

ONE OBERLIN

Academic and Administrative Program Review Summary of Work to Date

March 29, 2019

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THE AAPR'S HISTORY, CHARGE, AND PROCESS

I. Introduction

In the spring of 2018, Oberlin College launched an extraordinary project of institutional self-examination and strategic reimagining, designed to build a new level of educational and operational excellence for Oberlin's third century while overcoming significant challenges that would otherwise threaten the institution's long-term financial health. As the name of the Academic and Administrative Program Review suggests, this is an ambitious effort that touches almost every part of the institution. With the support of President Ambar and the Board of Trustees, 31 members of Oberlin's faculty, staff, students, alumni, and trustees have created and conducted a distinctive and fact-based process for assessing the institution's needs and advancing a creative set of interrelated ideas. The purpose of this exercise is to help Oberlin fulfill its mission in a new way, translating its core values and distinctive strengths in a way that is most relevant and sustainable for future generations while laying a foundation for even greater creative evolution in the future.

The AAPR stands out from other reviews and strategic planning efforts around the nation, as well as previous efforts at Oberlin, by addressing difficult tradeoffs head-on, with a clear focus on the institution's long-term best interests. The review is also unusual for the amount of information the committee has collected and considered in their work and the openness with which committee members are sharing that data with the Oberlin community. That openness carries some risk — information can be misused, and statistics taken out of context could shed an unfavorable light on Oberlin. But the AAPR Steering Committee, with the full support of President Ambar, believes that the value of transparency and a deeper understanding of the issues at stake across the Oberlin community outweigh those short-term risks.

As its work developed, the AAPR Steering Committee adopted as its maxim the phrase "One Oberlin." One Oberlin captures the spirit with which committee members and their colleagues across campus have undertaken this task — unity and goodwill that has grown from their shared dedication to Oberlin and their willingness to put the institution's future well-being before any self-interests, parochial habits, or short-term concerns.¹ One Oberlin also captures a culture that many of the AAPR ideas will help shape, one marked by new forms of collaboration among different elements of the Oberlin community, with structures that capitalize on the collective power of Oberlin's strengths, and programs that mutually support one another and the larger goals of the institution.

On March 13, 2019, the AAPR Steering Committee inaugurated a phase of intense campus consultation with a series of presentations to Oberlin audiences, reporting on its work to date and introducing the areas the AAPR has identified for recommendation. This document is intended as a written complement to those presentations, with additional detail on both the data that has shaped the AAPR's work, as well as additional detail on the areas for

¹ See p.2 <http://www2.oberlin.edu/alummag/winter2018/winter2018.pdf>

recommendation. As such, it is a snapshot in time, appearing even as the campus consultation continues to refine the ideas that will ultimately make up the official AAPR recommendations that will be delivered to President Ambar at the end of the 2019 spring semester.

II. The Challenge

Oberlin relies on student tuition and fees for 83% of its operating revenues, while 63% of its operating expenses go toward employee costs. At Oberlin, as across most of higher education, employee costs have been rising faster than student revenues. As a result, Oberlin has for many years balanced its budget with extraordinary draws from its endowment, essentially masking the structural deficits in its operating budgets and eating away at resources available for the future. Annual extraordinary draws on the endowment have occurred for more than two decades, in some years pushing the annual draw as high as 8% of the endowment's value. The trustees and president have determined that this use of the endowment is not sustainable and threatens the health and long-term existence of the institution.

Without those unsustainable draws from the endowment, the operating deficits would quickly mount. Even if Oberlin were to enroll the maximum number of students possible, and with annual tuition increases of 3%, the budget would not balance. Looking at it from a different angle: without significant action beginning in FY2018, the cumulative deficit would have grown by FY2024 to a total of \$52 million — equivalent to roughly one-third of Oberlin's annual operating expenses. Over 10 years, that would have grown to a devastating \$162 million in cumulative deficit. Adding urgency to the challenge, as the size of the cumulative deficit grows, the number of options to address the problem would dwindle, and the kinds of measures that would bring short-term budget relief would increasingly work against the long-term excellence of an Oberlin education.

While Oberlin's situation has unique elements, the pressures evident here are part of a larger trend affecting higher education institutions across the nation. With fewer sources of revenue and increasing demographic challenges, small, private institutions have been hit especially hard in recent years. The number of colleges that have been forced to close, merge, or make drastic cuts grows every month — including institutions that seemed to be financially stable even a few years ago. Some experts have predicted that as many as half of American colleges and universities will close in the next 15 years.² Whatever the accuracy of such predictions, it is true that many financially challenged colleges have been unable to take action before the choices became destructive or undermining of mission.

The good news is that Oberlin has time to shape its own future — but only if we take decisive action immediately.

² See, for example:

<https://www.insidehighered.com/digital-learning/article/2017/04/28/clay-christensen-sticks-predictions-massive-college-closures>

<https://hechingerreport.org/college-students-predicted-to-fall-by-more-than-15-after-the-year-2025/>

President Ambar and Oberlin’s senior leadership have already begun plans to implement a multiyear strategy of cost-cutting to help address the structural deficits, outside and apart from the work of AAPR. Staff and compensation reductions began last year and are expected to continue. They include salary freezes for faculty and administrative and professional staff (A&PS) over the last two years and reductions in benefits paid by the institution for those categories of employees — two steps that have amounted to \$5.5 million in baseline savings for Oberlin. The equivalent of 25 full-time faculty positions will be eliminated by FY2024, both by forgoing replacement of some tenured faculty who leave or retire, and by the reduction of visiting faculty lines. More than 50 staff FTE will be eliminated, potentially impacting up to 40 active employees. These cost reductions are expected to amount to baseline reductions of roughly 9% across the institution by FY2024, creating a net baseline savings of \$11.1 million per year going forward. Yet these cost-cutting measures alone will not eliminate annual deficits. Even with the \$11.1 million of savings generated by these divisional cuts, the cumulative deficit would still be \$11.7 million by FY2024 or \$16 million by FY 2028. While this is far less than the \$52 million deficit that taking no action would generate, it is still unsustainable and would continue to grow with each passing year. Approximately an additional \$6.2 million of baseline budget relief will be needed, through some combination of increased revenues and reduced costs, to ensure sustained, balanced budgets for the foreseeable future.

The critical work in short-term cost control, while not a complete solution, has created the financial relief needed to allow a new approach to the remaining challenges—a more broad-based and creatively ambitious project for seeking the path forward. In this context, the Board of Trustees approved the AAPR as a means of ensuring Oberlin’s continuing excellence and achieving financial sustainability through a combination of strategic contractions in programs and expenses, together with mission-focused programmatic investments that will lead to growth in revenues.

III. Charge and Commitments

On March 9, 2018, the Board of Trustees approved the creation of the AAPR Steering Committee, directing that this “cross-functional team will report to the President its recommendation of the optimal academic and non-academic program mix for the College.”³ In response, President Ambar, in consultation with the General Faculty Council and with the endorsement of the General Faculty, appointed the faculty, staff, students, trustees, and alumni who now make up the 31-person AAPR Steering Committee, which began meeting in June 2018. College and Conservatory faculty make up almost half the committee.

Last fall, at the request of the Steering Committee, the Board provided additional, practical guidance about its expectations for securing Oberlin’s financial viability and sustainability. In particular the Board expects AAPR to:

³ <https://www.oberlin.edu/about-oberlin/leadership-and-administration/aapr/announcements/announcement-boards-decision-create>

1. Make recommendations that will reduce the annual draw on the endowment and provide for 15 consecutive years of balanced budgets;
2. Examine the financial interdependence of the Arts & Sciences and Conservatory, including comparative expense levels, discount rates, net tuition revenue, and size of the divisions' respective staffs and student populations;
3. Explore alternative models for institutional services such as dining, housing, facilities operations, and maintenance and administrative support;
4. Examine the viability of our current labor cost model for all employees;
5. Evaluate the viability of current and alternative student access and financial aid strategies;
6. Leverage Oberlin's strengths as well as existing and newly identified collaborations as a strategy to diversify revenue streams and enhance excellence; and
7. Identify areas for programmatic investments and contraction.

In September 2018, the Steering Committee made its own set of commitments to the Oberlin community in a campus email distributed to all faculty, staff, students, and alumni. In particular, the Steering Committee promised that the AAPR process would:

1. Be authentic to Oberlin's history, culture, and excellence;
2. Honor faculty oversight of our curriculum and faculty appointments;
3. Be a broadly inclusive process that taps Oberlin's wisdom, creativity, and experience;
4. Develop thorough and transparent recommendations that respect governance processes; and
5. Find long-term solutions that help Oberlin thrive educationally and financially.⁴

Those commitments have guided the Steering Committee as it developed its own, distinctive path for examination and recommendation, true to Oberlin's values and culture, and focused on Oberlin's mission.

The Steering Committee organized itself into working groups focused on mission-centeredness, quality, financial viability, potential student interest, administrative review, and survey design. Over the summer and fall of 2018, the working groups collected information from campus-wide surveys; detailed program reports; interviews and focus groups; admissions and student interest data from the outside enrollment consultancy Human Capital Research Corp.; reputation and perception data gathered by the branding consultancy Generations; quality, mission, potential student interest, and financial data gathered by the consultancy Stevens Strategy, including the Revenue Center Model it has developed to compare revenues and expenses among different programs; data from peer institutions; and more. Steering Committee members held 31 outreach meetings with different organizations that are part of the Oberlin community, including faculty governance bodies, staff representatives, students, alumni, parents, coaches, and others. These sessions provided further opportunities for the

⁴ <https://www.oberlin.edu/about-oberlin/leadership-and-administration/aapr/announcements/update-academic-and-administrative>

Committee to listen, gather ideas, and supplement statistical data with the lived experience of the community.

As the working groups analyzed these diverse sources, they began to identify particular findings that illuminated both significant challenges facing Oberlin as well as promising opportunities. These significant observations often required further examination or additional information to ensure that the data was accurate and the interpretation was sound. In January, the Steering Committee reviewed these significant observations and used them as the basis for generating initial areas of recommendation. The Committee realigned its working groups around those areas and began developing the ideas outlined in this report, often turning to experts and key stakeholders in those fields to engage and incorporate their thinking.

Following the campus presentations on March 13 and March 14 to faculty, staff, and students, and an alumni webinar on March 21, the AAPR has entered a phase of intensive campus consultation. These broadly focused sessions were designed to present the full body of interrelated AAPR ideas, provide context, and demonstrate how recommendations could work together to build excellence and ensure financial sustainability. That outreach continues, even as the Committee begins a series of more narrowly focused meetings with groups that have a specific governance responsibility or interest in a particular area of recommendation. This multi-layered consultation will allow the Steering Committee to continue refining its ideas and develop them into specific recommendations that benefit from a broad base of experience and perspectives.

IV. Safeguarding Core Priorities

While the areas for recommendation touch almost every part of Oberlin's activities and operations, it is important to acknowledge a few key areas the committee considered carefully but will not recommend changing at this time. These go to the heart of Oberlin's mission and values. They are aspects of Oberlin that the Steering Committee feels are so important to our mission that they should be preserved and even enhanced.

First, though it is a large and growing part of Oberlin's budget, the Steering Committee will not recommend any reduction in student financial aid. Financial aid is simply too important a tool for providing access to an Oberlin education for students of all backgrounds, ethnicities, identities, and experiences. That diversity is a historic value at Oberlin and a foundation for excellence inside and outside the classroom.

The Steering Committee's areas for recommendation also leave intact the fundamental and distinctive elements that make up Oberlin and an Oberlin education, including the liberal arts college, the conservatory of music, the art museum, and a comprehensive residential experience.

Finally, after examination of the quality of Oberlin's academic programs individually and their cumulative importance to a liberal arts education, the Steering Committee favors preserving

the breadth and depth of Oberlin's current educational offerings while recognizing that they will continue to evolve through the normal processes of faculty governance. The areas of recommendation do not contemplate the elimination of departments or majors or the termination of faculty in continuing, tenure-track positions, although all were considered.

The Steering Committee believes Oberlin can achieve financial sustainability while preserving these core priorities by making key trade-offs outlined in its areas of recommendation. But the Committee has also cautioned that if Oberlin refuses to make the necessary choices now, it will become increasingly difficult to safeguard these priorities in the future.

V. Overarching Goals

Oberlin is not in immediate jeopardy. But like many small colleges, it is facing an existential challenge. As an institution, Oberlin needs to find new ways of achieving its core educational mission of inquiry, creativity, and innovation with programs and opportunities that capture the imaginations and sense of relevance of our 21st-century students. Oberlin needs to continue to be a beacon for access and opportunity. Oberlin needs to continue living out its commitment to a more just society in a way that meets the needs of current and future generations of young people who are encountering a world that is changing rapidly. Finally, Oberlin must prepare to evolve even more quickly in the years to come, bringing its values and distinct excellence into a future we can only begin to envision.

The Steering Committee has organized its approach to that challenge around four high-level goals, all of which must be achieved in order to live up to Oberlin's mission and thrive:

1. Oberlin must take better advantage of its unique combination of a liberal arts college and conservatory of music, fostering a new suite of interdisciplinary opportunities through a new level of collaboration.
2. Oberlin must develop academic structures that are creative and nimble enough to pioneer a new, more relevant curriculum and educational experience for our 21st-century students.
3. Oberlin must be more focused and intentional about helping its students connect their classic liberal arts and musical educations with meaningful and thriving careers.
4. Oberlin must bring employee costs in line with the realities of its various employment markets, remaining competitive enough to foster excellence throughout its operations, while controlling expenses in order to ensure a sustainable future.

Together these goals point toward an emerging vision of Oberlin that will offer new opportunities to prospective and current students. This new Oberlin will redesign some of its organization and infrastructure to ensure that we are prepared to support both 21st-century needs and core values such as high levels of academic and artistic achievement; diversity and inclusion among our students, faculty, and staff; thriving students; environmental sustainability; and respect for members of the Oberlin community.

The connection between excellence and financial sustainability is practical and concrete. No institution can cut its way to excellence, so Oberlin must find more revenue consistent with its mission, even as it controls costs. Some of the most important factors for Oberlin's long-term financial health will be expanding the pool of prospective students, matriculating the best of those applicants, and ensuring that they remain at Oberlin to complete their undergraduate educations. The way to ensure each of those steps is through outstanding and relevant educational offerings and an outstanding and inclusive student experience. The real and perceived value of an Oberlin education must increase.

Supporting Oberlin's excellence and investing in new opportunities will require trade-offs that will be difficult. It will involve position eliminations that will displace some members of the Oberlin community, while other employees will be asked to do more or change the way they fulfill their roles. The Steering Committee takes seriously the disruption that large-scale change can bring to individuals and does not offer such ideas lightly. The Committee also recognizes the greater pain and disruption that would occur, both to individuals and the institution, if Oberlin does not make substantive and tough choices now. The stakes go beyond our beloved institution — the world needs Oberlin, and it needs Oberlin's graduates, whose thinking, actions, and values, powered by a distinctive Oberlin education, change the world for the better. Each area of recommendation outlined here is aimed at that mission.

AAPR AREAS OF RECOMMENDATION: ACADEMIC REORGANIZATION

VI. New Approach to College and Conservatory

Challenged by the Board of Trustees to examine the interdependence of Oberlin's Conservatory and its College of Arts & Sciences, the AAPR Steering Committee, guided by the faculty members from the Conservatory, has developed a suite of ideas that will provide new educational opportunities for students in both the Conservatory and Arts & Sciences; help build forward-focused excellence within the Conservatory; and generate significant new revenue for Oberlin.

The structural change that will facilitate all of these outcomes is a shift in the relative sizes of the two student bodies: reducing the size of the Conservatory by 100 students over four years while simultaneously increasing the Arts & Sciences by 100 students over this same time period. Because of the differences in their competitive admissions markets, Arts & Sciences students pay an average of \$10,000 a year more in net tuition than Conservatory students.⁵ So, the immediate and continuing financial effect of this shift will be to generate approximately \$1 million in new revenues per year beginning in year four.

⁵ Sources and additional detail regarding key facts that helped shape areas for recommendation can be found in an appendix, [Section XVII](#) in this document.

The benefits of this shift are more profound than simple budgetary relief: there would be gains in academic quality and opportunity that take better advantage of Oberlin's unique differentiator as a provider of both outstanding liberal arts and musical educations.

First, this shift will provide an opportunity to strengthen the connections between those two educations, their faculties, and their students. Specifically, the Conservatory will be able to use newly freed teaching capacity to offer greater and more meaningful musical experiences to Arts & Sciences students, who will have unprecedented access to classes, lessons, coaching, ensembles, and other musical experiences. The Arts & Sciences and Conservatory faculties could collaborate in developing an array of exciting curricular pathways in areas such as Arts and Creative Technologies, Interdisciplinary Performance, Arts Administration, and Popular Forms and Practices, to name but a few possibilities. Currently almost 80% of students admitted to Arts & Sciences who listed music performance as a field of primary or secondary interest enrolled somewhere else. Developing and marketing these curricular possibilities should help with Arts & Sciences student yield, increase the College's value proposition, and spotlight Oberlin's most prized and distinctive feature.

Second, the reduced demands of a smaller student body would allow Conservatory faculty members to engage in new modes of teaching or in modes of teaching for which they might not otherwise have opportunity to explore. Examples might include more intensive small- and mid-sized ensemble coaching (not unlike the recently revived Advanced String Quartet Seminar), sectionals coaching, and seminar- or topics-based teaching. By helping enable interested faculty members to explore other models in addition to private lessons and studio classes, the Conservatory could create an even wider array of exciting, meaningful artistic and intellectual opportunities for its students. This will help continue to focus the Conservatory's mission to provide an extraordinary and professionally relevant education — arming students with the academic and artistic fluencies required to thrive today and in the future, particularly in light of ongoing transformations in the field of professional music-making. Simply put, with these changes, the Conservatory can continue offering an undergraduate music education that is second to none for years to come.

Specific ideas that should be considered to achieve these outcomes include:

- Over the course of four years, contracting the Conservatory by 100 students (25 students per year), while enrolling 100 more students in the Arts & Sciences, preserving Oberlin's overall size;
- Charging EPC to appoint a curricular subcommittee in fall 2019 that will consult with EPC and Council and work with every division in the Conservatory to review and revise the Conservatory curriculum, with the goals of (1) substantially completing a curricular overhaul by the end of 2019-20, (2) securing final approvals and announcing the new curriculum in 2020-21, and (3) having the new curriculum go live in the 2021-22 academic year. Included in the work of this subcommittee:

- Reforming the curriculum to provide more individualized pathways for Conservatory students. For example, the Conservatory can reduce the size of each major's grids to allow for increased specialization and flexibility;
- Changing the structure of the large-ensembles program to offer greater flexibility, thereby helping make possible a contracted student body. Revise the system in 2019-20 and secure final approvals and make announcements in 2020-21, with the goal of launching the new system in 2021-22;
- Maximizing and making more efficient use of unfilled or newly available teaching capacity among studio teachers. Teachers might consider new modes of teaching, or modes of teaching in which they presently engage largely in overload, such as more intensive and sustained ensemble-coaching courses (e.g., the revived Advanced String Quartet Seminar), more intensive sectionals coaching, or topics- or seminar-based teaching; and
- Redoubling the focus on undergraduate education, with possible elimination or reform of non- or low-revenue-generating graduate programs.
- Charging EPC to appoint a subcommittee in fall 2019 that will work with EPC and Council, as appropriate, and will liaise with EPPC and College Faculty Council, as appropriate, to build new connections between the College and Conservatory and new educational opportunities for students in both divisions. Included in the work of this subcommittee:
 - Creating thematic, interdivisional concentrations that will be available to students in both the College and the Conservatory, with programming, instruction, and mentoring from both faculties. Possible concentrations might include Arts and Creative Technologies, Music and Science, Interdisciplinary Performance, Popular Forms and Practices, Critical Studies/Discourse, and Arts Administration, among others;
 - Support the reimagination and implementation of the College's revised BA in Music, based largely on work already underway in the Musical Studies Committee; and
 - Support the creation of a music minor for A&S students, including more opportunities for private lessons, classroom study, and performing;
- Charge the Conservatory Faculty Council with exploring alternate admissions models or updated admissions procedures for the Conservatory, including committee-based decision-making and more flexible ideal-enrollment distributions to better attain revenue and quality targets. Complete review of admissions practices in 2019-20, with the goal of implementing revised procedures in 2020-21.

To strengthen the Conservatory brand and better compete in the marketplace, Oberlin might also consider:

- Reforming or eliminating auxiliary or summer programs that require substantial subsidization. This would help free up resources for new initiatives;

- Exploring alternate labor models (such as an expansion of post-doctoral Teaching Fellows programs, perhaps in partnership with R1-institutions) and/or methods to increase productivity; and
- Creating post-graduate study/experiences that would add value and generate revenue (similar to the Piano Technology Program). Ideas that have surfaced include instrument repair and post-grad certificate programs involving our organ collection. We have numerous opportunities to monetize existing resources outside of conventional four- or five-year degree programs.

Even providing for the reallocation of teaching time and resources described above, the Conservatory will also be able to make modest reductions in its staff and faculty through attrition, thereby helping realize divisional budget-reduction targets for FY2020-2024. By strengthening programs in areas of demonstrated student interest, these ideas will continue to broaden Oberlin's appeal to potential students and build revenue. And by increasing collaboration between Oberlin's two academic cores, these ideas will help shape a culture of One Oberlin.

VII. Restructuring the Arts & Sciences

In seeking to better align academic structures to Oberlin's mission of educating students and generating knowledge, AAPR Arts & Sciences faculty committee members made a number of significant observations⁶:

- 80% of departments expressed the desire to reduce the silo effect in order to foster more synergies and greater flexibility for curricular and scholarly relationships (e.g., Studio OC-like), first-year seminars, capstones, innovative introductory courses, and more collaboration on the construction of tenure-track faculty lines;
- Students and alumni expressed the desire for enhanced connections with each other and the faculty through curricular and co-curricular initiatives, and many departments expressed desire for stronger connections with their alumni;
- The current organizational structure in Arts & Sciences breeds inefficiencies and creates added expenses due to both lost time and overlapping administrative structures in processes such as coordinating events, course scheduling, and enrollment management;
- Surveys and comments from department chairs and administrative offices call for better communication with administrative offices (Registrar, Communications, Development,

⁶ The following significant observations derive from surveys administered in the fall of 2018: Mission-centeredness, Quality, Potential Student Interest, Administrative, Financial, Stevens Strategy, Human Capital Research Corp., and Generations. In addition, data from the following offices were referenced: Dean's Office (including the fall 2018 Higher Learning Commission report and recommendations), Institutional Research, Admissions, Financial Aid, Career Development Center, Registrar, Communications, and Chief Financial Officer.

Admissions, Alumni Relations, Dean's Office) to eliminate wasteful inefficiencies with real effects on students and faculty and to improve employee job satisfaction;

- Surveys reveal the need for enhanced focus on student career paths, career-readiness, and career and curricular connections with alumni;
- The Higher Learning Commission, our accrediting body, has called for the College to institute standardized assessment across campus.

Based upon these observations, the AAPR Steering Committee has articulated a set of interconnected goals for the restructuring of the Arts & Sciences:

1. Increase interdisciplinary collaboration for both teaching and scholarship while respecting the strengths of intensive disciplinary education;
2. Increase the division's ability to weather the ever-changing environment and capitalize on unforeseen opportunities;
3. Improve the overall quality and consistency of academic administration;
4. Enhance administrative efficiencies and communication.

Based on these goals, Steering Committee members developed a suite of ideas about a new organizational model that could move the Arts & Sciences toward a more mission-centered academic structure designed to benefit the curriculum, students, faculty, and the administrative teams that support them. This model involves creating five or six divisions that would house departments in related fields. Each division would have a chair, who, together with a business manager and administrative assistant(s), will oversee assessment, equipment maintenance, budget management, catalog copy, and space use. This model retains departmental affiliation but eliminates department chairs and associated course releases and stipends. Department conveners will assist the divisional chair with faculty assignments to curricular and personnel committees, the development of faculty position requests, and ensure equitable division of labor and the timely completion of curricular tasks. The work of department conveners would be compensated through reduction in other service to the College to avoid overburden.

During the 2019-20 academic year, the appropriate faculty bodies, including EPPC, CFC, and an implementation committee, would work out the details of the model, identifying and defining the parameters of the divisions and bringing the model to the College Faculty for consideration. CFC could then appoint chairs of the new divisions, who could work together to revise institutional structures, forms, and workflow in preparation for formal establishment of the divisions in the summer of 2020. The new model, including the work of the divisional chair, could undergo regular 360-degree review.

We believe restructuring along these lines would lead to enhanced efficiencies and communication and a more evenly distributed work load, which in turn will lead to more interdisciplinary collaboration and more faculty time for teaching and scholarship. More importantly, this new structure would be more creative and nimble, providing a better platform

for which to add or change programs of study as student interests and the base of human knowledge continues to evolve.

In addition to better aligning structure to mission, this model would realize:

- Savings of \$750,000 per year (preliminary estimate) achieved through consolidation of administrative needs. This is possible because of the evolution of both the nature of departmental administrative work and technological tools over the past several decades;
- Recovery of four full-time equivalents (FTE) amounting to 18 courses in department chair release, which:
 - a) reduces the need for visiting professors;
 - b) ensures the future of the first-year seminar program (FYSP) and senior capstones; and
 - c) enables broad consultation on future strategic additions and reductions of faculty lines.
- Reduction of administrative redundancies across the Arts & Sciences that are staff and faculty time sinks.

This proposal dovetails with the other AAPR recommendations in enhanced communication and coordination of curricular programming. Restructuring will facilitate the development and review of College-Conservatory curricular pathways within and across both bodies. In addition, each division will provide representatives to administrative and co-curricular offices such as the Registrar, Development, Alumni Relations, the Career Development Center, Communications, and Winter Term to ensure direct communication that provides students with the strongest programming possible. The reorganization will also provide opportunities to use space, staff, and other resources most efficiently. Reduction of wasteful redundancies will streamline staff work and thereby enhance working conditions and job satisfaction and decrease the number of staff required.

VIII. Creating a More Robust Winter Term

Winter Term is a distinctive part of the Oberlin experience that provides opportunities for intensive educational experiences, for students to conceptualize self-directed projects, for collaborative work between students and faculty, and for students to test and apply knowledge off campus. Survey data found that current students, faculty, and alumni rate Winter Term especially highly for promoting inquiry and creativity, a core aspect of our educational mission.

While Winter Term relates directly to Oberlin's mission, both survey data and the 2017-18 external review of Winter Term suggest that the current quality of the programming is uneven and that serious inequities exist both in students' opportunities to do meaningful projects and in the time faculty spend teaching during Winter Term (faculty are expected to teach half time during Winter Term). The external review of Winter Term argued that Oberlin should either end Winter Term or take steps to improve its quality. AAPR explored whether ending Winter Term would offer significant cost benefits, or alternatively, whether changes to our existing Winter

Term program could help the College meet its goals to attract and retain more students, to foster a better campus climate, and to prepare students for their post-Oberlin lives. While AAPR discovered that ending Winter Term would not offer major savings, if rightly structured, it could become a high-impact and signature Oberlin program of interest to prospective students and could assist with recruitment and retention.⁷

Re-conceptualizing Winter Term by providing it with a more rigorous and robust structure could yield significant benefits to students and to Oberlin. An improved Winter Term program could better serve institutional learning goals, could support efforts to help students prepare for their careers beyond Oberlin, and could help Oberlin students develop a more positive sense of community. The Winter Term program could also become one of Oberlin's distinctive selling points in a crowded market. Few other schools have a program that resembles ours, and, given the student interest that currently exists as expressed in admitted student surveys, Winter Term could become a more effective tool in recruitment and retention. This planning aims to build more institutional structure and support to help students develop strong Winter Term projects without losing the important ways in which Winter Term encourages creativity, innovation, and independent thinking. It also aims to make Winter Term a vibrant and exciting time on campus, allowing a sizeable cohort of students (600 to 800) to take courses and co-curricular workshops to develop academic or career skills while building a stronger sense of community among them through organized social activities.

Ideas in this area of recommendation include:

- Seeking to have as many as a quarter to a third of all students remain on campus over Winter Term as a way to maximize use of the institution's resources and to build a stronger sense of community through shared experiences and organized social events.
- Offering a limited number of 2-credit academic courses and encouraging ExCo to offer Winter Term courses to create more on-campus opportunities for students.
- Expecting faculty to sponsor Winter Term projects three years out of every four, as they do now, and requiring faculty to offer an on- or off-campus Winter Term group course at least once every four years. This would allow the institution to offer many more on-campus opportunities and would help address equity issues around how much time faculty devote to WT teaching, which varies widely across the institution.
- Dedicating a staff position to supervising and helping organize Winter Term and to help coordinate with Admissions and with ongoing programs to build campus community and career support.

⁷ These significant observations are based on: 1) the perception survey completed by potential students, current students, alumni, faculty, staff, and trustees; 2) the quality and mission-centeredness questionnaires completed by academic departments and the questionnaire completed by the Winter Term committee; 3) the 2017 self-study and external review of the Winter Term program; 4) conversations with the Dean of Admissions and with the Associate Dean of Students; 5) comparisons of other schools that have Winter or May terms; and 6) financial data about Winter Term costs from the Chief Financial Officer and the Manager of College Dining Services.

Many of these ideas could be implemented next year, including the increase of on-campus Winter Term programming. Expectations for faculty to do a group course once every four years could begin in 2020-21, if not earlier.

This more robust form of Winter Term would contribute to both recruitment and retention, although it is impossible to quantify how many students might be attracted or retained through developing a more structured Winter Term. The College could save money on dining services if more students stay on campus over Winter Term (while direct costs would go up, greater economies of scale mean that actual costs are estimated to decrease by \$20,000). Other estimated costs for this recommendation amount to approximately \$130,000 annually: \$60,000 plus benefits for a staff member; a \$30,000 events budget; and an additional \$20,000 for Winter Term funding for students. Any changes to Winter Term would need to be implemented through the EPPC and the EPC.

An expanded and strengthened Winter Term program would support other AAPR initiatives by bolstering the recommended investment in the Career Development Center and career development more broadly. New Winter Term group courses that develop career skills (e.g., Excel) could be offered by faculty and staff while a greater number of off-campus externships could be coordinated by the Career Development Center. An expanded Winter Term could also provide integrative and experiential learning opportunities as part of the new recommended integrative concentrations and joint College-Conservatory concentrations. It would also support other efforts to increase our applicant pool and yield and to improve our student retention rates.

AREAS FOR RECOMMENDATION: OPERATIONAL EFFICIENCIES

IX. Controlling Employee Costs

Controlling employee costs will be critical for achieving financial sustainability and for conserving funds needed to support current and enhanced programming for students, which is key to Oberlin's long-term success. Employee costs are far and away the largest part of Oberlin's budget and are growing significantly faster than revenues. Any effort to control costs will have to include reductions in personnel costs. This will require difficult trade-offs. At the same time, Oberlin must find ways to improve the quality of its operations; to enhance excellence, all of Oberlin's employees and activities must be of the highest quality. Even as the institution values, respects, and treats with dignity all its employees, Oberlin must prioritize its educational mission and tailor its operations to serve that mission.

With roughly 1,100 active employees for a student body of 2,850, Oberlin has an unsustainable ratio of employees to students. For FY2019, compensation stands at 63% or \$101.6 million of the \$162.8 million operating budget, even after two years of salary freezes and benefits cuts for faculty and A&PS that amounted to \$5.5 million in foregone compensation. Some categories of

staff are highly compensated for their markets, while others are not. Our average Arts & Sciences faculty salary, along with the average senior staff salary, falls significantly below the average of relevant liberal arts market peers, sometimes known as the Sweet 16 — the colleges with whom Oberlin most directly competes to recruit and retain faculty and our upper- and mid-level administrators.⁸ Other A&PS salaries are roughly in line with that same peer set. Oberlin's hourly workers, on the other hand, make significantly higher wages than their counterparts at the four other schools of the Five Colleges of Ohio⁹ — employees who represent a natural basis for comparison by industry, skills, and the regional labor market in which Oberlin competes when recruiting for such positions.

Employee benefits are another key area for consideration. Like most employers, the cost of employee benefits continues to increase at an unsustainable pace. Over time, disparities and inefficiencies have arisen. For instance, employer-paid benefits for some Oberlin employees are equivalent to about 31% of salary, a little above industry norms. For other employees, however, Oberlin pays for benefits worth up to 65% of annual earnings. Average healthcare costs per employee participating in Plan Year 2018 varied as follows:

- Faculty: \$10,972 (total Oberlin cost of \$3.3M for 301 employees)
- A&PS: \$8,781 (total Oberlin cost of \$2.8M for 316 employees)
- Hourly: \$16,984 (total Oberlin cost \$5.3M for 314 employees)
- Retirees: \$5,664 (total Oberlin cost \$2.1M for 363 retirees)

Separately, the absence of consistent performance reviews, clear job descriptions and a job classification system, efficient business and personnel processes, and a culture of mission-focused innovation all further contribute to inefficiency and redundancy across Oberlin's operations.¹⁰

Against this backdrop, AAPR is considering a recommendation for a restructuring of employee costs that is attuned to competitive markets and equitable within the institution. Ultimately it will fall to senior leadership to determine how to implement reductions or reallocations of personnel and compensation. Though the proportions of different reductions must be determined, the likeliest outcome will involve many of the levers identified in this section. Some of this decision-making may take place at the divisional level; some may involve collective bargaining. However these cost controls are finally configured, the Steering Committee recognizes that there is no way to preserve academic excellence and achieve financial

⁸ The Sweet 16 schools are Amherst, Bowdoin, Carleton, Colgate, Connecticut, Grinnell, Hamilton, Kenyon, Middlebury, Oberlin, Pomona, Reed, Swarthmore, Vassar, Wesleyan, Williams.

⁹ The Five Colleges of Ohio are Denison, Kenyon, Oberlin, Ohio Wesleyan, and the College of Wooster.

¹⁰ The sources for these significant observations include Oberlin administrative department budgets; administrative department organizational structures; administrative department surveys; a Great Lakes Colleges Association survey; a COHFE non-faculty study; Oberlin Group informal peer study of collective bargaining units in liberal arts colleges; U.S. Bureau of Labor Statistics; and a review of benefits expenses across Oberlin.

sustainability without restructuring employee costs. Oberlin will need to have fewer employees and at a cost more in line with their appropriate markets.

Specifically, this area for recommendation includes consideration of:

- Reducing the number of positions overall, based upon their centrality to the academic and co-curricular mission, bringing staffing levels closer to best practices in the appropriate administrative area;
- Basing overall compensation on the appropriate competitive markets in which Oberlin competes for each category of employees;
- Bringing equity to benefits and other non-wage and non-salary costs to the institution;
- Moving toward a single set of health care benefits plans, for greater efficiency, with greater equity across the institution in employee and employer contributions;
- Aligning retiree benefits and contributions with best practices at peer institutions, grandfathering in current levels for current retirees;
- Providing transition services and severance plans for displaced employees; and
- Engaging additional services, the College will need to support organizational transitions.

Because of the complexity of employment arrangements and contracts, changes such as these may take several years to implement. They should be considered together with changes in managerial culture, business practices, and supporting infrastructure that ensure a focus on mission-focused efficiency going forward. This cannot be a one-time effort.

X. Self-sufficiency and Equity in Housing and Dining

Housing and dining are central parts of the residential college experience that Oberlin seeks to provide to all students, fostering relationships, resilience, social skills, and community. Additionally, these areas are important generators of revenue at nearly all residential colleges. Oberlin is no exception. In order to continue providing a robust residential experience while ensuring appropriate contributions to the operating budget, AAPR examined options that would promote long-term financial sustainability in the system while promoting equity among all students.

Oberlin faces a number of challenges in realizing its goals for an excellent housing and dining experience, due in large measure to aging facilities with deferred maintenance and lacking the design options that today's students desire. This challenge is exacerbated by the College's choice to adopt a business relationship with the independent organization Oberlin Student Cooperative Association (OSCA) that creates a significant impact on the College's budget. OSCA offers a historically important leadership-development and community-building experience for some students, namely 590 dining members, of whom 180 also live in buildings rented to OSCA. Oberlin's contract with OSCA obligates the cooperative organization to pay rent for use of College facilities. However, the contract also obliges the College to cover ownership costs, maintenance, and other services. Students who are released from the College's four-year

housing and dining requirement to participate in OSCA represent a major source of lost revenue. This loss represents an annual \$1.9 million negative impact on the College budget.

OSCA provides dining and housing services within seven College facilities and is assigned 73,872 square feet for its operations. Over the past three years, the College has expended approximately \$1.2 million annually to support building maintenance, insurance, and the depreciation and interest costs associated with debt-funded capital equipment and projects.

There is no doubt that OSCA provides a deeply meaningful experience for students who participate and is a strong point of connection to Oberlin for OSCA alums. Like other options that AAPR considered but chose not to pursue, this area of recommendation does not contemplate the College ending its relationship with OSCA. In order to ensure a sustainable future, however, the College must eliminate the negative budget impact and develop a cost structure and financial aid strategy for housing and dining that creates equity among students and reflects best practices.

The current business arrangement also connects to other areas in this document, especially the costs of labor. In releasing so many students from College housing and dining, the College gives up significant revenue.¹¹ Here, the challenge is not simply the decision to release students to participate in OSCA, but the decision to rent OSCA beds and kitchens, which, if the College operated itself, would generate almost \$2 million more revenue than the current arrangement provides – even with the elevated labor costs reported elsewhere in this document. Students released from the housing requirement who sign leases with off-campus landlords do not represent this same kind of lost revenue, because such releases only occur when Oberlin housing is at capacity. By underpricing its own buildings and providing extensive supportive services to OSCA’s residents and diners, the College has allowed OSCA to offer its services substantially below market and has increased its own labor costs due to lost economies of scale. These costs are effectively passed along to other students who reside and eat in required College housing and dining — students who do not benefit from OSCA’s programming or cost structure.

College data additionally indicates that:

- OSCA students have less financial need than non-OSCA students
- OSCA enrolls fewer lower income students than does Res Ed/CDS
- OSCA enrolls fewer international students and black students than does Res Ed/CDS, making it less diverse than Res Ed/CDS.

There is a wide range of options to reduce the budget impact on the College, while allowing OSCA to develop a sustainable business model that does not require the College to undercharge OSCA for use of its facilities. AAPR is considering a recommendation that Oberlin

¹¹ For example, among the Ohio 5 colleges, Oberlin has between 9% and 16% fewer students in college housing and between 7% and 22% fewer students in college dining.

engage in strategic and financial planning with OSCA leadership aimed at helping the organization to become self-sustaining and to continue offering its distinctive experience in a way that is equitable to all students. This will promote the long-term health of Oberlin's residential program while enhancing its attractiveness for prospective students.

XI. Improved Usage of Space and Facilities

Another significant portion of Oberlin's budget is devoted to owning, maintaining, and operating its facilities and physical space. The physical plant is critical to creating an educational environment in which students and faculty can do their best work. It shapes day-to-day activities across the institution, 24 hours a day, and stands as a tangible expression of Oberlin's commitment to both environmental and financial sustainability and stewardship.

Space costs represent nearly \$42 million, or 73% of Oberlin's total annual expenditures (\$57.8 million) for indirect costs. Recent in-house analyses and outside experts have found that Oberlin's overall footprint is significantly larger than it needs to be to achieve its mission: The College currently maintains approximately 1,000 square feet per student, which is considerably higher than Great Lakes Colleges Association peer institutions, which maintain a median of 818 square feet per student.

Space is used inefficiently, in part because of a culture in which individual departments, programs, or employees are considered to "own" particular spaces. Some facilities are in poor repair, which has implications for financial and environmental sustainability as well as for our reputation and student retention.

AAPR proposes a significantly new approach to Oberlin's campus and facilities, focused on what the institution truly needs to support teaching and learning, a shared approach to space across the institution, and configuring space to achieve our goals for sustainability.

Specifically, AAPR is considering a proposal that Oberlin:

- Reduce its footprint by roughly 20% to bring it in line with peer institutions, eliminating the most costly and inefficient facilities over time;
- Increase efficiency to reduce the use of natural resources and to control costs;
- Manage facilities as assets that belong to and benefit the whole institution, realizing greater flexibility and new efficiencies, including centralized scheduling of most spaces; and
- Focus future development on space that is environmentally sustainable and enhances teaching and learning.

In conjunction with this shift, Oberlin should increase annual expenditures on deferred maintenance, which would enhance environmental sustainability and reduced long-term costs. Together these changes would support a variety of other AAPR reforms. Better facilities will help enhance student recruitment and retention. A reduced footprint will require less

maintenance, helping to control employee costs. Shared management of most space across the institution will help foster collaboration and new programmatic opportunities, while promoting a culture of One Oberlin.

AREAS FOR RECOMMENDATION: NEW CURRICULAR AND CAREER DEVELOPMENT PROGRAMMING

XII. Integrative Concentration in Business

The next set of ideas under consideration by the AAPR steering committee covers new curricular and co-curricular programs that will improve educational opportunities for all students, attract more applicants, and help retain current students looking for new options. Shaped by student interest data and existing strengths in the College, these ideas also draw from conversations with key faculty members to ensure that these fields and program designs are a good fit for Oberlin's liberal arts education and mission.

These investments are critical to ensuring robust student interest and revenue in years to come. And each responds to a growing understanding that Oberlin has an obligation to its students to help them connect their college educations with meaningful lives beyond graduation. In particular, these programs will likely appeal to first-generation and other students who want to know an investment in an Oberlin education will prepare them for a fruitful career. These ideas are part of a suite of measures that will help build this capacity across the entire Oberlin experience.

On a 1-5 scale of their interest, more than a third of Oberlin's prospective students rated business education a 4 or a 5 — data that is supported by write-in inquiries to the admissions office, as well as surveys of alumni and staff, who rate it the most important potential addition to our curriculum.

AAPR is considering proposing a concentration in business that would allow Arts & Sciences and Conservatory students to combine core business management and financial skills with their liberal arts major or their conservatory specialization. AAPR proposes collaborating with Economics and other departments to design a set of foundational courses for this concentration. With the addition of one faculty line in business management and in combination with existing courses, Oberlin could offer its distinctive take on what it means to prepare for a career in a variety of administrative and leadership fields.

This concentration could integrate academic course work with co-curricular elements such as internships already available through the Career Development Center. Internships and practical training through Ashby Business Scholars and newly formed Career Communities such as "Entrepreneurship and Innovation," "Business, Finance, and Consulting," and "Non-Profit and the Public Sector" could provide excellent co-curricular support for an integrative concentration

in Business. This concentration could expand the pool of interested prospective students and add value to their Oberlin degree.

XIII. Integrative Concentration in Global Health

In another realm, 42% of Oberlin's returning students expressed interest in an undergraduate program in global health. A substantial majority of them also rated an Oberlin-affiliated master's degree program as appealing. An *ad hoc* faculty committee is already looking into the possibility of an undergraduate concentration; the AAPR Steering Committee endorses its continuing work, along with the initiative to create a career community in global public health. As with the Business concentration, one in Global Health could integrate curricular and co-curricular elements. We also believe Oberlin should explore possible partnerships with research universities to create 4+1 pathways for Oberlin students to earn a master's degree in public health and potentially other areas.

AAPR recommends that through its usual governance processes, Oberlin consider other new integrative concentrations that would tap existing curricular resources and integrate them with other developing Career Communities. Curricular and co-curricular integrated pathways would help students launch meaningfully from Oberlin and boost retention.

XIV. Enhancing Career Preparation

While Oberlin students are steeped in the critical thinking skills and ethical understanding needed to succeed in virtually all careers, those in the Arts & Sciences secure such job offers before graduation at roughly half the rate of students at other COHFE colleges. Oberlin's Career Development Center is underfunded and understaffed compared to peer institutions.

The AAPR Steering Committee is considering a recommendation for adding to the Center's staff. AAPR also is contemplating a recommendation for the creation of a centrally located facility that will bring together the Career Development Center with other offices that support integrative and experiential learning, in order to promote greater student interest and usage.

The AAPR Steering Committee is also considering the recommendation of an expanded Career Community internship program, including some academic credit for internships, and funding for quality summer internships that many of our students could not otherwise afford to undertake.

Finally, the AAPR Steering Committee is considering a recommendation that all majors incorporate curricular or co-curricular programming to help students understand and prepare for careers related to their academic field.

Taken together with new curricular initiatives in music education, business, and public health, these enriched connections between an Oberlin education and career possibilities will add value to an Oberlin degree and expand the pool of talented students who apply to and matriculate at Oberlin. They also are designed further to engage Oberlin alumni in a lifelong

relationship with their alma mater as internship providers and mentors for current and future generations of Oberlin students.

THE PATH FORWARD

XV. The AAPR Vision

Taken together, these ideas would live up to Oberlin’s mission in a new way by:

- Taking better advantage of our unique combination of a liberal arts college and conservatory of music, fostering a new suite of interdisciplinary opportunities through a new level of collaboration;
- Creating new academic structures that are creative and nimble enough to pioneer a new, more relevant curriculum and educational experience for our 21st century students;
- Bringing employee costs in line with the realities of its various employment markets, remaining competitive enough to foster excellence throughout its operations, while controlling expenses in order to ensure a sustainable future;
- Helping our students connect their classic liberal arts and musical educations with meaningful and thriving careers.

This is an interconnected vision, not a menu. These ideas are deeply intertwined — together, they contribute to a responsible path toward Oberlin’s long-term financial health. Built on a foundation of fact-based analysis, these ideas will help all members of the Oberlin community live out their shared commitments to excellence, fairness, access, and creativity in the highly competitive higher education marketplace. They provide a platform and precedent for the institution to explore more deeply the new frontiers of 21st century higher education. And they will prepare the institution to better adapt to change in the future — in a way that is true to the ethos of *One Oberlin*.

XVI. Next Steps

The AAPR has entered a new phase of intensive consultation with stakeholders, governance bodies, representative bodies, and the Oberlin community at large. In addition to continued overview presentations complementing this summary, members of the AAPR Steering Committee are engaging in meetings on more focused areas of recommendation with the bodies that are primarily responsible for those subject areas. Some of those meetings will be in executive session. Steering Committee members will also offer listening sessions and other ways to receive feedback from the community. After making any necessary adjustments, the Steering Committee will issue an updated version of this document in the form of a final report with recommendations. This will be available to the Oberlin community at large, with ample time for discussion and feedback, in the second half of April. At that point, the General Faculty intends to review the AAPR recommendations, including a vote of endorsement of the AAPR

final report. The Steering Committee welcomes this consultation before AAPR delivers its official recommendations to President Ambar at the end of the semester.

For members of the Oberlin community seeking opportunities to hear more and voice their own thoughts, please see the AAPR web page at www.oberlin.edu/aapr. There is an email address there for any comments you have. In the weeks to come, additional information will be posted about about small informal opportunities to talk with AAPR Steering Committee members, as well as larger meetings. Members of campus organizations that would like to hear more about AAPR should send an invitation to the AAPR email address; Steering Committee members will try to attend appropriate meetings on campus.

APPENDICES

XVII. Key Facts

The Academic and Administrative Program Review has been from the outset a data-driven process. As part of the overview presentations that began on March 13, Steering Committee members shared a selected list of key facts that emerged from their examinations and helped to shape the areas of recommendation. Many of these facts appear elsewhere in this summary, as well. This appendix gathers them, lists the sources for each key fact, and where appropriate, offers an explanatory note.

Key facts about Oberlin's budget:

- Without change, Oberlin's cumulative deficit would have reached \$162 million in 10 years beginning in FY2018
Source: Oberlin long-range planning model, June 2018. Note: This projection has already been mitigated by cost reductions underway during FY2019.
- Reductions of \$11.1 million in the baseline budget are planned from FY2020 to FY2024 across the institution through the regular budget process — including the equivalent of 25 faculty FTE through attrition. Yet these reductions alone will not balance our budget.
Source: Oberlin long-range planning model. Note: FTE stands for full-time equivalents. For this purpose, attrition includes both the decision to not replace some faculty members who leave Oberlin or retire, as well as the elimination of some vacant visiting professor lines. Cutting through attrition does not mean that all faculty hiring or replacement will end; similarly, the normal channels of faculty hiring and alignment will allow reallocation of replacement positions as needed.
- Adjusted for inflation, faculty and A&PS have forgone \$5.5 million in total compensation since 2017 through salary freezes and benefits cuts.
Source: Finance & Administration. Note: Difference is based on projections of budgetary impact if there had been typical raises and no change in benefits during those two years.
- In 2016-17, Arts & Sciences realized net revenues of \$23.9 million after direct and indirect costs, while the Conservatory lost \$11.1 million.
Source: Stevens Strategy Revenue-Center Model
- Arts & Sciences students bring in, on average, \$10,000 more in tuition revenue per year than Conservatory students.
Source: Human Capital Research Corp. data. Note: The Conservatory provides more financial aid per student in order to effectively compete for students with other top conservatories.

- Revenue loss based on lower costs of OSCA model yields a negative financial impact to Oberlin of \$1.9 million per year.
Source: Finance & Administration. Note: Includes foregone student revenue, less program management costs if they reverted to the College.

Key facts about employee costs:

- Employee compensation — all faculty and staff — makes up 63% of Oberlin’s budget.
Source: FY2019 budget
- The average salary for Oberlin’s Arts & Sciences faculty is 11.3% less than peers with whom we compete in recruitment, the Sweet 16.
Source: AAUP data.
- Oberlin’s average hourly staff wage is 34% higher than the average of four other Northeast Ohio liberal arts colleges (Kenyon, Dennison, Ohio Wesleyan, and Wooster).
Sources: Chronicle of Higher Education, Bureau of Labor Statistics. Note: These colleges represent similar institutions within the same region.
- Health care benefits cost \$9,849 per year for each faculty and A&PS employee; health care benefits cost \$16,984 per year for each hourly employee.
Source: Human Resources summary of actual plan costs to Oberlin for each employee group.

Key facts about students:

- 83% of annual operating revenue comes from student tuition and fees.
Source: FY2019 operating budget
- In 2018, almost 80% of students admitted to Arts & Sciences who listed music performance as their primary interest enrolled somewhere else.
Source: Human Capital Research Corp. data
- 38% of our prospective students showed a strong interest in business.
Source: Stevens Strategy Survey
- 91% of students admitted to the Conservatory listed career preparation as very or extremely important.
Source: Human Capital Research Corp. data
- 42% of returning students have a strong interest in global public health.
Source: Stevens Strategy Survey

- Oberlin Arts & Sciences students secure career-related jobs by graduation at roughly half the rate of their liberal arts college COHFE peers.
Source: COHFE Senior Exit Survey

XVIII. AAPR Outreach Meetings, September 5, 2018, through March 21, 2019

September 5, 2018: Working Group Chairs Update for General Faculty Meeting

September 7, 2018: AAPR Community Surveys Launch

September 11, 2018: Working Group Chairs Update/seek feedback from EPC

September 12, 2018: Working Group Chairs Update for College Faculty Meeting

September 13, 2018: Working Group Chairs Update for A&PS

September 14, 2018: Working Group Chairs Update/seek feedback from EPPC

September 14, 2018: Potential Student Interest workgroup outreach to International Students

September 20, 2018: Working Group Chairs Update for A&PS Coaches & Athletic Staff

September 20, 2018: Potential Student Interest workgroup with Conservatory administrators on Double Degree, Conservatory access for College students, Individual Majors in the Con, career and alumni connection opportunities

September 24, 2018: Potential Student Interest workgroup outreach with Con Council

September 25, 2018: Working Group Chairs Update for Faculty & Staff

October 3, 2018: AAPR Website Launch

October 3, 2018: Working Group Chairs Update for College Faculty Meeting

October 5, 2018: Working Group Chairs Discuss/Update Alumni Leadership Council

October 5, 2018: Working Group Chairs Discuss with/seek advice from EPPC

October 6, 2018: Potential Student Interest workgroup Double Degree Listening Session #1

October 9, 2018: Working Group Chairs Discuss with/seek advice from EPC

October 10, 2018: Potential Student Interest workgroup Double Degree Listening Session #2

October 14, 2018: Working Group Chairs Update SAAC, Our Student Athlete Advisory Committee

October 17, 2018: Working Group Chairs Update for General Faculty Meeting

November 1, 2018: Potential Student Interest workgroup Double Degree Listening Session #3

November 2, 2018: Potential Student Interest, with Student Focus Groups

November 7, 2018: PSI with Student Focus Groups (Two separate meetings this day.)

November 9, 2018: PSI with Student Focus Groups (Two separate meetings this day.)

November 10, 2018: PSI meeting with Parents Executive Committee (PEC)

November 14, 2018: Working Group Chairs Update for General Faculty Meeting

November 15, 2018: Working Group Chairs Discuss with Great Lakes College Association (GLCA)

December 5, 2018: Working Group Chairs Update for General Faculty Meeting

December 11, 2018: AAPR Feedback Email Launch - address released on website and facebook

December 17, 2018: Working Group Chairs Update for Faculty & A&PS

December 19, 2018: Working Group Chairs Update for College Faculty Council Meeting

February 6, 2019: Working Groups Update for General Faculty Meeting

February 12, 2019: Working Groups Update for Con Faculty Meeting

March 2, 2019: David Kamitsuka and William Quillen with Parents Executive Committee (PEC)

March 6, 2019: AAPR Presents Overview Recap Generation's and HCRC

March 6, 2019: AAPR Chairs Update Alumni Leadership Council

March 6, 2019: AAPR Broad Overview to Board of Trustees

March 12, 2019: AAPR and OSCA Leadership (past, present, future Officers) meet to discuss OSCA area of recommendation and renewed relationship between the College and OSCA

March 13, 2019: AAPR Broad Overview to Community

March 14, 2019: AAPR Board Overview to Community

March 14, 2019: Broad Community Listening Sessions after the Big Three Presentations

March 15, 2019: Con AAPR Faculty members meet with Con Faculty Council

March 18, 2019: AAPR Steering Committee members meet with A&PS, Student Senate, Con Council of Students, GFC, College Fac Council and Con Fac Council, EPPC and EPC

March 19, 2019: Con AAPR Faculty and AAPR member Janet Wu meet with Con EPC/Division Directors

March 19, 2019: Student Life Committee

March 20, 2019: AAPR Steering Committee Update GF

March 21, 2019: Alumni and AAPR Webinar Update

March 21, 2019: Con AAPR Reps meet with Conservatory Council of Students (Conservatory)

March 22, 2019: AAPR consult with EPPC

March 22, 2019: AAPR Update to Junior Faculty