80	18	72
Mod. Lang.	17	113	6.6	4	68	5	85	15	75
Philosophy	8	29	3.6	4	32	5	40	7	35
Physics	25	60	2.4	3	75	4	100	25	100
Political Sci.	22	67	3.0	4	88	5	110	21	105
Psychology	21	64	3.0	3	63	4	84	22	88
Soc & Anthro	22	68	3.1	4	88	5	110	21	105
WGSS	3.3 (FTE)	8	2.5	5	16	6	19.2	3.2	19.2
SUM	290	1,026	3.5		1,021		1,313.2	284.2	1,277.2

* includes classes taught as overload

Source: Data provided by John Day

Table 21. Distribution of instruction during AY18/19

Department	TT faculty *	GII	GIII	GIV	Graduate Assistant	Early Retiree	Other	Total
Afr. Am. Stud.	17	0	0	0	0	1	0	18
Biological Sci.	76	32	0	4	2	6	0	120
Chemistry	40	25	0	0	0	0	1	66
Classics & WR	37	0	0	6	0	3	0	46
Dean	29	10	0	0	0	0	1	40
Economics	48	18	11	0	0	0	5	82
English	74	50	34	17	110	0	0	285
Plant Biology	51	6	2	5	0	0	1	65
Geography	54	0	4	0	0	0	0	58
Geology	26	0	0	10	0	1	0	37
History	59	0	2	0	0	0	1	62
Linguistics	28	43	2	17	14	0	2	106
Mathematics	78	44	11	14	78	0	0	225
Mod. Lang.	113	125	8	6	33	0	2	287
Philosophy	29	12	0	0	6	0	2	49
Physics	60	5	1	5	3	0	0	74
Political Sci.	67	6	2	1	4	0	0	80
Psychology	64	38	1	10	54	2	0	169
Soc & Anthro	68	23	11	0	2	4	0	108
WGSS	8	19	2	0	4	0	6	39
SUM	1,026	456	91	95	310	31	21	2,016

* includes classes taught as overload
 Source: Data provided by John Day

Table 22. Building a curriculum for AY21/22

	Adjust curriculum for classes that might be eliminated				Determine number of classes taught by TT faculty under the new normative course load				
Department	Total # of courses taught in AY18/19	Reduction in UG classes (Model 2)	Reduction in G classes (10%)	Total # of classes in Fall 2021	Total TT faculty FTE in Fall 2021	# of courses taught under normative course load	Adjustment for course releases	# of courses taught under adjusted course load	# of classes to be covered
Afr. Am. Stud.	18	2	0	16	5	30	4	26	0
Biological Sci.	120	10	2	108	20	80	5	75	33
Chemistry	66	2	1	63	17	68	5	63	0
Classics & WR	46	5	0	41	10	54	4	50	0
Dean	40	9	0	31					
Economics	82	9	2	71	14	70	5	65	6
English	285	51	1	233	26	104	5	99	134
Plant Biology	65	6	2	57	12	48	5	43	14
Geography	58	8	0	50	14	70	5	65	0
Geology	37	4	0	33	8	40	5	35	0
History	62	5	0	57	21	84	5	79	0
Linguistics	106		2	104	4	20	5	15	89
Mathematics	225	27	3	195	17	68	5	63	132
Mod. Lang.	287		2	285	14	70	5	65	220
Philosophy	49	6	0	43	7	35	5	30	13
Physics	74	4	3	67	25	100	5	95	0
Political Sci.	80	13	0	67	21	105	5	100	0
Psychology	169	13	3	153	22	88	5	83	70
Soc 7 Anthro	108	12	1	95	21	105	5	100	0
WGSS	39	4	0	35	3.5 (FTE)	21	4	17	18
SUM	2,016	190	22	1,804	281.5	1,260	94	1,168	729

Source: Own calculations

Table 22 (cont'd). Building a curriculum for AY21/22

Department	Number of classes to be covered	Classes taught by graduate students	Classes taught by GIII	Remaining number of classes to be covered	Number of IF needed in FY22	Number of IF in FY21
Afr. Am. Stud.	0	0	0	0	0	0
Biological Sci.	33	2	0	31	4	12
Chemistry	0	0	0	0	0	8
Classics & WR	0	0	0	0	0	0
Dean					0	0
Economics	6	0	11	0	0	2
English	134	110	34	0	0	11
Plant Biology	14	0	2	12	2	1
Geography	0	0	4	0	0	1
Geology	0	0	0	0	0	2
History	0	0	2	0	0	0
Linguistics	89	14	2	73	9	11
Mathematics	132	78	11	43	5	4
Mod. Lang.	220	33	8	179	22	13
Philosophy	13	6	0	7	1	1
Physics	0	3	1	0	0	2
Pol. Science	0	4	2	0	0	1
Psychology	70	54	1	15	2	8
Soc & Anthro	0	2	11	0	0	4
WGSS	18	4	2	12	2	3
SUM	729	310	91	372	47	95
Source: Own calculations						

Table 23. Possible future structure of the College of Arts & Sciences				
	PhD program	MA/MS program	SCH F19	TT faculty F19
Biological Sciences	X	X	13,280	21
Chemistry	X	X	9,350	19
Mathematics	X	X	13,627	20
Physics	X	X	4,600	25
Psychology	X	X	12,588	23
School of Environmental Sciences and Sustainability			10,168	35
Plant Biology	X	X	3,898	13
Geography		X	3,717	14
Geology		X	2,553	8
School of Contemporary Social Policy			18,537	61
African American Studies			621	5
Economics		X	5,154	14
Political Sci.		X	4,422	21
Sociology		X	8,340	13
Anthropology				8
WGSS			1,437	1
School of Languages and Literature			18,464	46
English	X	X	9,142	26
Linguistics		X	2,553	4
Mod. Lang.		X	6,223	16
OPIE			546	
School of the Humanities			8,773	39
Classics			1,869	5
World Religions			4,353	5
History	X	X		22
Philosophy		X	2,551	7
TOTAL			110,824	291