Just the Numbers

- 230,000 - (4th highest) Total student credit hours (Fall only)
- +9000 SCH from last year
- 9806 students
- 4 largest majors: Biology, Psychology, Political Science, and Criminal Justice
- 94% of our classes are full
- $188 per credit hour – our cost, no change from previous year!
- 296 new graduate students – largest class
- English, Comm. Disorders, Music, and Biology have the largest graduate programs
Vision

• I believe in the Public Liberal Arts Academic Tradition
• I believe in the research, teaching, and service missions of the college (and institution)
• I believe in investing in people

How does this manifest?

• Truth and Beauty
• We make life possible and worth living (Skip)
SWOT Analysis

**INTERNAL**
- Strengths
- Weaknesses

**EXTERNAL**
- Opportunities
- Threats

**Helpful**
- Reputation
- Research
- Location

**Harmful**
- Student Trends
- High cost
- On-line Ed
- Politics

**Budget Model**
- Inflexibility
- "Vetocracy"

**Demographics**
- Hiring
- Facilities
- Growth

Strategic Planning in 2022
The University of Alabama | College: Arts and Sciences, College of - Modeled
Comparison Group: AAU Institutions

<table>
<thead>
<tr>
<th>Scholarly Research Index Percentile</th>
<th>Number of Faculty Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
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<td>30%</td>
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<td>50%</td>
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<td>60%</td>
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<td>70%</td>
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<tr>
<td>80%</td>
<td>80%</td>
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<tr>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Faculty

Most A&S departments are undersized relative to SEC and AAU peers.

• None are larger than median.
• 3 of 22 are right-sized.
• For many departments graduate program expansion is limited by the faculty size.

A&S has a structural salary issue.

Goals

• Increase research expenditures
• Reduce class sizes
• Increase graduate programming
• Reduce time to graduation
## Faculty Growth by Department AAD 2013 - 2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Change</th>
<th>Department</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td>0</td>
<td>Math</td>
<td>-1</td>
</tr>
<tr>
<td>AMS</td>
<td>+1</td>
<td>MLC</td>
<td>+4</td>
</tr>
<tr>
<td>ANP</td>
<td>+3</td>
<td>MUS</td>
<td>+6</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>+7</td>
<td>PHL</td>
<td>+1</td>
</tr>
<tr>
<td>BIO</td>
<td>+4</td>
<td>PHY</td>
<td>+3</td>
</tr>
<tr>
<td>CHM</td>
<td>-2</td>
<td>POL</td>
<td>-2</td>
</tr>
<tr>
<td><strong>CJ</strong></td>
<td>+6</td>
<td>PSY</td>
<td>+1</td>
</tr>
<tr>
<td>Eng</td>
<td>-3</td>
<td><strong>REL</strong></td>
<td>+5</td>
</tr>
<tr>
<td><strong>GRS</strong></td>
<td>+5</td>
<td><strong>THD</strong></td>
<td>+4</td>
</tr>
<tr>
<td><strong>GY</strong></td>
<td>+6</td>
<td>HY</td>
<td>+2</td>
</tr>
<tr>
<td>GEO</td>
<td>+8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note* reflects new graduate programming related hiring
Fall-to-Fall Program Retention vs. 3-Year Trend in Program Enrollment

College: Arts & Sciences
Department: Chemistry and Biochemistry, Geography & Planning, Geological Sciences, Mathematics, Physics and Astronomy
Degree: all

Identify strategic questions to ask about each program based on where it falls in this scatter plot. Fall-to-fall program retention asks whether students enrolled in the program last fall are still enrolled in that program this fall (excluding students who graduated). Programs without a 3-Yr trend in program enrollment (e.g., because they did not exist 3 years ago) will not appear.
Arts & Humanities

Critical faculty needs: Digital Media/Graphic Design (Art), Creative Writing (English), Composition, Rhetoric, and English Studies (English), Choir and Orchestra Directors

Key opportunities for growth, expansion, and enhancement:

• Philosophy of Medicine (support for McCollough and eventual MA in Philosophy)
• Dance MFA (additional GTAs to teach non-majors)
• GRS

<table>
<thead>
<tr>
<th>Right Sized</th>
<th>Minimal Resources Needed (&lt;5 TT lines)</th>
<th>Significant Needs (&gt;5 TT Lines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion (median)</td>
<td>GRS (3)</td>
<td>English (6)</td>
</tr>
<tr>
<td>Art (median)*</td>
<td>Music (median)*</td>
<td>Modern Languages*</td>
</tr>
<tr>
<td></td>
<td>Philosophy (smallest)*</td>
<td>Theatre &amp; Dance*</td>
</tr>
</tbody>
</table>

(#) is the number of AAU public universities with smaller departments
* = needs additional discussion
Social Sciences

Largest number of majors: Criminal Justice, Political Science, Psychology

Most graduate degrees conferred per year: Communicative Disorders, Political Science, Psychology

Total Current Faculty: 115 tenured/tenure-track faculty, 24 full-time instructors

Optimal Faculty: 153 tenured/tenure-track faculty, 35 full-time instructors

<table>
<thead>
<tr>
<th>Right Sized</th>
<th>Minimal Resources Needed (&lt;5 TT lines)</th>
<th>Significant Needs (&gt;5 TT Lines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies (2)</td>
<td>Anthropology (5)</td>
<td>Communicative Disorders (2)</td>
</tr>
<tr>
<td>New College (-)</td>
<td>History (7)</td>
<td>Criminal Justice (1)</td>
</tr>
<tr>
<td></td>
<td>Psychology (8)</td>
<td>Political Science (6)</td>
</tr>
</tbody>
</table>

(#) is the number of AAU public universities with smaller departments
(-) no comparison group & enrollment capped
Natural Sciences and Mathematics

Most undersized division in the college

Greatest need if we are to compete for research dollars and expand graduate programs.

Optimal size would be 35+ additional tenure system, instructors, and administrative staff.

<table>
<thead>
<tr>
<th>Right Sized</th>
<th>Minimal Resources Needed (&lt;5 TT lines)</th>
<th>Significant Needs (&gt;5 TT Lines)</th>
</tr>
</thead>
</table>
| Geology (median) | Geography (median)  
Physics & AST (2) | Chemistry (2)  
Math (2)  
Biology (median)* |

(#) is the number of AAU public universities with smaller departments

(*) significant agglomeration effect with size
Staff

• The college has cannibalized a few staff positions to offer raises and realign to meet new priorities
• The college added one development officer in the current year
• Moving positions across “buckets”
• HR imposed limits to reclassification and/or salaries inhibit our competitiveness.
• The college has added the Bryant Museum
• BPCC moved to CCHS
Reallocation

of funding or decisions to focus funds on new activities, opportunities, or strategies

Towards

• Digital Humanities
• Neuroscience
• Biology – Provost Pool
• Graduate programming

Away

• Instruction demand driven hiring
• Inactive centers
• Out of mission centers
• Overlapping research areas
Start-up Costs
includes hires starting Aug 2021

• Does not include startups <$20k or moving expenses
• Does not include renovations and most office equipment
• Startups typically spread over 3 years
• 2022-23 & after do not include estimates from future hires

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23*</th>
<th>2023-24*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,442,172</td>
<td>$2,173,218</td>
<td>$3,249,437</td>
<td>$2,320,970</td>
<td>$1,742,938</td>
</tr>
</tbody>
</table>
Strategic Priorities & Progress

Current Initiatives
- By-Laws
- Strategic Planning
- New performance evaluation model
- DEI - Hiring
- Experiential Learning
- Community Engagement Academy
- International Initiatives
- Space Management
- Research: water, drugs, autism, manufacturing, transportation, ...
- Financial modernization

Long term goals
- DEI
- 33% in AAU SRI for all departments*
- PAAC
- 50% increase in graduate student population
# THE UNIVERSITY OF ALABAMA

## Budget vs. Actuals - Operational Dashboard

**For the Period Ended September 30, 2021**

### Arts & Sciences

<table>
<thead>
<tr>
<th></th>
<th>Original Budget</th>
<th>Actuals</th>
<th>Over/ (Under)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>109,000</td>
<td>111,826</td>
<td>2,826</td>
</tr>
<tr>
<td>Fees</td>
<td>7,725,000</td>
<td>7,483,200</td>
<td>(241,800)</td>
</tr>
<tr>
<td>Sales and Services of Ed Activites</td>
<td>1,055,500</td>
<td>961,381</td>
<td>(94,119)</td>
</tr>
<tr>
<td>Other Operating Revenues</td>
<td>-</td>
<td>180,844</td>
<td>180,844</td>
</tr>
<tr>
<td>Other Cost Recovery</td>
<td>2,200,000</td>
<td>2,789,633</td>
<td>589,633</td>
</tr>
<tr>
<td>Endowment Income</td>
<td>33,000</td>
<td>53,170</td>
<td>20,170</td>
</tr>
<tr>
<td>Auxiliary Sales and Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Recovery</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>11,122,500</strong></td>
<td><strong>11,580,054</strong></td>
<td><strong>457,554</strong></td>
</tr>
</tbody>
</table>

### Less: Expenses

|                      |                 |         |               |
| Salaries & Wages     |                 |         |               |
| Faculty Salaries     | 48,194,499      | 49,443,614 | 1,249,115    |
| Professional Staff Salaries | 5,983,254 | 6,263,162 | 279,908    |
| Non-Exempt Staff Salaries | 4,187,089 | 4,062,625 | (124,264) |
| Student Salaries     | 11,756,048      | 11,870,317 | 114,269     |
| Overtime             | 11,500          | 38,277  | 26,777        |
| Benefits (adj to include fringe pool) | 6,602,930 | 27,191,902 | 20,588,972 |
| Supplies & Other Services | 7,348,701 | 6,314,120 | (1,034,581) |
| **Total Operating Expenses** | **84,084,021** | **105,184,217** | **21,100,196** |

**Operating Margin**

|                      | (72,961,521) | (93,604,163) | (20,642,642) |

### Transfers

|                      |                 |         |               |
| Transfer In from Unrestricted | -         | (240,001) | (240,001)    |
| Transfer in from R&R Reserves/Projects | -         | (30,728) | (30,728)    |
| Transfer Out for R&R Reserves/Projects | -         | 976,988  | 976,988      |
| Transfer Out for Unrestricted | -         | 150,535  | 150,535      |
| **Total Net Transfers** | **-**       | **856,794** | **856,794** |


Space Allocation Process *(draft)*

Academic Space

- **Tenured and tenure-track faculty** are allocated one solo office (normally ~120-150 sq.ft.), with any additional office space being shared.

- **Graduate students, FTTIs, PTTIs and postdocs** are normally allocated shared office, with ~35-45 sq.ft. each for grad students & PTTIs,
  ~60 sq.ft. each for FTTIs & postdocs

- **Retired faculty** who are research-active may be allocated shared office space, subject to the availability of such space and annual review by the department chair and relevant associate dean.
Research Laboratory Space (1/2)

- **Shared core facilities**: Departments should help optimize their use of laboratory space by creating shared core facilities whenever feasible.
- **External funding** drives the allocation of research laboratory space.
- **Funding expectations**: Research-active tenured faculty are expected to generate external funding of at least ~$60 per sq.ft. per year for research lab space allocated to them.
- **Minimum space**: Research-active faculty without significant external funding for 4 years may be assigned a basic lab unit (~250-300 sq.ft.) or roughly equivalent shared lab space.
- Faculty w/o active research programs will not be allocated research lab space.
- **Shared lab space** is included in space budget for faculty using such lab space.
- **Storage**: Lab space is not to be used for long-term storage.
• Retired faculty with significant external funding may continue to use the labs allocated to them for the duration of such funding, subject to the guidelines above and annual review by the department chair and relevant associate dean.

• Retired faculty who are not externally funded must decommission & vacate their labs by their retirement date.

• Faculty who plan to leave the University must decommission & vacate their labs before their departure.

• Faculty who are vacating labs will have primary responsibility for leaving such labs in reasonable condition for the next occupant; the associated department will have secondary responsibility for the condition of the vacated lab.

• MOAs: Research lab allocations which differ significantly from these guidelines will be associated with MOAs which describe the funding expectations.
Teaching Load/Buyout Process (Draft)

Faculty Handbook:

“A full-time workload (one full-time equivalency or FTE) for a University of Alabama faculty member is twelve credits of teaching per semester combined with the other duties required by good service/academic citizenship. This normally translates into four, three-credit courses (0.20 FTE each) with the remaining 0.20 devoted to service. [...] For tenure-track/tenured faculty, teaching loads generally are reduced to allow for research. [...] a faculty member teaching two courses a semester who is consistently not performing to standards in research may have course load increased by one course per semester for the first year and then to the full twelve credits of teaching per semester in subsequent years.”

Thus, a 2-2 teaching load is a reduced teaching load for research-active faculty.
Teaching Load

2 paths to reduced teaching loads for funded faculty: (with approval)

1) Implicit – exceed funding thresholds

2) Explicit – grant-funded course buyouts

*** Course buyouts are meant to incentivize significantly funded research ***

Implicit funding thresholds for teaching loads reduced below 2-2

- 2-1 teaching load: ~$20,000/yr in external funding share
- 1-1 teaching load: ~$100,000/yr in external funding share
  or 2nd simultaneous grant of at least ~$20,000/yr

Explicit course buyouts

- $10k/yr as PI = external funding share threshold to be eligible for course buyout
- Cost of 1 course buyout in 1 semester = 10% of 9-month salary, with cap of $10k
- Course buyout funds normally go to dept, which funds replacement teaching
- Courses cannot normally be bought out below a minimum load of 1-0
- Chairs need sufficient notice to plan for the replacement teaching
Course buyout to a 1-0:

For faculty with 1-1 teaching loads not attained with explicit buyouts from external funds, a buyout to a 1-0 requires that **two** courses be bought out:

– one for the course release already gifted in a particular semester,

– plus the course that will be bought out to go from a 1-1 to a 1-0 load,

**Buyout of research time during academic year:** ("salary savings")

Faculty encouraged to use external funding to buy out a portion of their research FTE during the academic year.

• 50% of funds retained by the Department; Department may choose to allocate some fraction of these funds to a research fund associated with the faculty investigator;

• 50% of funds retained by the College; the Dept. / faculty investigator may request that some fraction be reallocated to the Department / faculty member.

**Supplemental pay** for teaching overloads will not normally be provided for faculty with reduced teaching loads (any load below 2-2)
Diversity Initiatives

1. Undergraduate tutoring and the cohort process.
2. Graduate student workshops at three levels with the Graduate School
3. Assistant professor accountability writing groups.
4. Assistant professor and department chair lunch meetings.
5. Search process changes with regard to DEI.
6. Discussions by faculty rank in Departments about the workplace environment and DEI goals (spring 2022).
This fall, we began to roll out the I-CUE initiative, focused on enhancing and supporting A&S undergraduate high-impact practices. The I-CUE will provide a central location (virtual and physical) where A&S faculty and students have access to resources and programming aimed to create a transformational academic student experience combining international programs, community engagement, undergraduate research, and experiential learning.
The I-CUE Initiative – Resource Hub
Providing Resources for Experiential Learning, Community Engagement, and Undergraduate Research

- Director of Experiential Learning – Pam Derrick
- Director of Community Engagement and Economic Development – Pamela Young
- Coordinator for Undergraduate Research - TBA
Supporting Faculty

- Assistance with contracts and MOUs
- Providing compliance support for internships
- Providing support to reduce risk and liability
- Pedagogical resources to create and assess high-quality high-impact practices
- Seed money and professional development resources/opportunities
- Providing a template “study away” program
- Facilitating peer faculty support and/or mentorship for experiential learning
- Providing support for academic needs (credit, transfer, course designation, programming) and liaise with student services
- Providing resources to develop community engaged partnerships including the Community Engagement fellows program
- Help to identify and seeking funding opportunities for enhancing undergraduate experiences
- “Crimson Crew” to support EL departmental efforts
- Programming about career readiness, e-portfolios, and co-curricular transcripts
- Support undergraduate research initiatives - ASSURE
Supporting Students

- Internship program, study away programs, and Education Abroad
- Helping students navigate vast number of EL opportunities
- Advising students on how to receive academic credit for EL
- Workshops and training on developing and using E-portfolios and co-curricular transcripts
- Linking students with faculty and administering the undergraduate student faculty research apprentice programming
- Workshops and mentorship to understand the importance of HIPs with career goals and graduate school
- Overseeing Washington DC/Montgomery Experience
- Providing community engagement programming and linking with career opportunities
- Providing creative and flexible space for students to engage with other students
- Providing internal internship and work study opportunities
- Engage Tuscaloosa
Some 2021-2022 Priorities

- Space and Website
- Undergraduate Research/Creative Activities Coordinator
- A&S Internship Support and Promotion
- A&S Crimson Crew
- UA Co-curricular Transcript Integration
- Implement Featured Programs:
  - Project Chimps Service Learning-Fall Break
  - Washington DC Professional Preparation Trip-Spring Break
  - Working Across Cultures (Internships in Italy)
  - Community Engagement Academy
  - Embrace Tuscaloosa

Many thanks to great work of Experiential Learning Task Force: Pam Derrick, Michael Steinberg, Lisa Davis, Allison Hetzel, Wendy McMillian, John Wingard, and Lacy Sellars from EA. Also big thanks to Pamela Young for her work strengthening Community Engagement within A&S. As well as thanks to all the Chairs for their input.
New Academic Programs
Approved through CIM

Added Fall 20 Catalog
• Concentrations: Public History and Legal History
• Minor: Global Health Studies

Added Fall 21 Catalog
• Minor: Digital, Public and Professional Writing
• Minor: Arabic

Approved for Fall 22 Catalog
• Digital, Public and Professional Writing concentration in the English department
• BFA - Graphic Design in the Art department
New Academic Programs
CIM in Process

Approved Spring 21 A&S Curriculum Committee

• Neuroscience major in the Psychology Department
• Women's, Gender, and Sexuality major in the Department of Gender and Race Studies
• Ethics and Medical Ethics minors in the Department of Philosophy

Approved Fall 21 A&S Curriculum Committee

• Biochemistry minor in the Department of Chemistry and Biochemistry
• Water Sciences and Sustainability minor in the Department of Geological Sciences
Capital Campaign Progress

• A&S Campaign Cabinet Formed
• Priorities Approved
• Case for support under final revisions
• Personal goal ~$10,000,000 per year
• College Goal: $100 Million
• Progress: 58%
Priorities

- Solving Pressing Problems with Groundbreaking Research
- Expanding Opportunities and Accessibility for All Students
- Improving Quality of Life
- Leading the Nation in Excellence in Higher Education
The College Update

Fall 2021

Thank you! Questions?