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Board of Trustees

Ohio University

Minutes

June 29, 2007

MINUTES OF THE MEETING OF

THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

Friday, June 29, 2007

Margaret M. Walter Hall, Governance Room
Ohio University, Athens Campus

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF June 29, 2007 MEETING

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Minutes of April 20, 2007

ROLL CALL

Seven Trustees were present - Chairman-elect C. Daniel DeLawder, Sandra J. Anderson, Scott P. Borgemenke, Norman E. "Ned" Dewire, M. Marnette Perry, Larry L. Schey, and C. David Snyder.

Student Trustee Lydia Gerthoffer and Tracy Kelly were present as were National Trustees J. Michael Lawrie and Charles R. Stuckey. National Trustee-elect Frank P. Krasovec was also present. This meeting completes National Trustee Michael Lawrie's four-year term. Trustees thanked him for his exceptional service and strong support and leadership in working through difficult university information technology issues.

Also attending were President Roderick J. McDavis, Board Secretary Alan H. Geiger, and Dell D. Robinson, Chair, National Alumni Board of Directors.

This was the first meeting for trustees Ms. Anderson and Ms. Kelly. Ms. Anderson replaces retiring trustee and past chairman R. Gregory Browning. Her appointment is from May 13, 2007 to May 12, 2016. Ms. Kelly replaces student trustee Micah Mitchell, and her appointment is from May 13, 2007 to May 12, 2009.

Mr. Robinson replaces Ronald H. Iori and began his service representing the National Alumni Board of Directors. His appointment is for two years.

This was the last meeting for retiring Board Secretary Alan H. Geiger. Dr. Geiger has served as Secretary for 23 years and is only the 13th Board Secretary in the University's 2003 year history.

APPROVAL OF THE MINUTES OF THE MEETING of April 20, 2007
(Previously distributed)

Dr. Dewire moved approval of the previously distributed minutes. Mr. DeLawder seconded the motion. All voted yes.

COMMUNICATIONS, PETITIONS, AND MEMORIALS

There were no communications, petitions or memorials. Mr. DeLawder announced and introduced the new trustees: Ms. Sandra J. Anderson, Student Trustee Tracy Kelly, National Trustee Frank Krasovec, and National Alumni Board Representative Dell Robinson.

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At the conclusion of the Board meeting, Dr. Alan Geiger and his wife, Sandy, were recognized for their contributions to and representation of Ohio University during Dr. Geiger's 40 years of service, 23 of those as Secretary to the Board. Mr. DeLawder presented them with a gift from the trustees, and President McDavis presented the gift of a handcrafted wooden bowl from felled campus trees on behalf of the Office of the President. Mr. DeLawder read a resolution honoring Dr. Geiger which is included with these official minutes.

COMMITTEE REPORTS

Academic Quality Committee

The Committee recommended five resolutions for approval and received two reports.

Audit, Finance, Facilities, and Investment Committee

The Committee recommended approval of ten resolutions and received five reports including one from Internal Audit. One recommendation was deferred.

Student Life, Human Resources and Athletics Committee

The Committee recommended three resolutions for approval and received three reports.

Executive Committee

The Committee recommended nine resolutions for approval. One resolution was deferred. No reports were made.

Vice Chairman DeLawder presented and moved that the Ohio University Board of Trustees and its committees hold executive sessions to consider personnel matters as permitted by Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation of the threat thereof under Section 121.22(G)(3) of the Ohio Revised Code and for a session with the Internal Auditor as permitted on these the 28 and 29 days of June 2007.

Mr. Schey seconded the motion and on a roll call vote Trustees Anderson, DeLawder, Borgemenke, Dewire, Perry, Schey, and Snyder voted yes.

Also attending the sessions were Student Trustees Gerthoffer and Kelly; National Trustees Lawrie and Stuckey and National Trustee-elect Frank Krasovec; and Alumni Board of Directors' Chair Dell Robinson.

President Roderick J. McDavis and Board Secretary Alan Geiger also were present.

Personnel Matters

Three matters were discussed: (1) the review of the Board's evaluation of President McDavis, (2) the review of the President's performance goals for 2007-08, and (3) the consideration of the appointment of a Board Secretary.

No other matters were considered.

The meeting concluded at 9:45 a.m.

Trustee Schey presented and moved approval of the resolution. Mr. Snyder seconded the motion. All voted aye.

ELECTION OF CHAIRMAN

RESOLUTION 2007 - 2098

RESOLVED that C. Daniel DeLawder be elected Chairman of the Board of Trustees for the year beginning June 29, 2007, and ending June 30, 2008.

Trustee Schey presented and moved approval of the resolution. Dr. Dewire seconded the motion. Approval was unanimous.

ELECTION OF VICE CHAIRMAN

RESOLUTION 2007 - 2099

RESOLVED that M. Marnette Perry be elected as Vice Chairman of the Board of Trustees for the year beginning June 29, 2007 and ending June 30, 2008.

Report of the President

President McDavis' report, which is included in the minutes, was given in two parts. The first was the commitment to develop a five-year financial plan meeting and implementing the six goals outlined in Vision Ohio, including a road map on how to achieve the goals and a draft of the financial plan. The Five Year Implementation Plan is to be presented to the trustees as their August 3rd workshop. The second part was the presentation of his performance goals for the upcoming year. Dr. McDavis asked Trustees for the feedback prior to the August 3rd meeting.

PRESIDENT'S REPORT

Ohio University Board of Trustees

June 29, 2007

Vision OHIO Goals

1. Strengthen Undergraduate Education
2. Enhance Graduate Education and Research
3. Improve Faculty, Staff, and Student Quality and Diversity
4. Enrich Environment
5. Fortify Infrastructure
6. Enhance National Prominence

Academic Plan Development

- Five-Year Implementation Plan to be Developed
- Plan to Include Objectives, Strategies, Outcomes, and Costs
- Executive Vice President and Provost Kathy Krendl to Work Closely with Academic Deans on its Development
- Executive Staff to Review Working Draft

Next Steps

- Draft of the Implementation Plan to be Shared with Stakeholders for Input
  - Vision OHIO Executive Steering Committee
  - Faculty, Staff, and Student Senates
  - Chairs and Directors
  - Graduate Education and Research Board (GERB)
  - Alumni Association Board
  - Foundation Board of Trustees
  - Academic Deans
  - Executive Staff
- Details of the Working Draft to be Shared with the Board of Trustees at its August 3rd Retreat

Presidential Performance Goals

2007-08 Academic Year

WORKING DRAFT

- Oversee the Development of the Academic Plan for Ohio University
- Increase the Endowment of The Ohio University Foundation to Support the Academic Mission of the University
- Increase State and Federal Funding to Support the Academic and Research Missions of the University
- Increase the National and International Visibility of Ohio University
- Improve the Diversity of Students, Faculty, and Staff at Ohio University
- Improve Relationships with Alumni of Ohio University

Report of the Executive Vice President and Provost

Time did not permit a full discussion nor due justice to Dr. Kendal's report nor that of Dr. David Ingram's, Chair of the General Education Outcomes Committee. Dr. Krendl's report highlighted the institution's academic mission, an enrollment update, the movement toward an honor code and a discussion of plagiarism, a report on faculty retention and recruitment, and notable accomplishments by citing the increasing number of students earning national competitive awards.

Dr. Krendl asked Dr. Ingram to report of the progress being made by the General Education Outcomes Committee. Dr. Ingram cited the progress to date by members of the committee and other university academic standing committees. He outlined the Committee's nine recommendations and noted the positive outcomes the final product will have on our undergraduate curriculum and its impact on student learning. Trustee Schey, Chair if the Academic Quality Committee, thanked Dr. Ingram for his report, noted the Committee was eager to continue receiving updates and suggested a timeframe for implementation would be helpful.

Complete copies of both reports are included in the minutes.

EXECUTIVE VICE PRESIDENT AND PROVOST'S REPORT

Ohio University Board of Trustees

June 29, 2007

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EXECUTIVE VICE PRESIDENT AND PROVOST'S REPORT

- Academic Mission Update
- Enrollment Update
- Academic Honesty
- Faculty Retention and Recruitment Report
- Learning Outcomes
- Notable Accomplishments

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Academic Mission Update

- **Response to May 7 Reorganization Plan**
  - Improve enrollment management
  - Improve student success
  - Streamline the transfer process
  - Enhance academic research, scholarship, and creative activity
  - Diversify our campus
  - Take full charge of the academic plan

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Academic Mission Update

- **Progress to date**
  - Communication with Faculty, Students, and Staff
  - Reorganization of Executive Vice President and Provost Office
  - Enrollment Management, Transfer Process, & Diversity
  - Commitment to Seven Academic Projects

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Academic Mission Update

Reorganization of EVP-PRO Office

- ## Interim Executive Vice Provost

  - ### Responsibilities

    - Oversight of key management issues and daily operations

    - Assist with integration of offices

      - Research & Graduate Studies; Regional Campuses; University Outreach; and Diversity, Access, and Equity

- ## Executive Dean for Regional Campuses

  - Chair task force on Future of Regional Campuses

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Academic Mission Update

- Enrollment Management
- Transfer Process
- Diversity

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Academic Mission Update

- Commitment to seven academic projects based on the six challenges
  - Creation of academic marketing plan to launch Fall Quarter
  - $15,000 in one-time-only resources to fund readiness study to improve undergraduate retention along with an additional sum for the expansion of learning communities.
  - $10,000 increase in one-time-only funding for Provost's Undergraduate Research Fund
  - $30,000 one-time-only commitment to fund additional 1804 Fund proposals
  - $25,000 increase in one-time-only funding for Graduate Student Senate's Original Work and Travel Grant programs.
  - Establishment of research and creative activity awards for up to 20 probationary faculty using one-time-only funds
  - Resumption of the Graduate Education and Research Board's Major Programs Initiative.

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Enrollment Update

- **Undergraduate enrollment**
  - Applications up
  - Focus on selectivity
  - Academic profile strong
  - Significant gains in multicultural admits, international admits, and nonresident admits

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Enrollment Update

- **Graduate Students**
  - Spring 2007 graduate enrollment up
  - Fall 2007 applications up

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Academic Honesty

- **Creation of an Academic Honesty Code**
- **Visit of Tim Dodd**, executive director of Duke University's Center for Academic Integrity on May 25th
  - "I know of no school that has expended as much care and effort as OU. OU has produced a valuable template for others to adopt in their efforts to stem cheating and plagiarism on their campuses."

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Group I Faculty Recruitment and Retention

- **Recruitment**
  - Success in recruiting top candidates (either first or second choices)
  - Credentials from well-regarded and prestigious institutions
  - Successful searches in high-need areas

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Group I Faculty Recruitment and Retention

- Observations on this year's recruitment cycle
  - Challenges in recruiting Group I faculty
  - Factors that played a role in determining the success or failure of searches in AY2006-2007

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Group I Faculty Recruitment and Retention

- Ursula Castellano

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Group I Faculty Recruitment and Retention

- # Douglas Clowe

Image of the "Bullet Cluster" (1E 0657-56) courtesy of NASA's Chandra X-Ray Observatory. The blue areas indicate the presence of dark matter. Professor Clowe used a technique called gravitational lensing to render visible what had previously been invisible.
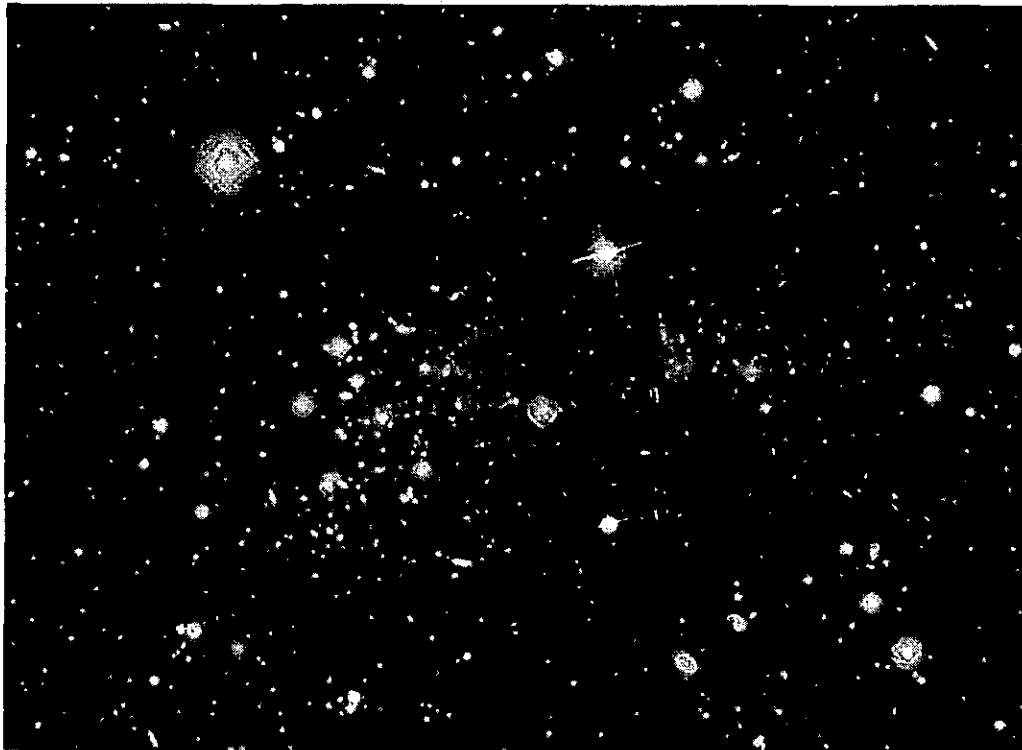
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Group I Faculty Recruitment and Retention

- **Retention**
  - Over the past 9 years the average Group I retention rate was 92%
  - In the last two years, the retention rate was 93%

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Learning Outcomes

David Ingram to present

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Notable Accomplishments Since Last Board of Trustees Meeting

- Completion of NCATE review by College of Education
- The American College & University Presidents Climate Commitment was signed in March by Dr. McDavis. It commits Ohio University to assist in the goal of minimizing global warming emissions and to educate students about climate neutrality and ecological sustainability.
- Ohio University students have received 48 nationally competitive awards and 11 students have been selected for the Teach for America program.
- The Student Research and Creative Activity Fair which showcases undergraduate and graduate work had the largest number of participants (470) and the highest attendance since its inception.

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General Education Outcomes Committee, Final Report, June 2007
Executive Summary

Following a recommendation by the Undergraduate Priorities Implementation Team of Vision Ohio, the Provost and the Chair of Faculty Senate established a committee to develop learning objectives and outcomes for the General Education Program of Ohio University. The committee was to work for a year and then turn over its recommendations to the University Curriculum Council (UCC) for implementation. This report contains those recommendations and completes the work of that committee. It should be noted that many other committees over the years have provided the foundation on which this committee has built it recommendations.

There are nine recommendations in the report:

1. UCC will require all general education courses to clearly identify in their syllabi those learning outcomes that are also general education outcomes associated with that course.

2. UCC should change the courses available for General Education credit in the Catalog to reflect what is still offered, and work with the Registrar to amend the DARS report.

3. In accordance with the recommendations of the Undergraduate Priorities of Vision Ohio, UCC should set up a review of General Education courses in the context of the outcomes listed below and, with the assistance of Institutional Research and others, begin assessing the General Education curriculum. A way for that to be done is for UCC to set up an Outcomes and Assessment committee formed from some members of each of the three existing committees of UCC. We recommend that members of this committee participate in the faculty interviews of students. In addition, this committee should include a representative from Institutional Research as an ex-officio staff member.

4. Because of the foundational assessment work already done by the Center for Writing Excellence (CWE), the Committee on Writing Across the Curriculum (CWAC), and the English Department's Composition Program, Tier I writing skills should be one the first areas in which learning objectives and outcomes are assessed. We also recommend a review of Tier I Quantitative Skills to determine if the current courses fit the expected outcomes.

5. The general education curriculum is diffused throughout the entire University. It is therefore difficult to assign "ownership" for different components. Assessment within individual courses and programs can be done within existing academic units, but assessing institutional outcomes (e.g., overall learning objectives) and outcomes across programs becomes more difficult. In order for assessment to be done at the most appropriate level to affect improvements in teaching and learning, we recommend the creation of a collaborative of dedicated faculty who regularly teach general education courses to work with Institutional Research to implement the assessments. These faculty would work within their existing academic departments and schools to use assessment data gathered and develop recommendations from those departments to submit to UCC. Members of UCC should be included in this collaboration.

6. In writing the outcomes for Applied Sciences and Mathematics the committee considers that mathematics should not be included in this Tier II distribution, but UCC should review Applied Sciences and Mathematics and make any necessary recommendations to Faculty Senate should they consider that the current Tier II mathematics courses should be relocated to Tier I Quantitative Skills courses.

7. We recommend implementing the assessment methods previously recommended by the General Education Assessment Committee in 1995. Multiple methods including standardized tests (ACT Collegiate Assessment of Academic Proficiency), surveys (e.g., Survey of Alumni), and faculty-conducted structured interviews of students (similar to those done by Richard Light and colleagues at Harvard College) are most appropriate to Ohio University's needs at this time. We recommend that Institutional Research be funded with sufficient resources to support the recommended assessment methods (standardized tests, surveys, and structured faculty interviews of students). We believe these methods are essential for the successful use of learning objectives and outcomes in improving General Education at Ohio University.

8. We recommend that a campaign is undertaken by EPSA, UCC, Center for Teaching and Learning, Institutional Research, and others to increase faculty knowledge on assessment and how to make best use of learning objectives and outcomes.

9. The ninth recommendation is to assess the detailed the learning objectives identified by the committee.

In writing these recommendations for learning objectives and outcomes, which are to be used to improve General Education at Ohio University, the committee wants to stress that this is a beginning and not the end of a process. The academic departments and schools who deliver the general education instruction will be the primary units involved in assessing general education courses and programs and will work with UCC to implement changes they recommend. UCC is the body charged by the University with monitoring the quality of education at Ohio University. It is expected that UCC will eventually use assessment information to affect General Education program changes. UCC must make proposals to Faculty Senate for changes they discern are needed to the General Education program to improve the General Education outcomes of graduates of Ohio University. This entire process should be seen as an example of the process of continuous improvement in undergraduate education at Ohio University.

Charge:
1. Identify the expected learning outcomes associated with completion of an undergraduate degree at Ohio University;
2. consider the General Education Assessment Committee's (2004-05) assessment proposal and recommend assessment procedures including measurements for these learning outcomes;
3. consider available evidence to assess the extent to which the current General Education requirements fulfill the learning outcomes expectations of graduates;
4. given current evidence, identify the areas that may require attention and adjustment in the current General Education curriculum to align existing requirements with the expected learning outcomes; and
5. recommend an assessment plan with the expectation that it will be implemented immediately and carried out over the next several years.

Membership:
David Ingram, Physics & Astronomy, Chair
Michael Williford, Institutional Research, Assistant Chair
Dave Bower Teacher Education
David Descutner, Dean of University College
Tom Flynn, English (Eastern)
Jeff Giesey, Electrical Engineering & Computer Science
Sherrie Gradin, English
David Keck, Mathematics
Mary Jane Kelley, Modern Languages
Christine Mattley, Sociology & Anthropology
Dave Matthews, Human & consumer Science
Ben Ogles, Dean of Arts & Sciences
Allyn Reilly, Music
Joni Schaller, Institutional Research
J.W. Smith, Communication Studies
Rebecca Thacker, Management Systems
David Thomas, Film
Patrick Heery, Student HTC Classics and A&S English
Chelsea Conley, Student Music
Micah Mitchell, Student HTC Communications

Context:
The Undergraduate Priorities Committee of Vision Ohio recommended that this committee be established and be charged to produce learning outcomes for General Education within one year, and that "UCC be will be the body charged with ensuring that these outcomes are assessed and met and be the body to recommend changes where necessary to either the outcomes or to the programmatic ways of achieving them. The recommended changes may require EPSA and Faculty Senate to make policy changes or may require the departments, offering particular courses, to change these courses to ensure that outcomes are met."

Nationally, there is increasing attention on demonstrating accountability through student assessment. The Commission on the Future of Higher Education (Spellings Commission) has made evidence-based higher education reform among its recommendations. Regional and specialized accrediting agencies are placing increasing emphasis on assessment. It is imperative for colleges and universities who want to retain their distinctiveness to respond to these calls with evidence of externally credible assessments of student learning.

The committee discussed the use of standardized testing in response to the Spellings Commission's recommendation in this area. Ohio University has had a long history with using an assessment similar to the Collegiate Learning Assessment (CLA), the College Outcomes Measures Program (COMP) test from ACT, (http://www.ohiou.edu/instres/assessments/genedoutcomes.pdf). Ohio University's experience has been that a standardized test such as this, even when reviewed and adopted by the faculty, has minimal internal value for improving teaching and learning. Rather, nationally normed general education assessments (CLA, CAAP, MAPP, etc.) are typically more efficacious for making inter-institutional comparisons and demonstrating uniformity of broad-based student outcomes to external audiences (e.g., trustees, legislators). The committee approached its charge such that any recommendations for assessment activities should focus primarily on the internal purpose of improving teaching and learning. However, recommendations for assessment activities should not ignore the need for results of these activities to be credible to external audiences. As a result, the committee spent considerable time reviewing and discussing one such standardized test, the ACT CAAP.

Also, the Ohio Board of Regents is sponsoring a state-wide effort where all public and private colleges and universities will develop assessment plans called "Student Success Plans." The Student Success Plan are to be created using elements of student assessment, learning outcomes, and performance competencies that are already in place at many colleges and universities in Ohio. The Regents are asking each college and university to develop and implement its own Student Success Plan, which will allow the individual strengths of each institution to remain intact while all of Ohio's schools are linked by their commonalities.

Each Student Success Plan must consist of the following characteristics:

1. Learning outcomes in general education and reported student achievement relative to those outcomes;
2. Learning outcomes in undergraduate majors and reported student achievement relative to those outcomes;
3. Impact of special features of the undergraduate learning experience that occur in institution-wide programs.

Appendix I contains the complete Statement on Student Success Plans. It should be noted that Ohio University already has developed its Student Success Plan (http://www.ohiou.edu/learningobjectives/) and is working to fully implement it. The work of this Committee is being included in this Plan.

In addressing its charge the committee notes that "Not everything that can be counted

counts, and not everything that counts can be counted" (Albert Einstein). In establishing learning outcomes we are also cognizant of the maxim of Voltaire that "The perfect is the enemy of the good." Thus what is provided here is a beginning of a process in which the learning outcomes for General Education at Ohio University will be continuously improved. It is anticipated that UCC will take these outcomes and, after using them, will revise them, continuously. It is also expected that preliminary data from the outcomes will available after one year and that it will be several years before sufficient data can be established. Also, due to the limitations on faculty time and resources, and that the requirements for Tier II change in the Fall of 2008, it is anticipated that UCC will not have sufficient data on all areas of General Education for several years.

History of General Education at Ohio University:

In 1975 the Faculty began to discuss common expectations for all undergraduate students of Ohio University. A General Education program was adopted by Faculty Senate in May 1979. In 1986 a document was generated that summarized the General Education program at Ohio University.

Ohio University General Education Learning Objectives[1]
Overall objectives:
The total undergraduate experience enables students to achieve minimal standards in advanced intellectual skills, breadth of knowledge, and integrative competencies.

Advanced intellectual skills.
Broad knowledge of the major fields of learning.
The development of a capacity for evaluation and synthesis that university graduates should possess in order to participate effectively in the society and culture in which they will live.

The ability to make independent judgments and to carry out constructive changes in existing systems.
The capacity for self-development, enjoyment of life, and personal fulfillment.
The ability to communicate effectively through the written word and the ability to use quantitative or symbolic reasoning
A capacity for evaluation and synthesis

Tier I Outcomes:
A capacity for logical thinking as well as some ability to use or understand the quantitative, mathematical, statistical, and computational techniques increasingly demanded by a complex technological society

The ability to communicate clearly, effectively, and with some sense of style.

Tier II Outcomes:
Substantive knowledge of the physical universe and life.
The individual and society.
Our own and other cultures, languages, literatures, and arts.
The historical forces that have shaped our present world and will condition our future.

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[1] Extracted from "General Education at Ohio University," 1986

● The major philosophical and religious ideas that have influenced our attitudes, values and outlook.

A basic understanding and appreciation of the ways we gain knowledge and analyze natural, behavioral, and cultural phenomena.

A capacity for evaluation and synthesis.

Knowledge of the rapidly expanding fields of learning.

The development of a synoptic understanding, informed moral judgment, and heightened aesthetic appreciation

Applied Science and Technology (2A)
Students need to be aware of the nature of the technological revolution, its impact on society, and its application in the world of science.

Humanities and Fine Arts (2H)
Students need to be familiar with their own cultural heritage as well as those of other nations and continents.

Natural Sciences and Mathematics (2N)
Some acquaintance with the principal methods and achievements of science . . . understanding of the ways in which the scientist works by providing students with laboratory experiences . . .how, through painstaking observation, scientists discover certain uniformities and develop convenient ways of thinking about things

●

Social Sciences (2S)
Better understanding ourselves, our society, and the great economic, political, and moral issues which confront humankind

Third World Cultures (2T)
a liberation from narrow and rigid perspectives . . .aware of their own culture and its roots in the cultures of the East as well as the West.

Tier III Outcomes:
The ability to weave many complex strands into a fabric of definable issues, patterns and topics.

The ability to understand that problems and issues are often only successfully approached from a variety of perspectives

Recent Reports and Proposed Changes in General Education at Ohio University:
Since the establishment of the General Education program in 1979 a number of changes have been attempted and made. In 1991, a group of faculty attempted to introduce a new general education curriculum, which subsequently was not adopted by Faculty Senate. At the February 14th, 2005 meeting Faculty Senate turned down the radical changes proposed to reform the General Education program that had been initiated in 2001. It reaffirmed faculty support for the philosophy and basic design of the Tier System, (Tier I fundamental skills, Tier II breadth of
● learning, Tier III a culminating experience) and instructed EPSA to begin a review of possible adjustments to the Tier system. In particular, the motion called for a decision on what to do with

Tier III and to consider specifically why our current Tier II system requires so much less than the breadth of learning General Education requirements of our peer institutions. Finally, the motion called for a re-evaluation of the Tier II subject areas. In this, the Faculty Senate reaffirmed its responsibilities and rights as steward of the curriculum and of General Education at Ohio University.

At the next meeting of Faculty Senate, March 14th, 2005 EPSA proposed, in a motion for first reading, that certain "capstone" courses be allowed to fulfill the Tier III requirement since they, like the existing Tier III courses, included considerable synthesis of material across the discipline and often beyond it. For example, the Senior Design courses of the engineering programs require social and economic benefits and costs to be considered in a particular design project as well as all integrating material from the math, science and engineering courses that have preceded the project. The philosophy, not stated explicitly at the time but touched on in the discussions, was that the capstone courses, taken once the student became a senior, serve as a culminating experience that demonstrates the student's ability to synthesize across multiple areas of knowledge. In addition the motion called for changes to the way the current Tier III courses were governed. The Tier III courses were no longer to be instructor specific and they would be administered by the department or school that taught them. This is in line with the new budget model and will mean that they will be seen as much more attractive to teach by those departments or schools that offer them. UCC was also instructed to develop a quicker process for approving Tier III courses. Faculty Senate further instructed UCC that approval of existing courses that met the requirements outlined in the motion, as Tier III equivalent courses, must be expedited in order to get as many as possible available by Fall 2006. The motion passed at its second reading at the Faculty Senate meeting of April 18th, 2005.

The expectation was that the Tier III equivalent capstone courses would boost the number of seats in Tier III classes by at least 10% during the 2006-07 academic year. This was based on surveys done by Associate Provost Tuck of departments and schools that had capstone courses. It turned out that these courses were much more popular than we expected and the 10% goal was reached during the fall quarter. By the spring quarter of 2006 there were so many Tier III equivalent classes that seats were still available in the conventional Tier III courses. Students can now fulfill their culminating experience with a course of their choice outside their discipline and, in many cases, with a course in their major that has many of the same characteristics. As of Spring quarter, 2006, there were no reports from Assistant Deans of students having difficulty satisfying the Tier III requirement.

As part of the EPSA review of the General Education course review and approval process, and at the request of UCC, Faculty Senate was presented at its October 17th, 2005 meeting with a resolution to return all review and approval of general education courses to UCC and to disband the General Education Council. This had the effect of removing one level of committee approval from the process of getting General Education courses approved and it gave the task of reviewing those courses, specifically to ensure they meet their desired outcomes, to the body at Ohio University responsible for academic review, UCC.

As noted above, the motion, that reconfirmed the three Tier approach to General Education, also instructed EPSA to review Tier II. EPSA members have spent a year doing so

and came to the conclusion that there were several problems with the current Tier II distributions. The principle problem they found was that since the system allowed students to take courses from 4 out of 5 areas, it was possible to graduate from Ohio University without taking a Natural Science course, or being exposed to Fine Arts, or Cross Cultural Perspectives. At the April 17th, 2006 meeting of Faculty Senate, EPSA proposed for a first reading a motion to change the categories of Tier II, expanding them to 6 in total and requiring students to take a course from all 6 areas. This was approved on second reading at the May 15th, 2006 meeting of Faculty Senate. The new areas are:

Applied Science and Mathematics
Cross-Cultural Perspectives
Fine Arts
Humanities and Literature
Natural Sciences
Social Sciences

Since the inception of the General Education program at Ohio University, the major changes to the Tier II structure are: Mathematics has been moved from Natural Science to Applied Science; Fine Arts have been separated from Humanities; and Literature has been explicitly included in with Humanities. In order to alleviate some concerns about the increase course load (4 to 6) and credit hours (from 30 to 32), the motion also allowed 3 hour courses to count toward the distribution requirement, and that up to 2 courses may be taken in the student's department/school or major concentration. This will bring the total hourly requirement for General Education at Ohio University to 49 hours. This is still significantly below the hourly requirements of our peers and OSU, which recently reduced its general education requirement from 85 to 60 hours for BA programs and 85 to 65 for BS programs.

EPSA and Faculty Senate have not been alone in acting on issues to do with General Education this year. UCC and the First Year Engagement (FYE) committee have both been looking at the courses most often taken by first year students, 8 out of 10 of which are General Education Tier I or II courses. Their input was received by the Undergraduate Priorities team of Vision Ohio (UPVO). UPVO made the recommend in its report to the Provost that a learning outcomes committee be established. This was based on the input from UCC and FYE and on the report from the General Education Assessment Committee, chaired by Phyllis Bernt, which was submitted to the Provost in June 2005. UPVO recommended that committee be constituted from Faculty Senators, predominantly EPSA members, be chaired by a Senator, include the Dean of Arts and Science and the Dean of University College, and also have student representation. It should have a limited life, probably one year, in which to make its report on what learning outcomes should be expected from each of the three Tiers of our General Education program and how to implement the process by which to assess the attainment of those outcomes. The UPVO that UCC be the body charged with ensuring that these outcomes are met and will recommend changes where necessary to either the outcomes or to the programmatic ways of achieving them. Thus, the recommended changes may require EPSA and Faculty Senate to make policy changes, or require the departments, offering particular courses, to change those courses to ensure that the outcomes are met, or they may lose approval to teach them as General Education courses.

The General Education Assessment Committee completed its work in 2005 and made several recommendations (see Appendix II). Those recommendations were reviewed by the present committee and adopted (below). In addition, the chair of that committee chaired another learning objectives committee, and the result of that work was the Learning Outcomes Pyramid (Appendix III), which incorporates the common learning objectives from all academic units.

In summary, Ohio University has gone through a process of renewal of its General Education program. It is now in a mode of building in methods of continuous improvement through the use of learning outcomes. For a large university it is not unusual that such an exercise takes a few years to accomplish or that it be contentious. It took Harvard College 15 years to accomplish a major revision of its General Education program. As many research universities do, we have a dispersed set of requirements that we place on our students. We have not chosen in any of our recent attempts at revising General Education at the University level to adopt a Core Curriculum. We are moving from a system that had a series of courses that had to be taken to a system that requires certain learning outcomes to be achieved. We will likely see further revision of our General Education program as thoughtful and continued review of General Education remains a priority for Faculty Senate, EPSA and UCC.

One of the major criticisms of the most recent move to revise the General Education program was the lack of data to support the changes, or to condemn the existing system. While the proposed revisions were making their way through Faculty Senate it was decided to establish a committee to develop learning outcomes for General Education that could be used in conjunction with the proposed system. This committee was chaired by Phyllis Bernt. While Faculty Senate voted down the program that generated Bernt's committee's outcomes, it remains that many of its recommendations have been used to guide those of this committee. A complete report from that committee is in Appendix II.

With regard to the third charge to the Committee, "consider available evidence to assess the extent to which the current General Education requirements fulfill the learning outcomes expectations of graduates," we reviewed documents, studies, and reports provided by Institutional Research. For example, the ongoing Survey of Alumni (http://www.ohiou.edu/instres/alumni/alum9899_rpt.pdf) provides Ohio University graduates' responses to questions about satisfaction with General Education courses and general education competencies needed about five years after graduating. Also, Ohio University administered the ACT College Outcomes Measures Program (COMP) test, which measures general education knowledge and skills (http://www.ohiou.edu/instres/assessments/genedoutcomes.pdf).

Process followed by this committee:
The committee met every other week to discuss issues of general concern and receive reports from subcommittees dealing with overall objectives and with each Tier I and Tier II area, and another subcommittee that prepared objectives and outcomes for Tier III. The committee reviewed books and background materials, such as Miller and Leskes's *Levels of Assessment*, Palomba and Banta's *Assessment Essentials* and Light's *Making the Most of College: Students Speak their Minds.* The committee monitored national and state assessment activities throughout the year, such as the release of the Spellings Commission report and Ohio's Student Success Plan initiative. Committee members participated in state and regional assessment meetings.

The committee reviewed the general education requirements at Ohio University's peer universities. Ohio University's requirement in terms of credit hours required is comparable to the requirement at peer universities. In addition, Ohio University's requirement in terms of content is similar to the content at peer universities.

In addition, the committee agreed to use the learning outcomes documented in *Liberal Education Outcomes*, published by the Association of American Colleges and Universities as a guide in describing learning outcomes and objectives for Ohio University's general education curriculum.

Recommendations:
UCC is the body charged by Faculty Senate to monitor the quality of General Education courses. The recommendations of this committee will be passed to UCC for implementation. Faculty Senate has already amended the Faculty Handbook to require learning outcomes to be in all syllabi. In the changes to the General Education Program in 2006 the membership of UCC was increased to enable UCC to monitor the General Education Program. In addition, we expect that the academic departments and schools who deliver the general education instruction will be the primary units involved in assessing general education courses and programs and will work with UCC to implement changes they recommend. Finally, we expect that the Office of Institutional Research be the administrative unit to lend assessment support to the academic units and to UCC.

Recommendation 1.
UCC will require all general education courses to clearly identify in their syllabi those learning outcomes that are also general education outcomes associated with that course.

Recommendation 2.
UCC should change the courses available for General Education credit in the Catalog to reflect what is still offered, and work with the Registrar to amend the DARS report.

Recommendation 3.
In accordance with the recommendations of the Undergraduate Priorities of Vision Ohio, UCC should set up a review of General Education courses in the context of the outcomes listed below and, with the assistance of Institutional Research and others, begin assessing the General Education curriculum. A way for that to be done is for UCC to set up an Outcomes and Assessment committee formed from some members of each of the three existing committees of UCC. We recommend that members of this committee participate in the faculty interviews of students. In addition, this committee should include a representative from Institutional Research as an ex-officio staff member.

Recommendation 4.
Because of the foundational assessment work already done by the Center for Writing Excellence, the Committee on Writing Across the Curriculum, and the English Department's Composition program, Tier I writing skills should be one the first areas in which learning objectives and outcomes are assessed. We also recommend a review of Tier I Quantitative Skills to determine if the current courses fit the expected outcomes.

Recommendation 5.

The general education curriculum is diffused throughout the entire University. It is therefore difficult to assign "ownership" for different components. Assessment within individual courses and programs can be done within existing academic units, but assessing institutional outcomes (e.g., overall learning objectives) and outcomes across programs becomes more difficult. In order for assessment to be done at the most appropriate level to affect improvements in teaching and learning, we recommend the creation of a collaborative of dedicated faculty who regularly teach general education courses to work with Institutional Research to implement the assessments. These faculty would work within their existing academic departments and schools to use assessment data gathered and develop recommendations from those departments to submit to UCC. Members of UCC should be included in this collaboration.

Recommendation 6.

In writing the outcomes for Applied Sciences and Mathematics the committee considers that mathematics should not be included in this Tier II distribution, but UCC should review Applied Sciences and Mathematics and make any necessary recommendations to Faculty Senate should they consider that the current Tier II mathematics courses should be relocated to Tier I Quantitative Skills courses.

Recommendation 7.

We recommend implementing the assessment methods previously recommended by the General Education Assessment Committee in 1995. Multiple methods including standardized tests (ACT Collegiate Assessment of Academic Proficiency), surveys (e.g., Survey of Alumni), and faculty-conducted structured interviews of students (similar to those done by Richard Light and colleagues at Harvard College) are most appropriate to Ohio University's needs at this time. We recommend that Institutional Research be funded with sufficient resources to support the recommended assessment methods (standardized tests, surveys, and structured faculty interviews of students). We believe these methods are essential for the successful use of learning objectives and outcomes in improving General Education at Ohio University.

Recommendation 8.

We recommend that a campaign is undertaken by EPSA, UCC, the Center for Teaching and Learning, Institutional Research, and others to increase faculty knowledge on assessment and how to make best use of learning objectives and outcomes.

Recommendation 9.

The following are our detailed learning objectives and outcomes for Tiers I, II, and III:

A useful learning outcome is one that is measured, reviewed and used to improve learning.

Tier I Writing Skills

Tier I Writing Skills Learning Objectives				
Communicate effectively in writing to a variety of audiences and for a variety of purposes.	1			
Use writing as a tool for thinking and learning.		2		
Develop skill in planning writing and completing tasks			3	
Appropriately apply conventions of writing				4

Learning Outcomes that support the Learning Objectives					Method
Respond appropriately to diverse rhetorical situations	1				Writing sample/portfolio/interview
Understand how genres shape reading and writing	1				Interview
Write in several genres			3		writing sample/portfolio
Use writing and reading for inquiry, learning, thinking, and communicating		2			Writing sample/portfolio/interview
Integrate their own ideas with those of others	1				Writing sample/portfolio/interview
Understand writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing primary and secondary sources			3		Portfolio
Understand the relationships among language, knowledge, and power	1		3	4	Interview
Be aware that it takes multiple drafts to create and complete a successful text			3		Portfolio/Interview
Develop flexible strategies for generating, revising, editing, and proof-reading			3		Portfolio/Interview
Learn to critique their own and others' works	1		3		Writing sample/portfolio/interview
Use a variety of strategies to address a range of audiences	1		3		Writing sample/portfolio/interview
Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics	1			4	Writing sample/portfolio
Practice appropriate means of documenting their work				4	Writing sample/portfolio

The Learning Objectives and Outcomes for Tier I Writing Skills, in the tables above, are drawn from the recommendations submitted to the committee by the Center for Writing Excellence, the Writing Across the Curriculum (CWAC), the English Department's Composition program, and the Tier I writing sub-committee of this committee and which are reproduced for reference here.

Desired General Student Learning Objective:
Use writing as a tool for thinking and learning as well as for communicating fluently and effectively in a variety of genres and contexts.

We recommend four approaches that would be applied at four different points: the first-year writing course, junior-level writing course, Tier 3 and Capstone course, and alumni survey. We believe that assessments at these levels can begin immediately but would require the support and cooperation of the English Department, the Committee on Writing Across the Curriculum, teachers of Tier 3 and Senior Capstones, and Institutional Research.

1. English Department conducts yearly or bi-yearly scoring of sample student work assessing for the English Department's rhetorical competencies of which many dovetail nicely with the outcomes we are recommending. A formal report of how many students are satisfactorily meeting those outcomes would be provided to the appropriate General Education committee.
2. CWAC organizes and leads a yearly or bi-yearly scoring of sample student work that would include one writing project and all of the work (brainstorming, multiple drafts, peer critique, final draft, etc.) from J-courses across the curriculum. This would require that the CWAC create a rubric. A formal report of how many students are satisfactorily meeting those outcomes would be provided to the appropriate General Education committee.
3. Somebody organizes and leads a yearly or bi-yearly scoring of sample student work that would include one writing project and all of the work (brainstorming, multiple drafts, peer critique, final draft, etc.) from Tier 3 and Capstones. This would require the creation of a rubric.
4. Additional questions regarding writing added to the alumni survey.

Costs associated with these assessments:
--Start up funds to English, CWAC, Tier 3 and Capstone leaders.
--Funds for readers.
--Funds for copy expenses.
--Funds for food.

Long-term Recommendations:
--Institute deep qualitative focus group and interviews as per the Light model.
--Institute cumulative e-portfolio as a requirement for students.

● The following is a list of outcomes we believe could be assessed through reading student samples and applying scoring rubrics. (Note: occasionally you will see an outcome listed under more than one assessment heading.):
*Focus on a purpose
*Use conventions of format and structure appropriate to the rhetorical situation
*Adopt appropriate voice, tone, and level of formality
*Write in several genres (not for individuals, but across courses)
*The uses of writing as a critical thinking method (if any drafting, brainstorming, informal writing is included)
*Understand writing assignments as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
*Integrate their own ideas with those of others
*Learn to critique their own and others' works
*Learn common formats for different kinds of texts
*Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
*Practice appropriate means of documenting their work
*Control such surface features as syntax, grammar, punctuation, and spelling
*Control and understand the conventions of usage, specialized vocabulary, format, and documentation in their fields

● The following is a list of outcomes we believe could be assessed through writing appropriate questions in survey format (or, in the longer term, to form as interview and focus group questions. Shaping these into survey questions and interview questions is outside our expertise and would require the help of IR or other qualified researchers.):
*Respond to the needs of different audiences
*Use writing and reading for inquiry, learning, thinking, and communicating
*Understand the uses of writing as a critical thinking method
*Be aware that it usually takes multiple drafts to create and complete a successful text of any kind
*Develop flexible strategies for generating, revising, editing, and proofreading
*Be aware that it usually takes multiple drafts to create and complete a successful text of any kind
*Develop flexible strategies for generating, revising, editing, and proofreading
*Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
*Understand the collaborative and social aspects of writing processes

The following is a list of outcomes we believe are worthy and that we should expect students be able to meet but we are unsure as to how they would be assessed:
*Understand how genres shape reading and writing
*Understand the relationships among language, knowledge, and power in general
*Understand the interactions among critical thinking, critical reading, and writing
● *Learn to balance the advantages of relying on others with the responsibility of doing their part

The following is a list of outcomes we deleted from the original matrix because we they are tied to the major and are beyond the scope of the current general education committee:
*Recognize and apply main features of writing in their fields
* Recognize and apply main uses of writing in their fields
*Understand the expectations of readers in their fields
*Understand the relationships among language, knowledge, and power in their fields
*To apply the technologies commonly used to research and communicate within their fields

Tier I Quantitative Skills

Tier I Quantitative Skills Learning Objectives					
Reason clearly and use logic to support arguments and draw valid inferences.	1				
Correctly understand and interpret quantitative and logical statements and data.		2			
Develop sufficient computational skill to manipulate mathematical and graphical information useful in their discipline.			3		
Express quantitative and logical ideas clearly and accurately.				4	
Be competent in the use of appropriate technology in the learning process.					5

Learning Outcomes that support the Learning Objectives	Which Objectives?					Method
Interpret the output of a quantitative operation in their discipline	1	2	3			Program activity
Interpret quantitative data described in print and electronic media, including newspapers, magazines, television, and the internet	1	2		4		Interview
Correctly use ratios and percentages in everyday calculations		2				CAAP
Correctly interpret quantitative data from everyday settings, such house bills and budgets		2				CAAP
Correctly use appropriate technology.					5	Course Activity

Tier II Applied Science and Mathematics

Tier II Applied Science and Mathematics Learning Objectives					
Students will understand the process by which scientific knowledge is applied to meet the needs of individuals, society, and the environment.	1				
Students will understand the impact of technology upon society and the impact of society upon technology		2			

Learning Outcomes that support the Learning Objectives	Which Objectives?					Method
Students will demonstrate an understanding of the nature and uses of applied science.	1	2				Course work and interviews
Students will demonstrate an understanding of the process by which scientific knowledge is applied to individual, social, and environmental needs.	1					Course work and interviews
Students will demonstrate an understanding of how to critically analyze and evaluate the impact of technology upon individuals and society.		2				Course work and interviews

● **Tier II Cross-Cultural Perspectives**

Tier II Cross-Cultural Perspectives Learning Objectives					
Students possess knowledge of a society other than their own.	1				
Students analyze and interpret cultural phenomena.		2			

Learning Outcomes that support the Learning Objectives	Which Objectives?					Method
Students demonstrate knowledge of various characteristics of another society (history, politics, everyday life, kinship, taboos vs. accepted behavior, religion, gender, etc.)	1					student work samples, outcomes identified in course syllabi
Students are able to recognize and weigh multiple perspectives regarding cultural phenomena.		2				student work samples, interviews
Students are able to apply knowledge to unfamiliar scenarios.		2				student work samples, interviews

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Tier II Fine Arts

Tier II Fine Arts Learning Objectives					
Demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent within.	1				
Be able to use the appropriate vocabulary to articulate a reflective, critical evaluation of examples in that art form.		2			
Create, collaborate, participate in, or interpret a work of art.			3		

Learning Outcomes that support the Learning Objectives	Which Objectives?					Suggested Method
Demonstrate the ability to perceive meanings and organizational systems in traditional and contemporary visual arts	1	2	3			Interview; essay; student work samples; course work.
Demonstrate an understanding of the concept of combining the elements of music to create art.	1		3			Interview; student work samples, course work.
Utilize the appropriate vocabulary to evaluate examples of art or the creative process.		2				Interview; student work samples, course work.
Integrate their ideas with those of others to create or interpret a work of art.	1	2	3			Student portfolio; course work; interview.
Identify differences between various musical forms and genres.		2				Course work; interview.
Understand historical aspects, compositional tenets or conventions of each style period.	1	2	3			Course work; interview; student work samples.
Have a strengthened sense of curiosity about the art form studied.	1					Interview; student portfolio
Demonstrate a knowledge of the vocabulary used to describe the art form		2				Interview; essay; student work samples; course work.
Participate in a theater production, concert, dance, etc.			3			Course work; interview.
Demonstrate an ability to read basic temporal and pitch notation in music	1		3			Course work.

Tier II Humanities and Literature

Tier II Humanities and Literature Learning Objectives				
Form strategies for critically reading both printed and visual texts	1			
Develop an appreciation and enjoyment of the humanities as well as analytical perspectives and vocabularies that are portable to a variety of professions and disciplines.		2		
Develop a respect for the richness and diversity of language and literature across cultures, ethnic groups, geographical regions, and social situations.			3	
Develop analytical writing skills, with an emphasis on the construction of cogent arguments and the marshalling of supporting evidence.				4

Learning Outcomes that measure the Learning Objectives	Which Objectives?				Method
Understand the fundamentals of literary analysis, with attention to the importance of genres and forms as well as the cultural contexts of literature	1				Student work/portfolios and interviews
Become familiar with and employ a variety of scholarly resources, including electronic and printed databases.	1		3	4	Student work/portfolios, interviews, and assessment in later courses.
Read widely across cultures, geographical regions, social contexts, and chronological periods		2			Interviews
Produce written, oral, electronic, or visual works that demonstrate interpretive skills		2		4	Class work/portfolios
Comprehend a variety of literary expressions from diverse cultures and social situations and be aware of the importance of gender, class, race, and/or geographical locations as categories for literary analysis	1		3		Class assessments/portfolios or interviews

Tier II Natural Science

Tier II Natural Science Learning Objectives				
Students will have a substantive knowledge of some portion of the physical universe and/or life. [2]	1			
Students will have an understanding of the ways in which the scientist works.[3] (The document suggests that this would be obtained through the student's participation in laboratory experiences.)		2		
Students will have some acquaintance with the achievements of science. [4]			3	
Students will have an understanding of the main concern of science - the discovery of certain uniformities and the development of convenient ways of thinking about things through painstaking observation. [5]				4

Learning Outcomes that measure the Learning Objectives	Which Objectives?				Method
Students will be able to use an equation or analytic model to predict physical behavior.	1	2			Exit Exam, Interview, Student Work Samples, CAP, Following Course Instructor Survey
Students will be able to organize physical phenomena, species, ... into established categories.	1	2		4	Exit Exam, Interview, Student Work Samples, Following Course Instructor Survey
Students will be able to provide a scientific explanation of natural phenomenon.	1		3		Exit Exam, Interview, Student Work Samples.
Students will be able to describe (what, who, when and how) a historical scientific achievement that has led to an improvement in their life.	1	2	3	4	Exit Exam, Interview, Student Work Samples.
Students will be able to perform an experiment to test an hypothesis including the collection and analysis of data.		2		4	Exit Exam, Interview, Student Work Samples, Following Course Instructor Survey.
Students will have the background to be able to solve problems related to the natural	1			4	Exit Exam, Student Work Samples, Following Course

[2] "General Education at Ohio University," 1986, pp. 3.
[3] "General Education at Ohio University," 1986, pp. 5.
[4] "General Education at Ohio University," 1986, pp. 5.
[5] "General Education at Ohio University," 1986, pp. 5.

sciences.					Instructor Survey
Students will have a broad understanding of basic (Jr. High and High School level) scientific principles.	1		3		Standardized test (OBOR, CAP, ...)
Students will demonstrate the use of key scientific principles	1	2	3	4	Course Activity, Interview

Tier II Social Science

Tier II Social Science Learning Objectives					
Students acquire a foundational knowledge of contemporary and historical social theories and issues along with an understanding of how critical application of these theories can contribute to informed citizenship.	1				
Students demonstrate the ability to apply the logic and methods of scientific inquiry within linguistic, psychological, social, cultural, economic, geographic, or political contexts.		2			
Students demonstrate an understanding of human differences and similarities and how they are manifest in interaction with social contexts and social processes.			3		

Learning Outcomes that support the Learning Objectives	Which Objectives?					Method
The students will be able to identify and apply information about development processes in the physical, cognitive, language, and social emotional domains of human growth and development.		2				In class assessment, interviews
Students will understand the nature and path of development of Social-Emotional, Physical, Cognitive, and Language Development in particular populations	1					In class assessment, interviews
Students will gain an understanding of at least one other culture and demonstrate the ability to analyze the impact of cultural differences on operating effectively in that culture.			3			In class assessment, interviews
Students will demonstrate awareness of the relative freedom of the individual in a given society			3			In class assessment, interviews
Students will demonstrate awareness of the citizen's role in an always evolving, interactive, world of individual rights, governmental responsibilities and entrepreneurial opportunities.			3			In class assessment, interviews
Students will acquire tools to understand and participate constructively in their family community, country, and/or the world			3			In class assessment, interviews

Tier III and Overall

Tier III and Overall Learning Objectives									
Students will have a "capacity for synthesis." [6]	1								
Students will have the ability to effectively present information orally.		2							
Students are able to appropriately utilize technology to present, acquire and analyze information.			3						
Students will have "the ability to work collaboratively." [7]				4					
"Students will be able to participate effectively in the society and culture in which they will live."[8]					5				
Students will have a "sense of personal responsibility".[9]						6			
Students will be able to live and participate effectively in a culture and society that is "multicultural, both nationally and internationally."[10]							7		
Students will have the ability to "acquire increasingly complex intellectual skills."[11]								8	

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[6] "General Education at Ohio University," 1986, pp. 6.

[7] From "Vision Ohio, Undergraduate Education Goals", URL: http://www.ohio.edu/vision/AcademicPlan.cfm.

[8] "General Education at Ohio University," 1986, pp. 3.

[9] From "Vision Ohio, Undergraduate Education Goals", URL: http://www.ohio.edu/vision/AcademicPlan.cfm.

[10] "General Education at Ohio University," 1986, pp. 3.

[11] "General Education at Ohio University," 1986, pp. 3.

Learning Outcomes that measure the Learning Objectives	Which Objectives?								Method
Students will "understand that problems and issues are often only successfully approached from a variety of perspectives."[12]	1							8	Interview.
Students should have the ability to weave many complex strands into a fabric of definable issues, patterns and topics."[13]	1								Interview, Student Work Samples/Portfolios.
Students will have the ability to "make independent judgments and to carry out constructive changes in existing systems."[14]	1								Interview, Student Work Samples/Portfolios.
Students will have an "awareness of the values implicit on life, work, society and culture."[15]	1				5	6			Interview, Student Work Samples/Portfolios.
Students can function as part of a team containing "students from a variety of major disciplines."[16]	1			4					Interview, Student Work Samples/Portfolios, Student Involvement Survey.
Students will be "acquainted with the values associated with the public good".	1				5	6			Interview, Student Work Samples/Portfolios.
Students are able to appropriately utilize technology to present information.		2	3						Interview, Student Work Samples/Portfolios..
Students will be able to acquire information from a variety of sources (internet, books, journals, ..)			3					8	Interview, Student Work Samples/Portfolios..
Students will be able to determine the validity of information.			3					8	Exit Exam, Interview, Student Work Samples/Portfolios.
Students will be able to learn how to use computer application programs.			3					8	Interview, Student Work Samples/Portfolios.
Students will have an understanding of ethics as they relate to their personal and professional lives.						6			Exit Exam, Interview.
Students will be able to apply an understanding of ethics in a manner that leads to ethical behavior.						6			Interview
Students will demonstrate ethical behavior.					5	6			Judiciaries.
Students will be able to present and explain a research finding or creative activity		2							Research Fair/Portfolios.
Students will have acquired "intercultural fluency".							7		Interview, Student Involvement Survey.
Students consider perspectives outside their own experience to better understand society							7		Interview.

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an ...ulture.										
Students appreciate and seek out diversity in their every-day life.								7	8	Education Abroad, Student Involvement Survey.
Students are globally conscientious.								7		Education Abroad, Student Involvement Survey.
Students will have the ability to follow the process of gaining new knowledge and skills.									8	Interview.
Students should have an appreciation for the process of gaining new knowledge and skills.									8	Interview.
Students will participate in extra-curricular activities				4	5					Interview, Student Involvement Survey.

[12] "General Education at Ohio University," 1986, pp. 6.
[13] "General Education at Ohio University," 1986, pp. 6.
[14] "General Education at Ohio University," 1986, pp. 3.
[15] "Study Group on General Education, "Discussion Document on General Education", 1978, pp. 17.
[16] "General Education at Ohio University," 1986, pp. 6

Statement on Student Success Plans

Planning Committee on Higher Learning Accountability and Productivity

Ohio Board of Regents

January 11, 2007

Student Success Plan Defined

A Student Success Plan is a clear, public statement of the measurable learning outcomes expected of students attending an institution, published on the institution's own web site.

A complete Student Success Plan has these components. First, it defines learning outcomes in General Education and reports on student achievement relative to those outcomes. Second, it defines learning outcomes in undergraduate majors and reports on student achievement relative to those outcomes. Third, it identifies and measures the impact of special features of the undergraduate learning experience that occur in institution-wide programs (for example, first-year experience programs, residential learning communities, undergraduate research, study abroad, internships and co-ops, service learning). These components reflect attainment of student goals in professional and personal endeavors, a larger purpose of higher education.

The Planning Committee for Higher Learning Accountability and Productivity of the Ohio Board of Regents recommends strongly that all of Ohio's public two- and four-year institutions publish their Student Success Plans online and link them through a gateway website such as http://regents.ohio.gov/studentsuccess. The Committee also urges Ohio's independent colleges to share demonstrations of student success.

Rationale for Student Success Plans

Sensible measures of student success require evidence that students are learning the skills and strategies needed to contribute to societal needs and to compete in the global economy.

At present, however, the measures of student success are deficient. Also, employers express concerns about poorly prepared graduates. Grade point averages, certificates of completion, and graduation itself have become insufficient evidence of student success. Rankings and ratings of institutions tell incomplete and even misleading stories—reflecting the caliber of the students that are attracted, rather than the quality of their achievement shown in tangible products of student learning. Many typical measures fall short of providing meaningful information. For example,

- The SAT, ACT, high school GPA, and a variety of subjective criteria may determine an applicant's acceptance into an Ohio college or university, but these indicators do not measure progress or ultimate achievements.
- Measures such as faculty to student ratios, graduation rates, and post-graduation job placements tell Ohioans something about educational quality, but they pay little attention to what students can *do* after completing their educational programs.
- Indirect measures, such as surveys asking current students or graduates to report the quantity and quality of faculty-student interaction and the amount of homework, can provide useful information, but they measure reactions rather than learning.
- Even validated measures of student learning, such as the Collegiate Learning Assessment and the Measure of Academic Proficiency and Progress, cited in the report of the Commission on the Future of Higher Education, fail to measure the breadth and depth of collegiate learning. These measures focus narrowly on general education skills and abilities, while ignoring the content and abilities specific to the major area of study, the natural focus of the baccalaureate degree.

Student Success Plans signal a fundamental change toward more direct measurement of student learning in higher education. They present a practical alternative to the typical measures and also to "one-size-fits-all" standardized testing of college students.

Student Success Plans honor the distinctiveness of each individual institution by emphasizing its specific mission, unique programs, and learning outcomes—these strengths and assets remain intact.

Student Success Plans provide the framework for asking tough questions and demonstrating accountability for students' educational progress. The components of Student Success Plans defined above provide common definitions and measures in general education, specific programs and majors, and any special features of the college experience, including the critical thinking, analytical, and communication skills that all graduates should possess.

By making their Student Success Plan methods and results available online, Ohio's higher education institutions can lead the way in documenting educational accountability while maintaining a clear focus on what really counts, student learning.

This statement and other information and resources appear online at http://regents.ohio.gov/accountability.

For further information or to discuss this proposal, contact Milton D. Hakel, chair of the Planning Committee (voice: 419 372-8144, cell: 419 705-3843, email: mhakel@bgsu.edu) or Jon Tafel, Vice Chancellor, Ohio Board of Regents (voice: 614 466-3561, email: jtafel@regents.state.oh.us).

Proposed Assessment Plan for General Education

The General Education Assessment Committee was convened to develop an assessment plan for the proposed new General Education program and had its first meeting in March 2004. Although the proposed General Education program will not be implemented, the Committee has continued its work because the members agree that there is a need to develop an assessment plan for the current General Education program (the Tier system).

Need for a General Education Assessment Plan: A decade ago, the University embarked on a student outcomes assessment program in response to the findings of the North Central accreditation report. Each school and department on campus established a plan to assess the effectiveness of its undergraduate program(s) by focusing on student outcomes. Schools and departments instituted exit interviews with seniors; examined student performance on the COMP test; surveyed employers regarding the level of student preparation; and established other methods to gauge student learning. These efforts were focused on students' performance in their majors. Efforts to establish a student-outcomes-based assessment plan for the General Education program (i.e., the Tier system) were put off to a later time, primarily because the "ownership" of the General Education program was not clear. While it was relatively simple to assign responsibility for education in Music or Chemistry, it was not so easy to assign responsibility for General Education. Responsibility belonged to everyone, and therefore, to no one.

Despite the challenges, renewing an assessment plan for General Education is necessary, and long overdue. One reason cited for the collapse of the proposed General Education program is that many faculty members were not convinced that the current Tier system was ineffective. Absent a systematic assessment of the Tier system as a whole, little definitive data was available regarding its over-all effectiveness. While parts of the Tier system were assessed, no systematic effort was made to gauge the effectiveness of the entire program. Such a systematic assessment would be useful both in judging the efficacy of the current system and in considering changes to our current General Education program.

Assessment Options: With the help of Kristin Rice, a graduate student who worked with Valerie Conley in the College of Education, the Committee researched and examined assessment approaches at other institutions. The assessment approach adopted by a specific institution depends on the outcomes that the institution wishes to measure. While some institutions seek to measure the efficacy of their general education program as a whole, other institutions focus on assessing the effectiveness of specific general education courses. Institutions seeking to gauge the effectiveness of their over-all general education program use standardized examinations purchased from ETS or the ACT, locally developed tests or assignment, analyses of student portfolios, or interviews with students and/or faculty to measure students' command of basic skills or proficiency in specific subject areas. Institutions seeking to gauge the effectiveness of specific general education courses use course-embedded methods such as specifically tailored assignments or conduct interviews with students and/or faculty to measure students' mastery of the skills or content covered in the specific courses. Some assessment methods are purely

quantitative; others are qualitative; and still others are a blend of quantitative and qualitative. Some methods are labor-intensive and require the involvement of the general education course instructors (especially the course-embedded methods and the portfolio analyses); other methods are less labor-intensive and are relatively transparent to individual instructors (especially the standardized examinations).

Desirable Features of an Assessment Plan: After extensive analysis and discussion, the Committee concluded that a general education plan should have the following features:

- Multiple measures, both qualitative and quantitative, should be included.
- The process should be driven by faculty.
- The efficacy of the total General Education program should be the focus of assessment, rather than individual courses.
- An assessment plan must be adequately funded.
- Faculty development should be an intrinsic part of the assessment process. (see below)
- Results of the plan should be used to improve the General Education program.

Endorsement of Institutional Research Proposal: The Committee endorses the assessment plan proposed by Michael Williford and explained in the document titled "Proposed General Education Assessment Plan" (see attached). This plan recommends the use of three assessment techniques to gauge the effectiveness of the General Education program: 1) a standardized examination, specifically the CAAP; 2) alumni surveys; and 3) student interviews. The proposed plan contains the features identified as desirable by the Committee. It utilizes both quantitative and qualitative multiple measures; lends itself to extensive faculty involvement; and promises to yield meaningful results that can be used to monitor and improve the effectiveness of the General Education program.

An additional benefit is that the proposed approach is not tied to a specific General Education program. It is flexible enough to accommodate any changes in the General Education program. Specifically, if there are changes in the General Education program, the CAAP test would continue to be administered. The alumni questionnaires would continue to be mailed, with a few changes in the questions asked. The interviews would continue, with some changes in the interview protocols. The proposed approach could also, through the interview process, yield valuable information about the Ohio University experience beyond the General Education program. And the interview component of this approach provides the invaluable benefit of encouraging dialogue across campus among and between faculty and students.

Implementation Plan: One underlying theme of the Committee's deliberations has been the need for the assessment plan to be regarded as legitimate and effective by faculty members; if it is not, it will be ignored and its results disregarded. The Committee recommends that the responsibility for assessment rest with the faculty and that the assessment plan fit into the existing faculty governance structure. An additional theme of the Committee's deliberations has been the need to have broad faculty involvement in the process, and to reward and recognize that involvement. The assessment process, through the interview component, can become an excellent vehicle for faculty development. Workshops to prepare faculty to participate in the interview process can provide an opportunity for faculty across campus to discuss issues of

curriculum and pedagogy and to learn more about assessment. If graduate students and undergraduate students are to be involved as interviewers, they, too, can broaden their grasp of educational issues in such workshops.

To implement this plan, the following steps need to be taken:

- Endorsement of the plan should be sought from the Faculty Senate through a resolution sponsored by the Educational Policy and Student Affairs Committee (EPSA). Curricular policy originates with EPSA through resolutions which are approved by the Senate as a whole. Endorsement by the Faculty Senate will help assure that the assessment plan is regarded as a legitimate part of the curricular process. Because of EPSA's policy making role, EPSA should receive the results of the assessment process and use those results in its deliberations regarding any needed changes in the General Education program.
- An implementation team should be convened. Membership on this team should include faculty from EPSA, the Gen Ed Council, and the Individual Course Committee of UCC, as well as faculty with specific interest and background in assessment techniques. Institutional Research support will be critical to this implementation team effort. The implementation team will need to formulate a research plan which will clarify and finalize many outstanding questions:
  o Decisions about the specific steps in the assessment process, including:
    ▪ Identification of exactly what it is that is being assessed. Desired outcomes of the General Education Program need to be carefully and thoroughly articulated.
    ▪ To which students the CAAP will be administered and when.
    ▪ What questions that are being asked regarding General Education on the alumni surveys sent out by Institutional Research should be kept, what questions should be eliminated and what questions should be added.
    ▪ How the interviews will be conducted, specifically,
      • What students should be interviewed? Should the interviews involve students from the freshmen through the senior classes? How should the students be selected? What incentives will be offered to the students so they will participate? How many students should be interviewed?
      • Should faculty be interviewed as well, especially faculty who teach General Education courses? Should GA's be interviewed, especially GA's who teach General Education courses? Should faculty who don't teach General Education courses be interviewed regarding their perceptions of the General Education program?
      • Who will conduct the interviews? Should only faculty do the interviews? Should graduate students and undergraduates be trained as interviewers? Who will do the training of the interviewers? What incentives will be provided to the interviewers? How will faculty be prepared for the interviews? How will faculty be recognized for their participation?
      • What questions will be asked?
      • When will the interviews take place?

- Who will transcribe the interviews?
- Who will analyze the results of the assessment processes?
- How will findings be communicated within and outside the University?
  - o The budget needed to implement and to maintain the assessment process. Once the above questions are determined, a budget can be formulated.
- Responsibility for the ongoing assessment process should be assigned once implementation has been completed. Assessment of the various components of the Tier system was conducted by UCC. To be effective, the assessment process should be part of the governance structure; this suggests that EPSA and the General Education Council should be responsible for assuring that assessment takes place, working with Institutional Research and with faculty who have an interest and expertise in assessment. Assessment will be effective only if the results of the assessment process are used to constantly refine the General Education program. It is up to the General Education Council and, ultimately, up to the Faculty Senate through EPSA to address needed refinements and to utilize the results of the assessment processes in their deliberations.

The General Education Assessment Committee has gained significant experience with the issues surrounding assessment methods and General Education learning outcomes. In the interests of continuity and of maintaining momentum for implementing this assessment proposal, the Committee members are willing to serve in an advisory capacity to the implementation team.

Implementation of the assessment plan should take about two years, after which the assessment process should proceed annually. Specifically:

- Year 1:
  - o purchase and administer the CAAP
  - o update the questions on the alumni surveys and administer the surveys
  - o develop the implementation plan for the interviews
  - o create and hold summer workshops for faculty to prepare them to be interviewers
- Year 2:
  - o Continue the CAAP and the alumni surveys
  - o Conduct the interviews
  - o Transcribe interview results
  - o Continue to hold workshops for interviewers
  - o Analyze results and use these results in a consideration of the General Education program.
- Years 3 and thereafter
  - o Administer the CAAP and the alumni surveys
  - o Train interviewers
  - o Conduct interviews
  - o Transcribe interview results
  - o Analyze results and sue these results in a consideration of the General Education program.

Needed Funding: Adequate resources will be critical if this plan is to be successful. While it is not possible to formulate a final budget until specific decisions about the fine points of the plan are made (see discussion above), it is possible to identify categories of expenditures. Those categories include:

- Purchase of the CAAP. (Administering multiple tests to 500 students would cost about $9500 annually.)
- Incentives for students to participate in the CAAP and to participate in the interviews
- Incentives for faculty to participate in the interviews, both as interviewers and as those interviewed
- Support for summer workshops
- Additional support for Institutional Research to cover administration and analysis of CAAP, as well as coordination, collection, transcription, and analysis of interviews. All of these activities will be added to IR's ongoing workload.

Respectfully Submitted by,
General Education Assessment Committee:
Margret Appel
Scott Carson
Sherrie Gradin
Mary Jane Kelley
Sam Larson
Bill Owens
Allyn Reilly
Kathy Rose-Grippa
Ken Sampson
Art Trese
Mike Williford
Art Zucker
Phyllis Bernt, Chair

Proposed General Education Assessment Plan

May 2005

The General Education Steering Committee's June 2001 proposal states that general education "needs to be assessed regularly and continually improved and revised. The program should be dynamic in helping to achieve goals for graduates." More specifically, a program of general education assessment needs to be developed that leads to improving teaching and learning and demonstrating accountability. This proposal suggests a multi-method plan to assess teaching and learning to inform Ohio University faculty and staff about the general education curriculum. A guiding principle of the assessments is that they yield practical information that reveals best practices and opportunities for improving teaching and learning.

Testing

Commercially-available, nationally-standardized tests are available to assess general education skills. The two best known such tests are the Academic Profile from ETS, and the Collegiate Assessment of Academic Proficiency (CAAP) from ACT. In 2003-04 the General Education Assessment Committee had already expressed interest in the CAAP. The CAAP subtests are reading, writing skills, mathematics, critical thinking, science, and writing (essay). Support can be provided in such areas as evaluating and ordering test materials, administering tests, returning completed tests for scoring by the publishers, disseminating test results, and training.

Surveys

Institutional Research regularly conducts two follow-up surveys of graduates, which provide perceptual ratings of academic majors and general education skills one or five years after graduation. Follow-up outcomes survey data can supplement other general education assessments. Departments involved in general education assessment can incorporate the employment and further education outcomes from follow-up surveys conducted regularly by Institutional Research. The Survey of Alumni of graduates 5 years after graduation includes ratings of each of the general education program components. Fifteen general knowledge and skill competencies are evaluated. Each academic college can include college-specific questions in the Survey of Alumni. Departments can create their own department-specific questions to be included in the Career & Further Education Survey. These college- and department-specific surveys provide opportunities to obtain not only graduates' general employment and further education outcomes but also graduates' ratings of faculty-defined objectives, such as specific skills developed, the quality of particular academic programs, etc. Institutional Research assists those who want to utilize the results from these surveys and create unit-specific questionnaire items.

Interviews

Richard Light's *Making the Most of College: Students Speak their Minds* describes the effective use of structured interviews at Harvard College. For over 10 years, Harvard faculty and students have conducted 1600 in-depth interviews with samples of undergraduates to assess teaching and learning. These interviews have helped answer questions such as, "How well do we teach now, and what changes will make it better? How well do we advise students now, and

what changes will make it better? Do our students write enough? How do we know? Can we improve this? Do we demand enough of our students? Do our faculty members help students to become more effective students? How can we do this even better?" More information is available on-line at:
http://athome.harvard.edu/dh/light.html.

A similar research design could be adapted to Ohio University's general education assessment purposes. A university-wide project is proposed. A well-organized research design is suggested involving in-depth structured interviews of undergraduates, conducted by faculty. The plan would be for these interviews to be designed by a core group of faculty and students. Interviews would be ongoing over several years, but questions could be adapted as needed. Questions would be devised that would address general education program objectives identified by the General Education Assessment Committee. Careful and systematic analysis of interview content and themes would need to be done. The core group of faculty would meet regularly to discuss and disseminate results.

Proposed Uses

Each of these three methods offers a different perspective on general education. Testing is limited to basic skills and would occur at pre-defined points in the curriculum. The uses of such testing would be to ensure that students are demonstrating basic skills and to demonstrate external accountability. Surveys occur after students graduate and provide reflective information. The uses of survey results would be to provide student self-assessment information to faculty and staff and to demonstrate external accountability. Interviews could occur at varying points in the curriculum. The primary use of information gained from interviews would be to inform faculty about the impact of the general education curriculum on Ohio University students and provide information about how to improve teaching and learning. The General Education Assessment Committee would need to consider carefully how best to use the results of these different assessments to "achieve goals for graduates." Just as specific questions need to be devised for structured interviews, specific vehicles for improving teaching and learning need to be created.

Appendix III
Ohio University
Learning Outcomes Pyramid

The Learning Outcomes pyramid illustrates the inter-related nature of our University-wide outcomes. The university-wide outcomes recognize that depth of knowledge, breadth of understanding, and appreciation of values are equally critical to a student's education, and that all are dependent on the solid foundation of carefully and fully developed basic abilities.
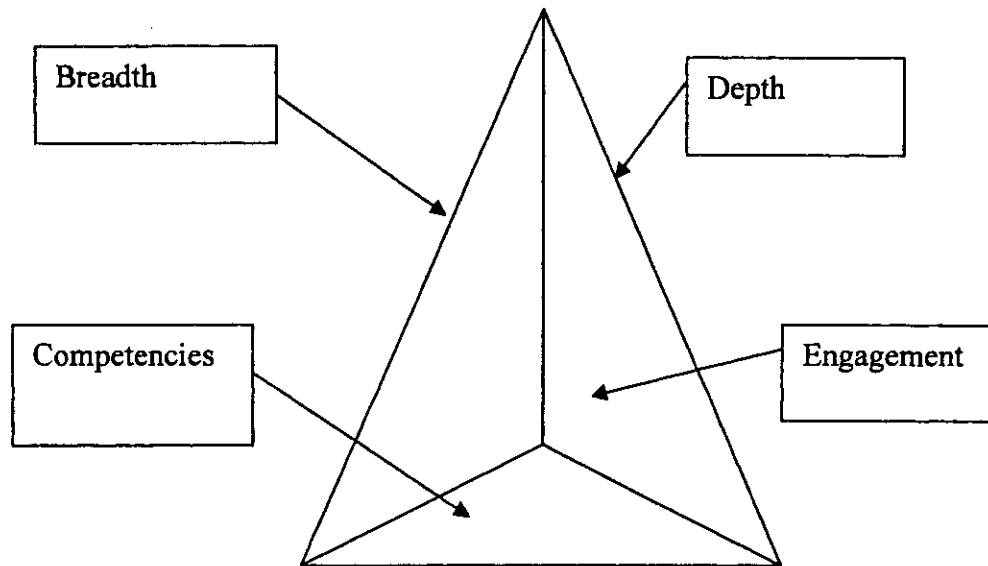
Competencies:
Our students develop the abilities to:
- Write clearly
- Speak eloquently
- Reason mathematically
- Think logically and critically
- Work collaboratively
- Use technology appropriately

Depth:
Our students demonstrate knowledge of a discipline, including its:
- Content
- Theories
- Modes of inquiry
- Interpretations
- Communicative practices
- Ethical standards

Breadth:
Our students understand concepts within and applications among:
- The Humanities
- The Social Sciences
- The Physical Sciences
- The Applied Sciences
- The Arts

Engagement:
Our students appreciate the value of:
- Other cultures
- Diversity
- Civic participation and ethical responsibility
- Aesthetic sensibility
- Leadership
- Life-long learning
- The life of the mind

Report of the Vice President for University Advancement

Vice President Lipman noted he had earlier sent to Trustees a full copy of the Advancement Audit Report prepared by consultants Bentz, Whaley and Flessner. A copy of his report is included herewith. Mr. Lipman cited the major recommendations of the report and was pleased to report that favorable matters of commitment, leadership, and true appreciation for this university were found by consultants during their audit. A significant partnership among all groups was found to exist across-the-board which the consultants feel bodes well for developing the upcoming capital campaign. Mr. Lipman briefly described the elements needed for a successful campaign including planning, management and staff, fund raising programs, alumni relationships, prospect development, information services and advancement resources. Trustees thanked him for his enthusiastic leadership of our advancement programs and for assisting this Board and the Foundation Board to forge a closer working relationship.
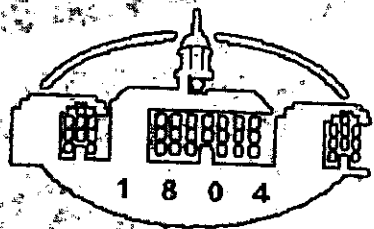
Advancement Audit Report
Ohio University Board of Trustees
June 2007

Bruce W. Flessner

John S. McConnell

Bobbie J. Strand

BENTZ
WHALBY
FLESSNER
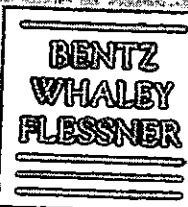
Advancement Audit: Purposes

- Assess Ohio University's senior leadership and involvement by the Ohio University Foundation Board of Trustees and Ohio University Alumni Association in fundraising and other external relations programs.

- Review *Vision Ohio*, especially roles for development and alumni relations programs.

- Evaluate the readiness of Ohio's development, alumni relations, and related programs for a new comprehensive campaign.

Methodology, Process, and Timeline

- Reviewed data, materials, and other information provided by University Advancement and the Ohio University Foundation.

- Interviewed Ohio University senior administrators, advancement and other staff, and key volunteers.

- Benchmarked Ohio against peers' advancement programs.
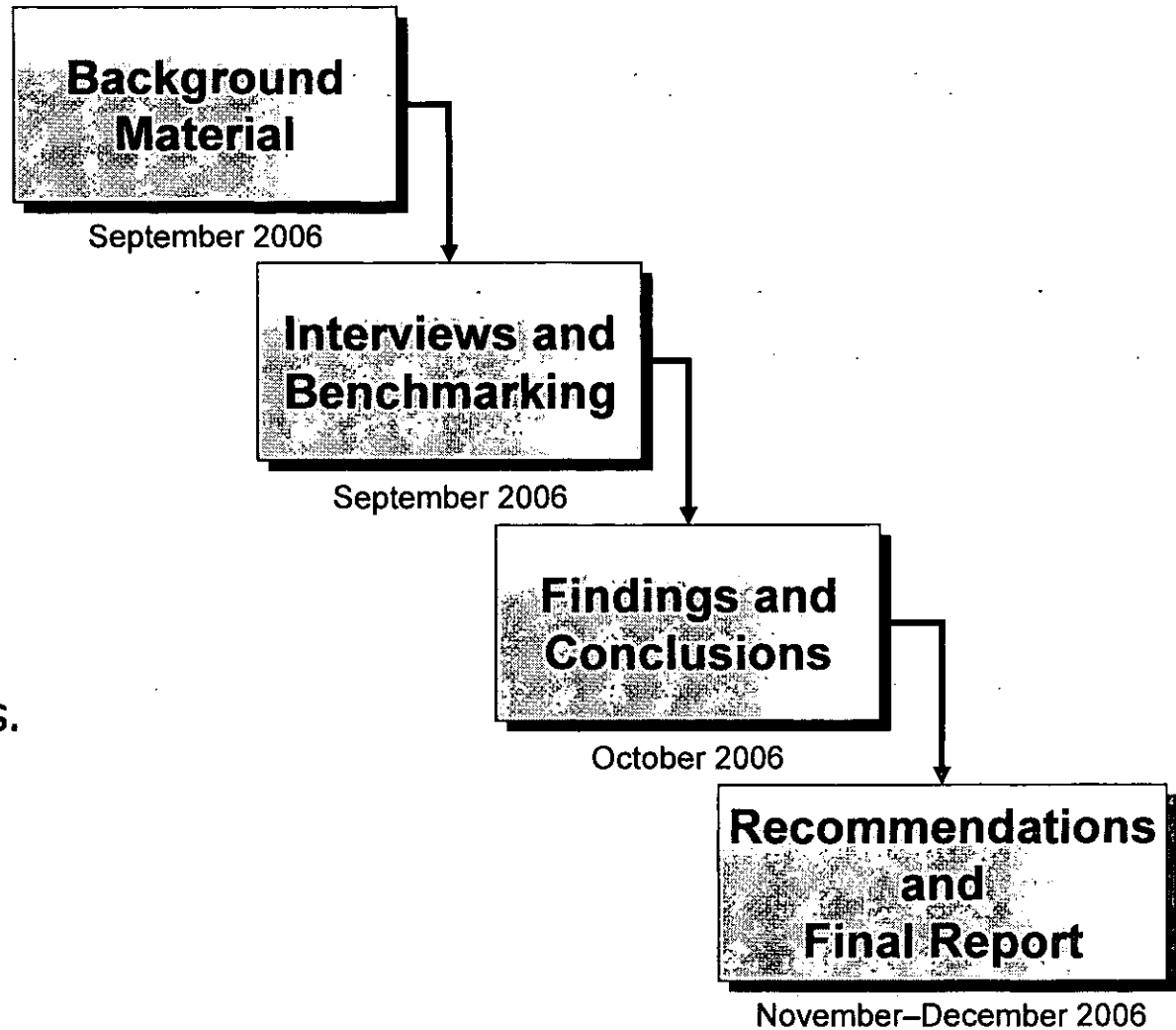
Background Material

September 2006

Interviews and Benchmarking

September 2006

Findings and Conclusions

October 2006

Recommendations and Final Report

November–December 2006

924

Major Recommendation

Ohio University should build a philanthropic agenda, structure and staff University Advancement to be productive and accountable, and position the president, senior administrators, and key volunteers to lead a new campaign.

FINDINGS AND CONCLUSIONS

Leadership

Ohio University benefits from excellent leadership but has opportunities to engage academic leaders and key volunteers more in fundraising programs.

1. University and Foundation trustees and Alumni Association board members, academic deans, and others applaud President McDavis' leadership.

2. There is widespread enthusiasm and optimism about Vice President Lipman's arrival.

3. Academic deans, senior leaders, and Foundation trustees want to play more active roles in major gift fundraising.

Planning

Ohio University's mission is supported by a comprehensive strategic plan; however, negative publicity about data security and other matters have made it more difficult to make the case for philanthropy.

1. *Vision OHIO* contains strategic goals and initiatives to enable Ohio University to be a nationally prominent university.

2. Within the framework of *Vision OHIO*, colleges, and units have developed their own visions and strategic plans.

3. Some university, college, and unit philanthropic agendas have been developed; others are in process.

Management and Staffing

Advancement staff members are eager and experienced, but lack structure, performance plans, accountability, and sufficient resources.

1. Staff members are enthusiastic about their work on behalf of Ohio University.

2. Advancement's structure, organization, and staffing levels limit operational effectiveness.

3. Staffing levels are below those required to achieve ambitious increases in private giving.

Fundraising Programs

Fundraising programs have achieved successes but appear to have untapped potential and can benefit from increased emphasis on donor stewardship.

1. *The Bicentennial Campaign* exceeded its goal, increased endowment commitments, and expanded the donor base.

2. Alumni appear to present the best potential for significantly increasing private gifts.

3. Most of the largest gift commitments have been deferred gifts.

4. Annual giving programs rely completely on phone and direct mail; no structured personal solicitation is involved.

5. Donor recognition and stewardship programs appear to have opportunities for enhancement.

The Bicentennial Campaign exceeded its goal, increased endowment commitments, and expanded the donor base.

- *The Bicentennial Campaign* (July 1997 to June 2004) secured $220.2 million in gift commitments against a $200 million goal.

Foundations $12.6M 6%
Organizations $6.8M 3%
Corporations $25M 11%
Friends $33.2M 15%
Alumni $142.6M 65%

Planned Gifts $102.6M 46%
Cash and Pledges $98.2M 45%
Gifts in Kind $19.3M 9%
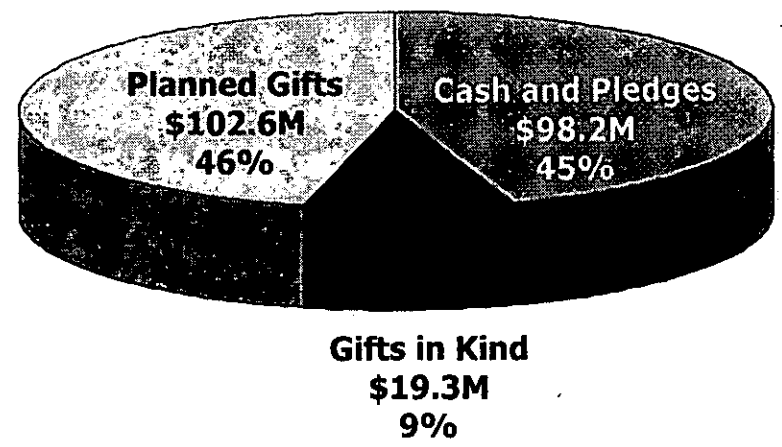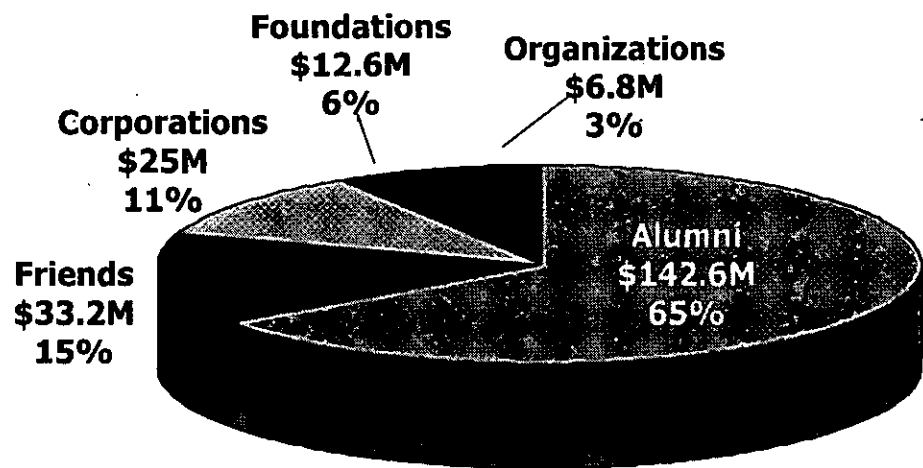
Source: Division of University Advancement (July 2004)

- Alumni made almost two-thirds of total campaign gift commitments.
- Planned gift commitments ($102.6 million) made up almost one-half of the campaign total—more than one would normally expect.

Alumni appear to present the best potential for significantly increasing private gifts.

Total Gift Commitments by Donor Type: FY2002 to FY2006 (in $millions)

	2002	2003	2004	2005	2006	Five Year Average
⊞ Other Organizations	$1.2	$0.9	$2.7	$0.8	$1.1	$1.4
⊞ Foundations	$1.1	$0.7	$2.3	$0.3	$11.1	$3.1
⊟ Corporations	$1.6	$5.6	$4.9	$1.6	$16.3	$6.0
⊞ Parents/Faculty/Staff	$0.2	$0.2	$0.3	$0.2	$0.2	$0.2
⊡ Non-Alumni Friends	$3.9	$2.9	$15.9	$1.7	$2.7	$5.4
■ Alumni	$11.1	$9.2	$26.4	$7.0	$7.4	$12.2
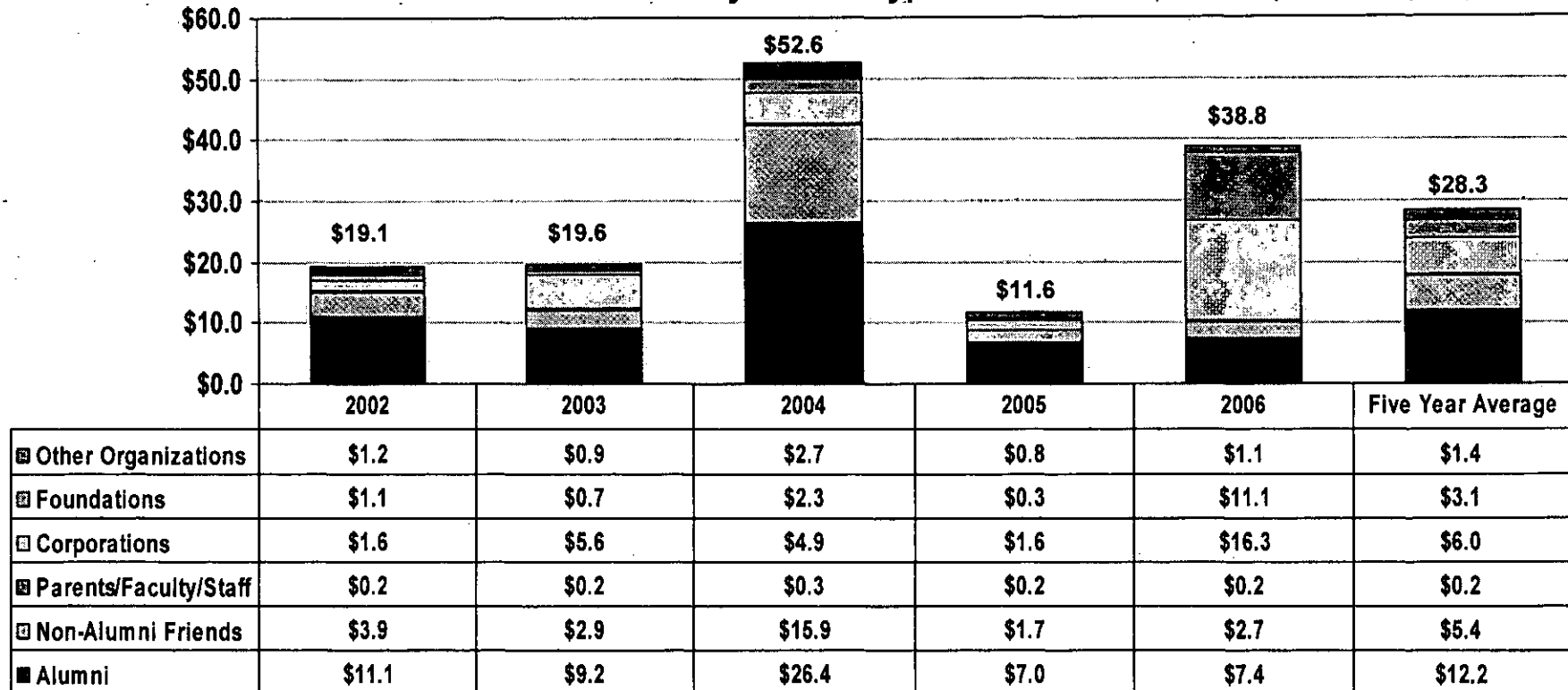
Source: Ohio University Development Office

▩ Alumni have made more than 43% of total gift commitments over the past five years.

Total gifts over the past six years place Ohio in the middle of MAC universities.

Ohio University and Other MAC Universities
Total Gifts Received by Donor Type: FY2001 to FY2006 Average
(in $millions)
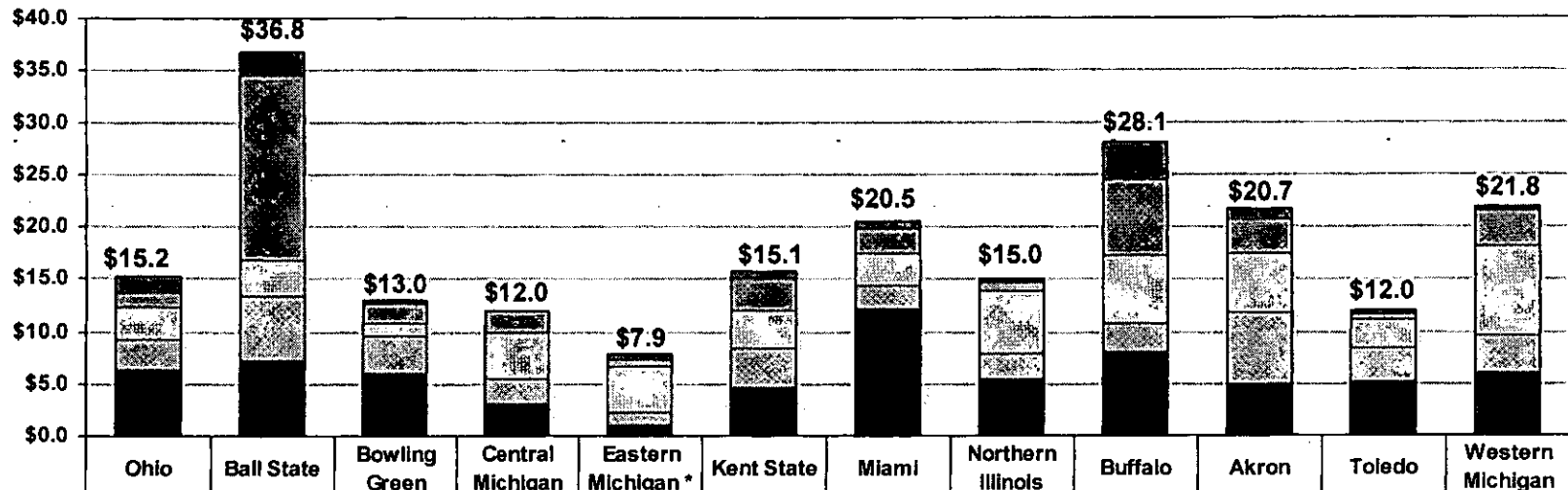
	Ohio	Ball State	Bowling Green	Central Michigan	Eastern Michigan *	Kent State	Miami	Northern Illinois	Buffalo	Akron	Toledo	Western Michigan
Other Organizations	$1.6	$2.2	$0.4	$0.1	$0.5	$0.7	$0.6	$0.3	$3.6	$1.1	$0.3	$0.2
Foundations	$1.3	$17.8	$1.8	$2.0	$0.8	$3.0	$2.5	$0.9	$7.2	$3.2	$0.6	$3.5
Corporations	$3.1	$3.4	$1.3	$4.5	$4.3	$3.6	$3.0	$6.0	$6.5	$5.6	$2.8	$8.6
Other Individuals	$2.9	$6.2	$3.5	$2.4	$1.2	$3.8	$2.3	$2.4	$2.7	$6.9	$3.1	$3.5
Alumni	$6.3	$7.2	$6.0	$3.0	$1.1	$4.6	$12.1	$5.4	$8.1	$4.9	$5.2	$6.0

** No 2004 and 2006 numbers. Only a 4-year average.

Source: Voluntary Support of Education/CAE Reports

When compared against its academic peers, Ohio's total gifts exceed only the University of New Hampshire.

Total Gifts by Donor Type to Ohio and Peers: FY2001 to FY2006 Averages (in $millions)

	Ohio	Auburn *	Clemson *	UConn	Delaware	Missouri *	UNH	Tennessee	Wash. State
⊞ Other Organizations	$1.3	$2.4	$14.3	$3.0	$2.4	$13.8	$0.1	$6.6	$2.1
⊠ Foundations	$1.5	$5.2	$3.4	$7.6	$13.8	$4.5	$1.7	$9.4	$5.7
▢ Corporations	$3.1	$10.7	$9.0	$15.2	$13.6	$17.8	$1.8	$33.8	$17.5
▢ Other Individuals	$2.9	$10.3	$4.1	$9.4	$4.8	$11.2	$2.7	$21.4	$12.5
■ Alumni	$6.8	$22.4	$9.4	$11.1	$7.5	$24.5	$6.5	$22.0	$9.4
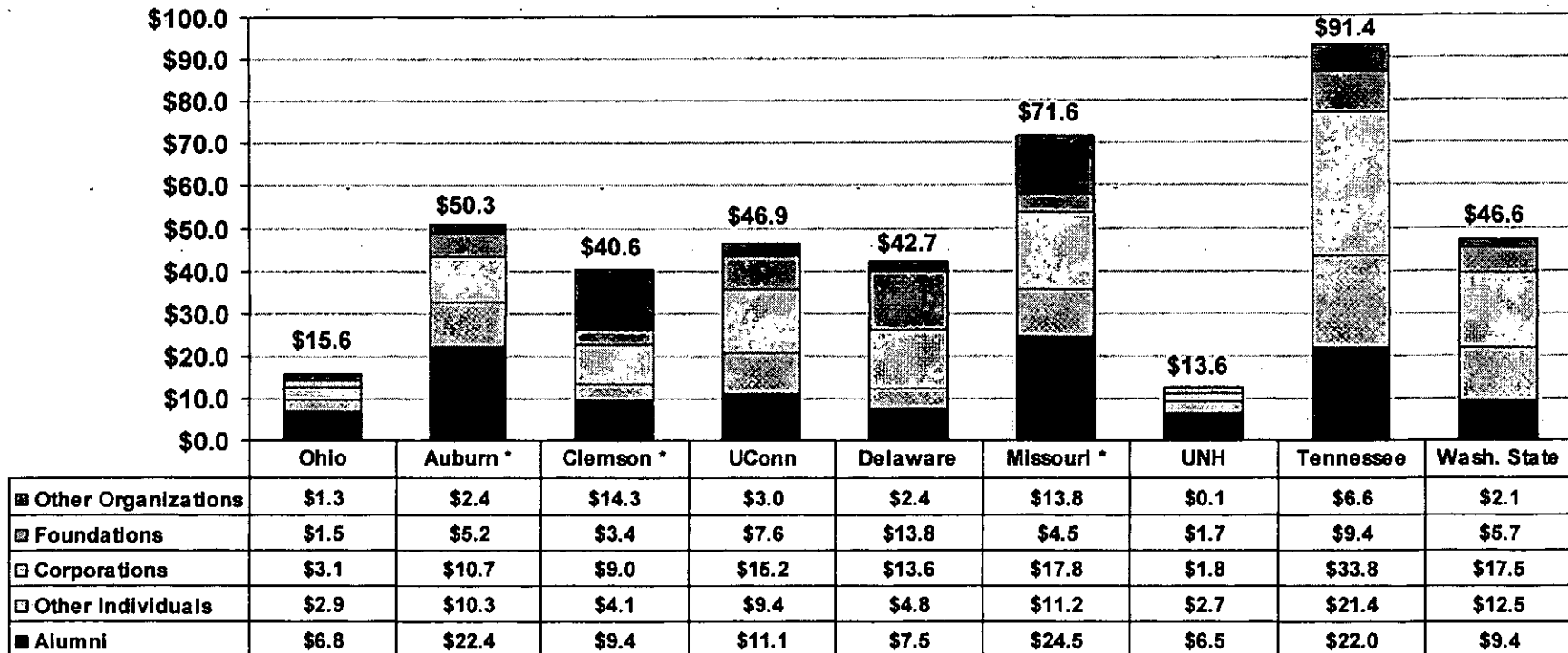
* No 2006 numbers. Only a 5-year average. *Source: Voluntary Support of Education/CAE Reports*

⊞ Indiana University's five-year average is $256.4 million and University of North Carolina–Chapel Hill's is $173.7 million.

Most of Ohio's largest gift commitments have been deferred gifts.

- Bequest intentions and other deferred gift commitments make up eight of Ohio's largest single gift commitments.

- Alumni make up ten of the fourteen largest commitments (excluding anonymous commitments).

- Ohio has secured six outright gift commitments of $1,000,000 and higher from individuals —four from alumni.

Largest Single-Gift Commitments		
Gift Amount	Donor Type	Gift Type
$20 million	Alumni	Bequest *
$16 million	Alumni	Bequest
$15 million	Corporation	Multi-Year Pledge
$11 million	Alumni	Bequest *
$10 million	Alumni	Trust *
$5 million	Alumni	Multi-Year Pledge
$4 million	Alumni	Charitable Trust
$4 million	Non-Alumni	Bequest *
$3 million	Anonymous	Life Insurance *
$2.5 million	Anonymous	Supporting Org.
$2 million	Alumni	Bequest *
$1 million	Alumni (3)	Multi-Year Pledge
$1 million	Non-Alumni (2)	Multi-Year Pledge

Revocable

Alumni appear to represent untapped major gift potential.

Chicago
(2,967)

Metro New York
(4,361)

Greater Cleveland
(8,676)

Akron/Canton
(12,774)

Columbus/
Central Ohio
(25,013)

Greater
Cincinnati
(8,651)

California
(4,366)

Southeastern
Ohio
(18,604)

Florida
(4,605)
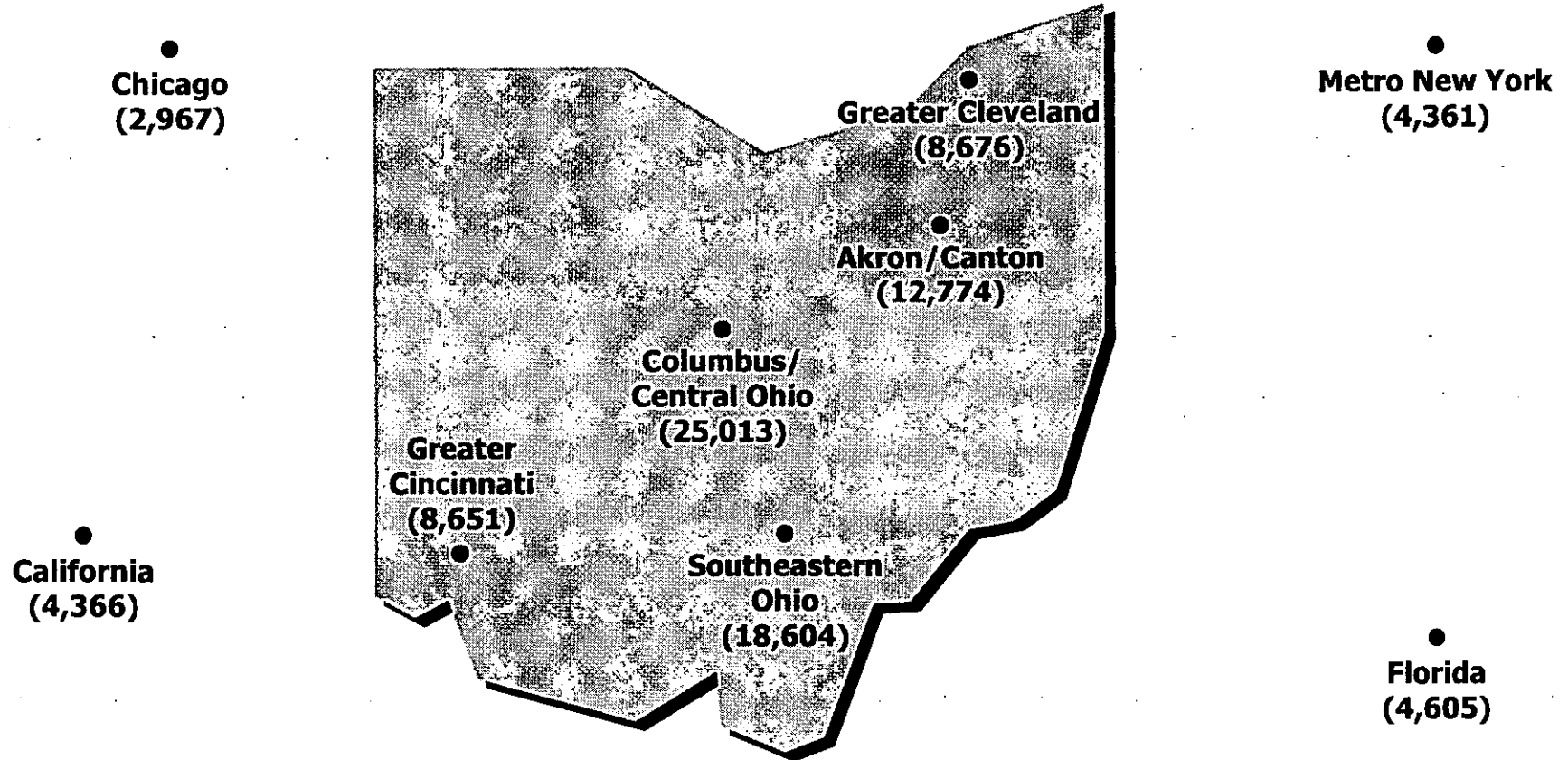
- Almost one-half of all living alumni reside in Ohio; some 80% of alumni living in Ohio are in one of five geographic areas.

- Untapped opportunities appear to exist to focus more major gift work in Ohio and other key cities/regions.

Only three peer universities have alumni participation rates higher than Ohio's.

Alumni Giving Participation:
Ohio and Other Peer Universities, FY2005

Bar chart showing alumni giving participation rates:
- Ohio: 13.3%
- Auburn: 10.9%
- Clemson: 19.3%
- Indiana: 14.5%
- North Carolina: 19.4%
- Uconn: 12.4%
- Delaware: 11.0%
- Missouri: 9.5%
- UNH: 11.1%
- Tennessee: 11.3%
- Washington State: 12.8%
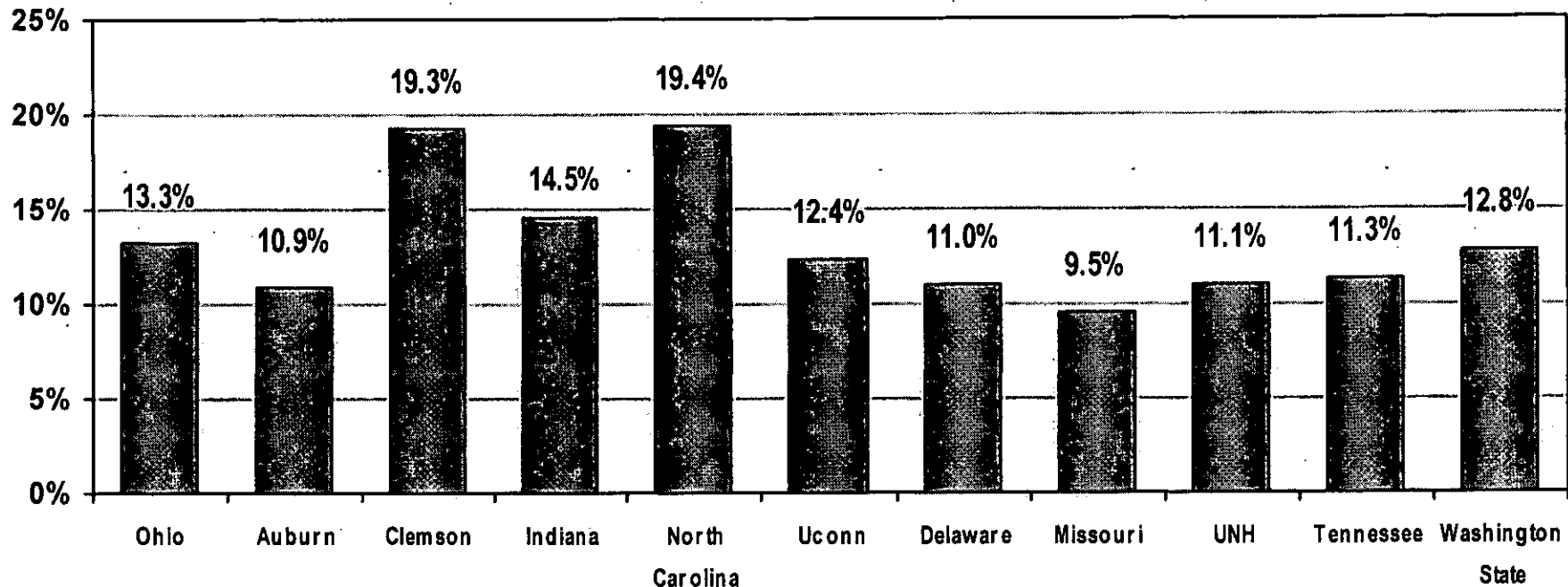
Source: Voluntary Support of Education/CAE Reports

- Only North Carolina, Clemson, and Indiana have higher alumni participation rates.
- Except for North Carolina and Clemson, no peers are close to 20%.

Alumni Relations Programs

Alumni relations programs are guided by a strategic plan, focused on alumni connecting with alma mater, but are not part of an overall integrated Advancement plan.

- Vision OHIO Alumni contains numerous strategic initiatives for alumni relations programs.
- Alumni staff have more programs and activities to deliver than time to do so.
- Metrics to link alumni programs and activities to other advancement goals and objectives do not exist.

Prospect Development/ Prospect Management

Prospecting and research have produced some good work, but are not prepared in staff numbers or planning to meet the demands of a significant campaign. Prospect management is inactive.

Information Services

The use of the BSR Advance system, policies and procedures for data enhancement, and automated processes in gift handling need further development.

Advancement Resources

By making strategic investments in its advancement programs, Ohio University can significantly increase private gifts.

1. Ohio's cost-to-raise a dollar of $0.16 is within the national average of $0.16 to $0.18.

2. Ohio nets $0.84 for every $1.00 raised.

3. Ohio University is under investing in its advancement programs.

MAJOR RECOMMENDATION

Ohio University should build a philanthropic agenda, structure, and staff University Advancement to be productive and accountable, and position the president, senior administrators, and key volunteers to lead a new campaign.

Recommendation One

Build Ohio University's philanthropic agenda and have President McDavis, Foundation trustees, Vice President Lipman, deans, and other senior administrators play key roles in articulating it.

- Take Vision OHIO and determine which strategic initiatives/projects can benefit from philanthropic support.

- Determine the priority of seeking philanthropic support for each strategic initiative/project.

- Prepare case-stating materials for each strategic initiative/project.

- Have President McDavis play the key role in increasing awareness about this philanthropic agenda among Ohio's top alumni and friends.

Structure and staff University Advancement to increase private giving and strengthen alumni engagement.

- Organize and structure Development, Advancement Services, Alumni Relations, and Advancement Administration based on three principles.

  - *Increase focus on alumni as the best prospects to increase private giving.*
  - *Expand contacts in geographic areas with concentrations of alumni.*
  - *Use planning and accountability to increase productivity.*

University Advancement
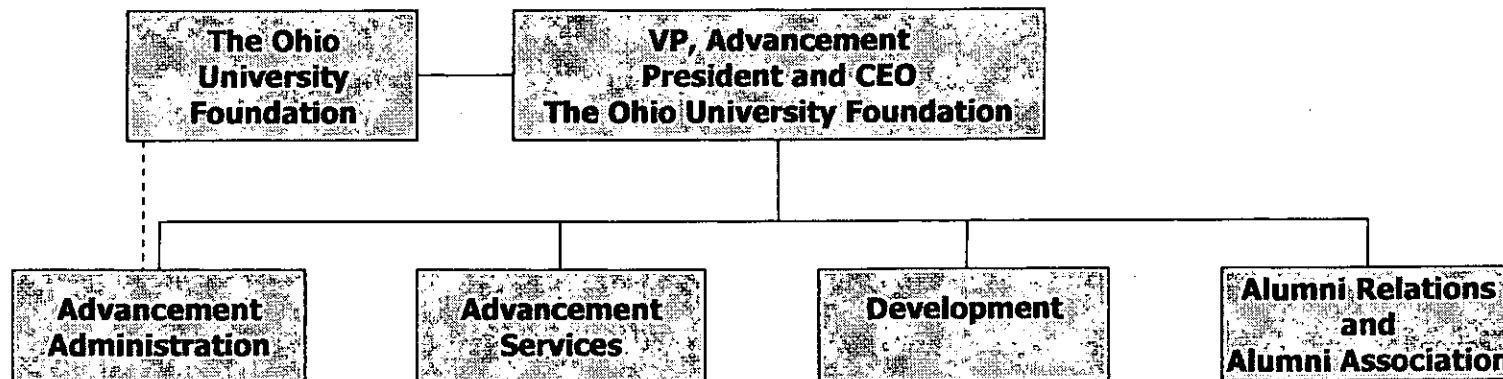
Recommendation Three

Create and implement an integrated University Advancement plan with specific, measurable objectives.

Recommendation Four

Increase cultivation and solicitation activities to generate significant increases in new major and planned gift commitments.

Recommendation Five

Continue to enhance the annual giving program to increase unrestricted and other current use restricted gifts and alumni giving participation rates.

Recommendation Six

Focus alumni relations programs on measurable outcomes which complement University priorities.

Recommendation Seven

Streamline prospecting and prospect research operations to focus on strategic leadership.

Recommendation Eight

Plan and implement a sound prospect management discipline supported by systems-based tracking.

Recommendation Nine

Have The Ohio University Foundation Board of Trustees determine roles to play in Ohio's fundraising programs while continuing to focus on managing endowment growth.

Recommendation Ten

Increase resources invested in University Advancement programs with clear expectations about return on investment.

NEXT ACTIONS

Restructure and Staff University Advancement; Create an Integrated Development, Alumni Relations, and Advancement Services Plan

Receive and Take Action on the Report

Build Ohio's Philanthropic Agenda and Increase Awareness about Strategic Initiatives

Enlist Task Force and Conduct Campaign Feasibility Study

Make Decision About New Campaign

Hold Foundation Board Retreat on Roles to Play In Ohio's Fundraising Programs

November to December 2006	January to June 2007	July to December 2007	January 2008 to December 2008

Academic Quality Committee
Ohio University Board of Trustees
SUMMARY

4:00 p.m., June 28, 2007
Margaret M. Walter Hall, Room 127

Present: Present Larry Schey, chair, Charles Stuckey, C. Robert Snyder, Scott Borgemenke, Tracy Kelly, and Provost Krendl. Guest presenter, Brice Bible, CIO

IT Informational Report: Mr. Bible updated the previous presentation made to the board in April. The Gartner Group found that IT at OHIO is under-funded and understaffed. The recommendations for the first 75 days have been accomplished. A strategic plan to work with Vision OHIO will be coming next. Trustee Schey recommended that the plan also work with the new financial plan as well as Vision OHIO.

This update indicates that all IT functions have been organized under a single umbrella. Security, customer tools, and transparent measurement are major foci.

- Support for academics and research is accomplished through the oversight of an Advisory Council with membership that integrates teaching, research and service interests.
- Infrastructure and service enhancements will be customer driven.
- The six major initiatives for infrastructure are Network, Computer Systems, Disaster Recovery and Business Continuity, Information Technology and Security, Customer Support Services, and Program Project Management. Full E-Commerce will be developed, Data Warehouse reporting, (with the ability to connect research with teaching load), Departmental Solutions, Academic Instructional Technologies (Blackboard) and Synchronous - Collaborative Tools (calendar) to be developed and refined over next five years.

SIS: Board of Trustees approval had been given to replace current SIS system with a unified web-based environment using People Soft.
- Implementation can begin when proper security, services and network are in place.
- Trustee Borgemenke was reassured that the choices we are making will work with those of Ohio State University, other state universities, and the State of Ohio, should they implement a statewide SIS system.
- People Soft, acquired by Oracle, is our current financial and human resources operating system.
- Trustees Snyder and Stuckey are working specifically to ensure that our system choices remain in line with other technological initiatives in Ohio.
- Storage architecture is being created to manage SIS, and research and investment has been made in these areas.
- A $5 M budgetary request over the next three years and will provide funding for expected deliverables.

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- Trustee Stuckey recommended continuous review of new solutions within the state and also at places like MIT to remain on top of future technological developments. Bible has staff assigned to this task.

For Board Action:

New Academic Program Approval
- **School of Dance: Proposed Bachelor of Arts degree in Dance**
  - New degree supported by the faculty of the College of Fine Arts, Dean McWeeny, President McDavis, EVP-Provost Krendl, and the University Curriculum Council
  - Program will combine a liberal arts focus with a rigorous program in dance to provide the opportunity to students to complete other fields of study
    - Will broaden the scope of the dance major without diminishing the excellence of the major or adding time to degree completion.
    - Students, particularly transfer students, have indicated interest in this type of program evidenced by increasing numbers of juniors and sophomores who are adding second majors.
    - This program uses existing facilities, faculty and resources to enhance opportunities for dance students. All other schools in the College offer the bachelor of arts degree, some are still under development.
  - Recommended to full board for resolution approval.
- School of Health Sciences: Proposed graduate certificate in African Community Health Services
  - The School of Health Sciences, in partnership with the Institute for the African Child, the African Studies Department, the Center for International Studies, the School of Communication Studies, Tropical Disease Institute, and Biomedical Sciences, proposes this graduate certificate in African Community Health. The certificate is supported by the faculty and dean of the College of Health and Human Services, President McDavis, EVP-Provost Krendl, and the University Curriculum Council.
  - Through study of teaching and research on health care, disease prevention, sanitation, health care, politics, economics, and communication systems, graduates will be able to provide specialized training to African countries in community health development and social action.
    - This program will provide students with the skills to seek information and transform this knowledge into responsible action in the public health care community nationally and globally.
    - Students looking for a concentration in health will not need to add a second major. Partnerships will maximize existing resources in response to student demand.

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- Three new courses will require some new staffing; solutions accounted for in CHHS staffing plan. Dean Neiman expects a boost in new student enrollment for this program.
- An on-line course is in development for delivery particularly to international students.
- This program will be the only one of its kind in the U.S.
  - o Recommended to full board for resolution approval.

Academic Program Review

Department of Philosophy seven-year review: Review reports that the department offers undergraduate and graduate degrees with an emphasis on Anglo-American analytic philosophy.

- Undergraduate Summary
  - o Commendations:
    - Ambitious, well-articulated goals and ability to meet them
    - Interface with the Honors Tutorial College is excellent
    - Library acquisitions and partnerships are commendable.
    - Faculty advising is strong; individual tutoring is departmental hallmark
  - o Concerns:
    - Faculty need credit for work with HTC; large lower-level coursework taught by GAs may not provide consistent teaching proficiency; faculty need a mentoring program, faculty lines filled, and increased support for non-tenured faculty to do research and presentation travel. There is also a concerning problem with collegiality reported by faculty and students.
    - Web page needs to indicate emphasis on ethics and science.
    - Diversity of student body needs improvement.
- Graduate Summary
  - o Commendations:
    - Excellent effort to meet research and service obligations in course offerings.
    - Small class sizes
  - o Concerns:
    - Collegial environment problematic particular as a model to students.
    - Funding for graduate recruitment.
    - Opportunities for collaborative graduate research with faculty needed.

Response from Arthur Zucker, department chair:
- Program is dependent on resources to correct deficiencies;
- New junior faculty are getting papers accepted at conferences and in journals;
- A new NSF grant just received;

- Recent partnerships will enhance research in bioethics and nanotechnology, and can influence ethics in areas of social politics and science;
- Zucker is working on a certificate program on science and ethics;
- Program has a strong honors component and good graduate school acceptance record; many graduates go to law (law schools prefer philosophy majors).
- An additional five or six faculty might improve student/teacher ratio.

Comment from Trustee Borgemenke: Financial considerations will require future reductions in programs. Trustee Snyder added that we are currently building the metrics to assess programs to begin to make these decisions. These reviews inform the board on these issues.

J. Warren McClure School of Information and Telecommunication Systems seven-year review: Solid program reputation characterized by high quality faculty delivering relevant curriculum. Strong relationships with employers have led to successful placement of graduates.

- Commendations
  - Undergraduate:
    - Continuously improving undergraduate curriculum includes preparation in technical and policy procedures; good lab experiences in close association with faculty; and excellent research activity.
    - Curriculum is extremely broad, deep, and well conceived.
  - Graduate
    - Successful launch of new graduate program in short period of time with innovative curriculum.
    - Excellent job placement of graduates in industry, service, and continued education.
    - Completed five theses that have led to publications in peer-reviewed journals and conference paper presentations.
- Concerns
  - Recovery of enrollment from recent downturn in technical fields is hampered by lack of visibility.
  - Balance of multiple tracks and rich selection of elective in both undergraduate and graduate programs will need astute management of faculty workload and course preparations. Teaching loads seem high but fair.
  - Probationary faculty asking for formal mentoring and feedback on progress toward tenure.
  - Space needs consolidating and upgrading; graduates need office space.
  - Funding for graduate student support and replacement of lab equipment needed.
- Recommendations
  - TA's needed to assist faculty with routine tasks.

- o Clarification of expectations for tenure and promotion for probationary faculty needed; follow-up tenure with mentoring toward further promotion.
- o Work with admissions and marketing to increase visibility; possible partnering with other technical disciplines to bolster recruitment.
- o Ohio University should showcase this ITS program to improve recruitment.

Response by Andy Snow, outgoing director:
- Addressing the concern on lack of visibility/low enrollments; working with admissions to improve recruitment, and has recently received STEM grant.
- Masters program has been growing.
- Surveyed undergraduates to assure the curriculum offers what students want; this major is cyclic depending on the market.
- High level of course preparation is a concern; teaching load is heavy; have trimmed some electives to respond to this criticism.
- Tenure expectations have been clarified; three year reviews now required.
- Negotiating new office space for graduate students.
- external reviewer suggested using TAs to teach; faculty didn't want to do that, but want to use graduate students to do research.
- Recently won a student stipend enhancement grant of $20K.

Response to trustee question on effective use of collaboration opportunities with business, engineering and technology; they work across disciplines with engineering, business and MIS and ITS to help reduce teaching loads.

Carriers (AT&T) have realized that they need to understand content, not just content delivery and it looks as though they may be investing in Scripps College of Communication programs; the McClure School may move to a more central position in the College as a result.

School of Visual Communication seven-year review: One of Ohio University's most nationally and internationally recognized programs has strong faculty with an impressive mix of academic and professional credentials. It's relevant and innovative curriculum attracts excellent undergraduate and graduate students who are well-prepared for the job market.

- Commendations
  - o Dedicated and professional faculty; continuously improved curriculum; and solid mentoring of students.
  - o Selective admissions possible due to strong demand for the program; enrollments increasing even out-of-state compared to university averages.
  - o High quality students win national awards routinely, particularly in photojournalism. Some alumni have Pulitzer Prizes and are recognized in industry publications and associations.
  - o Graduate job placement is excellent.
- Concerns

- Astute oversight of teaching load and course preparation time required to manage multiple undergraduate program tracks and emphasis on professional skill development.
- Is mix of professional journalistic skills and more general knowledge balanced?
- Faculty need additional financial support for continuous skill upgrade through workshops, conferences, and short courses.
- Space consolidation needed.
- Recommendations
  - Consideration of balance of academic content and professional skill development needed.
  - Enrollment growth due to program demand needs sufficient faculty support, resources, and associated funding to maintain quality.
  - Serious space issues need to be addressed.
  - Funding needed for continuing faculty development and training.

Response from Terry Eiler, director:
- Program has experienced excellent growth since its inception; they turn away half of their applicants.
- This program is the world's leading program in visual communication; it could serve as a model for signature program development within the context of Vision OHIO.
- The new Scripps building will help consolidate their space, currently housed in four different locations.

Regarding review concerns on teaching more theory, Eiler noted that this program will remain on the cutting edge of communication systems rather than fall back on theory. They have exceptional faculty recruited primarily by school reputation.

Trustee Schey recommended studying how this success was created and how lessons learned can be applied to creation of other signature programs. Suggestion is to capture the metrics of this program and apply them to areas that have promise. This program benefits from the entrepreneurial leadership of two deans and strong corporate support. Eiler recommended the Trustees look at www.soulofathens.com

Trustee Schey added that increasing grants acquisition and enrollments in out-of-state students will enhance opportunities for new funding in areas of excellence.

Posthumous Faculty Emerita Award: Lacey S. Curtis.
Recommended for full board approval.

Informational Items

Promotion and Tenure Effective September 2007: Krendl recommended trustee review and approval of faculty listing.
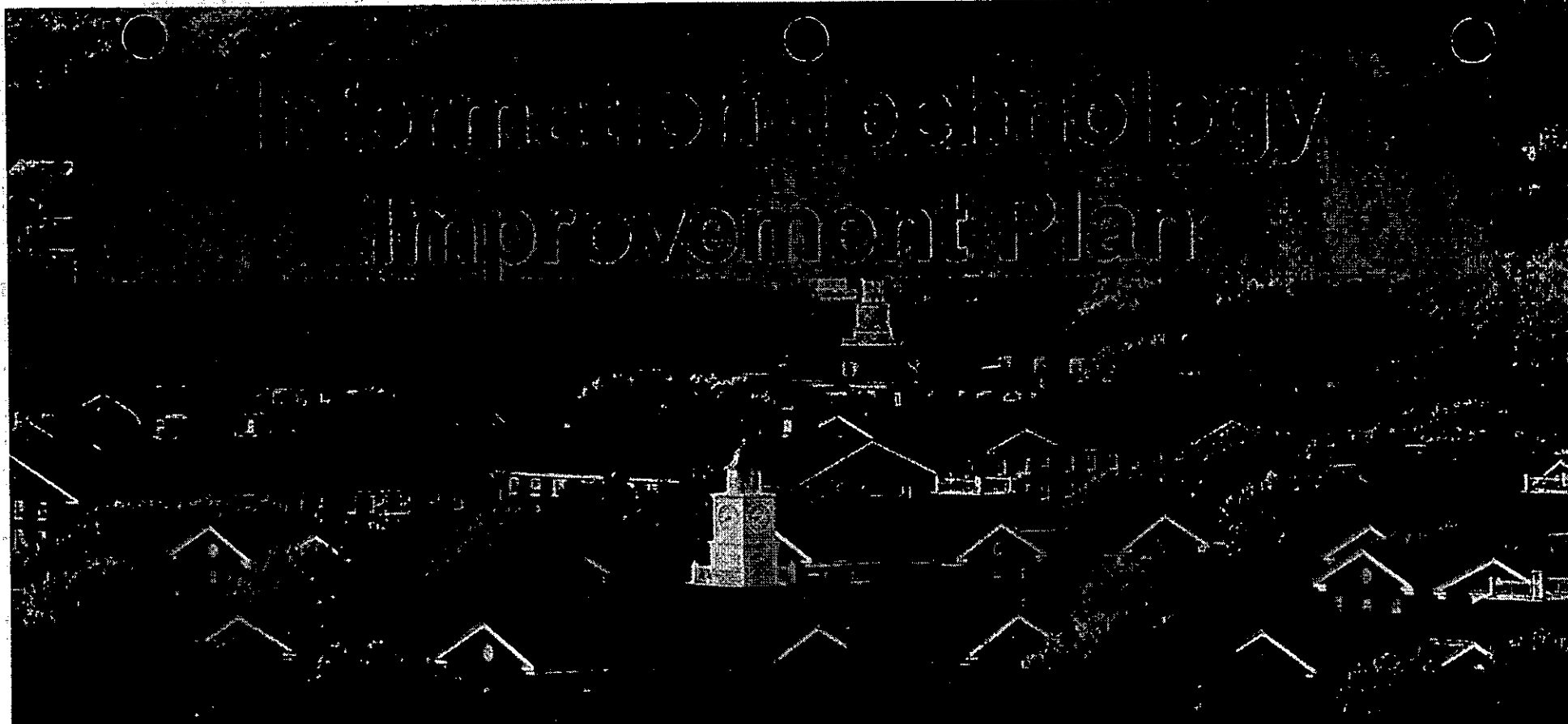
Meeting adjourned.

llege of Arts and Sciences

st Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
vid		Bell	Promotion to the Rank of Associate Professor with Tenure	Department of Linguistics
rkus		Boettcher	Promotion to the Rank of Associate Professor with Tenure	Department of Physics and Astronomy
vid	G.	Burton	Promotion to the Rank of Full Professor	Department of Modern Languages
san	C.	Evans	Promotion to the Rank of Associate Professor with Tenure	Department of Chemistry and Biochemistry
reen		Giese	Promotion to the Rank of Full Professor	Department of English
	Patrick	Hassett	Promotion to the Rank of Associate Professor with Tenure	Department of Biological Sciences
hur	J.	Hughes	Promotion to the Rank of Associate Professor with Tenure	Department of Modern Languages
ul		Jones	Promotion to the Rank of Associate Professor with Tenure	Department of English
naid	J.	Lacombe	Promotion to the Rank of Associate Professor with Tenure	Department of Economics
ith		Markman	Promotion to the Rank of Associate Professor with Tenure	Department of Psychology
enn	R.	Matlack	Tenure	Department of Environmental and Plant Biology
clyn		Maxwell	Promotion to the Rank of Associate Professor with Tenure	Department of History
ul		Milazzo	Promotion to the Rank of Associate Professor with Tenure	Department of History
mes		Mosher	Promotion to the Rank of Associate Professor with Tenure	Department of Political Science
ffrey	J.	Rack	Promotion to the Rank of Associate Professor with Tenure	Department of Chemistry and Biochemistry
vid	A.	Schneider	Promotion to the Rank of Associate Professor with Tenure	Department of Geological Sciences
rey		Snyder	Promotion to the Rank of Associate Professor with Tenure	Department of English
vid	F.J.	Tees	Promotion to the Rank of Associate Professor with Tenure	Department of Physics and Astronomy
vin		Uhalde	Promotion to the Rank of Associate Professor with Tenure	Department of History

llege of Business

st Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
wn	R.	Deeter-Schmelz	Promotion to the Rank of Full Professor	Department of Marketing
illiam		Lamb	Promotion to the Rank of Associate Professor with Tenure	Department of Management Systems
arence		Martin	Promotion to the Rank of Full Professor	Department of Management Systems
an		McGann	Promotion to the Rank of Associate Professor with Tenure	Department of Management Information Systems
eeman (Toby)		Stock	Promotion to the Rank of Full Professor	School of Accountancy

llege of Education

st Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
vid		Moore	Promotion to the Rank of Associate Professor with Tenure	Department of Educational Studies

llege of he Arts

st N	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
lly	Lei	Cole	Promotion to the Rank of Full Professor	School of Theater
iaba		Irobi	Tenure	School of Theater
adimir	L.	Marchenkov	Promotion to the Rank of Associate Professor with Tenure	School of Interdisciplinary Arts
hn		Sabraw	Promotion to the Rank of Associate Professor with Tenure	School of Art
ita	Louise	Steele	Tenure	School of Music

llege of Health and Human Services

rst Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
arlene	E.	Berryman	Promotion to the Rank of Associate Professor with Tenure	School of Human and Consumer Sciences
nnifer		Hinton	Promotion to the Rank of Associate Professor with Tenure	School of Recreation and Sports Sciences
vid		Holben	Promotion to the Rank of Full Professor	School of Human and Consumer Sciences
argaret	M.	Manoogian	Promotion to the Rank of Associate Professor with Tenure	School of Human and Consumer Sciences
aron		Rana	Promotion to the Rank of Associate Professor with Tenure	School of Recreation and Sports Sciences
ngjiao		Xu	Promotion to the Rank of Associate Professor with Tenure	School of Human and Consumer Sciences

llege of Osteopathic Medicine

rst Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
aron		Inman	Promotion to the Rank of Associate Professor with Tenure	Department of Biomedical Sciences

gional Campuses

rst Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
mothy	K.	Blake	Promotion to the Rank of Associate Professor with Tenure	Ohio University - Zanesville
enneth	R.	Collins	Promotion to the Rank of Associate Professor with Tenure	Ohio University - Zanesville
hristopher	J.	Stevens	Promotion to the Rank of Associate Professor with Tenure	Ohio University - Eastern
hristine	S.	Wolfe	Promotion to the Rank of Associate Professor with Tenure	Ohio University - Lancaster

uss College of Engineering and Technology

rst Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
	Ludwig	Figueroa	Tenure	Department of Civil Engineering
avas		Kaya	Promotion to the Rank of Associate Professor with Tenure	Department of Electrical Engineering and Computer Science
eruhisa (Terry)		Masada	Promotion to the Rank of Full Professor	Department of Civil Engineering
ary	R.	Weckman	Tenure	Department of Industrial and Systems Engineering

cripps College of Communication

rst Name	Middle Name	Last Name	Promotion and/or Tenure Decision	Dept./School
ong		Cheng	Tenure	E. W. Scripps School of Journalism
awrence	A.	Hamel-Lambert	Promotion to the Rank of Associate Professor with Tenure	School of Visual Communication
hn		Hoag	Promotion to the Rank of Associate Professor with Tenure	McClure School of Information and Telecommunications Systems
eren		Oliver	Promotion to the Rank of Associate Professor with Tenure	School of Visual Communication
orma		Pecora	Promotion to the Rank of Full Professor	School of Telecommunications

Promotion and Tenure Historical Data	Awarded 2007	Awarded 2006	Awarded 2005	Awarded 2004
Tenure Only	6	5	4	5
Promotion to the Rank of Full Professor	9	15	24	12
Promotion to the Rank of Full Professor with Tenure	0	0	1	1
Promotion to the Rank of Associate Professor	0	1	1	3
Promotion to the Rank of Associate Professor with Tenure	35	38	36	35
Total	50	59	66	56

Information Technology Improvement Plan

J. Brice Bible
Chief Information Officer
Ohio University
June 28, 2007

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Where Do We Go From Here?

75 Day Plan (April 15 to July 1)

- Organizational Review and Realignment
- Budget Review and Plan (FY08)
- Governance Model (ITAC and Advisory Groups)
- Gartner Infrastructure and Staffing Plan
- Prepare for FY08 (OHIO IT Strategic Plan)

FY08 Key Activities

- Create Vision Ohio IT Plan
- Implement Gartner Recommendations (Year 1)
- Align Central-Distributed IT Responsibilities for Improved Efficiencies and Services
- Allocate New Funds Toward Top Priorities
- Create and Implement IT Security Framework

Gartner Findings

- OIT is significantly under-funded
- OIT is significantly under-staffed
- Performance not sustainable without investment
- Outsourcing currently not cost effective

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OHIO IT Spending vs. Peers

$7.4M Annually
Below Bottom
25% of University
Peers

☐ OHIO

▣ All Organizations

▣ University Peers

☐ University (Bottom
25%)

**60% Below Organization Average for
Comparable Workload**

17.2 FTEs Below
Bottom 25% of
University Peers

▣ OHIO

■ All Organizations

▣ University Peers

☐ University (bottom
25%)

42% Below University Average

$15.4M Annually
Below Average
of University
Peers

☐ OHIO

▣ All Organizations

▣ University Peers

☐ University (Bottom
25%)

**60% Below Organization Average for
Comparable Workload**

56.7 FTEs
Below Average
of University
Peers

▣ OHIO

■ All Organizations

▣ University Peers

☐ University (bottom
25%)

42% Below University Average

Office of Information Technology

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1804

Establish a New Identity
Office of Information Technology (OIT)

Name

The Office of Information Technology (OIT)

Mission Statement

To ensure modern, reliable, secure, and customer-oriented information technology services and solutions are available to advance the academic mission and objectives of Ohio University

Goals

- Provide a robust and secure information infrastructure
- Provide customer-oriented and integrated applications and services
- Provide transparent and measurable management practices

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Office of Information Technology

OIT Organization

President

Chief Information Officer

ITAC

Business Services and Special Projects

Project Management

IT Recruiting, Retention, and Development

Information Technology Security | Customer Support Services | Application and Information Services | Systems and Operations | Infrastructure | Academic Technologies

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Establish Governance Model and Customer Involvement

- **IT Advisory Council (ITAC)** - The ITAC is a Presidentially-approved committee whose primary charge is to support the CIO in upholding the principles of Vision Ohio

- **Functional Support Committees** – Customer-oriented support committees focused on specific IT issues.
  - Student Advisory Group
  - Technology Architecture Council
  - Faculty Senate IT Committee
  - Administrative Technology Advisory Group

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Anecdotal Customer Observations by CIO
(First 2 Months)

- Blackboard account for continuing education courses
- Email assignment for admitted students
- Web hosting service
- Server hosting service
- Server security standardization policy
- URL acquisition and management (org, etc)
- Grad student printing quota
- Increase email quota
- Ensure the unlikelyhood of an outage similar to last Fall
- Simple mapped storage drive for all
- Identity management
- AD enhancement plan between central and distributed IT
- Telephone cost model improvements – don't charge too much for handsets
- Eliminate desktop service call charge
- Provide easy support for DNS entry changes
- Eliminate charge for static IPs
- Improve wireless connections in the dorms
- Simplify software distribution
- Assist Baker Center with scheduling system
- Enable Blackberries to work seamlessly with email
- Integrate email and calendar
- Provide better grant expense reporting
- Integrate email system compatible with data phones and office products
- Centrally-support online course evaluation
- Faculty CV management system
- Etc, etc, etc...

Provides Additional Customer Input Into IT Improvement Plan

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IT Priority Areas

Key Priority Areas:

• Infrastructure Modernization and Stability

• Service Enhancements and Improvements

Priorities and policies are subject to review and governance by the Information Technology Advisory Council (ITAC)

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IT Priority #1: Infrastructure Modernization and Stability (1 of 3)

- Network Infrastructure
  - LAN Robustness, Redundancy, Flexibility, Capacity, and Security
    - **10Gb Core, 10Gb to Buildings, 100Mb to users, Redundant Routing**
  - Continuation of Rewiring Plan
  - Network Access Control and Security
  - ***New Resources: Staffing (firewall and network engineers), Routers, Switches and Training***

- Computer Systems
  - Storage and Server Standardization and Modernization
  - Create Enterprise Storage Architecture
  - Replace Aging Servers with Unix and Linux Architecture Solutions
  - Seamless and Secure Identity Management Architecture
  - ***New Resources: Staffing (system engineers and administrators) and Systems***

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IT Priority #1: Infrastructure Modernization and Stability (2 of 3)

- <u>Disaster Recovery and Business Continuity</u>
  - Develop IT Business Continuity Plan (Risk Acceptance)
  - Define and Execute Backup and Disaster Recovery Plan (OSU, Second Data Center)
  - Update Data Center Environmental Reliability (UPS, Cooling, etc)
  - *New Resources: Facilities and Systems*

- <u>Information Technology Security</u>
  - Regulatory and Legal Compliance (HIPAA, GLB, CALEA, Audit, etc)
  - IT Staff Training and Certifications
  - Campus Awareness and Training Programs
  - Forensics, Monitoring, Copyright, and Analysis Tools
  - IT Security Framework and Policies
  - *New Resources: Staffing, Training, Marketing, and Systems*

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IT Priority #1: Infrastructure Modernization and Stability (3 of 3)

- <u>Customer Support Services</u>
  - Single Point of Contact (ITIL Service Model)
  - Problem Resolution and Tracking System
  - Campus Zone Support
  - Managed Desktop Support Environment (academic-friendly model)
  - Campus-Wide "Go Mobile" (laptop program) Support Infrastructure
  - ***New Resources: Staffing, Systems, and Training***

- <u>Program Management</u>
  - Program Management Office (PMO) to Track Projects, Progress, and Priorities
  - Process Management Coordination to Ensure Service Reliability and Performance
  - ***New Resources: Staffing and Training***

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IT Priority #2: Service and Application Improvements (1 of 2)

- **Financial and HR Administrative Systems**
  - Implement Solutions from BPR Study
  - Create Position Management Solution
  - Enhance Oracle e-Business Suite of Products (Based on Customer Survey Priorities)
  - *New Resources: Staffing (Oracle DBA, etc)*
- **Data Warehousing and Reporting**
  - Provide Decision Support Tools in Coordination with RCB and Institutional Effectiveness
  - *New Resources: Staffing and Analytical Tools*
- **Student Information System (SIS)**
  - Acquire and Implement Fully-Integrated and Web-Based SIS
  - Conduct Campus Readiness Assessment
  - Develop State Institution Partnerships
  - *New Resources: Staffing (contract), Software, Systems, Integration Partner, Facilities, and Training*

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IT Priority #2: Service and Application Improvements (2 of 2)

- **Departmental Solutions**
  - Support College and Departmental Applications Needs (ex: Faculty CV System, Student Course Evaluation, etc)
  - *New Resources: Staffing, Software, and Systems*
- **Academic and Instructional Technologies**
  - Upgrade and Enhance Blackboard Releases
  - Facilitate Faculty Evaluation and Selection of Additional Instructional Services (e-Portfolio, Assessment, etc)
  - Support Asynchronous and Synchronous Classroom Tools
  - Reallocate Current Resources to Instructional Design and Technology Support
  - Provide Web Services for Campus
  - Provide Lab Consolidation Services
  - *New Resources: Hardware, Software, and Staffing*
- **Collaboration Tools**
  - Survey Faculty, Staff, and Students on Collaboration and Communication Capability Needs
    - Email, calendaring, shared storage (mapped drives), IM, etc
  - Procure and Implement Selected Solutions
  - *New Resources: Hardware, Software, Staffing, and Training*

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Student Information System Update

- **Board Approved $4M Start-up Phase Last FY**
    - Software Selection Committee Evaluation Complete (June 2007)
        - PeopleSoft Software Recommendation

- **IT Infrastructure NOT Ready to Begin Implementation**

- **Recommended Next Phase – Readiness Assessment**
    - Determine Project Team Staffing Requirements (Technical and Functional)
    - Appoint Project Management Team
    - Develop Detailed Project Costing
    - Ensure IT Improvement Plan Requirements Underway
    - Determine Sources and Availability of Funding for Entire Project

- **Pursue and Develop Possible State Alliances**
    - Four State Universities Using Same SIS Solution
        - All at Approximately Same Step in Implementation Process

- **Provide Detailed Proposal for Board of Trustees in Fall 2007**

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Proposed IT Improvement Funding Strategy

Purpose

- Based on the Gartner Report and OU assessment, Central IT needs $7-$10M in additional funding to provide stable, reliable, and secure IT services
- Board of Trustees require rapid improvements
- President and Campus demand better IT service and enhanced information security

Approach

- Set target goal of $8M in additional base IT funding over five years
- Ramp-up with $5M over first three years (Phase 1)
- Establish progress measurement criteria and conduct quarterly reviews
- Conduct program evaluation after Year 1 and create/revise into "rolling" two year plan

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Allocation of New Funding
3 Year Ramp-up Plan to $5M Annually

Initiative (In Priority Order)		Year 1	Year 2	Year 3
1.	Critical Staffing and Training	$1,100,000	$1,900,000	$2,600,000
2.	Computer Systems Modernization	$300,000	$500,000	$500,000
3.	Network Infrastructure Upgrade	$300,000	$900,000	$1,000,000
4.	Disaster Recovery and Security	$200,000	$200,000	$300,000
5.	Faculty Computer Refresh Program		$200,000	$200,000
6.	Academic Technology Solutions	$100,000	$100,000	$100,000
7.	Data Warehousing and Reporting Tools			$100,000
8.	Collaboration Tools (email, etc)		$200,000	$200,000
TOTAL ANNUAL FUNDING		**$2,000,000**	**$4,000,000**	**$5,000,000**
Annual Baseline Increase		**$2,000,000**	**$2,000,000**	**$1,000,000**
		11 Positions	**8 Positions**	**5 Positions**

- Finance and HR System Enhancements $2,000,000
- Student Information System (SIS) $20,000,000

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Twenty-Four (24) Critical IT Staff Additions
(Over Three Years)

- Director, Systems & Operations
- Director, Customer Support Services
- Director, Infrastructure
- Director, Information Tech Security
- Program Mgmt Officer
- Infrastructure & Storage Administrator
- Unix Administrator (2)
- Windows Administrator (Departmental applications, etc)
- Applications Analyst
- Blackboard System Administrator
- Blackboard Applications Administrator

- Lead DBA
- DBAs (2)
- Network Administrator (2)
- Service Administrator (2)
- Network Engineer
- Security Analyst
- OS Programmer (2)
- Data Warehouse Architect

- Increases Infrastructure Staffing to 92 FTE
  - Within 2.5 FTE of Bottom 25% of Peers (Gartner Report)
  - Still 42 FTE Below Peer Average

24 Positions (Base + Benefits)	$2,200,000
Training & Development	$124,000
Market Adjustments	$316,000
Total Recurring Funding	**$2,640,000**

June 28, 2007

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Improvement Plan Hardware/Systems (3 Years)

- **Network Upgrade**
  - Fiber Plant Upgrade and Dual Core Installation - Years 1 and 2
  - Central Buildings Cutover – Year 3
  - Remaining Building Connections to New Network - Years 4-7

- **Computer Systems Improvements**
  - Enterprise Storage – Years 1 and 2 (Distributed Storage Centralization)
  - Server Replacement – Year 2 (Distributed Computer Systems Centralization and Security)
  - Identity Management – Years 2 and 3
  - Backup/Recovery (DR) and Security Enhancements – Years 1 and 2

- **Critical Staffing (as defined earlier) – Years 1, 2, and 3**

- **Faculty Computer Refresh Program – Year 2**

- **Academic Technologies**
  - Blackboard Software Upgrade – Year 1
  - Software and Service Enhancements (Asynchronous, Open Source) – Years 2 and 3

- **Data Warehousing**
  - Decision Support Tools – Year 2

- **Collaboration Tool Improvements**
  - Exchange Email/Calendar Pilot Project – Year 1
  - Email/Calendar Production System – Year 2

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Proposed Accomplishments for First Year
(Metrics and Measurements)

- **Network Infrastructure Upgrade**
  - Complete New Network Design and Detailed Budget Plan
  - Begin Core Hardware Procurement Effort

- **Computer Systems Improvements**
  - Design, Procure, and Implement Enterprise Storage Architecture
  - Design Enterprise Server Architecture

- **IT Security Improvements**
  - Develop Security Framework Plan and Create Data Classification Policy
  - Conduct Identity Management Assessment
  - Implement Disaster Recovery Service for SIS

- **Critical Staffing**
  - Recruit and Hire First Round of Critical Staff Positions
  - Ensure Performance Reviews are Conducted for all OIT Employees

- **Academic Technologies**
  - Complete Upgrade to Current Version of Blackboard
  - Provide Faculty Assessment Opportunity of New Blackboard Modules

- **Collaboration Tool Improvements**
  - Conduct Exchange Email/Calendar Pilot Project with OU-COM

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IT Infrastructure Life-Cycle Refresh Plan

- **Establish TCO (Life-Cycle) Models for Core Infrastructure Services:**
  - Networks and Telephone Systems
  - Computer Systems
  - Enterprise Applications
  - Desktop and Lab Computers

- **Computer Systems:**
  - Components: Storage, Servers, IdM, Backup, DR, Email, Middleware, etc
  - Value: $5M
  - Replacement Cycle: 5 Years (Typ)
  - Replacement Annual Fund Base - $1M ($500k in existing budget)

- **Network Infrastructure:**
  - Components: Routers, Switches, Network Security, etc
  - Value: $10M
  - Replacement Cycle: 6 Years
  - Ramp up to $1.6M Annually ($600k available)

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Progress on Original 20 Point Plan

Technology	FY07	FY08	FY09
1.Implementing a perimeter firewall	☑		
2.Monitoring network activity to identify attempted intrusions.	☑		
3.Conducting an IT risk assessment		☑	
4.Classifying data by the level of security required		☑	
5.Completing the installation of Active Directory (Authentication System)		☑	☑
6.Developing an enterprise-wide security architecture		☑	

Strategy and Process

	FY07	FY08	FY09
7.Developing policies and procedures for enterprise-wide IT		☑	
8.Implementing practices designed to prevent security problems, including network segmentation, virus and spyware detection.	☑	☑	☑
9.Reducing the use of Social Security numbers and encrypting those that are required	☑	☑	☑
10.Implementing processes to monitor security and assure compliance	☑	☑	
11.Developing a strategic plan for Information Technology		☑	
12.Assuring "business continuity" for network and systems operations	☑	☑	
13.Creating a security administration framework		☑	
14.Inventorying IT applications and information assets across the University	☑	☑	

Organization and Governance

	FY07	FY08	FY09
15.Restructuring the central IT organization in order to establish clear roles	☑		
16.Hiring additional security staff	☑	☑	
17.Conduct an IT skills assessment to identify IT training and development needs		☑	
18.Establishing a project management team within the central IT office		☑	
19.Improving communications with stakeholders	☑	☑	☑
20.Restructure the IT Leadership Council	☑		

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Central-Distributed IT Alliance

- Focus on Four Areas of Joint Support:
  - Server Administration
  - Application Management
  - Desktop Support
  - Computer Lab Management
- Verify Approach Through Pilot Projects
  - Finance and Administration
  - College of Arts and Sciences
  - College of Engineering
- Use Central IT Stabilization Approach

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Conclusions

- Continued Focus on Stability and Security

- Established Scalable Organization (OIT)

- $8M Annually Needed to Stabilize IT Operations
  - $5M Annually Over Three Years Provides Rapid Improvement Ramp-Up
  - Detailed First Year Plan Includes Metrics to Monitor Performance

- New Governance Model In Place (ITAC)

- Central-Distributed IT Alliance Underway

- SIS Selection Completed
  - Infrastructure Stabilization First
  - Readiness Assessment Underway

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ACADEMIC QUALITY COMMITTEE

Committee Chairman Schey reported on matters before the Committee and reports received. Copies of the reports are included with the Committee minutes.

Chairman Schey moved approval of the following resolutions, by consensus, with a second by Trustee Borgemenke. All agreed.

COLLEGE OF FINE ARTS
SCHOOL OF DANCE
BACHELOR OF ARTS IN DANCE

RESOLUTION 2007 - 3000

WHEREAS, the School of Dance and the College of Fine Arts has proposed the creation of a Bachelor of Arts (BA) degree in Dance, and

WHEREAS, this program has the support of the Dean and Faculty of the unit, President McDavis, Executive Vice President and Provost Krendl, and the University Curriculum Council, and

WHEREAS, Ohio University students have, over the past several years, shown an interest in obtaining a liberal arts (BA) degree in dance, and

WHEREAS, this program will have that liberal arts focus rather than the dance performance focus of the existing Bachelor of Fine Arts in Dance, and

WHEREAS, this program will provide students who wish to pursue a rigorous dance curriculum, but may also wish to complete other fields of study such as biological, physical, or social sciences, humanities, world cultures, cultural anthropology, dance education, dance therapy, etc. an opportunity to do so, and

WHEREAS, the interdisciplinary nature of this program, along with the fact that this program will likely promote cultural diversity on campus, fits very well into the goals of the Vision Ohio academic plan,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering the Bachelor of Arts in Dance.

OHIO
UNIVERSITY
Office of the Provost

Date: June 11, 2007

To: Roderick McDavis, President

From: Kathy Krendl, Executive Vice President and Provost

Subject: Bachelor of Arts in Dance

This memorandum is written to express my support for the creation of a Bachelor of Arts (BA) degree in Dance. This program will be offered through the College of Fine Arts and housed in the School of Dance. The Bachelor of Arts degree in Dance will be a liberal arts degree and will encompass a broad study of the dance discipline within the liberal arts degree framework. This degree program should not be considered a duplicate of the existing Bachelor of Fine Arts in Dance which is a professional degree that focuses on dance performance. It should also be noted that liberal arts degrees are currently offered in other fine arts disciplines such as the BA degrees in Theater and Art.

Over the past several years, there has been an interest from Ohio University students in obtaining a liberal arts (BA) degree in dance. These students wish to pursue a rigorous dance curriculum, but many are not interested in professional careers in dance and in some cases wish to complete the BA degree as a second major. In many cases the students become interested in the dance discipline as an additional major because of the characteristic that it is a movement-based arts field. This study of dance can thus be combined with traditional liberal arts fields such as the biological, physical and social sciences as well as certain subdisciplines in humanities and world cultures. Many of these students plan to use their studies in dance to help them pursue careers in cultural anthropology, dance/arts administration, dance education and dance therapy while others simply wish to become more engaged in the arts. The interdisciplinary nature of the degree along with the fact that the program will promote cultural diversity on campus fits very well into the goals of the *Vision Ohio* academic plan.

I am therefore pleased to provide my full support for the creation of the Bachelor of Arts in Dance.

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NEW PROGRAM PROPOSAL

__X__ Undergraduate   ___Masters   ___Ph.D.   ___Certificate**

Program Title: Bachelor of Arts in Dance

Degree to be Conferred: BA

Administrative Unit Proposing Program: College of Fine Arts, School of Dance

Date of Submission: Winter Quarter 2007, February 9, 2007

Brief Summary of Proposed Program:

The Bachelor of Arts degree in Dance offers a dance major based on the broad study of dance within a liberal arts degree framework. The BA degree is a program of dance studies that develops dance skills necessary for performance and facility in the application of principles and procedures that reflect an intellectual grasp of the art, and presents a strong potential for interdisciplinary studies in the areas of biological, physical and social sciences, humanities and world cultures. It is an appropriate degree for future graduate study in field specialties that are cross-disciplinary (i.e. dance therapy, arts administration, dance education, dance ethnology, dance aesthetics and criticism, dance history are a few) and for individuals who seek a broad program of general education rather than pre-professional specialization in the undergraduate years.

_____   2.9.07
Department/School Curriculum Chair* Marina Walchli   Date

_____   2.9.07
Department/School Chair   Madeleine Scott   Date

_____   2-22-07
College Curriculum Chair   Donna Conaty   Date

                                                 3-6-07
_____
College Dean   Charles McWeeny   Date

Approved by:

_____   5-15-07
University Curriculum Council Program Chair   Date

_____   5/15/07
University Curriculum Council Chair   Date

_____   6-5-07
Provost   Date

*Where the proposal originates within a department or school

**Interdisciplinary Certificate Programs should append memos of approval

I) Introductory Descriptive Statement

The mission of the School of Dance is to prepare individuals for future work in the field of dance and related professions by encouraging the realization of individual artistic potential through the integration of creative, physical and intellectual processes. The BFA degree, offered since the school's inception, is the "initial professional degree in dance." It is an accredited program of the National Association of Schools of Dance (NASD). Its emphasis is on the development of skills, concepts and sensitivities essential to the dance professional including technical competence as a dancer, broad knowledge of dance historically and culturally, sensitivity to artistic style and insight into the role of dance in humankind. The BFA in dance is a specialized, professional degree offered within the general liberal arts environment of Ohio University and is specific to individuals who wish to primarily pursue careers as performers, choreographers and higher education educators.

The purpose of the Bachelor of Arts degree in Dance is to offer a dance major that is based on the broad study of dance within a liberal arts degree framework. The BA degree creates a flexible program of dance studies that develops dance skills necessary to perform and facility in the use of principles and procedures that reflect an intellectual grasp of the art; and presents a strong potential for interdisciplinary studies in the areas of biological, physical and social sciences, humanities and world cultures. It is an appropriate degree for future graduate study in field specialties that are cross disciplinary (i.e. dance therapy, arts administration, dance education, dance ethnology, dance aesthetics and criticism, dance history are a few) and for individuals who seek a broad program of general education rather than pre-professional specialization in the undergraduate years. We recognize that the BA degree in dance makes it possible to broaden the scope of the dance major without diminishing the excellence of the existing major and more fully utilize the existing resources of the school, College of Fine Arts and Ohio University. (NASD Handbook, p.84-92, Appendix I)

II) The Need for the Program

1) What is the local, regional, and national demand for graduates of the proposed program?

Since approximately 2000 there has been increased interest from prospective freshman students and transfer students in the availability of a BA in dance at Ohio University. Of the 75-80 students who apply and audition for our program annually, approximately 15-20% inquire about a BA degree in dance. Many of these are students who want to pursue rigorous dance study but also wish to consider a second major. These students are drawn to the inherent interdisciplinarity of study in a movement-based arts field. For transfer students, the BA degree offers an attractive alternative to the four-year BFA degree because it increases the potential to complete a dance degree in fewer than four years.

Graduates of the BFA program tell us that the skills they gained while in the dance program have sustained life-long learning and engagement with the arts. They indicate appreciation for training that led to the refinement of a personal aesthetic and a love of learning. Many view their undergraduate education as the preliminary basis for graduate study in cross-disciplinary specialties such as cultural anthropology, dance/arts administration, dance education and dance therapy. The BA degree would offer students in these areas of graduate study more opportunity to

tailor their undergraduate education with liberal studies more appropriate to their needs outside the study of dance.

(a) Any statistical documentation would be helpful.

The BA degree supports an effective transition into other arts, other fields, or additional study within the field of dance. Data collected from School of Dance alumni demonstrate the variety of career choices of our graduates. 60% of dance graduates pursued initial careers as professional dance performers, choreographers, and dance educators in K-12. Of 166 alumni respondents 39% (65) pursued graduate degrees or certificates in dance fields or other related fields of study that involved additional studies in biological, physical and social sciences. We anticipate that this number will increase as the expectation level of education and expertise in these fields increases. The BA degree in dance would be an excellent option for students wishing to pursue advanced degrees in cross-disciplinary degrees. (See Appendix II).

2) What other schools within Ohio offer the same or a similar program?

The University of Akron is the only state supported institution in Ohio offering a BA in dance. It appears to be a reduced version of their BFA dance degree.

(a) What has happened to enrollments at those schools in recent years?

Enrollment has been stable in both BFA and BA degree offerings at Akron.

3) How does the proposed program address goals outlined in Vision Ohio?

The BA major in dance is consistent with the undergraduate educational goals of Vision Ohio. The degree is based on a liberal arts curricular model that encompasses the general education goals of Vision Ohio through a flexible program of electives and extends the breadth of coursework to include more studies outside dance. Values inherent to Vision Ohio that are incorporated in the degree include the following: 1) Collaborative learning is fundamental to study and work in the arts. 2) Learning beyond the classroom is supported through student participation in scholarly and artistic research, performances and work on productions on and off campus. 3) Majors are strongly encouraged to participate in Residential Learning Communities. 4) Peer and faculty mentoring is an educational value and priority in the school. 5) Undergraduate research is supported and mentored by dance faculty in both the BA and BFA curricula. Majors in the school have received 95-100% of undergraduate research awards for which they have applied, including the OURC Student Enhancement Award, the Provost's Undergraduate Research Grant, and the College of Fine Arts Undergraduate Research and Creative Activity Award. 6) Diversity and inclusiveness are supported through courses in multi-cultural dance forms, dance history courses that address the Diaspora and global dance, study abroad programs, and community-based projects.

The BA curriculum will utilize existing course practices, and courses in its delivery thereby effectively maximizing faculty, school and institutional resources that are already committed to the

BFA program.

4) What Ohio University program comes closest to duplicating the proposed program?

The School of Theater and the School of Art offer BA degrees. The BA in Dance is similar in scope but does not duplicate either of these programs.

> **(a) More generally, what duplication exists between the proposed program and other Ohio University programs?**
>
> No duplication exists with any other Ohio University programs.
>
> **(b) Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?**
>
> No. No other area is qualified or accredited to offer dance as a degree program.

5) List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal.

None.

6) From what geographic area do you anticipate that students to the program will be dra●?

Current areas of draw include Ohio, Pennsylvania, Indiana, Virginia, West Virginia, Kentucky, New York, Michigan, Illinois. We anticipate this geographic demographic to continue. We expect that transfer students will come from 2-year community colleges such as Lorraine, Sinclair, and Cuyahoga that currently have small dance programs.

> **(a) In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?**
>
> Not applicable.

7) How many students do you anticipate will enroll in the program in each of its first four years?

We estimate 2-5 students annually would enroll in this program in each of its first four years. These students could be both incremental or students reassigned from the BFA.

> **(a) To what extent will students in the program come from students who would enroll at this University anyhow?**
>
> We anticipate that approximately 30-50% of students in this program would enroll at Ohio University in the BFA dance program or in other BA/BS degree programs.

(b) To what extent is it anticipated that the enrollment will represent "new" (incremental) students?

We estimate that perhaps 3 students annually would be incremental students.

III) Curriculum

1) **List all courses that will be required, electives permitted, "field" requirements, the number of hours required for completion of the program, the sequencing of courses over the typical student's career, and the policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University. Indicate which of the courses are newly proposed.**

> **REQUIRED COURSES:**
> a. **Tier I:** (13-14 credits total)
>> 1 Freshman composition course (4-5 credits)
>> 1 Quantitative skills course (5 credits)
>> 1 300-level composition course (4 credits)
>
> b. **Tier II:**
>> See university general education requirements
>
> c. **Tier III:**
>> 1 course (4-5 credits); Dance 495 fulfills this requirement
>
> **Level of Study Requirement:** 90 credits of courses above freshman level (numbered above 200 and above.
>
> **Area Distribution Requirements:** See College of Fine Arts B.A. Degree Requirements for Area Distributions: Humanities Area Requirement, Social Sciences Area Requirement and Natural Sciences Area Requirement.
>
> d. **Language:**
>> Equivalent of 2 years of college level foreign language (12-24 credits)
>
> e. **Required Major/Field courses:** (60-67 credits total)
>> **Studio technique:** Dance 101A, 102A, 103A, 101B, 102B, 103B plus 3 courses in Dance Studio technique at the 200 level (Dance 201A, 202A, 203A, 201B, 202B, 203B, Dance 204D, Dance 220D) (21-24 credits).
>> **Composition (choreography):** Dance 101C, 102C, 103C (6 credits), taken concurrently with Dance 090 (0 credits).
>> **History:** Dance 170 plus 2 courses at the 300-400 level (choose from Dance 471, 473, 474) (12 credits).
>> **Kinesiology:** Dance 231 plus either Dance 331 or Dance 431 (4-6 credits)
>> **Movement Analysis:** Dance 315A (3 credits)
>> **Pedagogy:** Dance 441 or Dance 443/440 (3-4 credits).
>> **Production:** Minimum of 1 Dance 380 course per year for production assignment only. Additional Dance 380 may be taken for dance performance. (4 credits).
>> **World Cultures:** Dance 271 or Dance 472 (4 credits).
>> **Capstone Course:** Dance 495 (3-4 credits).

f. **Electives:** 52-73 credits at 200-level. Electives may fulfill College of Fine Arts Area Distribution Requirements.

HOURS REQUIRED FOR COMPLETION OF THE PROGRAM: Minimum of 192 credit hours.
COURSE SEQUENCE OVER 4 YEARS: (See Appendix III).

TRANSFER CREDIT POLICY: The School of Dance will accept transfer courses for all non-dance courses in accordance with Ohio University academic policy (Ohio University Undergraduate Catalog, Academic Policies and Procedures). Transfer credit for dance courses will be determined on an individual basis by the degree program administrator.

2) **What measures have you taken to avoid conflicts with departments whose high-demand courses your program will require?**

Foreign language is the only additional course requirement that differs from the current BFA degree. We do not anticipate a significant impact on foreign languages since we do not anticipate entering more than 2-5 students per year (see section II.7).

3) **Provide a brief description of all required or semi-required courses.**
   (a) **A "semi-required" course is one that is 1) "Highly recommended" or 2) included in a list of specific courses where some courses on the list must be taken.**

(See Appendix IV).

4) **How does this curriculum compare with that offered at other institutions with similar programs?**
   (a) **Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.**

The University of Minnesota and Western Michigan University offer similar BFA and BA degree options in dance. Both institutions meet the BA/BFA standards of accreditation as required by the National Association of Schools of Dance. (See Appendix V).

5) **Is there any accreditation agency that accredits such a program? If so, what is its name and address?**

The National Association of Schools of Dance (NASD), 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190-5248, (703) 437-0700 (PH), (703) 437-6312.

   (a) **Has it been contacted?** We have contacted NASD and let them know that we are in the process of proposing this degree program.
   (b) **Is the curriculum in accord with its standards?** Yes. It meets NASD competency standards and requirements for the BA in dance.

6) For new courses, provide new course approval forms (one copy) in the proposal. Not applicable.

IV) Faculty and Instruction

1) **Will current faculty, new faculty, or a combination of both be used? How?** Current faculty in the School of Dance will deliver the required courses for this program. No new faculty will be required.

2) **What are the minimal qualifications expected of instructors in the program?** All courses for BFA and BA instruction are taught by Group I tenured or tenure-track faculty and require terminal degrees and/or equivalent professional expertise.
(a) **Enclose vita for faculty already identified as probable participants in the program.**

(See Appendix VI for Vita Summary for all dance faculty). Due to the massive paper requirements of curriculum vita for faculty, a complete binder of vita is on file in the Faculty Senate Office.

(b) **Who will be teaching courses currently not approved by the University Curriculum Council?** All courses required for the BA in Dance are currently offered in the Master Curriculum file. The degree program requires no new courses.

3) **What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?** 4 Tenured faculty (3 full professors, 1 associate professor), 3 assistant professors (Tenure-track faculty).

4) **What is the contemplated teaching load of faculty members?** Current teaching load of dance faculty members is 8-10 credit hours per quarter in 3-4 courses per term. We do not anticipate an increase in the teaching load of dance faculty.

5) **What is the projected ratio of FTE students to FTE faculty?** Our current ratio is 9:1. The addition of the BA dance major would minimally increase the ratio to 11:1 to 14:1.

6) **How will new faculty for the program be selected? By whom?** Although no new faculty is anticipated for the BA degree program, should a resignation/retirement necessitate hiring a national search would be conducted.

7) **Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?** Curricular structures, processes and review in the School of Dance reside in the hands of the faculty as per the Ohio University Faculty Handbook.

V) Admission Requirements

1) **What are the criteria for admission into the program? Be specific.**

The criteria for admission to the BA in dance are the same as for the BFA in dance and are already in place. Criteria include: Audition, Grade Point Average (GPA), SAT/ACT scores, and Writing Sample.

2) **If the number of students seeking admission exceeds budget projections, will you:**
   (a) **admit all students according to the criteria outlined in "1" above?**
   (b) **limit admission to the above numbers by raising admission standards**
   (c) **(e.g., requiring a higher GPA, SAT scores, etc.)?**
   (d) **accept projected number on a first come/first serve basis?**
   (e) **other (specify)?**

As currently done in the BFA program, students exceeding budget projections will be accepted according to (d) above: accept projected number on a first come/first serve basis. Should there be a need to limit enrollment for budgetary reasons, students will be accepted on a first come/first serve basis in order to fulfill the educational values we practice.

VI) Administration

1) **Who will administer the program?** The current Director of the School of Dance.

2) **What will be the title of the administrator(s)?** See section VI. 1.

3) **Will that person (those persons) have academic rank?** See section VI. 1.
   (a) **Who will confer that (those) rank(s)?** Not applicable.

   (b) **If a new administrator will be hired, what are the minimal academic credentials acceptable?** Not Applicable.

4) **Who will choose the administrative officer(s)?** The Director of the School of Dance is selected by the faculty and appointed on approval of the Dean of the College of Fine Arts.

VII) Timing and Evaluation

1) **Has any external publicity about this program already been generated?** No. Upon approval of the BA degree program the College of Fine Arts and School of Dance websites will carry the new degree option information. Prospective student information packets generated within the school will also contain the new degree option. Students may also be admitted to the BA program during Pre-College advising.
   (a) **If so, by whom and why?**
   (b) **Have applications for admission already been entertained?** No

2) **When do you want the program to start?** Fall 2008

3) **How will the program be "Phased-in"?** Allow at least 120 days for University

Curriculum Council and Presidential and Trustee approval.

The BA program would officially begin for incremental students in Fall 2008. All dance majors, whether BFA or BA, are probationary in the first year permitting students to choose between the BFA and BA programs after the first year. Non-incremental BA dance majors could be admitted to the BA program through the internal change of major code process upon approval of the program by University Curriculum Council, the President and Board of Trustees.

4) **New programs will be evaluated annually by their colleges. What additional assessment tools are suggested to evaluate the program once ongoing?**

Qualitative evaluations of student work including performance reviews, critiques, and evaluation of written work are used to evaluate the current BFA program and would also apply to the BA program. Outcomes Assessment Goals for dance majors include:

(a) Demonstrate critical thinking and creative problem solving skills in theoretical and practical applications.
(b) Demonstrate kinesthetic competency through technical skill achievement and performance presence.
(c) Demonstrate competency with choreographic principles and processes.
(d) Communicate ideas effectively through oral, written, choreographic and performance skills, including technologically mediated work.
(e) Understand cultural diversity and historical perspective through the study of dance.
(f) Demonstrate an integrated understanding of principles of dance training.

VIII) **Budget and Financial**

5) **List an anticipated budget of revenues and expenses for at least the first two years of the program. Under revenues include estimated state subsidy or tuition revenues only to the extent that students in the program are perceived to be _incremental_ students to the University as the result of your program. Why do you feel that the students will be truly "incremental" (not drawing down enrollments in existing programs)? Do you have any evidence or documentation? Grant monies from outside sources may be included only if the probability of funding is extremely high; documentation of the availability of funds and Ohio University's access to them should be provided. You may elect to give the name, address and phone number of any appropriate Federal or foundation administrator who can be contacted to verify statements about fund availability.**

(a) **Revenue:** The Ohio University Office of Institutional Research provided the figure for the state share of instructional funds (SSI) and tuition. Current figures for the new taxonomy being unavailable at this writing, we were advised to use the 2005-06 figure of $15,000 per full time student for state subsidy and tuition revenue. The Delaware study indicates the School of Dance enrollment could grow by 3% (2 students per year) without

adversely affecting revenue and expenses. This figure would generate $30,000 in each of the first 2 years of the program. If 2 incremental students and 1 transfer student enroll in the BA program in the first year, $45,000 would be generated. The dance major requires an audition for admission demonstrating technical and creative ability in dance in addition to academic preparation. Typically incremental students choose to pursue the BFA degree currently offered but could also choose the BA degree as the same admission requirements apply. This choice would not "draw down" from other programs as these students would be new students. The school typically admits 1-2 transfer dance students per year who are willing to commit 4 years to their undergraduate dance education. The four-year BFA program has been a disincentive to their matriculation at Ohio University. Transfer students would be more inclined to major in dance at Ohio University if they could complete a degree in 2-3 years instead of 4.

2) **Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality. There are financial costs indirectly related to all programs—library acquisitions, computer usage, electricity for lighting classrooms, administrative salaries, etc. In the short-run, these costs may be very low in terms of incremental charges to the University; in the long-run, however, It is necessary to allocate part of the University's fixed costs to all programs. An amount equal to the University average non-instructional costs per FTE student should be added; alternatively, an amount equal to the overhead costs used in Federal grant financing may be used. Explicitly state what indirect costs are and how they were calculated.**

This program will not challenge space, faculty and instructional resources. Currently BFA dance majors take elective courses, as they are available, as would BA students. As stated previously, the only additional instructional area not utilized by the BFA is the foreign language requirement. The small number of BA dance majors taking foreign languages could easily be distributed over 2-3 years so that these courses could be taken as space permits. Since dance major courses are not currently at maximum enrollment they can afford a modest enrollment increase that more efficiently utilizes the resources that are already committed to the BFA program.

As the University average non-instructional costs per FTE student are being re-configured to address the demands of a Responsibility Centered Budget process and not available as of this writing, the requested information cannot be included in this proposal. Indirect costs for the School of Dance and its facilities have not been calculated at this time.

6) **What is the extent of the fixed costs of the program for the first two years?**
   (a) **By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.**

The School of Dance has had a healthy, stable dance major program since its inception. The structure of the BA program is such that we would direct some BFA students into the BA

program. The probationary status of all dance majors in the first year enables the school to stabilize its total enrollment between 50-65 dance majors. Fixed costs of a dance major, whether BFA or BA, would remain fairly constant as some BFA dance majors would elect to pursue the BA degree after the first year, and some BFA dance majors may elect to transfer to another school or change majors (as is currently done). Loss of students through attrition or major transfer would be made up through acquisition of incremental students in the BA dance program.

7) **How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?** No change.

8) **What is your estimate of the probability that the income estimates listed above will be exceeded in the first year?** Zero probability
   (a) **Second year?** Zero probability
   (b) **In other words, how conservative or optimistic are your budget projections?** The budget projected above reflects a conservative position in keeping with the educational values of the school. We do not wish to spread resources too thinly, thereby weakening the current BFA, but feel that this BA proposal would enrich and diversify the curriculum already in place.

Appendices: *Not included / Will be available at meeting*

I. NASD Handbook, pgs 84-92.
II. School of Dance Alumni Highlights.
III. Sample 4-Year BA Dance Course Sequence.
IV. Course Descriptions of Required/Semi-Required Courses/Elective Courses.
V. University of Minnesota and Western Michigan University BA Curriculum/Programs.
VI. Dance Faculty Vitae

COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF HEALTH SCIENCES
GRADUATE CERTIFICATE IN AFRICAN COMMUNITY HEALTH SERVICES

RESOLUTION 2007 - 3001

WHEREAS, the School of Health Sciences and the College of Health and Human Services has proposed the creation of a Graduate Certificate in African Community Health Services, and

WHEREAS, this program has the support of the collaborative and partnership organizations on campus including the Institute for the African Child, the African Studies Program, the Center for International Studies, the School of Communication Studies and the Tropical Disease Institute, and

WHEREAS, this program has the support of the Dean and Faculty of the unit, President McDavis, Executive Vice President and Provost Krendl, and the University Curriculum Council, and

WHEREAS, this program will provide specialized training to Ohio University graduates to help the citizens of African countries to address their often severe health and health-related problems, and

WHEREAS, this program will accomplish this by focusing on and being devoted to the teaching and research of health care, disease prevention, sanitation, health care, politics, economics, and the utilization of communication systems to disseminate information and promote community health development and social action, and

WHEREAS, the program will likely improve diversity, international recruitment, graduate education and research, academic advancement, resource utilization, and national and international prominence at Ohio University; all goals of the *Vision Ohio* academic plan,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering the Graduate Certificate in African Community Health Services.

Date: June 11, 2007

To: Roderick McDavis, President

From: Kathy Krendl, Executive Vice President and Provost

Subject: Graduate Certificate in African Community Health Services

This memorandum is written to express my support for the creation of a graduate
certificate program in African Community Health Services. This program will be offered
through the College of Health and Human Services and housed within the School of
Health Sciences. However the program will be a collaboration/partnership between
several organizations on campus including the Institute for the African Child, the African
Studies Program, the Center for International Studies, the School of Communication
Studies and the Tropical Disease Institute.

Current African health problems are severe and dramatically compounded by socio-
political and economic problems as well as by impoverishment and the natural disasters
the continent continuously faces. The graduate certificate in African Community Health
Services will provide specialized training to Ohio University graduates to help the
citizens of African countries to address many of these complex problems. The program
will be focused on and devoted to the teaching and research of health care, disease
prevention, sanitation, health care politics and economics, and the utilization of
communication systems to disseminate information and promote community health
development and social action. It should also be noted that the offering of the certificate
is interdisciplinary in nature and should increase diversity and international recruitment
on campus, advance graduate education and research as well as national and international
prominence, all goals of the *Vision Ohio* Institutional Strategic Plan.

I am therefore pleased to provide my full support for the creation of this important
graduate certificate in African Community Health Services.

NEW PROGRAM PROPOSAL

____Undergraduate ___Masters ___Ph.D. __X_Certificate**

Program Title: **Graduate Certificate in African Community Health Services**

Degree to be Conferred: **Certificate in African Community Health Services**

Administrative Unit Proposing Program: **School of Health Sciences, CHHS**

Date of Submission: **November 14, 2006**

Brief Summary of Proposed Program:

African health, socio-political and economic problems are compounded by climatic disasters, impoverishment, HIV/AIDS pandemic and the various endemic diseases of malaria, schistosomiasis, tuberculosis, and other infectious diseases especially childhood diseases. Therefore, the 24 minimum credit-hour graduate certificate program will address many of these complex problems with local solutions while also addressing at least six of the eight United Nations Millennium Development Goals. Students who so desire will have the opportunity for community health experience in Africa through the practicum course. The certificate program will contribute significantly to VISION OHIO strategic plan in the areas of graduate education and research, diversity, partnerships with African countries, academic advancement, resource utilization and national and international prominence.

Signatures:

_____ 11/14/06
Department/School Curriculum Chair*   Date

_____ 11/14/06
Department/School Chair*   Date

_____ 1/22/07
College Curriculum Chair   Date

_____ 2/27/07
College Dean   Date

Approved by:

_____ 5/15/07
University Curriculum Council Program Chair   Date

_____ 5/15/07
University Curriculum Council Chair   Date

_____ 6-5-07
                                                    Date

PASSED BY CURRICULUM COUNCIL MAY 15 2007
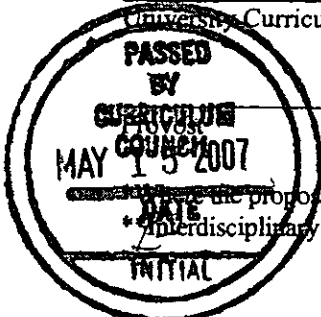
* If the proposal originates within a department or school
* Interdisciplinary Certificate Programs should append memos of approval

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April 2006

II.   Introductory Descriptive Statement

In accordance with the School of Health Sciences VISION OHIO plan, it is the vision of the School to be a premier school in the preparation of health, health-related, environmental and occupational health professions in the nation as well as internationally. This distinction will provide students with life-long ability to seek and acquire information and transform this knowledge into responsible action within the environmental, public health and health care communities nationally and globally. The school is committed to interdisciplinary collaboration in teaching, service and research/scholarly activities as means of contributing to the body of knowledge in the health and environmental settings in underserved, rural populations of South-eastern Ohio and the African region.

In the bid to support VISION OHIO themes especially in the areas of national prominence, graduate education and research, interdisciplinary collaboration, and diversity; the School of Health Sciences in partnership with Ohio University Institute for the African Child, African Studies program, the Center for International Studies, the School of Communication Studies, Tropical Disease Institute, and Biomedical Sciences program proposes to develop a graduate certificate program in African Community Health.

The School of Health Sciences is therefore pleased to collaborate with our colleagues from these various Ohio University units to address a variety of critical issues in African health care delivery services. A sharing of ideas in community health between students of various cultures is bound to enlighten minds and broaden perspectives necessary to tackle African health care issues that seem so insurmountable by various African health care delivery systems. With this major goal in mind, it is our intent to offer interdisciplinary courses for this African Community Health graduate certificate program. The program will be a unique blending of socio-behavioral, political, educational, communication, biomedical, environmental and public health dimensions to tackling the community health issues in African countries so that creative, programmatic, effective understanding and management of African contemporary health care environments and services could be achieved.

The certificate program will enhance student abilities to provide information on the role of culture in health and disease states, elements of African health care systems and global issues and problems that threaten community health and health care services across African regions. The program will increase diversity and international recruitment especially from the various African regions. The certificate program will contribute significantly to VISION OHIO strategic plan in the areas of graduate education and research, diversity, partnerships with African countries, academic advancement, resource utilization and national and international prominence. In fact, VISION OHIO strategic plan reaffirms Ohio University's commitment to international programs and its vocation of service to the global community thereby strengthening our campus diversity. Students will be drawn from governmental and non-governmental organizations and private sectors. Such students will be mostly mid-career health and socio-behavioral professionals with some experience in public health, health communication, community development and organization, social marketing and social action. The certificate program will seek to contribute to Ohio University's excellence in African studies, public and socio-behavioral health, and biomedical sciences.

Furthermore, United Nations have formulated eight Millennium Development Goals (MDGs) for the developing countries for the year 2015. The graduate certificate program in African Community Health will add to the knowledge-base of these goals while also supporting and contributing to the planning and implementation of at least six of the eight MDGs in the areas of poverty and hunger, gender equality and women empowerment, maternal health improvement, child mortality reduction, HIV/AIDS, malaria and other infectious diseases, and environmental sustainability.

The 24 minimum credit-hour graduate certificate program will cover most of the basic and applied community health subject areas. The curriculum will consist of at least six graduate courses of 4-5 credit hours each. Majority of the courses are currently offered as part of our Master of Health Administration (MHA), the Master of Public Health (MPH) programs and from other programs on campus. The faculty teaching these courses will be utilized for the program. All courses must be completed before the certificate is awarded.

The program will be devoted to multidisciplinary teaching of, and research on health care services, disease prevention, environmental sanitation, politics and economics of health care, and the utilization of health information and communication systems and processes to promote African community health development/organization and social action. The program will provide students the flexibility to critically adapt classroom learning to solving African community health issues within the socio-behavioral, political, cultural, economic and health care realities and needs. The program will be the only one of its kind in the United States.

All credits from the certificate program may be applied towards a master's degree at Ohio University. Prospective applicants should be aware that individual colleges and programs determine degree requirements for graduate programs which may vary with each program.

The need for a certificate program in African Community Health has been expressed by a number of governmental, non-governmental and private sector health and allied health professionals who are becoming interested in community health services in the African region. These professionals may or may not want to pursue an advanced graduate degree but they do want the basic community health concepts/principles and administrative and managerial knowledge specific to Africa. A focused certificate program would expose them to competencies, knowledge and skills, needed to function more effectively in a variety of preventive and service roles throughout many African health and social services organizations.

Initial costs to be incurred for program development, marketing, and promotion will be provided by Ohio University Division of Lifelong Learning. The revenues generated will offset other costs incurred after program inception (primarily teaching costs). The program is proposed to begin in June 2007.

Ohio University Without Boundaries and the Division of Lifelong Learning would assist to market this program to a national and international audience especially in the African region. Nonetheless, there is also a need for our local market area. Currently, there is no such certification program that exists in Ohio University service areas/close vicinity. The service areas include 18 counties that compose Ohio university's service area or in the 29 Appalachian counties of southeastern Ohio and the adjacent Kentucky, West Virginia, and Pennsylvania counties. The rural areas are generally regarded as a health professional shortage area. The program may reduce the shortage of mid level community health educators especially in geographically under-served areas of our

country and in Africa. There are nurses, sanitarians, psychologists, social workers, dieticians, and other professionals in our local areas who will benefit from this program especially those interested in practicing in Africa.

Faculty Resources: The School of Health Sciences within the College of Health and Human Services would be responsible for administering the program. Three of the school's twelve specialized tenured/tenure-track faculty members with doctoral degrees in Public/ Community Health will be involved in the delivery of the program. An additional group I faculty line will be needed to deliver the new courses. In fact, a shared group I faculty position (in African Community Health) between the School of Health Sciences (75%) and the Institute for the African Child (25%) has been requested through the Health and Wellness GERB proposal recently submitted by the Colleges of Health and Human Services, Communication, and Education. In addition, there are other faculty expertise in other programs on campus (African studies, communication development, biomedical sciences, socio-behavioral sciences) whose courses will serve to complement the ones from the School of Health Sciences.

Other Resources: Ohio University Without Boundaries and the Division of Lifelong Learning (see letter of support in Appendix A) would assist in the delivery of the curriculum to geographically isolated areas and the African regions with internet-based and computer-based technologies to meet the needs of these adult professional learners.

Target Audiences: There are two broad categories of prospective applicants for this certificate program. First, the local applicants who may want to come to Athens campus to take these courses. Second, the national and international applicants who may want to utilize the online format of course instruction.

For both groups of applicants the target audience will be as follows:

- Bachelor's degree holders in the health care and health care-related disciplines, social and behavioral sciences, biological and life sciences, African studies, communication and development studies, and international studies . Many of these individuals may have experience in the clinical disciplines (e.g., nursing, dietetics, occupational therapy, social work, psychology, and other allied health professions) but lack basic community health practice skills.
- Masters degree students and graduates in African studies, communication and development, international studies, biological and biomedical sciences who desire more insight into the community health organizational and development specialty. These persons may be in the health care organizations of governmental and non-governmental agencies or businesses with health-related programs. In fact, in an informal survey of current graduate students in the above mentioned fields, eighty-two percent (42 out of 51) stated they would be interested in pursuing such a graduate certificate program.

III. The Need For The Program

The goals of the certificate program are focused on the present and future middle level community/public health education and preventive services workforce that will provide community health services to under-served populations. These populations may not attract upper level community/public health workforce into their communities. The program will provide:

- The use of distance learning technologies to educate prospective students.

- Distance learning which is more suitable for, and better received by students in, continuing education programs.
- Distance education courses and program that are often desired by potential student audiences and are much needed in under-served rural African communities.
- Formal and information assessment approaches that highlighted that public/community health professionals have some degree of interest in for-credit graduate certificate education.
- Expressed interests from graduate students in African studies, international studies, communication and development, biological and biomedical sciences, socio-behavioral sciences etc. Eighty-two percent expressed keen interest in the program.
- The availability of distance-based for-credit courses and programs of graduate education for the employed health care professional in governmental and non-governmental workforce.
- An opportunity for employed health care professionals who have little free time and, lacking employer-paid tuition benefits, can not afford full-time tuition status.

1. What is the local, regional, and national demand for graduates of the proposed program? Any statistical documentation would be most helpful.

Ohio University has one of the oldest Health Care Administration programs serving a rural population. Our programs (both at the baccalaureate and graduate levels) have been in existence since the early 1980s. The need for this certificate program is supported by the fact that a number of graduate students from African studies, communication and development, social sciences, biomedical and allied health professionals are becoming interested in community health sciences. These health, health-related, and social sciences professionals may not want to pursue an advanced graduate degree, so the certificate program may appeal to them. The proposed certificate program would allow them to gain the skills, knowledge, and the competencies they need to function more effectively in their various preventive and social service roles. The proposed curriculum will prepare baccalaureate and advanced degree graduates, clinical and allied community health professionals and business degree graduates to administer programs and manage agencies that deliver community health services and provide supportive leadership skills in a variety of health and social services agencies at the governmental, non-governmental and private sectors.

Graduates will be prepared to work collaboratively with professionals from a variety of disciplines to gain insights into rural and urban community health program administration and services in order to be able to work with both under-served and other population groups especially for the African region.

This program would be marketed to a national and international audience. Nonetheless, there is also a need for our local market area. Currently, there is no such certification program that exits in Ohio University service areas/close vicinity. The rural, underserved areas like southeastern Ohio, the neighboring states, and the African communities are generally regarded as a health professional shortage region. The program may reduce the shortage of middle level community health educators especially in geographically under-served areas of our country and the African countries.

2. What other schools within Ohio offer the same or similar program? What has happened to enrollments at those schools in recent years?

No other schools within Ohio offer such a certificate program.

3. **What Ohio University program comes closest to duplicating the proposed program? More generally, what duplication exists between the proposed program and other Ohio University programs? Can students fulfill their educational and/ or vocational needs through existing programs? If they cannot, why not?**

No Ohio University program has such a certificate program or one closest to duplicating the certificate program in Community Health Services for the African region. The School of Health Sciences will be the only school on the campus that offers such a program.

The master's degrees in Health Administration (MHA) and Public Health (MPH) are targeted for individuals who would most likely seek an upper administrative/managerial and public health preventive position in health care/health-related settings while the certificate program is tailored toward would-be middle-level public/community health educator. The MPH is a two-year full time program while the certificate program is a one academic-year program. The two-year MPH program duration and a full time graduate status with formal structured classes may not appeal to this certificate program audience.

The individuals who will be interested in this certificate program are those with experiences in the socio-behavioral sciences, communication and development, international studies especially African studies, community health services, social marketing, and clinical disciplines (e.g. nursing, occupational therapy, dietetics, social work, psychology, and other allied health professions). Other target audiences are master's degree graduates and current students in African studies, communication and development, international studies, biological and biomedical sciences who desire more insight into the community health organizational and development specialty. These persons may be in the health care organizations of governmental and non-governmental agencies or businesses with health-related programs.

4. **List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal. Attach copies of their responses to the proposal.**

This is a collaborative effort with African studies, Communication Studies, Communication and Development, Biomedical Sciences, International Studies, Ohio University Without Boundaries and the Division of Lifelong Learning. A brief proposal was presented to them and they supported it **(Appendix A)** hence, our intent to present it to the University Committees.

5. **From what geographic area do you anticipate that students to the program will be drawn? In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?**

The program will be marketed to statewide, regional, national and international audiences. Despite the broad market perspective, there is a need in our local market area as justified in the introductory section of this proposal. Special attention will be devoted to recruit students from Africa thereby fulfilling one of the VISION OHIO goals of expanding our services, opportunities and partnerships to Africa and hence creating more diverse university community and enhance international and national prominence of the university.

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6. **How many students do you anticipate will enroll in the program in each of its first four years? To what extent will students in the program come from students who would enroll at this University anyhow? To what extent is it anticipated that the enrollment will represent "new" (incremental) students?**

Ohio University Division of Lifelong Learning (DLLL) will market the program both nationally and internationally. In consultation with DLLL, we expect 10 students in the summer, 20 in the fall, 15 in the winter, and 15 in the spring for a total of 60 students for the traditional format and a total of 20 students for the on line (internet-based) format during the inception year. We anticipate a growth in the enrollment in the prospective second, third, and fourth years in both formats of delivery. The students who will enroll in this program would both come from the current graduate students especially in African studies, international studies, communication and development programs and also anticipated prospective enrollment that will represent "new" (incremental) students.

IV. Curriculum

1. Program Assumptions/Courses:

- The Certificate program will consist of a minimum of 6 courses that are divided into three sections. Section A relates to the 4 core courses while sections B and C deal with elective courses in health and health-related areas for a minimum of 24 quarter hour certificate. The 6 courses are drawn from biomedical sciences, communication studies, communication and development, economics, geography, and health sciences. The program could be completed in less than one academic year period (three academic quarters).
- Completion of the entire program with an aggregate GPA of 3.0 will lead to a Certificate in African Community Health Services.
- The program will provide baccalaureate prepared individuals and advanced degree holders with the basic skills necessary for the planning, administration, and assessment of community/public health services adapted to the African region.
- The 24 minimum credit hour programs will clearly separate the certificate program from the current MPH and MHA curricular programs. Most of basic and applied community health planning, administration, and evaluation subject areas will be covered in the six core and selected elective courses.
- All credits _may_ be applied towards a master's degree at Ohio University. Prospective applicants should be aware that individual colleges and programs determine degree requirements for graduate programs. Acceptance of _credits_ into individual programs may vary with each program.
- Courses will be delivered in both the traditional format and internet-based (web-based) with extensive use of distributed learning technologies. The traditional format will appeal to current graduate students on campus while the internet-based format will appeal to working professionals who may need to update their skills but might not have sufficient time off work to allow for full-time on-campus study. The internet-based initiative will also attract applicants from across international boundaries. It will be a way to recruit students from African countries thereby fulfilling one of VISION OHIO goals of expanding our services, opportunities, and partnerships to Africa and creating more diverse university community and international prominence. Students (who so desire) will have the opportunity to

experience community health practices in Africa through the practicum course. Partnerships and contacts with African countries for practical experience will be arranged. In fact, Ohio University already has contacts and liaisons in Botswana, Ethiopia, Egypt, Ghana, Kenya, Nigeria, Sierra Leone, Sudan, South Africa, and Zimbabwe. The curriculum can be completed totally by either web-based format or through traditional delivery format. Advising and meetings with faculty members will be face to face or by phone, e-mail, and video conferencing.

PROGRAM COURSES

A. REQUIRED CORE COURSES (16-17 HOURS)

*HLTH 615	Maternal and Child Health in Africa	4 hrs.
*HLTH 617	HIV/AIDS in Africa	4 hrs.
+HLTH 610	Program Evaluation and Assessment in Health Care **OR**	4 hrs.
HLTH 624	Community Health Programs	4 hrs.

Select at least one of the following courses:

GEOG 531	Geography of Africa	5 hrs.
BIOS 544	Tropical Disease Biology	4 hrs.
COMS 510	Cross-cultural Communication	5 hrs.
COMS 852	Health and Communication Culture	5 hrs.

B. RELATED COURSES (4-5 HOURS) SELECT AT LEAST 1 COURSE

HLTH 648	Ethical Issues in Health Care.	4 hrs.
HLTH 677	Grant Proposal Writing in Public Health	4 hrs.
**ECON 555	African Economic Development	5 hrs.
SW 510	International Social Work and Social Welfare	4 hrs.
ANTH 555	Medical Anthropology	5 hrs.
ANTH 581	Cultures of sub-Saharan Africa	5 hrs.
GEOG 684C	Seminar: Africa	5 hrs.

C. HEALTH SCIENCE COURSES (4 HOURS) SELECT AT LEAST 1 COURSE

HLTH 512	International Health Programming	4 hrs.
HLTH 607	Health Promotion and Health Behavior	4 hrs.
HLTH 614	Public Health Services in Under-served, Rural Populations	4 hrs.
*HLTH 616	Health Care and People of Africa	4 hrs.
++HLTH 650	Practicum	4 hrs.

TOTAL # OF MINIMUM HOURS REQUIRED = 24 HOURS.

*New course to be developed---See Appendix B for Approval Forms.
**Requires a prerequisite of ECON 550 (5 hrs).
+ Requires a prerequisite of PSY 520 (5 hrs.)
++For student who may want to have Community Health experience in Africa.

2. What measures have you taken to avoid conflicts with departments whose high demand courses your program will require?
There are no conflicts involved with other departments. The School of Health Sciences has sought permissions for clearance of all the courses involved from the various units.

3. Provide a brief description of all required or semi-required courses. A "semi-required" course is one that is (a) "highly recommended" or (b) included in a list of specific courses where some courses on the list must be taken.
Course Descriptions:

ANTH 555   Medical Anthropology (5)
Non-western medical systems and theories of health and disease causation; social basis for diagnosis and cure; curing rituals; symbolism of health and illness. Ecological factors in health and non-health; systematic connections between health or illness and both ways of life and environmental situations.

ANTH 581   Cultures of Sub-Saharan Africa (5)
Survey of cultural diversity in sub-Saharan Africa with emphasis on application of anthropological theory and method to understanding of particular socio-cultural systems.

BIOS 544   Tropical Disease Biology (4)
This team-taught lecture/seminar course is designed to provide an overview of the nature, impact, and management of tropical diseases on our planet and take a holistic approach in the examination of tropical diseases as systems.

COMS 510   Cross-Cultural Communication (5)
Analysis of processes and problems of communication as affected by national cultures; effects of difference in languages, values, meaning, perception, and thought.

COMS 852   Health and Communication Culture (5)
The purpose of this course is to examine the influence of culture on communicative aspects of patient and public health. The course explores theories of communication, medical anthropology, and health education to understand the conceptual foundations of intercultural health. The course analyzes how people's health beliefs play out in interactions with patients and providers, and examines how public health strategies can be designed for specific cultural contexts.

ECON 555   African Economic Development (5)
Prereq: 550. African societies as traditional economies and in process of modernization.

GEOG 531   Geography of Africa (5)
Systematic examination of four selected themes relevant to modern geography of Africa. Emphasis on development.

GEOG 684C   Seminar in Regional Geography: Africa (5)
No course description in the graduate catalog.

HLTH 512   International Health Programming (4)
Addresses diverse, rapidly changing health problems in developing countries while exploring roles of community health professionals. Surveys program interventions and solutions that are available or under development.

HLTH 607   Health Promotion and Health Behavior (4)

Theory and application of health promotion/education planning, implementation, and evaluation by health professions in a variety of settings. Emphasis on research related to determinates of health behavior, plus strategies and techniques used by professionals to foster human health.

HLTH 610   Program Evaluation and Assessment in Health Care (4)

Prereq: PSY 520. Introduces students to the activities of collecting, analyzing, and interpreting information so that they understand the program evaluation process. Includes a study of the resources needed to make assessments of and determine the need for, implementation of, and effectiveness/efficiency of intervention efforts in improving health care services.

HLTH 614   Public Health Services in Underserved Rural Populations (4)

Issues related to and types of public health services in rural populations and the implications to people's health. Discussion focuses on public health services and medical care services, health needs/concerns, and health care service disparities in rural and underserved populations. Other issues include collaboration in public health services, planning public health services, and community-based research in rural populations.

HLTH 624   Community Health Programs (4)

Institutional framework and activities of various agencies promoting and maintaining health of people of community, state, and nation.

HLTH 648   Ethical Issues in Health Care (4)

Examines the dominant ethical theories and applicable principles with respect to the current significant clinical and managerial issues in health care.

HLTH 650   Practicum (1-5, max 5)

Supervised work experience in various aspects of administration and operation of health and health related programs.

HLTH 677   Grant and Proposal Writing in Public Health (4)

Prereq: MPH major, perm. Methods and techniques for writing and managing grant proposals to support public health programs. Emphasis on development of grant proposals, including narrative, program plan, evaluation design, time line, budget justification, identifying grant sources, managing funded projects, and developing requests for proposals.

HLTH 615   Maternal and Child Health in Africa (4)

Examination of the health profile of mothers, infants, and children and the strategies for improving maternal and child health in the context of African health and socio-cultural issues.

HLTH 616   Health Care and People of Africa (4)

Examination of health care delivery services in the context of African cultures. Population-based public health practice and the provision of health care facilities for the people of the African region.

HLTH 617   HIV/AIDS in Africa (4)
Examination of contemporary pandemic HIV/AIDS and other killer diseases as they affect morbidity and mortality rates in Africa and the complex interwoven factors underlining control and prevention.

SW 510   International Social Work and Social Welfare (4)
Explores international social work and social welfare in the context of global social issues. Using Africa as a primary focus, presents an overview of the social work profession, the impact of global interdependence on social work practice, and historical and current social welfare challenges facing the developed and developing nations.

4. How does this curriculum compare with that offered at other institutions with similar programs? Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University.
There are no other institutions that offer such a curricular program as this.

5. Is there any accreditation agency that accredits such a program? If so, what is its name and address? Has it been contacted? Is the curriculum in accord with its standards?
There is no professional accreditation agency for a certificate program like this. The certificate program will enhance the vitality of our MPH and MHA programs while also serving as a recruitment tool for both programs. Our MPH program is accredited by the Council on Education for Public Health (CEPH).

6. For new courses, provide new course approval forms (one copy) in the proposal. A vote will not be scheduled for programs involving new courses until complete new course approval forms have been submitted to the Individual Course Committee.
There are three new courses involved in this program. All the other courses are part of the existing MPH and MHA programs in the School of Health Sciences and other existing courses from other programs on campus.

V. Faculty And Instruction

1. Will present faculty, new faculty, or a combination of both be used?
A combination of both current and new faculty members will be used to deliver the curriculum. In fact, a shared group I faculty position (in African Community Health) between the School of Health Sciences (75%) and the Institute for the African Child (25%) has been requested through the Health and Wellness GERB proposal recently submitted by the Colleges of Health and Human Services, Communication, and Education. If GERB Proposal is not funded, a group I faculty position has been requested through the dean's office. In addition, there are part time PhD prepared instructors that would be utilized and other faculty expertise in other programs on campus (African studies, communication development, biomedical sciences, socio-behavioral sciences) whose experiences and courses will serve to compliment the ones from the School of Health Sciences.

2. **What are the minimal qualifications expected of instructors in the program? Enclose vitae for faculty persons already identified as probable participants in the program. Who will be teaching courses currently not approved by the University Curriculum Council?**

All current faculty members who will be involved in the program must have a terminal degree of PhD or its equivalent in their respective or related disciplines. Existing faculty, new group I faculty, and PhD prepared, qualified part-time instructors (if needed) will teach the courses currently not approved by the University Curriculum Council.

3. **What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?**

Identifiable current faculty members who will be initial program participants are all tenured or on tenure-track. Opportunities will be available for part time adjunct faculty members who may be assigned by the program coordinator to teach these courses.

4. **What is the contemplated teaching load of faculty members?**

The proposed teaching load of participating faculty members will be comparable to what it is at present within the school. The courses would be taught as part of the faculty member's regular teaching load.

5. **What is the projected ratio of FTE students to FTE faculty?**

Each class will have a maximum enrollment of 25 students. Should significantly more than this number enroll in any one class during a term, a second section of the course will be set up, with overload contract provided to the faculty member who will teach the additional section.

6. **How will new faculty for the program be selected? By whom?**

The new full-time faculty position needed to teach the new courses and coordinate the program will be advertised nationally. Selection will be made by a search committee who will make their recommendation to the School director while the director will make his/her recommendation to the dean for his/her approval.

7. **Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the** *Faculty Handbook?*

All course offerings/ materials will be under the control of the faculty instructor of record. Quality control procedures as currently maintained for these courses would continue as outlined in the Faculty Handbook.

8. **All new ongoing programs must comply with** *Faculty Handbook* **provisions relating to faculty, including promotion, tenure, retention, salary matters and selection of academic and administrative personnel.**

The Certificate Program in Community Health Services will be in compliance with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters and selection of academic and administrative personnel.

VI. Admission Requirements

1. What are the criteria for admission into the program? Be specific.

The African Community Health certificate program will accept students in two categories: those who have been admitted to an advanced degree program at Ohio University (degree-seeking graduate students), and those who possess a bachelor's or advanced degree but are not currently in a degree program at Ohio University (non-degree students).

In order to be considered for unconditional admission to the graduate certificate program, the prospective applicant (degree and non-degree seeking) must meet the following requirements:

- Submit a completed online application form (non-degree applicant) while degree-seeking graduate applicant should submit "Application Form for Update of Program".
- Applicant must hold a Bachelor's degree from an accredited college or university.
- Minimum overall undergraduate GPA of 3.0 on a 4.0 scale on last 90 quarter hours or last 60 semester hours or an earned graduate or professional degrees.
- Must possess ability to do graduate studies as evidenced by **one** of the following: (1) Acceptable GRE score within the last three years prior to application submission. **OR** (2) Interview with the program coordinator. **OR** (3) Descriptions of student's significant work experience such as a portfolio. **NOTE: If the non-degree applicant intends to continue to a graduate degree-seeking status in the School, he/she must submit the GRE score. If they are applying to another graduate program, they will have to meet that graduate program requirements.**
- Completion of undergraduate courses in basic anatomy and physiology, statistics, economics, and socio-behavioral sciences as reflected on the undergraduate transcript. These are prerequisites for some of the courses in the certificate program.
- Applicants from countries where English is not the native language must submit the score for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The minimum score must be 550 or 7 respectively.
- International students must also satisfy the Ohio Program of Intensive English (OPIE) requirement
- Must have 1-2 years of professional-related experience in the community health/social service agency of governmental or non-governmental organizations.
- Submit 3 letters of recommendation from people who are qualified to evaluate his/her capability for graduate study, in envelopes sealed by the person writing the recommendation. These letters are to be on the form available through the Office of Graduate Studies (http://www.ohio.edu/graduate/). The applicant should make certain to include the program he/she plans to pursue on the form prior to giving the form to the person providing the reference.
- Submit a resume, including his/her educational background and professional work experience.
- Submit a statement of goals and objectives (2-3 double-spaced typed pages), which serves as a writing sample and helps to convey to the Graduate Committee a sense of who the applicant is, what his/her experiences have been, and how these factors relate to the desire to pursue a graduate certificate. He/she should be sure to include the goals for graduate study, how his/her goals for study relate to what he/she is currently

doing or the plans following graduation, and why he/she wants to receive this certificate.

2. **If the number of students seeking admission exceeds budget projections, will you**
   a. **admit all students according to the criteria outlined in "1" above?**
   b. **limit admission to the above numbers by raising admission standards (e.g., requiring a higher GPA, SAT scores, etc.)?**
   c. **accept projected number on a first come, first serve basis?**
   d. **other (specify)?**

   All students that meet admission criteria will be admitted on first come first serve basis. Students must be aware that admission to the certificate program does not guarantee admission to the graduate program.

VII. Administration

1. **Who will administer the program?**

   The certificate program will reside in the College of Health and Human Services, and will be coordinated by the Director of the School of Health Sciences or his/her designee. There will be a Steering Committee appointed by the Dean to advise the coordinator on curricular matters regarding the certificate program.

2. **What will be the title of the administrator(s)?**

   Since the Director of the School of Health Sciences oversees all programs in the school, he/she will coordinate the program in conjunction with assistance from the Division of Lifelong Learning of Ohio University especially in the area of distance learning technologies and financial management.

3. **Will that person (those persons) have academic rank? Who will confer that (those) rank(s)? If a new administrator will be hired, what are the minimal academic credentials acceptable?**

   The director has an academic rank and is a faculty member with administrative responsibilities.

4. **Who will choose the administrative officer(s)?**

   The Dean of the College in consultation with the faculty chooses the School Director who will be the program coordinator.

VIII. Timing And Evaluation

1. **Has any external publicity about this program already been generated? If so, by whom and why? Have applications for admissions already been entertained?**

   No extended publicity about this program has been generated yet. Email discussions have been generated with the various Ohio University units who will be stakeholders to discuss their interests, the idea of this partnership program and logistics of how to offer the curriculum through them. Applications for admissions have not been entertained or solicited. **(See APPENDIX A for the letters of support from the various Ohio University units)**

2. When do you want the program to start?
We anticipate the implementation of the program to be June 2007.

3. What procedures or plans are being made to evaluate the program once ongoing? When will the evaluation occur?
Since Ohio University DLLL markets and promotes all their programs, there is an evaluation procedure put in place to assess all their programs. This certificate program will not be an exception to the rule. Programs are evaluated annually and the instructional courses every quarter. The market analysis assists in the promotion of more effective approaches/strategies toward program planning and implementation.

IX. Budget And Financial

The program will be offered in cooperation with the Division of Lifelong Learning. Responsibilities for development and delivery are as follows:

1. Ohio University Division of Lifelong Learning will –
   a. Oversee and monitor the design and development of courses into a distance-learning format.
   b. Serve as the program's fiscal agent, managing all administrative transactions, including billing, fee collection, and payment of expenses.
   c. Coordinate all admission and registration functions.
   d. Prepare and perform a market analysis.
   e. Advertise and promote the program.
   f. Reconcile budgets and disperse profits.
   g. Conduct an annual evaluation of the program and also as the need arises.

2. The School of Health Sciences will:
   a. Be responsible for all academic course and program content.
   b. Approve all course designs and learning materials.
   c. Approve all adjuncts for courses taught within the College.
   d. Approve the admission of all students into the program.
   e. Teach all health and human services courses or supervise adjuncts who are teaching such courses.

Costs for the program will occur in two phases: initial (investment) costs, and secondary (delivery) costs.

1. The Division, through "Ohio University Without Boundaries," will pay all initial, or investment costs for the program. These costs are expected to cover:
   a. Course design and development – Courses will be both traditional and internet-based in delivery formats. Some internet-based courses (HLTH 610, 614, 617, and 624) will be ready for delivery by winter 2008. It is anticipated that all the certificate courses will be internet-based by the end of summer 2008.
   b. Marketing and promotion. The cost of this will depend on the extent of the marketing and type of promotional effort.

      c. Indirect costs (administration). This cost is to be determined, based on consultation between Lifelong Learning and the College.
2. Other (<u>secondary</u>) costs will be incurred once the courses are developed and offered, and will be paid from the generated revenue. These will primarily cover:
      Teaching (faculty salaries)
      Delivery (technical support)
      Maintenance of marketing and promotion
      Periodic program evaluations

Revenue generated from program will be used to pay all costs, both initial and secondary. The cost of delivery (secondary) will be paid out of fees collected from each course. Any funds remaining after delivery costs are paid for each course will be used to cover initial (investment) costs paid by the Division of Lifelong Learning. After <u>all</u> costs are paid (both investment and delivery expenses), Lifelong Learning and the College will share remaining revenue equally. It is anticipated that up to two years may be required to cover all investment costs. Based on future market analysis, periodic adjustments will be made to the cost sharing agreement.

A significant number of enrollments in this program are expected, potentially approaching 80 per year after the first two years. However, it is also understood that should the program fail to attract students or be forced to terminate its offerings, the Division of Lifelong Learning and the College will each pay half of all initial costs that were not covered by any revenue collected.

The Division of Lifelong Learning will consult regularly with the College on the rate of tuition, establishment of the budget, and other financial considerations, as well as on any partnering opportunities, as the program proceeds through the development (initial) and delivery (secondary) phases.

Subsidy will be assigned to the College.

The students in this certificate program will not impact any other program, nor draw down enrollments in any existing programs. Rather, it is expected that the program will increase the enrollment in both the School of Health Sciences' graduate programs and the various courses from the other campus programs.

Conclusion

African health, socio-political and economic problems are compounded by climatic disasters, impoverishment, HIV/AIDS pandemic and the various endemic diseases of malaria, schistosomiasis, tuberculosis, and other infectious diseases especially childhood diseases. It is a fact that more than 8 million people (6 million of who are children) around the world would die each year of the complex health-related problem of poverty. Many of these victims are from Africa. The health care delivery system and facilities are inadequate, unequipped, under-funded and lack the basic infrastructure. Majority of the African populations lack basic essential facilities of life such as drinking water, standard housing, adequate nutrients, proper sanitation systems, health care services, transportation, electricity etc. These essential needs call for local, national and international actions. Many of these problems could be resolved if more adequate and effective community health services/programs are planned and locally implemented. Therefore, the 24 minimum credit-hour graduate certificate program will address many of these complex problems with local solutions while also addressing at least six of the eight

United Nations Millennium Development Goals. Students who so desire will have the opportunity for community health experience in Africa through the practicum course.

APPENDIX A.

Letters of Support

October 13, 2006

Dr. Matthew Adeyanju, Director
School of Health Sciences
E317A Grover Center

Dear Matthew:

On behalf of the Institute for the African Child I am delighted to offer our support for the
establishment of a graduate certificate program in African Community Health. Our
programs have worked hard together over the last several years to position ourselves
within the Vision Ohio to bring national prominence to the university in the area of
African health issues. We have developed new faculty positions and recruited excellent
scholars to them and have raised money to support graduate study in the important area
of the health of Africa.

African Studies can offer fellowships for the support of graduate study in this area and
we are also in a position to provide funding to faculty for professional development in
these fields. African Studies is proud of its link to the School of Health Sciences and we
wish you success in the creation of this interesting new offering for recruiting and
retaining great graduate students.

Sincerely,

W. Stephen Howard
Director and Professor

101

OHIO
UNIVERSITY

College of Health and
Human Services

September 25, 2006

Ralph DiCaprio
Chair
Biological Sciences
Irvine 112

Graduate Certificate Program in African Community Health Services

Dear Ralph:

The School of Health Sciences is proposing a graduate certificate program in African Community Health. This program is a minimum of 27 quarter-hours. Program enrollment will be maintained at 10-20 students per cohort at a time. This is a unique program that will involve other graduate courses from other departments and programs. The proposed program are listed in attachment A. Kindly examine your course prefix, title, and credit hours in the attachment for accuracy (BIOS 544).

Furthermore, I will be grateful if you can provide me with the course schedule (i.e. when the course is generally offered fall, spring, winter, summer) in the academic year. Check as appropriate below.

Finally, please provide me with a letter of support to include your course in this certificate program. On the other hand, feel free to sign this memo below as a mark of your approval to include your course in the program and return it to Matthew Adeyanju, Grover E317, School of Health Sciences in campus mail.

If you need further clarification on this program, feel free to contact me at 593-1849, email at adeyanju@ohio.edu. Thanks for you support.

Sincerely,

Matthew Adeyanju, PHD, MPH, CHES.
Professor & Director

Offered in: Fall_✓_Winter__Spring__Summer__

Approved_✓_ Not Approved___

Printed Name, _RALPH A. DICAPRIO_

Signature_____

1014

X-Sieve: CMU Sieve 2.2
Date: Mon, 09 Oct 2006 09:41:13 -0400
To: adeyanju@ohio.edu
From: Ralph DiCaprio <rdicapriol@ohiou.edu>
Subject: grad certificate program

Dear Dr. Adeyanju;

I have looked over your proposal for a Graduate Certificate Program in African Community Health
Services and have signed the memo you enclosed and returned it to you via campus mail.

However, as I mentioned on the phone, BIOS 544 (Tropical Disease Biology) is offered every Fall by Dr.
William Romoser. Dr. Romoser is an faculty member in Biomedical Sciences (OUCOM) and offers this
course as part of his negotiated duties with OUCOM as an early retired faculty member.

Biological Sciences does not have any other faculty available to offer this course, so we therefore
cannot guarantee its continued offering in coming years.

regards

Ralph DiCaprio

Dr. Ralph A. DiCaprio
Professor and Chair
Dept. of Biological Sciences
Ohio University
Irvine Hall
Athens OH 45701
Office: 740-593-2401
Fax: 740-593-0300
Lab: 740-593-2220
rdicapriol@ohiou.edu
web: crab-lab.zool.ohiou.edu/dicaprio

OHIO
UNIVERSITY

College of Health and
Human Services

Diane Ciekawy teaches a course Anthro 551 that may also be appropriate for this program

(initial)

ool of Health Sciences
ver Center E317
ens OH 45701-2979

40.593.4675
40.593.0555

September 25, 2006

Ann Tickamyer
Chair
Sociology & Anthropology
Bentley Annex 162

Graduate Certificate Program in African Community Health Services

Dear Ann:

The School of Health Sciences is proposing a graduate certificate program in African Community Health. This program is a minimum of 27 quarter-hours. Program enrollment will be maintained at 10-20 students per cohort at a time. This is a unique program that will involve other graduate courses from other departments and programs. The proposed program are listed in attachment A. Kindly examine your course prefix, title, and credit hours in the attachment for accuracy (ANTH 555).

Furthermore, I will be grateful if you can provide me with the course schedule (i.e. when the course is generally offered fall, spring, winter, summer) in the academic year. Check as appropriate below.

Finally, please provide me with a letter of support to include your course in this certificate program. On the other hand, feel free to sign this memo below as a mark of your approval to include your course in the program and return it to Matthew Adeyanju, Grover E317, School of Health Sciences in campus mail.

If you need further clarification on this program, feel free to contact me at 593-1849, email at adeyanju@ohio.edu. Thanks for you support.

Sincerely,

Matthew Adeyanju

Matthew Adeyanju, PHD, MPH, CHES.
Professor & Director

Offered in: Fall__ Winter_√_Spring__ Summer__

Approved_√_   Not Approved___

Printed Name_Ann R Tickamyer_

Signature_____

1016

School of Health Sciences
Grover Center E317
Athens OH 45701-2979

T: 740.593.4675
F: 740.593.0555

September 25, 2006

Richard Greenlee
Chair
Social Work
Morton 557

Graduate Certificate Program in African Community Health Services

Dear Richard:

The School of Health Sciences is proposing a graduate certificate program in African Community Health. This program is a minimum of 27 quarter-hours. Program enrollment will be maintained at 10-20 students per cohort at a time. This is a unique program that will involve other graduate courses from other departments and programs. The proposed program are listed in attachment A. Kindly examine your course prefix, title, and credit hours in the attachment for accuracy ().

Furthermore, I will be grateful if you can provide me with the course schedule (i.e. when the course is generally offered fall, spring, winter, summer) in the academic year. Check as appropriate below.

Finally, please provide me with a letter of support to include your course in this certificate program. On the other hand, feel free to sign this memo below as a mark of your approval to include your course in the program and return it to Matthew Adeyanju, Grover E317, School of Health Sciences in campus mail.

If you need further clarification on this program, feel free to contact me at 593-1849, email at adeyanju@ohio.edu. Thanks for you support.

Sincerely,

Matthew Adeyanju .

Matthew Adeyanju, PHD, MPH, CHES.
Professor & Director

Offered in: Fall__ Winter__ Spring__ Summer__ *varies —*

Approved_X_   Not Approved___   *see my letter, attached*

Printed Name _Susan Sarnoff_

Signature _Susan Sarnoff_

101

September 29, 2006

Dr. Matthew Adeyanju
Director, School of Health Sciences
College of Health and Human Services
Grover Center E 317
Athens, OH 45701

Dear Dr. Adeyanju:

I am writing this letter to clarify my attached response, as it varies somewhat from the response choices you have provided. First, let me introduce myself, and clarify that I have been the Chair of the Department of Social Work since July 1, 2006, when Rich Greenlee, our former Chair, assumed the new role of Associate Provost for Appalachian Outreach and Scholarships.

The Department of Social Work is very much in support of the development of the Graduate Certificate Program in African Community Health Services, and of the inclusion of our course, SW 510: *International Social Work and Social Welfare* in the program's curriculum. The course has not been offered in some time, because the faculty member who developed it left, and we had no one else on faculty appropriate to teach it. However, this year we brought in a new faculty member, Mingun Lee, who earned an MA in Social Work in Korea before earning his MSW and Ph. D. in Social Work in the United States, and I have asked him to update and revise the course, in order to teach it no later than next Fall. I do not know yet which quarter it will be taught, but that will depend in part on when it attracts the greatest enrollment, and would welcome a suggestion from you about the optimal time to offer it to fit the needs of students in the certificate program.

Please let me know when the program is approved, as I want to inform my students about its availability. I would also be interested in knowing whether students who take courses required for the certificate before the program is approved would be able to earn a certificate if they are still enrolled when approval is finalized.

Finally, if you have any ideas for content that you wish to see in the *International Social Work and Social Welfare* course, please forward it to me, and I will in turn forward it to Mingun.

Yours sincerely,

Susan Kiss Sarnoff, DSW
Associate Professor and Chair

OHIO
UNIVERSITY

College of Communication

October 2, 2006

School of Communication
Studies
Lasher Hall
Athens OH 45701-2979

T: 740.593.4828
F: 740.593.4810

Matthew Adeyanju
Professor & Director
School of Health Sciences
Grover Center E317

re: **Graduate Certificate Program in African Community Health Services**

Matthew,

I am happy to lend my support and the support of the School of Communication Studies to your proposal for the establishment of a Graduate Certificate Program in African Community Health Services. I am confident that this program will be attractive to a good number of graduate students across campus, including students in the health communication concentration offered by Communication Studies.

As I mentioned when we spoke today, we have added a new course to our curriculum (COMS 852: Health and Communication Culture) which I think will be of interest to students in your certificate program. If this course could be added as one of the options provided within the core (with students completing either COMS 510 or COMS 852 or HLTH 617), then I think that we can assure students that at least one of these courses will be offered each year. Our current rotation schedule for graduate courses calls for COMS 852 to be offered Winter Quarter of 2007. If I schedule 852 and 510 on an alternate year basis, then the next offering of COMS 510 will be during the 2007-08 academic year. You and I can chat later about which quarter might work best.

Best of luck to you in the development of this program. If I can provide any more information or be of any assistance, please do not hesitate to contact me.

Cordially,

Claudia L. Hale, Ph.D.
Professor & Director
593 4825
hale@ohio.edu

1019

OHIO
UNIVERSITY

College of Health and
Human Services

September 25, 2006

Claudia Hale
Chair
Communication Studies
Lasher 102

Graduate Certificate Program in African Community Health Services

Dear Claudia:

The School of Health Sciences is proposing a graduate certificate program in African Community Health. This program is a minimum of 27 quarter-hours. Program enrollment will be maintained at 10-20 students per cohort at a time. This is a unique program that will involve other graduate courses from other departments and programs. The proposed program are listed in attachment A. Kindly examine your course prefix, title, and credit hours in the attachment for accuracy (COMS 510).

Furthermore, I will be grateful if you can provide me with the course schedule (i.e. when the course is generally offered fall, spring, winter, summer) in the academic year. Check as appropriate below.

Finally, please provide me with a letter of support to include your course in this certificate program. On the other hand, feel free to sign this memo below as a mark of your approval to include your course in the program and return it to Matthew Adeyanju, Grover E317, School of Health Sciences in campus mail.

If you need further clarification on this program, feel free to contact me at 593-1849, email at adeyanju@ohio.edu. Thanks for you support.

Sincerely,

Matthew Adeyanju

Matthew Adeyanju, PHD, MPH, CHES.
Professor & Director

Offered in: Fall__ Winter__ Spring__ Summer__

Approved____ ✓   Not Approved____

Printed Name_____ *Claudia L. Hale* _____

Signature_____ *C. L. Hale* _____

1020

```
X-Sieve: CMU Sieve 2.2
From: "Timothy G. Anderson" <anderstl@ohio.edu>
To: <adeyanju@ohio.edu>
Subject: Graduate Certificate Program in African Community Health Services
Date: Thu, 9 Nov 2006 10:02:50 -0500
```

from Geography

Dear Matthew,

Please accept my apologies for taking so long to get back with you regarding the proposed Certificate Program in African Community Health Services: I circulated the proposed course structure among my faculty and it took a bit longer than I anticipated for everyone to get back to me with their thoughts and opinions. Everyone in Geography agrees that this looks to be an exciting and well-structured program. We do, however, have a couple of suggestions and would like you to consider them:

1. Include GEOG 531 (Geography of Africa I) as a **REQUIRED** course rather than as an elective. We feel that students obtaining a degree that is so heavily concentrated in the study of a particular region (Africa, in this case) should have more than one course that deals explicitly with the region. As it stands now, the only required course that deals explicitly with Africa is HLTH 615. GEOG 531 is taught by Prof. Edna Wangui once per year in the winter quarter.

2. Include GEOG 684C (Seminar: Africa) as an elective under "B: Related Courses". This course will generally be taught once per year during the spring term.

Let me know what you think about these suggestions; I will be glad to either sign a new form or write a letter of support.
Very best regards,
Tim

Dr. Timothy G. Anderson
Associate Professor and Chair
Department of Geography
Ohio University
740-593-1138
http://oak.cats.ohiou.edu/~anderstl

No response after 2 attempts.
Matthew 11/10/06.

ool of Health Sciences
ver Center E317
ens OH 45701-2979

40.593.4675
40.593.0555

September 25, 2006

Roy Boyd
Chair
Economics
Bentley Annex 360

Graduate Certificate Program in African Community Health Services

Dear Roy:

The School of Health Sciences is proposing a graduate certificate program in African Community Health. This program is a minimum of 27 quarter-hours. Program enrollment will be maintained at 10-20 students per cohort at a time. This is a unique program that will involve other graduate courses from other departments and programs. The proposed program are listed in attachment A. Kindly examine your course prefix, title, and credit hours in the attachment for accuracy (ECON 555).

Furthermore, I will be grateful if you can provide me with the course schedule (i.e. when the course is generally offered fall, spring, winter, summer) in the academic year. Check as appropriate below.

Finally, please provide me with a letter of support to include your course in this certificate program. On the other hand, feel free to sign this memo below as a mark of your approval to include your course in the program and return it to Matthew Adeyanju, Grover E317, School of Health Sciences in campus mail.

If you need further clarification on this program, feel free to contact me at 593-1849, email at adeyanju@ohio.edu. Thanks for you support.

Sincerely,

Matthew Adeyanju, PHD, MPH, CHES.
Professor & Director

Offered in: Fall__Winter__Spring__Summer__

Approved____   Not Approved____

Printed Name_____

Signature_____

OHIO
UNIVERSITY INTEROFFICE COMMUNICATION

To: Matthew Adeyanju
 Director, School of Health Sciences

From: Thomas Shostak, Dean

Date: January 24, 2007

Subject: Graduate Certificate in African Community Health

I am pleased to be able to write to you in support of the graduate certificate program in African Community Health that is being developed by your School. Using a variety of technology-enhanced formats, the Division of Lifelong Learning is anxious to work with you in the design and development of the courses that will comprise the program. Such a certificate, delivered to learners around the world using distance learning can help individuals and groups more conveniently address critical issues in African health care services. Such a sharing of ideas in community health care services between students of various cultures is bound to enlighten minds and broaden perspectives on these vitally important issues in health care.

In addition, the certificate program will contribute significantly to VISION OHIO in the areas of graduate education and research, diversity, partnerships with African countries, academic advancement, resource utilization and national and international prominence. In particular, such a program would reaffirm Ohio University's commitment to international outreach and its service to the global community. By its contribution to Ohio University's already world-class program in African Studies, specifically in the areas of socio-behavioral health and biomedical sciences, the certificate has the potential to become a highlight in the University curriculum and in the institution's efforts to bring learning resources to a wider audience.

Thank you for your efforts in making this certificate program a reality. It is without reservation that I offer my full support for this unique and beneficial endeavor. If you need any additional information or assistance, please don't hesitate to contact me.

OHIO UNIVERSITY

College of Health and Human Services

ffice of the Dean
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thens OH 45701-2979
740.593.9336
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:hool of Hearing, Speech
1d Language Sciences
rover Center W218
740.593.1407

:hool of Human and
onsumer Sciences
rover Center W324
: 740.593.2880

:hool of Nursing
rover Center E365
: 740.593.4494

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irover Center W290
: 740.593.1224

chool of Recreation and
port Sciences
irover Center E160
: 740.593.4656

ivision of Campus Recreation
ing Center
: 740.597.CREC

/ellWorks
irover Center E124
: 740.593.2093

Date: April 30, 2007
To: UCC Chair
From: Gary S. Neiman, Dean
Re: Graduate Certificate Program in African Community Health Services

Group I Faculty Position for the Graduate Certificate Program in African Community Health Services.

Dear UCC members:

It is my pleasure to support the newly proposed initiative program in the School of Health Sciences, the Graduate Certificate Program in African Community Health Services. In fact, I endorsed the PDP because of my belief in what this program can do to assist the public health workforce for the African region in solving the many public health and health care problems that confront Africa.

We have requested from two sources a Group I faculty position that will compliment the current faculty in the school in the support and delivery of this program.
1. Health and Wellness GERB Proposal: This request is to cost share this position with the Institute for the African Child in the College of Communication. The cost share ratio distribution will be Health Sciences (75%) and the Institute for the African Child (25%).
2. New Initiative Position Request: This request is though our College to enhance graduate education for future growth.

It may be that neither of these sources may materialize for FY08; nonetheless, I am committed to use part-time funds to fill the instructional gap until a Group I line can be secured. It is critical that we secure the resources needed for this program as we address major problems in health care services that confront the continent of Africa.

Thanks for your consideration of our proposal.

Gary S. Neiman, Ph.D.
Dean

1024

MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2007 - 3002

WHEREAS, the continuous review of academic programs is essential to the maintenance of quality within an educational institution, and

WHEREAS, Ohio University has had for many years a rigorous program of internal review, and

WHEREAS, Section 67 of Am. Sub. H.B. 694 requires the college and university Board of Trustees "shall during the 1981-83 biennium initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible"

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the 2006-2007 reviews for the following:

Department of Philosophy
J. Warren McClure School of Information and Telecommunication Systems
School of Visual Communication
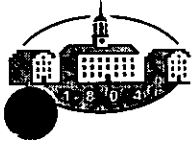
DATE: June 11, 2007

TO: Roderick J. McDavis, President

FROM: Kathy Krendl, Executive Vice President and Provost

SUBJECT: Seven-year Program Reviews

Please find attached summaries of the seven-year academic program reviews recently completed by the University Curriculum Council. These reviews provide a useful self-examination of our programs.

ACADEMIC PROGRAM REVIEW

Name of Program: __Philosophy_____

Program Type (check all that apply):

     __ undergraduate certificate   _X_ bachelor's degree
     __ graduate certificate   _X_ master's degree
     ___associate degree   ___ doctoral degree

Date last review was accepted by Board of Trustees: __April 28, 1999_____
                                                             (date)

Report prepared by: __Chris Hayes and Scott Sparks_____

External Reviewer: __David Schmidtz_____

Draft completed and sent to chair and dean: *

     Review Committee Chair: _____ 4-10-07
                                     (signature)   (date)

Seen by and returned:

     Program chair: _____ 4/12/07
                           (signature)   (date)

     Dean of college: _____ 5/2/07
                            (signature)   (date)

Return draft and all comments to Review Committee   by: _____
                      University Curriculum Council   (date)
                      Pilcher House 202

Approved by UCC chair: _____ 6/5/07
                                  (signature)   (date)

     * The word "DRAFT" must appear on each page of the review until it has been formally approved by the University Curriculum Council.
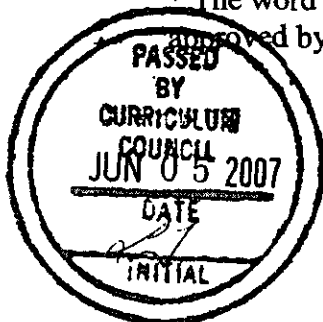
OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL

SEVEN-YEAR REVIEW (1999-2006)
DEPARTMENT OF PHILOSOPHY

I. General Program Information

The Department of Philosophy offers both undergraduate and graduate degrees with an emphasis on Anglo-American analytic philosophy. The program offers a specialization in philosophy on science and ethics and they are able to offer a certificate in this area. There are strong connections between the Department of Philosophy and both Alden Library and the Honors Tutorial College. Teaching loads seem fair and equitable and keep faculty adequately busy. The goals of the department are: 1) offer opportunities to explore the many aspects of philosophy as a profession, 2) to offer a rich variety of courses that will help accomplish goal number 1, 3) to offer a strong general education requirement, 4) to maintain a emphasis on a liberal arts core, and 5) to prepare students for law school, theology, or a doctorate in philosophy. Strengthening diversity is also expressed as a goal and is evident throughout the curriculum. The Department supports its faculty by offering travel funds, providing a computer and printer, and by offering annual evaluation meetings with the Department Chair.

1. Faculty Profile

The philosophy department lists 14 teaching faculty at least 10 of which are Group I positions. There are no group II or III faculty but Group IV faculty and Graduate Assistants help with the teaching load, by teaching service courses within the department. Only Group I faculty advise students with each faculty member advising approximately 10 undergraduates and 2-3 graduate students. All faculty teach a full load and meet university Weighted Student Credit Hour requirements in general.

2. Programmatic Practices

As noted above in the general program information section, the Philosophy department emphasizes Anglo-American analytic philosophy with a special emphasis on science and ethics. They also offer the 5 goals of the department that shape their program. There is a rich emphasis on seminar courses with both undergraduate and graduate students that are discussion based. Although there is not a PhD program, the MA program strongly stresses preparation for PhD study in the area of Philosophy.

3. Adequacy of Resources

The resources available to the Philosophy seem to be adequate to meet their stated goals. This assumes that there will be continued growth in student enrollment and in faculty hires. The physical nature of the Department is adequate for department teaching and management needs. There are always budgetary constraints and more money will always improve resources but, as noted above, the department does support its faculty with travel funding and computers.

II. Undergraduate Program Review

1) Program Goals and Curriculum

The undergraduate program in Philosophy primarily prepares students for law school or theology careers. However, the nature of this discipline may lead students to a myriad of career opportunities. Assessment of undergraduate students is done through individual courses, but a final evaluation is built into the Senior Seminar that all undergraduate majors must take. Issues of diversity are strongly addressed throughout the undergraduate curriculum.

2) Faculty

As noted above, all faculty teach undergraduate course offerings. Typically, each Group I faculty teach at least 1 undergraduate course a quarter with the rest of their load coming from graduate offerings. Service courses (such as PHIL 120) are taught by Group IV faculty and Graduate Assistants who will occasionally teach 400 and 500 level courses when appropriate.

3) Students

As of Fall, 2005, their were 56 undergraduate students with about 29 admitted annually of which 12 actually enroll. Few high school graduates initially think of Philosophy as a major and this results in most students coming from either a pre-law background or are transfers from other majors. There is a fairly even gender balance among students but, there is little ethnic diversity within the student body.

4) Graduates

During this 7-year review period, the Philosophy Department has awarded 80 undergraduate degrees and remained relatively steady during that period. During one year, 2000-2001, there were only 5 graduates which is significantly lower than any other year in the review period. Otherwise, an average of 12.5 students graduated per year.

III. Graduate Program Review

1) Program Goals and Curriculum

The Philosophy Department offers an MA but does not offer a PhD. The emphasis of the MA program is to prepare students in the foundations of philosophy in preparations for doctoral work and eventually teaching in higher education settings. Another key emphasis for MA students, is teaching and writing research papers.

2) Faculty

Group I faculty do all the teaching in the MA program and that seems to be evenly distributed among them. There is need for additional faculty to meet the future goals of the department. During the review period, only 1 group I faculty member was hired.

3) Students

Graduate students come from a variety of undergraduate disciplines but many come from pre-law and/or theology areas. Graduate students are encouraged to enter into mentoring roles with undergraduates and to teach courses or parts of courses when appropriate. This is consistent with the stated goal for MA students of eventually pursuing a PhD and possibly teaching in a higher education setting.

4) Graduates

As of Fall, 2005 there were 14 MA students in the program. Approximately 3-5 students graduate each year with an MA. Overall, during the 7 year period, there were 21 MA degrees conferred. During the years 2001-02 and 2003-04, there were no MA degrees conferred.

IV. Overall Evaluation

The Philosophy Department has clearly articulated its goals and direction for the future. There is clear evidence that a good-faith effort was made to improve upon the previous 7 year review findings. There is strong evidence that the department is looking forward and moving with the discipline as evidenced by the strongly positive comments provided by the outside reviewer David Schmidtz. Tutoring individual students is a hallmark of faculty within this department and strengthens it's offerings and graduates tremendously. Dr. Schmidtz remarked on the large size of the early undergraduate offerings but that this is balanced by smaller class sizes in more advanced classes. While the faculty within the department are highly qualified, the outside reviewer raises an issue of colleagialty that might need to be addressed by the department chair or college dean. During his face to face meetings with faculty, Dr. Schmdtz discovered that several faculty members and students saw a level of "bullying" behavior by one faculty member over other colleagues. This was a particular concern of the outside reviewer. However, by all indicators, the Philosophy Department is doing its job admirably. Of course, more money, faculty lines, etc. would greatly help in meeting their stated goals. There was a very good effort by the department to cross-reference it's activities with the goals of Vision Ohio. There is a strong need to recruit students from diverse backgrounds. Currently, there are 1 black and 1 hispanic undergraduate students in the program with the remaining 12 being white.

Undergraduate Executive Summary

EVALUATION OF _Department of Philosophy_

DATE _January, 2007_

Commendations:

The department has ambitious goals and is well suited for meeting them.

The interface with the Honors Tutorial College is excellent and should continue.

The updated acquisitions and partnership with Alden Library is commendable.

Faculty advising is a definite strength.

Concerns:

Some effort to give credit for working with Honors Tutorial students is needed.

The large lower level classes that are taught by Graduate Assistants are less than optimal. The impersonal nature of such courses and the consistency of competence by the GA are specific concerns here.

The Department does not have a mentoring program of new and incoming faculty. This should be encouraged particularly give the collegiality concerns mentioned by the outside reviewer.

Modify the web page to indicate the emphasis on ethics and science so that students interested in other areas such as Continental Philosophy are not misled about curricular offerings

Vacated faculty lines should be filled thus relieving the overuse of GA's and Group IV faculty.

Diversity of student body is limited.

Weaknesses:

More support of non-tenured faculty in the form of money and travel to do research, presentations, etc. that are expected of them for tenure and promotion.

Graduate Executive Summary

EVALUATION OF Department of Philosophy

DATE January, 2007

Commendations:

There is an excellent effort by the department to meet expectations in the areas of research and service within its course offerings.

The small class sizes for graduate students is commendable.

Concerns:

The overall collegial environment is a concern in the sense of what it imparts to the students in the program. Given that a number of students voiced this concern about faculty to the outside reviewer, it's important that it is addressed.

More funds are needed for graduate recruitment.

More opportunities for graduate students to do collaborative research with faculty is needed.

Weaknesses:

Collegial environment as mentioned above.

Lack of money and resources to fully implement goals.

Philosophy at Ohio University
2006 External Review
David Schmidtz

<center>OBJECTIVES</center>

The Department seeks:
1. to offer one of the top terminal MA programs in the country
2. as individuals to publish high quality research
3. to offer excellent instruction at upper undergraduate levels
4. to teach large numbers of students at lower undergraduate levels and thereby comply with weighted credit hour mandates.

These goals appear reasonable under the circumstances. Moreover, the Department appears to be meeting them.

<center>PHYSICAL FACILITIES</center>

Offices are decent if not capacious. The classroom facilities I saw were adequate.

<center>QUALITY OF PROGRAM</center>

1. The Department is strikingly successful in catering to the needs and wants of HTC students. In particular:

   a) Individual faculty provide untold hours of tutorial instruction, for which the HTC students are truly grateful.

   b) HTC students are grateful for the chance to interact with MA students. (I talked to 6 undergraduates over the course of the day. Five expressed unequivocal appreciation of the advice, encouragement, and instruction they receive from graduate students. The 6th had mixed feelings, but said his Logic teacher, Jason Daft, is very good.)

   The point to stress: It is a better *undergraduate* Department in virtue of having an MA program.

RECOMMENDATION: Faculty who offer HTC tutorials should be compensated with research time instead of (or in addition to) money. At some point, the teaching of tutorials ought to add up to a course equivalent and consequent course release. HTC majors love tutorials provided by Philosophy faculty, and faculty are glad to provide them too, except that tutoring is a direct and immediate subtraction from research time, which cuts more or less in the opposite direction of that mandated by Vision Ohio. Time spent tutoring should instead be a subtraction from other forms of teaching.

2. Other undergraduate majors also are reasonably well taken care of, although they do not have the same tutorial-mediated access to faculty that HTC students have. From what I saw, instruction in this area is at least as good as what I see at otherwise comparable institutions.

   As one undergraduate student said, philosophy faculty are not barricaded behind closed doors. They are out and about, interested and involved in what is going on around them. They

make students feel welcome. (I myself observed this: students coming around, looking for one professor or another, smiling and relaxed.)

3. The Self-Study says the MA Program aims to measure its success in terms of where its graduates go for doctoral studies. There is a list of Ph.D programs to which select MA graduates have gone. There are six entries on the list (not counting a few who went on to teach or study law): UC Santa Barbara, Purdue, Cincinnati, Southern Illinois, Syracuse, and Ohio U School of Communication. I do not know how complete this list is.

The sense of several faculty members is that current graduate students are better than the historical norm. I talked to most of the graduate students. The Self-Study accurately describes their goals: a large majority of them intend to study Philosophy at the doctoral level.

Last year, as a result of an exhaustive search of the GRE data base, students were proactively contacted and urged to apply. Twenty such students did apply. All of those students were accepted and five chose to accept OU's offer. This was the 2nd year employing this aggressive strategy. There also are 2 such recruits here from the previous year, bringing the total to 7. An impressive result, and one that was not left to chance.

HYPOTHESIS: This kind of intensely focused effort over several years, backed by adequate resources, would establish OU as the best terminal MA program in the country. The already significant spillover benefits for undergraduate instruction would be that much greater.

QUALITY OF CURRICULUM

1. The quality of the HTC curriculum appears to be excellent.

2. The quality of the undergraduate program otherwise appears to be very good. Lower level classes are huge, and there simply aren't enough faculty, and aren't enough highly skilled graduate students, to offer a writing intensive education at the lower level.

At upper levels, classes are small and instruction is correspondingly more intense and more rewarding for both faculty and student alike. These are the classes where students learn to write. These are the classes where students *do* philosophy, not merely hear about it.

So, in sum, lower level education is compromised at Ohio U, as it is at Arizona and elsewhere, because Departments lack the staff to offer smaller classes at lower levels. But upper level instruction is excellent.

RECOMMENDATION: It is imperative that the Department continue to teach upper level courses with relatively small enrollments. Upper level courses are in some cases too large now (in some cases over 20). At least, they should not get bigger. If average class sizes must increase, increases should come in the lower level courses where the quality of the educational experience is already compromised by huge class sizes and thus the marginal impact would be negligible (that is, the damage is already done).

3. The graduate program is accurately described by the Self-Study as having several gaps. But all graduate programs have gaps, and this is a small Department, so gaps are to be expected. That said, the Department uses its resources in a highly effective way. The curriculum is coherent, meaning that course offering are not merely islands in a sea of gaps. Rather, there

are clusters of courses that complement each other and that offer graduate students a chance to get a tolerably comprehensive education in traditional analytic philosophy. Plus, students have the chance to develop reasonable depth in the areas of philosophy of science and ethics. The Department has no choice but to make tradeoffs, and its choices have been wise.

Graduate students are unhappy about the lack of course offerings in Continental Philosophy. Arizona is twice the size of Ohio Um but we do not cover everything either, and in particular we do not cover Continental. For some reason, though, our students do not complain. Why not? My surmise from talking to MA students here is that, by contrast to Arizona, OU students came in misinformed. Applicants tend to see what they want to see, so when they are explicitly told that OU has a history of teaching a course in continental philosophy, they ignore relatively subtle clues that this course will never be taught again.

RECOMMENDATION: Modify web pages so as to leave no doubt that this program is meant for students interested in a thoroughly analytic department specializing in ethics and science. Check the section on "Degree Requirements." Courses that are never taught should not (as they currently are) be listed as possible ways of meeting degree requirements.

QUALITY OF STUDENTS

1. The undergraduates are good. No problems here other than problems every large public university faces.

2. The graduate students need improvement. The Department needs to recruit graduate students who can contribute more to undergraduate education. If the Department had graduate students who could be trusted with significant teaching responsibility, that would put the Department in a position of having enough staff to teach writing skills in lower level courses. Everyone would benefit.

By the same token, the Department needs to recruit graduate students who come closer to being able to hold their own in discussion with faculty. Running a graduate program is an enormously labor-intensive proposition. Graduate students must repay faculty for this effort by entering the program with the will and ability to contribute to the Department's intellectual push and pull: developing their own research programs that complement and confront those of the faculty with whom they spend so much time.

RECOMMENDATION: The school needs to make more funds available for graduate recruitment. There should be money for several more fellowships, and for generally somewhat larger fellowships. Graduate students must also have the time, ability, and inclination to collaborate with faculty on research projects. A small investment here could yield a large payoff of exactly the kind urged upon the school by Vision Ohio.

QUALITY OF INSTRUCTION

The Department has just instituted a late-August Orientation. The general sense of the graduate students is that this was a good first effort, worth doing on a continuing basis.

The Department has a course on Supervised Teaching, which seems like a great idea. It is modestly effective according to the grad students. My sense is that better grad students would participate more actively and would get correspondingly more out of it.

The Department has a required course that spans three quarters, the first quarter being an introduction to faculty research. Individual faculty members present work in progress. The 2nd quarter is a "Forum" on a particular topic. The 3rd quarter has the graduate students presenting their own research in progress. This is a well-conceived idea, one that makes use of the possibilities of a quarter system. (A quarter is an awkwardly short time to get students up to a graduate level in a particular area and then, on top of that, write a paper. This three-part full-year course is a splendid alternative.)

QUALITY OF SCHOLARLY & CREATIVE ACTIVITY

I have only sketchy information, mostly gleaned from web pages. In terms of published work, only Mark LeBar's is well-known to me.

QUALITY OF FACULTY ADVISING

At the undergraduate level, faculty advisers are superb. At the graduate level, I have no information, other than to say the graduate students are not altogether happy, complaining in particular about what they perceive themselves individually to have been told about whether they are going to receive funding and whether it will be enough to cover expenses. They feel misled. (This was their main and most consistent complaint to me.) I am not in a position to judge whether their complaints are warranted. (One first year student says she has a work-study that pays $129 per month for 6 hours of work per week. She was not whining, just reporting, but I could see on her face that she genuinely is suffering. The opportunity to have a free lunch with me was a big deal to her partly because of the *food*.)

QUALITY OF FACULTY SERVICE

Departmental service appears to be exemplary on most fronts. *Several* members of the Department voiced to me concerns that "the Department is being run by someone other than the Department Head," and said person "is a bully." (More than one person used this word.) Fearing repercussions, they asked me to be discreet. I do not know how much to make of this concern, other than to suggest the obvious, namely that membership and leadership on key committees must rotate. Moreover, it is not good enough to hold out the formal possibility of an embarrassing and divisive vote of non-confidence, initiated by people who are by hypothesis too intimidated to voice their concerns openly. The rotation must instead be automatic. Nothing I saw led me to believe other members of the department are too incompetent to be trusted with significant responsibility. Letting membership and leadership of key committees rotate may not solve the problem (i.e., it may be too late to recapture an atmosphere of mutual respect and trust) but predictable rotation is at least a prerequisite of long-run harmony.

Another thing that would help would be to develop clear guidelines for tenure decisions. My understanding is that the Department is in the process of doing this.

In various ways, the Department is operating with, as it were, one hand tied behind its back. Modest investments might yield disproportionately high payoffs in terms of the quality of the Department's research and teaching. The Department has the ambition and the drive to become the premier terminal MA program in the country.

The Department is being encouraged to become both a service department and a first-rate research department. The two mandates are not easily reconciled, but the Department is doing admirably well at filling both roles.

The Department is in an excellent position, poised to run with future opportunities, but it also is in a precarious position. It is chronically on the edge of a financial retrenchment that threatens to send it back in the direction of becoming a mere service department.

Nontrivial costs of activities that are prerequisites of tenure should not be coming out of the pockets of untenured faculty. It is important that the Department have more adequate levels of funding for individual research-related expenses: travel, books, etc..

Vacated faculty lines should be filled. Above all, lines vacated by negative tenure decisions should be filled. There should not be, in effect, a war of attrition against Departments with high standards.

To: Scott Sparks, Chris Hayes, Martin Tuck, Benjamin Ogles
From: Arthur Zucker
Re: Comments on the Philosophy Department Seven Year review
Date: April 9, 2007

On behalf of the entire department, I would like to thank Scott and Chris for their tireless and careful work. It has made my job much easier.

I have decided to use a technique in this memo that was pioneered by Don Borchert and Alburey Castell in their anthology, *An Introduction to Modern Philosophy*, now in its seventh edition and edited by Don and me. The book separates editorial commentary from original articles by the use of different fonts. I use Times New Roman font for comments by the internal reviewers and the external reviewer. I have put my comments in **ARIAL BLACK bold**. This use of **bolded letters** is meant only to make reading easier; it carries no other import beyond the content.

I begin my comments with a quotation from Dr. David Schmidtz's external review of the department:

"This kind of intensely focused effort [recruiting of graduate students] over several years, backed by adequate resources, would establish OU as the best terminal MA program in the country. The already significant spillover benefits for undergraduate instruction would be that much greater. "

This prediction implies that the department is itself poised to be "the best terminal ma program in the country," that it needs only the resources for recruiting excellent graduate students and, of course, excellent faculty. This speaks volumes to the quality of the present department: its strengths and its ability to work toward its common goals.

A word on the department and its make-up. The internal review says, "The philosophy department lists 14 teaching

faculty at least 10 of which are Group I positions. There are no Group II or III faculty but Group IV faculty and Graduate Assistants help with the teaching load, by teaching service courses within the department. Graduate Assistants are only used to teach Philosophy 120, Principles of Reasoning."

To clarify:

(1) at present, and it was the present department that Dr. Schmidtz saw, the department has ten Group I and one Group II.

(2) the only service course taught by graduate students is Philosophy 120, Principles of Reasoning.

The Internal Review also notes that, "...in the general program information section, the Philosophy department emphasizes Anglo-American analytic philosophy with a special emphasis on science and ethics." **This is better put as: the department has special strength in science and ethics. The department does not emphasize any particular area.**

Service courses are important to the department. The internal review says, "Service courses (such as PHIL 120) are taught by Group IV faculty and Graduate Assistants." **Since this may be interpreted to mean that graduate students are allowed to teach service courses other than Philosophy 120, Principles of Reasoning, I will point out (again) that graduate students teach only Philosophy 120 and remind readers that at present, the department has no Group IV faculty, although Group IV faculty would be allowed to teach service courses other than Philosophy 120.**

The Internal Review Comments, "Few high school graduates initially think of Philosophy as a major and this results in most students coming from either a pre-law background or are transfers from other majors." **To add a bit to this comment: about a third**

(37%) of current philosophy majors are pre-law. Most students, including the pre-law students, become philosophy majors as a result of taking one or two classes in philosophy. That is, because few high school students are even aware of philosophy as a discipline, we depend on good teaching to attract students to our major. And, we get that good teaching. Moreover, as the internal review correctly notes, we offer excellent and personalized advising.

An example of that good teaching and personalized experience for students is our principles of reasoning, Philosophy 120, course. It is the course taught by our graduate students. The course enrollment for Philosophy 120 (again, the only course for which graduate students are instructors of record) is capped at 26. Of course, ideally, 16 would be better; perhaps, 6 best! But compared to typical enrollments for philosophy 130, introduction to ethics or philosophy 101, fundamentals of philosophy, two high enrollment service courses, which generally are capped at 60-70, twenty six is not large. Student evaluations for Philosophy 120 clearly show that students are well satisfied by the instructors and that there is no issue of impersonality. Moreover, (1) graduate students who teach Philosophy 120 must first pass a qualifying exam in logic; (2) they are constantly overseen by professor john bender; (3) pedagogical issues are discussed during supervised teaching. In passing, I note that this year, one of our GAs is a finalist for the Ohio University graduate associate outstanding teacher award. Thus, There is no concern about "consistency of competence" and since Philosophy 120 classes are neither large, nor

impersonal, nor anything but well taught, there is no support that I can see for the comment in the internal review that "The large lower level classes that are taught by Graduate Assistants are less than optimal. The impersonal nature of such courses and the consistency of competence by the GA are specific concerns here."

The comments about collegiality are easily addressed. The internal review states, "The overall collegial environment is a concern in the sense of what it imparts to the students in the program. Given that a number of students voiced this concern about faculty to the outside reviewer, it's important that it is addressed."

First, the concern voiced cannot be too widespread or too deeply felt given Dr. Schmidtz's comment, "As one undergraduate student said, philosophy faculty are not barricaded behind closed doors. They are out and about, interested and involved in what is going on around them. They make students feel welcome. (I myself observed this: students coming around, looking for one professor or another, smiling and relaxed.)"

Second, with respect to the collegial environment, it is easy to see that "collegiality" is not missing in the department. Occasional disputes that trade on personality differences aggravated by particular circumstances can be unsettling but they do pass. But more important, true collegiality in academia is measured by the quality of the output of a department. Quality requires teamwork. Our output and its quality, as noted in the internal review, is "admirable."

OHIO
UNIVERSITY
College of Arts and Sciences

Date: May 3, 2007

To: Scott Sparks, Chris Hayes and David Schmidtz

From: Benjamin M. Ogles, Dean, College of Arts and Sciences

Re: 7-Year Review of the Department of Philosophy

Thank you for your review of the Department of Philosophy. The College has read the self study conducted by the Department, as well as two versions of the review (the second containing corrections of factual error), and the original external reviewer's report. We are pleased that your committee feels that the Department of Philosophy has "ambitious goals" and that they are positioned to meet them, and that work in advising students and within individual student tutorials is laudable. Also notable in your "Overall Evaluation" are the "strongly positive remarks" made by the outside reviewer with regard to Philosophy's position within the discipline. We also note that your view of the limited size of major/graduate-level courses is positive.

You express concerns about the "impersonal" nature of some of the classes taught at the freshman level. The new "Orientation" sessions scheduled for August for new graduate students should help solve this issue, although class size, which contributes to impersonality, is unlikely to be reduced under the current budgetary climate. You also recommend that we should fill vacated faculty lines. Again, under the current climate of budgetary rescissions, it is difficult to guarantee the solution you suggest. However, just recently, the Department of Philosophy has been authorized one temporary faculty line to help ease the teaching burden imposed by faculty fellowship leaves. We realize that this is not an ideal solution, but budgetary issues hamper the college's ability to meet current needs in many departments.

The issue of funding for graduate recruitment is one that we face as a university. In recent years, the College has offered a few additional limited recruitment stipends to Philosophy and is pleased with the good results they have had with their new, more aggressive recruitment strategies. Unfortunately, however, the college has not been able to support the new strategies with additional funds.

1042

We will look into the two concerns you mention about new-faculty mentoring and a collegiality issue. We are confident that these concerns can be addressed successfully with strategies currently employed in the College. We intend to discuss these themes during individual monthly meetings with the chair to see that the issues are addressed.

Thank you again for your hard work.

cc: Arthur Zucker, Chair, Department of Philosophy

OHIO UNIVERSITY
GRADUATE COUNCIL

TO: **David Thomas, Chair, University Curriculum Council**

FROM: **Duncan H. Brown, Chair, Graduate Council**

DATE: **June 4, 2007**

SUBJECT: **Academic Program Review of the**

....

At its June 1, 2007 meeting Graduate Council reviewed and approved the graduate

portion of the Academic Program Review of the Department of Philosophy.

Duncan H. Brown, Ph. D.
Chair, Graduate Council
Associate Professor
School of Telecommunications
Ohio University
Campus

ACADEMIC PROGRAM REVIEW

Name of Program: __Information and Telecommunication Systems__

Program Type (check all that apply):

    __ undergraduate certificate   _X_ bachelor's degree
    __ graduate certificate   _X_ master's degree
    __ associate degree   __ doctoral degree

Date last review was accepted by Board of Trustees: _____Oct 1999_____
                                                          (date)

Report prepared by: _____John Day & Michael Prudich_____

External Reviewer: _____Rich Thomson_____

Draft completed and sent to chair and dean: *

    Review Committee Chair: _____   2-20-07
                                         (signature)   (date)

Seen by and returned:

    Program chair: _____   3/2/07
                                  (signature)   (date)

    Dean of college: _____   3/23/07
                                  (signature)   (date)

Return draft and all comments to Review Committee   by: _____
               University Curriculum Council   (date)
               Pilcher House 202

Approved by UCC chair: _____   MAY 1 5 2007
                                     (signature)   (date)

* the word "DRAFT" must appear on each page of the review until it has been formally approved by the University Curriculum Council.

PASSED
BY
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COUNCIL
MAY 1 5 2007
DATE

INITIAL
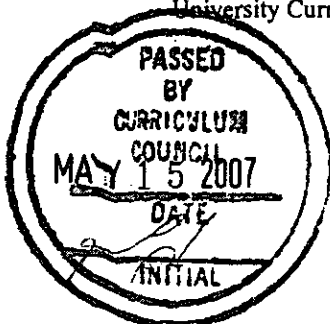
UCC Seven-Year Review
J. Warren McClure School of
Information and Telecommunication Systems

Executive Summary

The School of Information and Telecommunication Systems (ITS) has a strong reputation characterized by a high quality faculty, delivering a relevant and evolving curriculum designed to prepare students for careers in the field. While the number of students has been cyclical, the program is recovering from a recent national downturn in enrollments in technical fields. Strong relationships with employers have led to successful placement of students.

Throughout the review period, the school has offered a BS in Communication (BSC) with a major in Information & Telecommunication Systems at the undergraduate level. The school also offers the Master of Communication Technology and Policy (M.C.T.P.), which is a professional interdisciplinary degree focusing on the technical, policy, and strategic issues related to telecommunication and information technologies, systems and services. This degree was approved by the Regents in 2002 with the first cohort starting in the Fall of 2003.

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching
- A continuously improved undergraduate curriculum that covers both the technical as well as the policy side of the discipline
- Extensive and appropriate use laboratory experiences with close involvement of the faculty
- Research activity that is excellent particularly considering the additional responsibilities placed on the faculty
- Successful launch of a graduate program in a short period of time with an innovative curriculum
- Excellent job placement of graduates in industry and public service, as well as further educational pursuits
- Completion of five theses, which have already led to peer reviewed journal and conference papers for faculty

Concerns
- The program's ability to continue to rebound in enrollment is hampered by its lack of visibility.
- The balance between maintaining both an undergraduate and graduate program with multiple tracks and a rich selection of electives will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations.

- Probationary faculty desire more formal mentoring and feedback on their progress towards tenure.
- There is only one faculty member at the rank of professor.
- There is a need for consolidating the space associated with the program in one location with higher quality space. This includes the need for additional graduate student offices.
- There is a need for additional funding for graduate student support and ongoing maintenance and replacement of lab equipment.

Recommendations

- The external reviewer proposes that teaching assistants could be used to assist faculty by grading homework and monitoring labs. This would have to be balanced against the benefits to the students of the current high level of participation of faculty in these activities. It may also require additional resources in the form of graduate student funding and perhaps growth in the size of the graduate program.
- Additional clarifications of expectations for promotion and tenure could be provided to the probationary faculty.
- Continue to assist faculty with the achievement of tenure and ultimate promotion to professor.
- The program should continue to look for ways to increase its visibility among students. Perhaps partnering with other technical disciplines and working with admissions and marketing could create a benefit for all these programs in terms of recruiting students to technical areas.
- Ensure that a solution to the space issues for this program is included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for graduate student support and ongoing maintenance and replacement of lab equipment.

Undergraduate Program Review

General Program Summary

According to the external reviewer, "Ohio University's Information and Telecommunications Systems Program is one of the best 'Telecom' programs in the US." It is characterized by a strong faculty, delivering a relevant and evolving curriculum. While the number of students has been cyclical, the program is recovering from recent national declines in enrollments in technical fields. Strong relationships with employers have led to successful placement of students.

Throughout the review period, the school has offered a BS in Communication (BSC) with a major in Information & Telecommunication Systems at the undergraduate level.

Faculty Profile

The school has 8.5 full-time faculty members including the director. All are either tenured or tenure-track. One has a joint appointment between ITS and Telecommunications, both within the same college. Over 80% of the faculty members have terminal degrees related to their field and all faculty have professional experience prior to starting university careers.

The faculty composition has remained relatively stable. Two faculty members have left the school during the review period, one for family reasons and one to work outside academe. Two new faculty members have been recently hired to replace them. Several faculty members have made the transition from Group II and IV to Group I. Five of the nine faculty members are tenured. During the review period, only one faculty member holds the rank of professor, and five are assistant professors. This reflects the recent growth and turnover in faculty. The School should have a priority of assisting its faculty to successfully make the transition to tenure and eventual promotion to professor.

The external reviewer was particularly complementary of the dedication and commitment of the faculty to the program.

Programmatic Practices

Mentoring of junior faculty is relatively informal. This is feasible given the relatively small size of the school. While junior faculty members are mentored by all tenured faculty members on an ad hoc basis, the probationary faculty expressed a desire for more formal mentoring and feedback related to the progress towards tenure.

To assist new faculty, course releases are given during their first year, and efforts are made to ensure lower numbers of course preparations. The external reviewer also commented on the practice of faculty doing all their own grading and teaching all their lab sections as opposed to using graduate assistants. Offloading some of these tasks to graduate assistants could free up faculty time but at least partial faculty participation in

these activities would contribute to the quality of the experience for the undergraduate students so a careful balance would have to be made if this recommendation is pursued.

For the evaluation of teaching, student evaluations are the primary measurement tool, combined with evaluation of syllabi. Faculty can request senior faculty to observe teaching and provide feedback.

Evaluation of scholarly activity is done annually by both the Annual Merit Committee and the school director. Faculty members submit portfolios of their research, teaching, advising, and service activities based upon a calendar year for evaluation.

Curriculum

The external reviewer considered the undergraduate curriculum to be "extraordinarily broad and deep, and extremely well-conceived."

The program uses an appropriate mix of ITS courses and courses in other schools/ departments and colleges to provide graduates with:
- Technology, Policy and Management perspectives in the ITS field
- Heavy business content (almost all graduates also earn a Business minor)
- Effective human communication

Some key features of the curriculum include:
- Both voice and data applications are equally emphasized as well as the convergence of the two technologies
- Mixing of policy and management considerations into technical courses as well as technology considerations related to policy and management decisions
- A capstone course where complex problems in the field are addressed by combining technology, policy, management, and interpersonal communication
- Both technical and policy electives within the major
- An Area of Concentration outside the major such as computer science, management, international studies, political science, economics, marketing, and foreign languages.
- Hands on lab experiences

There is also ample evidence of continuous improvement and change in the curriculum in response to changes to both the discipline and the needs of employers which is essential in a professional discipline that is constantly evolving.

Teaching

The teaching load for active researchers is 2/2/2 with reductions given for being director, graduate director and undergraduate director. The number of preparations is very high with most faculty teaching 5 or 6 different courses each year. This is a result of having both the undergraduate and masters program and of faculty interest in teaching specialized electives that are typically offered only once per year. Despite this load, the

external reviewer felt that there was a "good balance between new preps and course-coverage overlap." All faculty members serve as advisors to undergraduate students.

The school also provides service offerings in the form of a Tier 3 course (Women and the Information Age) and through the popular Tier 2 course ITS-101, Consumer Issues in Communications. In 2005, the school also introduced ITS-201, Understanding Internet Technologies.

Research

The external reviewer felt that the level of research and publication was consistent with the teaching expectations placed on faculty in the school. Faculty have been successful in publishing in some of the top journals in the field with six faculty publishing in peer reviewed journals during the review period. Faculty members are also very active at professional conferences.

The school also has notable success in the area of grants which includes an NSF grant related to female and minority avoidance of careers in Information Technology. There is also a very successful partnership with Morehouse College and NASA related to deep space data communication protocols. The school is also part of a consortium to obtain operational control over a retired NASA satellite for teaching and research purposes. Total external funding exceeds $1M primarily over the last three years of the review period.

Students

Very few students come to this major as freshmen. The vast majority come as internal and external transfers. This is one of the major challenges for the major.

As with all technology-related majors across the country, this major has experienced a decline over the review period but is now starting to come back. During the dot-com boom, this and other technology majors experienced explosive growth in demand that was not sustainable. The dot-com bust and the resulting oversupply in the job market fueled a drastic decline in enrollment. Now jobs have begun to return but there are not enough students in the pipeline. This gap will likely result in a recovery of interest in the major.

One of the main impediments to this recovery, however, is the relative difficulty students have with locating this program within the Scripps College of Communication. The recent change in the name of the program is one attempt to increase visibility but both the school and the external reviewer encourage the university to make this program more visible to students both during the admissions process and among the current students that are undecided or considering a change in major. As the external reviewer puts it, "Ohio University should be proud of its ITS program, should showcase it rather than hide it, and should use it more effectively to advance the university's prestige internationally and, especially, state-wide."

Alumni Profile

As a professional program, the major places great emphasis on the placement of students. Graduates of this program have obtained employment in the field as well as successful admission to graduate programs. In addition, the school has a strong internship program.

The school also utilizes an advisory board for obtaining feedback about the curriculum as well as maintaining close relationships with the major employers of its graduates.

Adequacy of Resources

An obvious observation related to resources is the fragmentation and condition of the space available to the school. The school is scattered across campus with the department housed in the relatively poor conditions of Lindley Hall, and labs in the Central Classroom Building and RTV. The planned space addition for the college on the old Baker Center site should provide an opportunity to consolidate the facilities associated with this program in one location with adequate space in terms of quantity and quality to support the critical lab components of the curriculum. An additional need related to the lab components is the costs of ongoing maintenance and replacement of equipment used in instruction.

An additional "resource" requested by the school is additional support in the form of marketing and visibility for the program within admissions and other points of contact with potential new majors. This is also a critical need.

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching
- A continuously improved undergraduate curriculum that covers both the technical as well as the policy side of the discipline
- Extensive and appropriate use laboratory experiences with close involvement of the faculty
- Research activity that is excellent particularly considering the additional responsibilities placed on the faculty
- Excellent job placement of graduates in industry and public service, as well as further educational pursuits

Concerns
- The program's ability to continue to rebound in enrollment is hampered by its lack of visibility.
- The balance between maintaining both an undergraduate and graduate program with multiple tracks and a rich selection of electives will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations.

- Probationary faculty desire more formal mentoring and feedback on their progress towards tenure.
- There is only one faculty member at the rank of professor.
- There is a need for consolidating the space associated with the program in one location with higher quality space.
- There is a need for additional funding for ongoing maintenance and replacement of lab equipment.

Recommendations

- The external reviewer proposes that teaching assistants could be used to assist faculty by grading homework and monitoring labs. This would have to be balanced against the benefits to the students of the current high level of participation of faculty in these activities. It may also require additional resources in the form of graduate student funding and perhaps growth in the size of the graduate program.
- Additional clarifications of expectations for promotion and tenure could be provided to the probationary faculty.
- Continue to assist faculty with the achievement of tenure and ultimate promotion to professor.
- The program should continue to look for ways to increase its visibility among students. Perhaps partnering with other technical disciplines and working with admissions and marketing could create a benefit for all these programs in terms of recruiting students to technical areas.
- Ensure that a solution to the space issues for this program is included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for ongoing maintenance and replacement of lab equipment.

Graduate Program Review

General Program Summary

The school offers the Master of Communication Technology and Policy (M.C.T.P.), which is a professional interdisciplinary degree focusing on the technical, policy, and strategic issues related to telecommunication and information technologies, systems and services. This degree was approved by the Regents in 2002 with the first cohort starting in the Fall of 2003.

Faculty Profile

The same faculty members are used to deliver both the undergraduate and graduate program, so the faculty capacity at the graduate and undergraduate level are interrelated. The overall profile was addressed under the section on the undergraduate program. At the graduate level, faculty members are similarly well qualified and possess an appropriate range of specialization.

Programmatic Practices

Regardless of the culminating experience (thesis, project or exam), each student must have a three-member committee with two faculty from ITS and one outside. The outside member is related to the student's cognate area, or is an ITS faculty member from the opposite track.

Curriculum

The degree is nominally a 12-month professional degree in residence. Students take either a technology or policy track, based upon career objectives. The track includes electives within the track and cognate courses outside the school that support career goals for a total of 50 credit hours. A thesis option is available which extends the completion time to two years. Alternatively, the program can also conclude with is final project or comprehensive exam.

Teaching

Since faculty members participate in both the undergraduate and graduate programs, the same comments mentioned in the undergraduate review about faculty loads applies here.

In addition, because each graduate student requires ITS faculty as part of their committee for evaluation of their culminating experience, faculty members are heavily involved in student advising in the graduate program.

Research

The same comments made under the undergraduate section apply here. Faculty members have been successful both in terms of publication and sponsored research. The load on faculty in terms of delivering both an undergraduate and graduate degree with multiple tracks and electives puts a strain on faculty time so balancing workload between teaching and scholarship is a constant challenge.

Students

The graduate program has appropriate standards for admission to the program based on undergraduate degree GPA, test scores and references. TOEFL is used when applicable.

The program began with 12 students in 2003 and grew to 23 in 2004 and 24 in 2005. About half the students are taking the comprehensive exam approach while 25% are opting for the project and thesis options each. About two thirds are taking the technical track and one third is taking the policy track.

When the program started, there were two fully funded graduate students. Since the graduate program began after the national decline in enrollments in technical areas, it has not been subject to the decreases that have occurred in the undergraduate program.

In 2005, eleven additional tuition fee waivers were provided. During this early growth period, full funding was provided to only a few outstanding applicants, while partial funding was used for Graduate Recruitment Scholarships.

Alumni Profile

The program graduated four students in 2003 and ten students in 2004 and again in 2005. It is too early to determine the long-term success of graduates but there encouraging preliminary results such as two graduates accepted to PhD programs, one employed as a network and applications development project manager in industry, and one placed at the PUCO.

Adequacy of Resources

In addition to the space problems mentioned in the review of the undergraduate program, the school does not have enough office space for funded graduate students. Currently there are two offices for six students. Two additional offices are needed for the current 12 graduate students.

As with many graduate programs, stipends are too low and students doing a thesis do not have support during their second year.

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching

- Research activity that is excellent particularly considering the additional responsibilities placed on the faculty
- Successful launch of a graduate program in a short period of time with an innovative curriculum
- Excellent job placement of graduates in industry and PHD programs
- Completion of five theses, which have already led to peer reviewed journal and conference papers for faculty

Concerns
- The balance between maintaining both an undergraduate and graduate program with multiple tracks and a rich selection of electives will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations.
- Probationary faculty desire more formal mentoring and feedback on their progress towards tenure.
- There is only one faculty member at the rank of professor.
- There is a need for consolidating the space associated with the program in one location with higher quality space. This includes the need for additional graduate student offices.
- There is a need for additional funding for graduate student support and ongoing maintenance and replacement of lab equipment.

Recommendations
- The external reviewer proposes that teaching assistants could be used to assist faculty by grading homework and monitoring labs. This would have to be balanced against the benefits to the students of the current high level of participation of faculty in these activities. It may also require additional resources in the form of graduate student funding and perhaps growth in the size of the graduate program.
- Additional clarifications of expectations for promotion and tenure could be provided to the probationary faculty.
- Continue to assist faculty with the achievement of tenure and ultimate promotion to professor.
- Ensure that a solution to the space issues for this program is included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for graduate student support and ongoing maintenance and replacement of lab equipment.

From: Dr. Richard A. Thompson
To: ITS Program Evaluation Committee
Date: December 11, 2006
Subject: External reviewer's report

Vita

I am a professor in, and the chair of, the graduate program in Telecommunications in the University of Pittsburgh's School of Information Sciences. I have a BS and MS in EE, and a PhD in CS from Lafayette College, Columbia University, and the University of Connecticut, respectively. After 20 years at AT&T Bell Laboratories, I came to Pitt in 1989. I am a 43-year member of the IEEE and a charter- and board-member of ITERA (discussed below). I've published two textbooks and over a hundred papers.

Context

While all US universities suffer under a difficult economy now, this is especially true of state-owned and state-subsidized "public" universities. I know because I work for one. I believe our universities' common problems are temporary and will be resolved over the next five years as our states' revenue streams improve (they will) and our nation solves its problematic cost of health care and elevates its research funding (we must). So, my report is based on a long-term view in the context of these, and other assumptions stated below, and a general strategy that universities and their components should "hunker down" for a few years and not do anything that would be foolish in the long term.

General Summary

Ohio University's Information and Telecommunications Systems Program is one of the best "Telecom" programs in the US. Like almost all such programs across the country, it is suffering from a temporary enrollment decline and poor marketing (more on these below). Like my Telecom Program at Pitt, OU's ITS program is a victim of a three-way "perfect storm" – the confluence of:
- reduced state support to the university,
- a temporary enrollment decline in the program, and
- extremely low nationwide support for, and investment in research, including an NSF budget that leads to a paralyzing-ly low hit-rate on research proposals.

I believe this storm will pass. We are already seeing enrollment inching back up because the telecom industry is recovering and beginning to hire again.

While the ITS program could use some nudging and nurturing, I believe its largest problems (none of its problems are close to alarming) could be fixed by some simple changes in university-wide practice – changes that would help several other university programs, as well. Ohio University should be proud of its ITS program, should showcase it rather than hide it, and should use it more effectively to advance the university's prestige internationally and, especially, state-wide.

Faculty Profile

The ITS faculty is exceptionally dedicated and loyal to their program. It is obvious to me that the unusual enthusiasm and loyalty apparent among ITS students and alumni clearly follow contagiously from this faculty.

I did not investigate the faculty's credentials and individual pedigrees but, typical of most US Telecom programs, this faculty is extremely diverse with a broad set of academic backgrounds. This same potentially problematic characteristic is seen across the entire College of Communication. Yet, it's clear there is respect and understanding of these differences among ITS faculty and School and College administrators. However, while understanding such differences may be manifest in salary differences (I don't know for certain, but I was told it has been), it has not been adequately manifest in work-load differences. Administrators have to bring this about, but it is not entirely up to the administrators (more on this below).

During my visit, I saw two numbers that I found misleading.

- I counted nine members of the ITS faculty, but one half-time position and two partial teaching "buyouts" result in an effective faculty size of 7.5 FTE, a 17% reduction from the headcount. I hope administrators are using the 7.5 figure when they compute program cost and student-teacher ratio (if they're like my administrators at Pitt, they're using the 9.0 figure – and they should be called on it).

- Based on my previous experience in a quarter system, I naturally assumed that a quarter-long course is equivalent to 2/3 of a semester-long course. So, I thought the faculty's teaching load, described as "2, 2, and 2" was equivalent to my "2 + 2" semester-system teaching load at Pitt (I don't get an administrative buy-out). But, learning that each course with labs, and each graduate course, meets five hours a week, I calibrate the faculty's teaching load at an approximate average of "3 + 3" in equivalent semester-courses. I also had to recalibrate the number of equivalent semester-courses that I thought were in the curriculum (see below).

Programmatic Practices

While the teaching load seems high, the course assignment method seems fair, with good balance between new preps and course-coverage overlap. I don't know salary details, but the faculty did not complain about salary, raises, or the raise/performance process. Since I gave them plenty of opportunity to do this, this area must be in good shape.

The faculty report they are told to allocate their time as "40-40-20" across teaching, research, and service. This is a reasonable allocation under a "2 + 2" teaching load. When I realized that they teach six semester-equivalent courses per year, and grade their own homework, and monitor their own lab exercises, I asked if the expected 40-40-20 metric is a percentage, or is "hours-per-week." These numeric specifications – 6 courses-per-year and a "40-40-20" time allocation – are inconsistent. They illustrate a disconnect between administrator expectation and a university professor's job in a technical discipline. Six courses per year is consistent with a 60-20-20 allocation (more on this below) and, then, only in a perfectly managed environment and with few new preps.

ITS' tenure-stream Assistant Professors are insecure about knowing exactly what is expected for tenure, and whether the expectation is stable. I detect flaws in the areas of mentoring and providing adequate annual feedback – not so much on performance, but on

progress toward tenure. I think this is a serious problem for the assistant professors and for the university, especially in today's litigious society.

Inferring from comments made, and not actually seeing details, I suspect some administrative "gaming" in a couple of areas.

- The faculty reported adequate annual travel budget "because of the endowment." But, they did not know if the school's operating budget included the college's or university's fair share of travel budget. I hope the IST school doesn't get reduced travel budget under the rationale that they can draw from an endowment and the college's other schools cannot. If this is happening, I'm sure the McClures would not be pleased to know that their IST endowment is used, in effect, to increase travel for the college's other units.

- I learned that Phyllis was "bought out" for a university-wide function. I suspect that the "buy-out" funds the university provided may have been redirected at the Dean's office and didn't make it to the School to fund her replacement. Unlike the gaming above, which is not appropriate (if it's happening), this is an entirely appropriate and painless way (if it's happening) to temporarily shift half a faculty line to another school that may need it more than IST needs it right now (because of IST's temporary under-enrollment). If this is the case, IST faculty morale would be improved if they were told it is happening and that it is temporary.

Curriculum
The undergraduate curriculum is extraordinarily broad and deep, and extremely well-conceived. This breadth and depth contributes directly to the program's excellence and excellent reputation. However, I am concerned about the graduate curriculum. It is natural for a potential employer or another university's PhD admission committee to assume that an MS-IST graduate would have at least the same skill-set as a BS-IST graduate. This is not necessarily the case in OU's IST program.

Teaching
While the timing of my visit precluded observing a class, I was able to observe a lab experiment in progress. If the lectures get the same excellent level of care and attention that I observed in the lab, then the program's general level of teaching quality is probably extraordinary. I can say that IST graduates who have come to my program for a master's degree speak highly of the pedagogy they encountered at OU. But, besides the high teaching load noted above, there are other related issues.

- Load equity. While the faculty defended one another's teaching load (in a common meeting), it appears that total load (including lab monitoring, homework grading, research papers, and research proposals) may not be equal across the tenured professors. In addition, the untenured professors might be enduring a load that is "too equal" to that of the tenured faculty.

- Grading homework. While there is a graduate program, there is no internal culture for using graduate students as teaching assistants and there appears to be no budget for this type of financial aid. While the faculty is appropriately and laudably concerned about allowing undergrad courses to be taught by graduate students, grad students can still be used to: grade homework, meet recitation

groups, and otherwise reduce the per-course time-demand on the faculty, freeing them for other activities. The ITS faculty resisted this suggestion.

- Lab responsibility. Labs could also be overseen by graduate students, but this is more problematic because the grad students may not have performed all the lab experiments. Depending on university rules, seniors might be used to help under-classmen in the labs. The ITS faculty were not thrilled with this suggestion either.

Research
Research productivity is difficult to measure. Coming from a "research-oriented AAU university," I look at two areas: peer-reviewed publications and research funding. While I have written two textbooks in my own career, I believe that writing a textbook is more of a teaching activity than it is a research activity. And, while the university's good name is given additional credibility by textbooks and other faculty activities, like consulting and expert-witnessing, I don't consider these activities to be research. So, papers and dollars are the only two metrics I considered.

As a whole, the faculty contributes original research and publications at a level that is consistent with their teaching loads. I know many ITS professors from conferences and from their textbooks. While I don't see exceptional research results or archival papers, such a level of activity is very difficult without PhD students and is nearly impossible in the context of the faculty's teaching load. The faculty is performing extremely well under the conditions they have.

External funding is excellent, especially in today's difficult research economy. But, professors who are able to attract large research grants should get reduced teaching loads so they can write more proposals and collaborate with and mentor other professors, especially the untenured Assistant Professors. Research productivity, in the form of papers and proposals, might benefit by collaboration with faculty at other universities. I suggest a joint faculty meeting with my faculty at Pitt, for example.

Students
The students I met during my visit, and who have come to Pitt for MST degrees, are all well-educated, which I knew to expect. Beyond this, they are articulate, which is becoming increasingly rare among America's college graduates.

The faculty's attention to relationships with companies benefits the students by providing an inside track to internships and career opportunities after graduation. But, this is yet another activity that gives the ITS faculty a greater total load than other faculty across campus who may not pay attention to such things.

The dichotomy between the technical side and the policy side of the curriculum has the potential to be a large enough gap that it could confuse potential employers and potential grad school admissions committees, especially at the masters' level. Relying on the advising process to close this gap is problematic.

Resources
Space seems adequate, but it is awkward and inconveniently separated. But, considering the program's temporary under-enrollment, this is a bad time to complain about space. Besides, I understand it will be resolved soon anyway. I discussed travel budget above

Labs are an appropriately important part of the curriculum. The students we interviewed appreciate the value of lab experiments and said they enjoy their lab experiences. Based on the amount of donated equipment, the companies that hire the graduates seem to appreciate this component of education. I make the following observations:

- Lab space seems adequate for the current enrollment but, if enrollment increases, (as we expect it will), the labs will need to be larger.
- The biggest problem with lab equipment, whether donated or purchased, is that it breaks. In my program, my only recourse is to discard equipment that breaks, but OU's ITS program uses its endowment to pay for maintenance contracts. This is a wise use of this resource and I am envious. I hope the McClures know how their generosity is utilized and understand how important that is.
- Having a dedicated Lab Technician on the staff is very important. The one you have is competent, personable, and helpful to students. Also, as an ITS graduate, he is a role model for the students. He is a big asset to the program. Since his skill-set is useful campus-wide, he could be loaned out to perform temporary jobs in other units on campus in exchange for "funny money," publicity, and/or good will. But, it is very important that he continue to report directly to the ITS director. This is another asset Andy has that causes me some envy.

Marketing & Enrollment

During the dot.com boom, the nation's Telecom programs were all over-enrolled. Since the Telecom industry was in the press and careers were seen to be exciting, students found our programs inside our respective universities even though they weren't easy to find. But, all this changed in a very short time. After the dot.com bust, any publicity the Telecom industry has received has been negative and talk of off-shoring (which affects Computer Science much more than Telecom) has further discouraged potential students. So, our enrollments have dropped. While such enrollment fluctuations are normal in all disciplines, it's more noticeable when part of a "perfect storm." The Telecom industry is recovering and our nation's young people will rediscover the excitement of education that leads to a technical profession. This is important, not just to Telecom and Engineering, but to our nation because these professions are important to the US economy.

So, enrollment will increase again but, without some clever marketing, it will take a couple of years. One source of marketing is through some kind of discipline-wide or even industry-wide coordinated effort. Such an effort is one of the major goals of the International Telecommunications Education and Research Association (ITERA). The ITS faculty's participation, and especially Andy's leadership role, in ITERA is laudable and should be encouraged and rewarded. The university's role in marketing the ITS program is described below.

The recent name change, getting "Telecommunications" into the program title, was an excellent and long overdue move.

Commendations

- The faculty is excellent. They are extremely loyal to the ITS program, especially its curriculum, and extremely dedicated to teaching.
- The undergraduate ITS curriculum is rich and up-to-date, and the technical/policy dichotomy is addressed well.

- Labs, lab personnel, and lab management are recognized to be important; and are outstanding.
- Faculty research productivity is excellent, especially when one takes into account their other duties and the depth of these duties.
- Faculty participation and support, and Andy's leadership, in ITERA is laudable.

Concerns
- It is not enough to verbalize that technical and non-technical professors should have different teaching loads; it must be practiced. This requires administrative "backbone" but also some compromise by the faculty. While the faculty's dedication and loyalty to their program's curriculum is highly commendable, they may have carried it too far during the current "perfect storm." The faculty's course-load may be inconsistent with the university's student-teacher ratio, which suggests there may be too many small classes.
- The faculty has a culture issue to deal with. Most of the professors are probably on "eight-month appointments" but, if your university is like mine, there is no clear, precise definition of what that means. There are two alternative definitions:
   o It's an eight-month-per-year job, like that of a grade-school teacher, and the other four months can be used for extended vacations or getting a part-time job or tending the family farm.
   o It's an eleven-month-per-year job for which the university agrees to pay eight months of salary and the professor is responsible for acquiring the external funding that pays his/her salary for the other three months. The key point is that the professor still works for the university for those three months even if he/she fails to acquire the additional funding.

This dichotomy is a culture issue. Faculty and administrators at community colleges and "normal schools" agree on Plan A; faculty and administrators at top-tier AAU research universities agree on Plan B; faculty and administrators at universities in between, or in transition, have a continuing and contentious culture clash. It is clear that the ITS faculty <u>do</u> work those extra three months every year without pay, <u>but</u> they think they are doing "charity work" for the university. This is part of an administration-faculty disconnect, which I suspect extends across the entire university.

If your university is like mine, the university administrators deliberately avoid clarification because they fear it will turn the tide toward unionization. I don't have a solution or a recommendation; I can only point out that the problem is apparent to an outsider. I can tell you that my colleagues in my Telecom program at Pitt quietly understand that we operate under Plan B, regardless of which Plan our colleagues across the university think they are under.

- <u>But,</u> even under Plan B, "40-40-20" is inconsistent with "3 + 3". The University can't have it both ways – the ITS program's teaching loads and student-teacher ratios are consistent with a mostly-undergraduate mostly-teaching university. Just look around at other universities. If the university wants to increase research productivity and improve the university's prestige, the administration must recognize that faculty productivity is a zero-sum game.

- The faculty seems poorly informed about operations, budgets, expectations, and plans. This is especially true, and especially problematic, among the untenured assistant professors.
- The lack of Teaching Assistants affects financial aid, which affects graduate enrollment, and also exacerbates the faculty's teaching load.
- The endowment should be used strictly within the ITS program to its advantage, and not as a means to subsidize other programs by under-allocating the ITS program's regular operating funds.

Recommendations
- MS students might be required to go through some undergraduate remediation if they need it, especially in the labs. This need not use a lot of faculty time, especially if lab lectures are video-recorded.
- Administrators should be more open with the faculty about resources and plans.
- The program could have teaching assistants who could off-load the faculty by grading homework, holding recitation sections, and monitoring labs. Graduate enrollment can be raised by strategically offering part-time assistantships and partial tuition scholarships.
- The IST program's P&T Committee must produce a clear document that states precise expectations for promotion and, especially, for tenure in the ITS program. While this document would not be intended to apply university- or college-wide, it should be endorsed by the Director and Dean.
- Andy's contributions to the ITS program and his discipline-wide recognition in ITERA should be rewarded by promoting him to Full Professor. While Andy and I are good friends, please believe that we haven't planned that I would say this.
- To protect the McClure endowment from direct and indirect poaching, the Director should provide the McClures a brief annual report, showing them the details of how their endowment was deployed and verifying that such expenses were in addition to, and not substitutions for, the program's normal operating expenses.
- The problems of faculty time allocation and load differentiation can be addressed together by a cost-free two-part plan.
  - Considering the "perfect storm" of the university's economic situation and the program's reduced enrollment, the faculty could offer to make some sacrifices in the ITS curriculum. Some course compressions might reduce some professor's teaching loads to five (or four, occasionally) courses per year. Occasional "buyouts" might be petitioned and awarded for proposal writing and to untenured professors for a paper-writing blitz two years before a tenure decision.
  - However, administrators at the school, college, and university levels must respect that the faculty would make this sacrifice to elevate their research activity (which they must demonstrate). Administrators cannot betray the faculty by reducing its size in order to make them conform to a uniform one-size-fits-all standard teaching load. The faculty has no motivation to sacrifice its curriculum a little it if it leads to reducing their number.

- While marketing the "Telecom Discipline" and all its academic programs can be left to ITERA, OU could do a better job at marketing its ITS program, and all its other technical programs and boutique programs.
  - o The university could provide a university-wide webpage by which similar programs in disparate colleges can be associated by program type. This way a slightly unhappy CS major, for example, might easily find his way to the ITS, MIS, TCOM, and other related programs.
  - o Encourage the state-system's chancellor to:
    - Adopt a system-wide webpage of related boutique degree programs so that, if a student at Kent State, for example, becomes interested in networking, he could easily locate the ITS program at this sister university.
    - Provide system-wide email lists so that programs like ITS can advertise themselves to other majors at OU and at OU's sister universities. Inter-system transfer would also have to be simplified.
    - Adopt an effective program of encouraging females to return to technical professions. This should be aimed at women in $7^{th} - 9^{th}$ grade, which is where we are losing them.
  - o We should expect that rising tuition will force increasingly more new students to go to community colleges for their first year or two. So, the university must coordinate and simplify the process by which a student transfers from a community college and must adequately identify all the university's degree programs to students at community colleges.

Conclusion

Andy and I are good friends, but I want to assure any readers of this report that we have not "gamed" my report. Any criticisms that I have made within this report come from direct observations, and from suspicions based on experience (mostly by observing my own university). I assure you that nobody at OU "planted" anything for me to say here.

The Information and Telecommunications Systems program is truly excellent on a global scale. The university should be proud of this program and must brag about it instead of hiding it. And, the university and the ITS faculty must work together to ensure its future success.

I appreciate being invited for such an important activity and I hope that my comments will be useful.

OHIO

UNIVERSITY

J. Warren McClure School of Information and Telecommunication Systems
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740/593-4890
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February 14, 2007

John Day and Michael Prudich
UCC Program Review Committee
Ohio University

RE: Program Review Report

Dear Drs. Day and Prudich:

Thank you for the opportunity to comment on the Review Team's 7-Year programs review
report on ITS. Although there are many fine commendations in the report, here focus is on
updates to the program and clarifications associated with your concerns.

The report comments on the program's ability to rebound in undergraduate enrollment because
of lack of visibility. Demand for our graduates is very high now as IT labor shortages are real
and projected through 2014 by the US Labor Department. However, in the 2002-5 period,
negative publicity regarding layoffs in the IT and Telecommunications fields had considerable
affect on the psyche of students and parents alike. Now that the news is good (average starting
salaries of $45,000 per year), we must combat the after effects of that negative publicity. We
have just hired two PR undergraduate students for a total of 20 hours a week, to assist in
marketing the program to current OU undecided majors and high school students. Traditionally,
ITS has played an important role in student retention at OU. We also note that the University is
advertising for an Articulation Manager to assist in gaining transfer students from junior
colleges. Our program is ideal for the creation of 2+2 programs. We are also sending letters to
over 50 junior college and high school Cisco Academies in the state of Ohio. We also expect to
have extended discussions with the Admissions department on targeted recruiting for students
interested in the IT field at OU (IT educational programs are in ITS, Computer Science and MIS
schools/departments at OU).

The report also comments on balancing faculty resources between the undergraduate and
graduate program, taking care not to overload faculty with too many different course
preparations. The school has taken great care in the past to minimize the number of different
course preparations for probationary faculty, and will continue to do so. The multiple course prep
problem has been substantially a technical faculty issue. We have already taken actions to reduce

the frequency of some technical undergraduate electives, without compromising the quality of the educational experience, or the opportunity for breadth within the field. We will continue to carefully monitor workload in the future to help minimize the number of different class preparations.

The report also highlights probationary faculty desire for more formal mentoring and feedback on their progress towards tenure. Currently, formal feedback consists of two independent annual review letters from the school P&T committee and the school Director. Based upon this finding, the school will consider additional alternatives, such as formal appointment of mentors and introducing a three-year P&T committee review (the halfway mark for the probationary period). The school will also review its P&T document for clarity of expectations. The report also mentions that there is only one faculty member at the rank of professor. Although this was true during the seven year review period, one faculty member was promoted to full professor effective September 2007. We feel that there is no definable minimum or maximum number of full professors, and are comfortable with the opportunities for progression.

The repot notes space issues principally associated with dispersal of labs/offices to three different buildings, which should be solved in the future by the planned new Scripps College of Communication building. However, as that implementation is 4-6 years away, the remaining space issue is graduate student office space. The Fall graduate headcount was 34 students, and the school only has two small offices that house 6 graduate students. However, there are 4 small offices within the school's office footprint which house journalism PhD students. It was anticipated that this space would revert to ITS once Studio B was renovated in RTV. The Director will work with the Dean and Journalism Director to arrive at a transition plan to help alleviate this problem.

Lastly, the report highlights the need for additional funding for graduate student support. This is critical for two reasons. First, adequate graduate student support for rapidly growing programs such as ITS typically lags its budgeted allocation. Second, the faculty recently decided to have both one-year and two-year duration paths through the masters program, to be implemented AY-2007/8. Originally construed, the MCTP was to be principally a one-year professional degree. The one-year path has not well served about half the students well (those pursuing thesis and those right out of undergraduate school without practical experience). The large majority of students receiving support receive partial support, paying considerable tuition. However, we are losing exceptional students who are being offered full scholarships for multiple years at stipend rates considerably higher than what we pay. So the current tradeoff is to use our support for more tuition payers OR to attract the best and the brightest. We need more graduate student support to do BOTH. We plan on working with the Dean and the Associate Provost for Graduate Studies to address this issue.

Once again, thank you for the opportunity to address your report.

Sincerely

Andy Snow
Director

To: John Day, UCC Program Review Committee
From: Greg Shepherd, Dean
Date: March 5, 2007
Re: McClure School 7 Year Review

I have read the Program Review Report for the School of Information and
Telecommunication Systems and am in agreement with the recommendations
provided therein. I appreciate the care shown by both the internal and external
reviewers and believe the report will prove beneficial to the School, its faculty,
staff and students.

ACADEMIC PROGRAM REVIEW

Name of Program: _____VISUAL COMMUNICATION_____

Program Type (check all that apply):
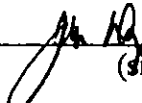
__ undergraduate certificate	_x_ bachelor's degree
__ graduate certificate	_x_ master's degree
__ associate degree	__ doctoral degree

Date last review was accepted by Board of Trustees: _____MAY, 1999_____
(date)
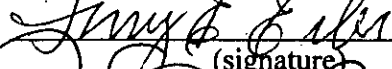
Report prepared by: _____JOHN DAY ; PAULA POPOVICH_____

External Reviewer: _____STEVEN L. RAYMER_____

Draft completed and sent to chair and dean: *
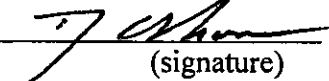
Review Committee Chair: _____   5-9-07
(signature)   (date)

Seen by and returned:

Program chair: _____   5.9.07
(signature)   (date)

Dean of college: _____   5/9/07
(signature)   (date)

Return draft and all comments to Review Committee   by: _____
University Curriculum Council   (date)
Pilcher House 202

Approved by UCC chair: _____   6/5/07
(signature)   (date)

* the word "DRAFT" __must__ appear on each page of the review until it has been formally approved by the University Curriculum Council.

PASSED BY CURRICULUM COUNCIL JUN 05 2007 DATE INITIAL

1067
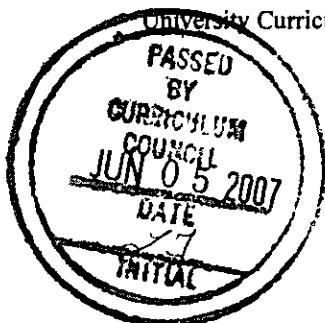
UCC Seven-Year Review
School of Visual Communication

Executive Summary

The School of Visual Communication was created in 1986 and jointly held within the College of Fine Arts and the College of Communication. It was moved solely into the College of Communication in the early 1990's. Throughout the review period, the school has offered a Bachelor of Science in Visual Communication (BSVC) in the form of an interdisciplinary visual communication degree in four specialized sequences: photojournalism, informational graphics and page design, commercial photography and interactive design. The graduate program in the School of Visual Communication offers a Master of Arts in photography with a focus in photojournalism, visual communication management, informational graphics/page design, interactive multimedia and commercial photography.

According to the external reviewer, the School of Visual Communication "is one of Ohio University's most nationally and internationally recognized programs—and justifiably so." It is characterized by a strong and dedicated faculty with an impressive mix of professional and academic credentials, delivering a relevant, innovative and evolving curriculum that effectively mixes both professional skills and academic concepts. Through its selective admissions policy, the school attracts an outstanding group of students each year with graduates benefiting from strong relationships with employers, which has led to very successful placement of students

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching.
- A continuously improved undergraduate curriculum that covers both professional skills as well as the policy side of the discipline.
- A continuously improved graduate curriculum that includes three tracks with a particularly strong track in photojournalism.
- Faculty provide close engagement and mentoring of undergraduate students.
- Strong demand for the program allows for selective admissions. Enrollments have been increasing with strong out-of-state enrollments compared to university averages.
- Quality of students and curriculum is reflected in the numerous awards students have won at national competitions especially in photojournalism.
- Excellent placement of graduates in the field with notable accomplishments including Pulitzer Prizes, recognition in industry publications and associations.

Concerns
- The balance between maintaining an undergraduate program with multiple tracks and an emphasis on the development of professional skills will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations, especially among un-tenured faculty.

- Does the undergraduate curriculum in particular have an appropriate mix of both professional journalistic skills, and more general knowledge.
- Faculty expressed a concern for the need for more financial support for attending workshops, conferences and short courses to update critical skills and develop new course materials.
- There is a need for consolidating the space associated with the program in one location with higher quality space.

Recommendations
- The external reviewer encourages the program to consider the long term effects and sustainability of the academic model in terms of the mix of academic content and professional skills. This, however, is the source of the programs strength so any changes must be considered carefully.
- Demand for this program provides an opportunity for enrollment growth in the college but must be supported with sufficient faculty resources and associated funding.
- There are serious immediate space needs that must be addressed to deal with the recent expansion of the program. Longer term, a solution to the space issues for this program must be included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for faculty development and training.

Undergraduate Program Review

General Program Summary

The School of Visual Communication was created within the Scripps College of Communication in 1986. Throughout the review period, the school has offered a Bachelor of Science in Visual Communication (BSVC) in the form of an interdisciplinary visual communication degree in four specialized sequences: photojournalism, informational graphics and page design, commercial photography and interactive design.

According to the external reviewer, the School of Visual Communication "is one of Ohio University's most nationally and internationally recognized programs—and justifiably so." It is characterized by a strong and dedicated faculty with an impressive mix of professional and academic credentials, delivering a relevant, innovative and evolving curriculum that effectively mixes both professional skills and academic concepts. Through its selective admissions policy, the school attracts an outstanding group of students each year with graduates benefiting from strong relationships with employers, which has led to very successful placement of students.

Faculty Profile

The faculty has grown from 7 to 11 full-time faculty members during the review period. This growth is directly related to the school's agreement to increase the size of the major and an expansion of faculty research and creative activity related to a reduction in workload from a 3-3-3 to a standard 2-2-2. To avoid a decrease in credit hour production, the ViCo 120 course was expanded to 180 seats and a ViCo 140 service course was added with a section size of 220. The school also maintains a very diverse faculty with 20% from underrepresented groups and 20% female.

As indicated by the external reviewer, the faculty "brings an impressive array of professional experience and accomplishment to the classroom and campus of Ohio University. Many were editors and news executives before earning advanced degrees and joining the admirably diverse faculty. Several were part of Pulitzer Prize winning teams in their newsrooms. To a person, their enthusiasm for teaching and dedication to students—and student accomplishment in the mass media—were clearly evident my individual and group meetings with the faculty."

Programmatic Practices

Junior faculty members are mentored through a team-teaching relationship with a tenured faculty member during their first quarter. Additional formal mentoring is sometimes used as well as an additional course reduction for preparation of the tenure dossier.

The school has a detailed tenure and promotion policy that covers expectations in the areas of teaching, creative/professional/scholarly achievement and service. Untenured

faculty expressed a desire for additional relief from course loads, meetings, and other activities so they can focus on enhancing their credentials prior to going up for tenure.

The school has a consistent history of continuously improving the curriculum which puts a great deal of pressure on faculty to remain current. This puts a strain on resources and faculty time and demonstrates a strong commitment to the preparation of its students for careers in the profession.

As the external reviewer has stated, "The School prides itself on a timely, goal-focused curriculum that is heavy on skills needed by the media or for career advancement inside the media. School's most recent list of student achievements, media connections, and faculty excellence, including numerous professors with distinguished news media careers, Fulbright Fellowships, and the like testifies to the validity of this academic model. "

Curriculum

As stated in the self-study, the "program was designed to provide students with a hands-on professionally orientated education in defined areas of visual communication, while requiring a solid liberal arts educational foundation." The external review considers the program to be "an innovator and leader in photojournalism, graphic design, commercial photography, and interactive media design—the core of the School's professional-based curriculum." The curriculum emphasizes the importance of high ethical and professional standards.

As with all technology-driven programs, there is constant pressure to keep the curriculum current, particularly given that this program has strived to provide students with current skills that will be invaluable to their employment in the industry. The program has made major revisions to address changes in the forms and formats of photography and visual communication including digital delivery, design for the web, and the intermixing of still, audio, motion and motion graphics.

Continuing to keep up with these changes has and will continue to put pressure on faculty time and other scarce resources if the program is to maintain its leadership position in the visual communication education.

Teaching

The faculty maintains strong relationships with top professionals in the field, which creates opportunities for students to interact with them. Teaching assignments are related to the faculty member's expertise and enrollment demands. Consideration is given to minimize excessive new course preparations. Teaching is evaluated annually as part of the tenure and promotion process and both student evaluations and collegial evaluation are used as part of the process.

Advising assignments are also related to the faculty member's area of expertise with a ratio of 25 to 30 students per faculty member. Advising is also a key component of the evaluation for tenure and promotion.

Graduate teaching assistants are used in the introductory courses in each sequence. Load is one course per term and both formal and informal training is used to prepare these graduate students for teaching.

Research

As indicated by the external reviewer, "several VisCom faculty members have published chapters in peer-reviewed publications, as well as journalism, photographic, and other professional journals. Others have exhibited photographs at galleries nationwide and photographed for national and regional publications, while still others have given countless hours of service to state, regional, and national groups such as the National Press Photographers Association, serving as speakers, coaches, judges, and officers."

Students

The school maintains a selective admissions policy to control the number of students and their distribution across the four concentration sequences. Admissions were purposely capped at 16 students in each sequence in 2001 bring the total number of students down from 329 to 256 by 2004. This has expanded to 20 students in each sequence in exchange for additional faculty resources. There is capacity within the pedagogical model and student demand (currently turning down 50% of the freshmen applicants) to increase to 30 students (480 majors) if additional faculty resources were funded.

Because of this high selectivity, there is an impressive 80 percent yield on admitted freshmen and the program has a very high number of out-of-state students (25%) compared to the university average.

The quality of students in the program is reflected in their achievements. For example, students in the photojournalism sequence won more than 40 percent of all awards in the recent international College Photographer of the Year competition, including the top award.

Alumni

The alumni of the program have developed national reputations and received numerous awards, Several alumni have won Pulitzer Prizes while others have been featured in national publications or have been recognized by national associations. Alumni also remain connected to the program and return to share their experience with current students further strengthening the program.

Adequacy of Resources

An obvious observation related to resources is the fragmentation and condition of the space available to the school. The school is scattered across campus with the department housed in the relatively poor conditions of Seigfred Hall, with additional space in the Central Classroom Building and RTV and a shared multimedia lab in Scripps Hall. The planned space addition for the college on the old Baker Center site should provide an opportunity to consolidate the facilities associated with this program in one location with adequate space in terms of quantity and quality to support the critical lab components of the curriculum.

An additional "resource" problem for the school is the 50% decline in budget that supports the expenses of the program. This has constrained the ability of the school to support faculty development and travel as well as equipment needs. An additional need related to the lab components is the costs of ongoing maintenance and replacement of equipment used in instruction.

Despite these constraints the school has used some creative agreements with camera manufacturers to help provide students gain access to current equipment and save the schools about $350,000 a year.

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching.
- A continuously improved undergraduate curriculum that covers both professional skills as well as the policy side of the discipline.
- Faculty provide close engagement and mentoring of students.
- Quality of students and curriculum is reflected in the numerous awards students have won at national competitions especially in photojournalism.
- Strong demand for the program allows for selective admissions. Enrollments have been increasing with strong out-of-state enrollments compared to university averages.
- Excellent placement of graduates in the field with notable accomplishments including Pulitzer Prizes, recognition in industry publications and associations.

Concerns
- The balance between maintaining an undergraduate program with multiple tracks and an emphasis on the development of professional skills will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations.
- Does the undergraduate curriculum in particular have an appropriate mix of both professional journalistic skills, and more general knowledge.
- Faculty expressed a concern for the need for more financial support for attending workshops, conferences and short courses to update critical skills and develop new course materials.

- There is a need for consolidating the space associated with the program in one location with higher quality space.

Recommendations
- The external reviewer encourages the program to consider the long term effects and sustainability of the academic model in terms of the mix of academic content and professional skills. This, however, is the source of the programs strength so any changes must be considered carefully.
- Demand for this program provides an opportunity for enrollment growth in the college but must be supported with sufficient faculty resources and associated funding.
- There are serious immediate space needs that must be addressed to deal with the recent expansion of the program. Longer term, a solution to the space issues for this program must be included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for faculty development and training.

Graduate Program Review

General Program Summary

The graduate program in the School of Visual Communication offers a Master of Arts in photography with a focus in photojournalism, visual communication management, informational graphics/page design, interactive multimedia and commercial photography. As the external reviewer has confirmed, the program has been recognized as "the top mid-career program in photojournalism." Between 12 and 20 new students are admitted each year into the program which takes five-to-six quarters to complete. The program has grown from 22 to 47 students over the review period.

Faculty Profile

The same faculty members are used to deliver both the undergraduate and graduate program, so the faculty capacity at both the graduate and undergraduate level are interrelated. The overall profile was addressed under the section on the undergraduate program. At the graduate level, faculty members are similarly well qualified and possess an appropriate range of professional and academic preparation.

Programmatic Practices

Graduate Assistants and Teaching Assistants are used to supplement and assist faculty and the school. GAs are used in the two computer labs, to management equipment resources and assist faculty with class projects. The Teaching Assistants are usually second-year graduate students and are used to teach introductory classes in their area of expertise. TAs will teach one class per term.

TAs often serve as a GA in a class before they are allowed to teach the class on their own. A faculty member is assigned to work with the TA to see that the goals and requirements of the class are at the required and expected level of delivery.

Curriculum

There are three graduate tracks in the program. Photojournalism, Commercial Photography and Graphic/ Picture Editing. Currently 35 of the 47 graduate students are in the Photojournalism track. All of the tracks require a minimum of 45 hours of graduate credit including an approved masters project. A masters' project for five credit hours is a capstone project required of all graduate students. This must involve original research of a creative, quantitative or qualitative in a final presentation of an approved topic and format

Each track has a series of required classes, directed electives and open electives. Cognate areas outside the School of Visual Communication are encouraged. There is a required progress review at the end of the first quarter or completion of 15 credits to assess the student's suitability for continued study.

Teaching

Since faculty members participate in both the undergraduate and graduate programs, the same comments mentioned in the undergraduate review about teaching and advising assignments applies here.

Research

The same comments made under the undergraduate section apply here. Faculty members have been successful both in terms of publication and creative activity. The load on faculty in terms of delivering both an undergraduate and graduate degree with multiple tracks and the constant need to update the curriculum puts a strain on faculty time so balancing workload between teaching and scholarship is a constant challenge.

Students

During the seven years of this program review, graduate students have earned six Fulbright Fellowships, five Ohio University Student Enhancement Awards, a Daniel Chow Fellowship, four U.S. News and World Report Magazine internships, four National Geographic internships, and one White House internship. The external reviewer agrees that the program is a leader in graduate education and commends the school for the diversity of the graduate student body.

Alumni Profile

Job placements are very successful. Former graduate students work at leading newspapers and magazines, including USA Today, National Geographic and The Los Angeles Times. Pulitzer nominations and prizes have been won by six of the graduates of this program.

Adequacy of Resources

In addition to the space problems mentioned in the review of the undergraduate program, the school does not have enough office space for funded graduate students. As with many graduate programs, stipends are too low.

Commendations
- Dedicated faculty that have an appropriate mix of academic preparation and professional experience and are extremely dedicated to teaching.
- A continuously improved graduate curriculum that includes three tracks with a particularly strong track in photojournalism.
- Strong demand for the program allows for selective admissions. Enrollments have been increasing with good diversity among students.
- Excellent placement of graduates in the field with notable accomplishments including Pulitzer Prizes.

Concerns

- The balance between maintaining an undergraduate program with multiple tracks and an emphasis on the development of professional skills will need to be constantly managed in terms of the teaching load of faculty and the number of course preparations.
- Faculty expressed a concern for the need for more financial support for attending workshops, conferences and short courses to update critical skills and develop new course materials.
- There is a need for consolidating the space associated with the program in one location with higher quality space and space for graduate students.

Recommendations

- Demand for this program provides an opportunity for enrollment growth in the college but must be supported with sufficient faculty resources and associated funding.
- There are serious immediate space needs that must be addressed to deal with the recent expansion of the program. Longer term, a solution to the space issues for this program must be included in the planning related to the expansion of the college into the old Baker Center site.
- Obtain additional funding for faculty development and training.

From: Professor Steven L. Raymer
To: School of Visual Communication Evaluation Committee
Date: February 15, 2007
Subject: External reviewer's report

VITA

I am an associate professor of journalism at Indiana University School of
Journalism in Bloomington. A *National Geographic* Magazine staff photographer
for more than two decades, I now teach visual communication theory,
photojournalism, media ethics, and international newsgathering. I am also on
the faculty of the university's Russian and East European Institute and Indian
Studies program. The author and photographer of five books and 30 *National
Geographic* Magazine articles, I hold B.S. and M.A. degrees from the University of
Wisconsin-Madison and was a John J. Knight Journalism Fellow for one
academic year at Stanford University in Palo Alto, California. Finally and in the
interest of full disclosure, I have known the director, Professor Terry Eiler, for
some 30 years, and consider him a valued friend.

CONTEXT

Schools of journalism, mass communication, and visual communication across
the United States face a dilemma over the appropriate mix of skills and
knowledge in their curricula. Multimedia skills — being able to effectively
communicate with words, images, video, and sound over the Internet and in
other interactive media — are in especially high demand in both the traditional
news media, as well as in advertising and corporate communication. Recruiting
faculty with multimedia and Internet skills is highly competitive, even fevered,
given the limited pool of applicants from academia or the industry. Moreover, as
the world becomes more globalized, visual communication and journalism
students are expected to be more broadly educated in the traditional liberal
arts — especially foreign languages, history, political science, anthropology, and
the basic sciences. As one of the premier graduate and undergraduate programs
in the United States, the School of Visual Communication at Ohio University
faces these and other challenges.

GENERAL SUMMARY

The School of Visual Communication in the Scripps College of Communication is one of Ohio University's most nationally and internationally recognized programs — and justifiably so. Its alumni occupy prominent positions of leadership, innovation, and professional accomplishment in the United States and abroad. While the School has added faculty in recent years, it continues to be highly selective in both undergraduate and graduate admissions to a commendably diverse student body. The School's core strength has traditionally been an emphasis on teaching professional skills and knowledge — in other words, preparing students to step into the highly competitive world of the visual media. The School has long been considered an innovator and leader in photojournalism, graphic design, commercial photography, and interactive media design — the core of the School's professional-based curriculum. Since its last evaluation, the program continues to grow in academic strength, student accomplishments, and industry leadership. In fact, the school has retained its justified reputation for teaching excellence and media leadership despite inadequate facilities scattered over four buildings and insufficient funding, especially for faculty development, research, and creative activity, compared to peer institutions. Through Vision Ohio, the Scripps endowment of the College of Communication, and expanded partnerships with corporations and successful alumni, the School hopes to address space and support problems before the next seven-year review in 2013. A problem that may be more difficult to address is retaining the School's the core academic model — a curriculum focused on training students in specific skills needed for employment in the news media and communications industry. Thus far, the School has successfully addressed new forms and formats of photography and visual communication. But as the speed of technological change accelerates, the School will be challenged to further enhance its resources and faculty — and thus continue to be a leader in visual communication education.

FACULTY PROFILE AND PROGRAMMATIC PRACTICES

The faculty of the School of Visual Communication brings an impressive array of professional experience and accomplishment to the classroom and campus of Ohio University. Many were editors and news executives before earning advanced degrees and joining the admirably diverse faculty. Several were part of Pulitzer Prize winning teams in their newsrooms. To a person, their enthusiasm for teaching and dedication to students — and student accomplishment in the mass media — were clearly evident my individual and group meetings with the faculty.

Unlike so-called "Research One" university faculties that put a premium on research and creative activity with correspondingly lighter teaching loads, the

faculty of the School of Visual Communication is fully engaged in teaching Monday through Friday, as well as on some weekends. Faculty members generally shoulder a 2-2-2 teaching load over three quarters, meeting six classes per school year. Teaching assignments are made based upon areas of expertise, faculty creative development, and current enrollment demand. Administrators say this has allowed the faculty flexibility, without the stress of being over-whelming by new course preparations each term. Still, many faculty members voice unhappiness with the University's lack of financial support to attend workshops, conferences, and short courses to update critical skills and develop new course materials.

Advising assignments are given to faculty by sequence and focus. Currently the school has four sequences majors— Photojournalism, Informational Graphics/Page Design, Commercial Photography, and Interactive Multimedia. A faculty member will typically advise 25 to 30 undergraduate students. Active student advising and mentoring are required for tenure and promotion, as well as considered another core faculty strength. However, some graduate students expressed disappointment with the engagement and adequacy of some advising, saying they needed more help in determined appropriate courses **outside** the School of Visual Communication to meet their career goals.

Non-tenured faculty members have been a critical new element in the school's teaching since the last review, according to the director and his associate. Expanding the number of faculty from seven persons in 1999 to 11 professors in 2005-2006 has given the School of Visual Communication more breath in each sequence of its program. Of special note is a grant from the Knight Foundation, which brings a working professional to campus to both teach and earn an advanced degree over two years.

A commendable development since the last review is the overwhelming number of faculty members holding advanced and/or terminal degrees, usually an MFA. In my private meeting with the faculty, a number of untenured professors expressed a desire for the tenured faculty to step forward and "protect" them from the unrelenting course loads, meetings, and extracurricular activities so they could enhance their credentials prior to going up for tenure. Tenure expectations are clear and mentoring satisfactory. But untenured faculty believes there is often insufficient time to address their tenure dossiers compared to "Research One" universities, which typically grant course reductions and research and creative grants prior to tenure. There is no post-tenure review.

Nevertheless, teaching loads have been reduced over the years to allow faculty members more time to develop new courses or pursue an impressive amount of professional service in addition to some research and creative work—a

development in step with Ohio University's overall new direction. Several VisCom faculty members have published chapters in peer-reviewed publications, as well as journalism, photographic, and other professional journals. Others have exhibited photographs at galleries nationwide and photographed for national and regional publications, while still others have given countless hours of service to state, regional, and national groups such as the National Press Photographers Association, serving as speakers, coaches, judges, and officers.

It was difficult to put a number on the division of faculty time devoted teaching, research or creative activity, and service. At "Research One" universities, it is typically 33-33-33, 40-40-20, or even 20-60-20, with research or creative activity being the primary focus. But by necessity and design, VisCom faculty members overwhelmingly say their primary focus remains their teaching obligations, their students, and addressing in their classes the ever-increasing number of skills demanded by the news media and communications industry. One faculty member told me: "Our accomplishments are reflected in our students." Others said faculty members take satisfaction in being consulted by the industry and having a voice in the direction of the visual media and profession.

Still, the core mission of major universities is, among others things, to create and advance knowledge. To that end, I was concerned about the level of faculty visibility in peer-reviewed publications, creative projects, books, exhibitions, etc., at a national or international level. Without sounding harsh, my sense was that the VisCom faculty is trying to keep up with changes in the industry and does not always have sufficient time or resources to innovate and lead, as it once routinely did.

But, again, from a one-day meeting with faculty and the impressive self-study provided to me by the director, it is fair to say this is an extraordinarily accomplished, dedicated, and cohesive group of professionals whose admirable focus is their students. They also appear to like and respect one another.

Finally, to a person the faculty voiced continued concern about the adequacy of resources, particularly teaching, office, and laboratory space — a challenge for which there appears to be no permanent solution until a new college building is completed some years hence. Complicating the issue is the growth of student numbers, now more than 300 undergraduate students. In addition, the School has doubled the number of graduate students. Yet, the School occupies half of the third floor of Seigfred Hall, one of the most crowded and poorly maintained facilities on campus, accordingly to many faculty members. Additionally, the School has cobbled together space in RTV, Central Classroom, and shared facilities in the Scripps Multimedia Lab. Presently, the School no longer has

graduate creative space or offices for graduate and teaching assistants. It is fair to say the School does not have adequate photographic studios, graduate computer labs, or computer teaching space. Faculty cohesiveness and collegiality depend upon this address being addressed.

CURRICULUM

Overview
The School of Visual Communication considers the preparation of students for success in the visual professions, including the news media, to be its primary goal and its greatest strength. To that end, its extensive course listings are designed to meet professional expectations and to compliment the professional knowledge of the faculty. Commendably, the School emphasizes the understanding and application of the highest ethical and professional standards in dealing with others, in creating images, and in all forms of publishing and multimedia presentation. To enhance classroom teaching and learning, the school maintains strong relationships with top professionals in the United States and provides frequent opportunities for students to interact with these professionals. (I have a lecture in the new Baker Center on the eve of my visit and the student turnout was impressive, doubly so since no one was giving extra credit to attend my talk and it was a bone-chilling February evening!) At both the undergraduate and graduate level, students have frequent contact with the faculty and receive detailed feedback at every stage of their professional development from routine course work to MA capstone projects. Outside of the School, students follow a standard liberal arts curriculum, as well as take required communications law and a media ethics and values class in the E. W. Scripps School of Journalism. However, no foreign languages are required of VisCom students. Unlike E. W. Scripps School of Journalism, the School of Visual Communication has elected not to seek accreditation from the Association for Education in Journalism and Mass Communication so that students may take slightly more than 30 percent of their undergraduate courses inside the School — a decision I fully support given VisCom's core academic model. Otherwise, ther School follows AECMJ curriculum guidelines in all other areas.

Students
My encounters and meetings with undergraduate and graduate students were positive and illuminating. Unlike students at many campuses, including my own, I found VisCom students fully engaged in their educations and their career goals. Their focus and drive were both inspiring and impressive. No doubt, the School's selective admissions policy, coupled with a graduate program that attracts professionals, many in their early 30s who are seeking advanced

knowledge and skills, accounts for some of this *espirit du corps* and maturity. Students, in turn, praise the faculty for their engagement and mentoring – a happy change from the message many undergraduates deliver to parents and administrators.

Despite space problems, VisCom students have distinguished themselves like students at no other program in the United States or abroad, including peer institutions of Syracuse, Missouri, and North Carolina. As one measure, students in the photojournalism sequence won more than 40 percent of all awards in the recent international College Photographer of the Year competition. In recent years, VisCom students also have garnered impressive numbers of internships throughout the media, as well as produced a story for *National Geographic* Magazine and began an impressive partnership with *The Columbus Dispatch* to provide informational graphic packages. Last year, more than 20 such infographics – all student-produced – appeared in *The Dispatch*. Finally, the industry's top trade journal, *Photo District News*, recently profiled three Ohio University VicScom students in a 2006 article entitled "Top 30 Under Thirty," about aspiring and gifted new photographers who had the eye of the industry.

Interestingly, for such a highly motivated group of young people, few seem to travel outside the United States for a quarter or year abroad, according to the dean's office at the E. W. Scripps College of Communication. VisCom has forged a number of partnerships with international institutions of similar professional focus. But the question of taking a term or year away from the Athens campus for the purposes of broadening a student's liberal arts experience seems poorly addressed.

Graduate Program Review
The graduate program in the School of Visual Communication offers a Master of Arts in photography with a focus in photojournalism, visual communication management, informational graphics/page design, interactive multimedia and commercial photography. Through the news media, it is recognized as the top mid-career program in photojournalism, admitting 12 to 20 new students each year and taking five-to-six quarters to complete. During the seven years of this program review, VisCom graduate students have earned six Fullbright Fellowships, five Ohio University Student Enhancement Awards, a Daniel Chow Fellowship, four *U.S. News and World Report* Magazine internships, four *National Geographic* internships, and one White House internship. The School's self-study document says, "There are no other graduate programs in photojournalism that challenges our leadership in postgraduate education." I agree. Moreover, the diversity of the graduate study body is commendable and reflects Ohio, I was unable to learn much about graduate student scholarships or teaching assistantships, though documents provided by the School indicate that the

average value of a graduate stipend has decreased since the last review — a worrisome development.

Student Concerns
One area of special concern is a widespread feeling on the part of students whom I interviewed that the School, the E. W. College of Communication, and University had not addressed the dismissal of the previous director with the candor and accurate information needed to put the matter to rest. Students were unanimous in saying they were at a loss to explain what occurred that ultimately caused the untimely departure of the former director — or, more importantly, what safeguards had been implemented by the School of Visual Communication to prevent sexual harassment or abuse of students in classroom and laboratory situations. All students believed the School's reputation had been tarnished and that it continues to operate under a cloud because of the lack of timely and authoritative information.

Resources
Since space issues already have been addressed elsewhere in this report, I would only commend staff and faculty for making do under circumstances that leave them widely scattered across the campus.

On a positive note, the director deserves special commendation for forging agreements with Nikon USA, Inc., manufacturer of Nikon cameras and lens, and Mamiya America Corporation, manufacturer of the Mamiya medium-format cameras and lens — agreements that save the School of Visual Communication close about $350,000 a year and provide students with use of the latest photographic tools. The camera companies give the school new equipment each year and allow students to buy it at the end of the term. In an era of shrinking resources, this is a "win-win" situation that other schools of journalism and visual communication are scrambling to emulate. Elsewhere in the School, there appear to be more than adequate numbers of computers for imaging, high-end printers, audio, and video equipment for student use.

CONCERNS AND RECOMMENDATIONS

Without question, the area of greatest concern for the students, faculty, and staff of the School of Visual Communication is space, which appears to be at a premium across the Ohio University campus. It is the single issue above all

others that everyone wanted to talk about—and fair enough. Space constraints are the issue faculty and students juggle and curse on a daily basis.

But in conversations with faculty, as well as with David H. Mould, associate dean of the E. W. Scripps College of Communication, I detected a more fundamental question that deserves to be addressed—the academic model that has lead the School of Visual Communication to such widely recognized success. Is it sustainable? In every meeting, I asked: What is the correct mix of academic knowledge and vocational skills—or is technology changing the media so quickly that skills become outdated at an ever-increasing pace, making it impossible at some point for the School and the faculty to be all things to students and the industry?

The School prides itself on a timely, goal-focused curriculum that is heavy on skills needed by the media or for career advancement inside the media. School's most recent list of student achievements, media connections, and faculty excellence, including numerous professors with distinguished news media careers, Fulbright Fellowships, and the like testifies to the validity of this academic model. But I would urge faculty and administrators to ask if it is sustainable—and if it is, for how much longer? And, but focusing so much on professional skills, what is the cost to students who may be short-changed in other areas of their preparation to become an educated person?

As a journalist and educator, I feel the responsibility to ask these questions, however impolite or provocative they might seem. Many universities and communication faculties wrestle with finding the appropriate mix of skills and knowledge in their curriculum. Should students be required, for example, to take two or three years of a foreign language, statistics, and a number of cultural studies classes, including world history and comparative religious, in order to be adequately equipped to be journalists and communicators in a globalized world? Some universities think so, while others do not. And, of course, how much is enough? Certainly, narrative story-telling skills will remain much valued in departments of English, as they will be in schools of journalism and visual communication like Ohio University. Other communications skills are in constant flux, reflecting the evolution of the media from print to broadcasting to the Internet and other forms of interactive media.

But I would urge the faculty to reconsider what it means to be an educated individual in the 21st Century. During my brief visit, I saw a great many dedicated faculty and motivated students focused on careers in the mass media. And this is all to the good since it happens so infrequently on other campuses, my own included! But, I was less certain that the subject matter of journalism— the arts, sciences, culture, and ideas— were being addressed in the classroom.

In several conversations with faculty and administrators, I compared this situation to the end of the Cold War and the nuclear arms race between the United States and the Society Union. In the end, U.S. President Ronald Reagan had the resources to outspend President Mikhail Gorbachev, the Soviet communist leader. By the same token, can Ohio University's School of Visual Communication continue to scramble to teach more and more new skills, from digital imaging of photos to audio recording, video production, and Web design, without running the risk of bankrupting itself and its faculty? To a person, the VisCom faculty is impressively accomplished. Yet I saw a faculty burdened with addressing technological change when, perhaps, they could — or should — be making contributions to students, the university, the arts, and their professions in other ways if only they had the time. And, of courses, adequate resources to faculty research, travel, and creative work.

This isn't to say the School of Visual Communication should overnight convert to the "Research One" model of theoretical, quantitative, or qualitative research at the expense of undergraduate education. Not at all. But I urge faculty and administrators to look down the road and think about the appropriate mix. In my own discussions with editors and media executives in the United States and abroad, I find they also put a premium on young people who understand the nature of the message — religion, culture, politics, scientific developments, etc. that are at the core of the story the journalist, broadcaster, designer, or editor is trying to tell. In a globalized world we need both — more than ever.

I am grateful for the thoughtful and careful response to the School of Visual Communication's seven-year review document, after reading the draft report of the UCC Seven Year Review Committee and Stephen Raymer's report. The information delivered in both these documents is a fair response to the accomplishments and areas of struggle during the review period.

While I am in agreement with the vast majority of the information presented, there are a few points of concern that I would like to address.

UCC Seven-Year Review (Draft): Concerns

1. Additional general knowledge: I believe this comment is pointing to the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) requirements which accredits School of Journalism at both Indiana University and Ohio University. This accrediting ACEJMC group requires the following: *... requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.*

    a. The School of Visual Communication requires between 116 and 134 hours outside of the units of journalism and visual communication. Although we have not sought accreditation from either ACEJMC or NASAD (National Association of Schools or Art and Design), we follow the principles of both groups and feel our curriculum reflects the cross-disciplined approach of our program.

2. Faculty Support: I agree with the need for additional support for the faculties' continued education and participation in conferences. However, after five years of funding cuts this has been difficult. Under current university budgets, VisCom has not been able to expand our faculty creative and research activities support. Without our small alumni endowment there would be no continuing budget funding for faculty professional activity support.

3. Space: This is the biggest single problem confronted in the School of Visual Communication. When the Scripps College of Communication is consolidated into the old Baker Center site, the problem should be solved. However, in the five to ten years interim, the school must have space for graduate production labs and offices, technology supported teaching rooms and faculty offices, as outlined on page ten in our report. This is my opportunity to underline that critical need.

Recommendations:

1. External reviewer: Professor Raymer's comments about the sustainability of a program that is driven by professional skills and expanding tool, theory and ethical demands and careful development of the curriculum are curious. This program was developed because 28 years ago, traditional curriculums were not thinking outside of the box. I agree that it is difficult to demand that any academic school stay on top of their discipline, but VisCom does. It is at the heart of our demands as creative and research institution. It is also the reason for this seven-year review. VisCom is an industry and academic leader. The program and the faculty intend to continue to lead in visual education.

2. Enrollment Growth: Because of limited resources we must manage enrollment carefully within the School of Visual Communication. VisCom currently rejects nearly 50% of both our undergraduate and graduate applicants. Without the support of additional space and faculty, it will be difficult to maintain our national prominence. We can not grow beyond our current level of 80 students in each year of the program and 40 graduate students and eleven faculty in our current space and within current budget limitations.

Summary: I find this report very accurate and fair. The few comments I have are "clarifications" rather than a rebuttal. If I may repeat the "conclusion" of School of Visual Communication's Vision OHIO report: *The School of Visual Communication is one of the leading visual communication programs in the nation. The faculty will continue to grow their reputation as creative and professional educators. The faculty's reputation, and the reputation of the school, will be enhanced through nationally funded grants, professional partnerships, published work and gallery presentations. All of this will be accomplished with modest funding support from the university.*

Space is the one problem that VisCom cannot solve without direct university intervention at the highest levels of the administration.

No other program at Ohio University can offer this institution as much national recognition for such a small investment. The investment is functional temporary space during the five-year transition to a new building for all of the Scripps College of Communication.

Thank you for this opportunity to respond.

Terrill E. Eiler
Director and Professor

To: John Day, Associate Provost
From: Greg Shepherd, Dean
Date: April 23, 2007
Re: School of Visual Communication 7-year Review

I have read the Program Review Report for the School of Visual Communication
and am in agreement with the recommendations provided therein. I appreciate the
care shown by both the internal and external reviewers and believe the report will
prove beneficial to the School, its faculty, staff and students.

OHIO UNIVERSITY
GRADUATE COUNCIL

TO: David Thomas, Chair, University Curriculum Council

FROM: Duncan H. Brown, Chair, Graduate Council

DATE: May 30, 2007

SUBJECT: Academic Program Review of the
            School of Visual Communication

At its May 11, 2007 meeting Graduate Council reviewed and approved the graduate

portion of the Academic Program Review of the School of Visual Communication.

Duncan H. Brown, Ph. D.
Chair, Graduate Council
Associate Professor
School of Telecommunications
Ohio University
Campus

POSTHUMOUS FACULTY EMERITA AWARD
LACEY S. CURTIS
RESOLUTION 2007 - 3003

WHEREAS, Lacey S. Curtis rendered dedicated and outstanding service to Ohio University at the Southern campus, prior to her untimely death in June of 2006, and

WHEREAS, this service took place over a period of sixteen years, and

WHEREAS, her colleagues and supervisors have recommended action to posthumously recognize her service, and

WHEREAS, her achievements included being selected as a Regional Higher Education Outstanding Professor, being known as a consummate encourager and supporter of faculty in all their teaching, scholarship and service endeavors, and

WHEREAS, posthumously granting emerita status to Dr. Curtis would be a fitting tribute to the life of a most extraordinary person and member of the Ohio University faculty,

THEREFORE, BE IT RESOLVED that Lacey S. Curtis be granted the posthumous emerita status of Associate Professor Emerita of Education, Southern Campus, effective immediately.

OHIO UNIVERSITY

Emeritus/Emerita Nomination Form
- Faculty -

Name: Lacey S. Curtis

Date: 5/4/2007

Dept./School: College of Education

College: Southern

Title: Associate Professor

Years at Ohio University: 16

Highest Degree: Ph.D.

Date Degree Awarded: 1983

The person named above is herewith reviewed for Emeritus/Emerita status:

	Recommended	**NOT Recommended**	
N/A			
Committee Chair	Signature	Signature	Date
Dr. David Lucas	*[signature]* David M. Lucas		5/4/07
Department Chair/School Director	Signature	Signature	Date
Dr. Dan Evans	*[signature]* Dan Evans		5/4/07
Dean	Signature	Signature	Date
Dr. Charles Bird			
Vice President, RHE (if applicable)	Signature	Signature	Date
Dr. Kathy Krendl	*[signature]* Kathy Krendl		6-6-07
Provost	Signature	Signature	Date
Dr. Roderick J. McDavis	*[signature]* Roderick J. McDavis		6-13-07
President	Signature	Signature	Date

1092

May 7, 2007

Southern Dean's Office
1804 Liberty Avenue
Ironton OH 45638

T: 740.533.4611
F: 740.533.4590

Dr. Kathy Krendl
Provost
Ohio University
Athens, OH 45701

Subject: Request for Dr. Lacey Curtis, Posthumous Emerita Status

Dear Provost Krendl:

I would like to request that Emerita status be awarded posthumously for Dr. Lacey Curtis, Associate Professor of Education. Dr. Curtis served as a member of the Ohio University Southern faculty for many years before cancer caused her untimely death in June 2006.

Dr. Curtis was admired and respected by both her students and her colleagues. During her career as a faculty member, Dr. Curtis was recognized as an Outstanding Professor for Regional Higher Education in 2003 and served as the faculty coordinator for the Campus during the last two years of her tenure.

As Dean of Ohio University Southern, I found Dr. Curtis to be a fully engaged member of the faculty and the academic leadership team. She was the consummate encourager and supported faculty in all their teaching, scholarship and service endeavors, especially as they pertained to the mission of the regional campus. Nothing made her prouder than hearing the accomplishments of "her" faculty. Dr. Curtis' own research endeavors focused on service learning, and I know her work reflected her life of service to the community and the schools.

I hope you will honor this request. The granting of Emerita status for Dr. Curtis would be a fitting tribute to the life of a most extraordinary person and member of the faculty of Ohio University Southern.

Sincerely,

Dan Evans
Dean

1093

March 8, 2007

To Whom It May Concern:

I write this letter to recommend that Dr. Lacey Curtis be awarded Emeritus Status as a faithful faculty member at Ohio University. Dr. Curtis, now deceased, led the faculty at Ohio University Southern as the Faculty Coordinator for more than three years and certainly advanced the cause of faculty concerns throughout her tenure at OUS.

Dr. Curtis represented the Southern Campus for two terms in the Faculty Senate. She was appointed by President Glidden to the committee charged to study the Regional Higher Educational system. She was selected as one of the two inaugural Regional Higher Education Outstanding Professors.

Dr. Curtis remained committed to her courses, students, and to service learning until her untimely death. Her teaching, scholarship, grant writing, and professional development stood as a model for her colleagues.

Dr. Curtis received her Ph.D. from Ohio University in 1982. She achieved the rank of Associate Professor and was tenured in Education. Dr. Curtis proved her worth as an invaluable asset to our faculty in scholarship, teaching, and service. She is missed by all of her colleagues and I speak for the faculty at Ohio University Southern when I write that no one deserves to be recognized as Emeritus more that Dr. Lacey Curtis.

Sincerely,

David M. Lucas, Ph.D.
Faculty Coordinator

1094

Appointment to Regional Coordinating Councils

RESOLUTION 2007 - 3004

BE IT RESOLVED BY the Board of Trustees of Ohio University that the following persons be appointed to membership on the Coordinating Council at the Regional Campus of Ohio University Lancaster.

Ohio University Lancaster

Robert H. Thiede	For a three-year term beginning July 1, 2007, and ending at the close of business June 30, 2010, vice Bill Hendren whose term expired.
Carri L. Brown	For a three-year term beginning July 1, 2007, and ending at the close of business June 30, 2010, vice Cheryl Payne whose term expired.

Robert H. Thiede

8322 Meadowmoore Place N. • Pickerington, Ohio 43147
Office: (614) 833-2110 • Cell: (614) 989-8053
E-mail: robert_thiede@fc.pickerington.k12.oh.us

EDUCATION

Graduate	*Doctor of Philosophy* University of Toledo • Toledo, Ohio
	Masters of Education Bowling Green State University • Bowling Green, Ohio
Undergraduate	*Bachelor of Science* Bowling Green State University • Bowling Green, Ohio

EXPERIENCE

2003-Present

Superintendent
Pickerington Local Schools • Pickerington, Ohio
Responsibilities: Leadership of a district of 10,020 students and 1,000 employees with a budget of $80,000,000. This leadership involves 11 buildings - 2 high schools, 2 junior high schools, 2 middle schools, and 5 elementary schools. The district is growing at an average rate of 425 new students each year.

1992-2003

Superintendent
Marion City Schools • Marion, Ohio
Responsibilities: Leadership of a city school district having 6,000 students and 650 employees. The district passed $93,000,000 bond issue which built 4 new schools and renovated 5 other schools.

1997-2000

Instructor
Bowling Green State University • Bowling Green, Ohio
Responsibilities: Taught courses in educational leadership, organizational management, school law and school finance.

1985-1992

Superintendent
Crestwood Local Schools • Mantua, Ohio
Responsibilities: This local district had 2,700 students and 300 employees located in 6 schools.

1982-1985

Superintendent
Brown County Schools • Georgetown, Ohio
Responsibilities: Leadership of four local school districts through the Brown County Education Service Center.

Previous to 1982

Assistant Superintendent for Curriculum • Lucas County Schools
Building Administrator and *Teacher* • Margaretta Local Schools
Instructor and *Doctoral Graduate Assistant* • University of Toledo

PROFESSIONAL ORGANIZATIONS

Buckeye Association of School Administrators
Ohio School Boards Association
Phi Delta Kappa

COMMUNITY ACTIVITIES

- Member of Kiwanis "Make a Difference" Committee
- Member of Pickerington Chamber of Commerce and Economic Development Committee
- Member of Pickerington/Reynoldsburg Rotary Club
- Member of Pickerington Education Foundation
- Past member of Pickerington YMCA Governing Board
- Past President of Palace Cultural Arts Board of Trustees
- Past member of Cancer Board of Marion
- Past member of Marion County Historical Society
- Past member of Partners in Business/Education Council

HONORS

- "Ohio Superintendent of the Year" Award from Ohio PTA, 1998
- BEST Award (Building Excellent Schools for Today) for Marion City Schools, 1997
- "Award of Excellence in Leadership" from Whirlpool Corporation
- Governor's Award from Rotary International
- Recognized as one of "100 Executive Educators to Watch" in North America by *Executive Educator Magazine*

MAJOR PUBLICATIONS AND PRESENTATIONS

- "Project INVEST" Seminar, National School Boards Association Conference, Anaheim, California and San Francisco, California
- "The School Message: Taking it to the Streets," Ohio School Boards Association Conference
- "Putting the Business into your School-Business Partnerships," Ohio School Boards Association Conference
- "How to Help Pass Levies Through the Use of Computers," Ohio School Boards Association Conference
- "Let Computers Help You Plan-And Win-A Levy Campaign," article in *Executive Educator Magazine*
- EXCEL (Extra Compensation for Educators' Laurels), article in the *Ohio School Boards Association Journal*
- "Public Relations Is An Inside Job," article in the *Ohio School Boards Journal*
- *Highlighter*, Editor of monthly Lucas County Schools publication
- "Character Education's Role in Our Public Schools," AICE Conference, San Antonio, Texas
- *An Investigation of the Unit Leader's Perceptions of the Issues of Conflict in a Multiunit School*, Doctoral Dissertation, 1977
- *Contemporary Administrative and Supervisory Challenges: Analysis of Interesting Problems*, co-edited with Dr. Joseph Sommerville, University of Toledo Press, 1977

REFERENCES

Available upon request.

Carri L. Brown, CGFM, MBA

Carri L. Brown was appointed to the position of Fairfield County Clerk/Manager in January of 2007. She is responsible for assisting in the administration, enforcement, and execution of the policies and resolutions of the Board of Commissioners, recommending measures for adoption to the Board, and keeping full, accurate records of the legal proceedings of the Board.

Carri has more than twenty years of professional experience in the public and private sectors. She was previously the Child Support Enforcement Agency Director and the Chief Deputy Auditor of Finance.

Carri graduated *summa cum laude* from Ohio University with a Bachelor of Business Administration. She also earned a Master of Business Administration from Ohio University. She is a Certified Government Financial Manager and is a member of several professional organizations.

Under Carri's leadership, Fairfield County has earned state and national recognition for customer service, community collaboration, and education and outreach efforts. She has written several customer service related articles that have been published in the media and national newsletters.

She was recently awarded the Community Service Award from the Vision Center for her leadership with the Fairfield County Faith-Based and Community Group Partnership and volunteer work in the Fairfield County community. Carri was named Ohio's Child Support Director of the Year in 2005.

Carri lives in Lancaster with her husband, Stephen, an attorney, and their two children, Corbin and Catherine.

Audit, Finance, Facilities and Investment Committee
Thursday, June 28 2007
Walter Hall – Athens Campus

Present: Chairperson Dan DeLawder, President McDavis, Alan Geiger, J. Michael Lawrie, Charles Stuckey, C. Robert Kidder, Lydia Gerthoffer, Larry Schey, Sandra J. Anderson, Del D. Robinson, Tracy Kelly,   Scott Borgemenke, Norman Dewire, and Frank Krasovec.

INFORMATIONAL ITEM:

REPORT FROM THE CHAIRMAN OF THE OUF INVESTMENT COMMITTEE

Pat Campbell presented the annual progress and status report for the Ohio University Foundation Board. Major goals met include disclosure, transparency and governance. As a result of a meeting three years ago with Chairman DeLawder, other goals set were to realign the asset allocation and reduce the spending of the portfolio to ensure purchasing power of endowment income. An outside consultant was employed to assist in the endeavor resulting in a 17-1/2% return with substantially greater consistency and less risk. Information distributed in handouts disclose where all funds lie with the University and Foundation and lay out target ranges for the portfolio, which are less dependent on equities. The Management Committee continues to meet monthly via a conference call, with minutes available upon request; this structure is greatly changed from the previous three times per year meeting scenario. Mr. Campbell reports that the SEOMG student equity group continues to excel as a 'best manager'. He also thanks the Board participants and President McDavis for 'making tough decisions' which resulted in negative media coverage.

Spending Transfer discussion – transfers between Foundation and the university rate is 5%, which includes a 1% administrative fee; this rate will be reviewed in the near future.

ACTION ITEMS:

10 YEAR CAPITAL PLAN

Approval of the 10 Year Capital Plan for the Athens Campus and the Auxiliary 10 Year Capital Plan

The presentation included a discussion of the planning process that led to the development of the 10 Year Capital Plan, the Master Planning Tool Kit, detailed financial information about the plan, and a recap of the Auxiliary Capital Plan presented to the Board Finance committee on June 4.

Planning Process:
The Campus Master Plan is the foundation upon which the 10 year Capital Plan was developed and provides tools such as the Space Utilization and Management Study, the

Physical Plan, the Utilities Infrastructure Assessment, the Housing Master Plan, the Transportation/Parking Plan, Accessibility Analysis, and the Sustainability Plan. The Campus Master Plan provided an 'Implementation Planning Guide' which recommended the establishment of the Facilities Planning Advisory Committee (FPAC) whose charge was to "provide oversight of all major capital planning including the 10 Year Capital Plan." The group, co-chaired by Provost Krendl and Vice President Decatur with representation from various constituent groups, has completed and presented their work to President McDavis. FPAC will revisit the 10 Year Capital Plan on a 2 year cycle.

Master Plan Analysis:

Results of the analysis show enough overall classroom space to conduct business; however needs include classroom space in specific areas with specific configurations, and the general quality of classroom space showing a need for renovation. The analysis contains suggestions for classrooms, teaching and research laboratories, physical plan/land use, and transportation/parking. Several projects include: Scripps College of Communication Consolidation, ILRF, Seigfred Hall, McCracken, Tupper, PSAC, Lausche Heating plant, Alden Library Faculty Commons, Porter Hall, Residence Hall and Basic and Supplemental Renovation Projects and infrastructure improvements. There is no long-term indebtedness in this plan and printed materials show fund sources and fund uses over time for each project. The Auxiliary Capital Plan contains no debt with a 6% increase in room and board planned for 5 years.

The Board requests the linkage between academic goals and investments being made and will defer approval for the plan until additional linkages are obtained. The Executive Steering Committee currently has 12 measures on the academic side with dashboard indicators and a balanced scorecard methodology; a multi-year operating plan should be available for the August meeting. A suggestion was offered to draft a resolution from the Board of Trustees to the Board of Regents regarding the availability of state capital funds to support 10 year funding plan.

CONSTRUCTION PROJECTS

Approval of Projects and Authorization to Hire Consultants and Develop Construction Documents, Receive Bids and Award Construction Contracts

Three projects proposed include the University Airport Runway Safety Area (RSA) and MALSR approach lighting system with a budget of $160,000; Shively Hall Renovation with a budget of $8.1M; and Brasee Hall Library and Gym located on the Lancaster Campus with a budget of $2.5M.

Approval of Construction Documents and Authorization to Receive Bids and Award Construction Contracts

Five projects previously approved include the Hebbardsville Large Animal Facility – budget $367,400; Hudson Health Center Roof Improvement – budget $425,594; ILRF –

budget $30M; Lincoln Hall renovation – budget $8.8M; and University Airport Snow Removal Storage Building – budget $300,000. These projects will not go to construction without all construction funding being identified.

ILRF project is the priority goal focusing on integrating learning, research and classroom space to increase external funding and foster integrated learning atmosphere. Construction timeline could begin late fall to late December before knowing the 2009 Capital Funds Budget; suggestions that mid-stream projects tend to be funded as opposed to new projects.

The Board is still looking for linkages of the Capital Plan to the University financials and Vision Ohio - knowing the balance sheet impact of the capital plan and aligning the plan with goals of the institution. Note: the Executive Officers understand the request for additional information from the Board; however, emphasize the need to meet the goals of Vision OHIO. The projects will go forward to the full Board on Friday.

FY 08 BUDGET

Approval of the FY '07-08 Operating Budget
Approval of the FY '07-08 Instructional Fee, General Fee and Non-Resident Surcharge
Approval of the FY '07-08 Residence and Dining Hall Fee Rates
*Resolution contains a provision for VP Decatur and Executive VP and Provost Krendl, and the President with approval from the Chairman, to make adjustments in instructional and general operating expense allocations, providing the total does not exceed available unrestricted resources.

State Budget:
The Senate version of funding for higher education has passed and been forwarded to the Governor for approval recognizing the need for strategic investment in higher education. The measure keeps education affordable, while increasing responsibility for institutions and including an 'efficiency requirement'. The budget provides guaranteed increases of 2% in FY 08 and 10% in FY'09 for SII, with undergraduate tuition capped at 0%. This version is a win/win situation for students, parents, higher education and the state of Ohio.

University Budget:

The budget process included an active Budget Planning Council (BPC), the creation of a General Fee budget process, a change to the way budget increments are allocated, and the beginning transition to a new budget model (RCB). (Currently the Department Head obtains money from the General Fund Departmental Budget or Department Income—lab fees etc.) The new model attributes revenue to the College that generates it.

Key Assumptions and Drivers – Revenue

Revenue factors include enrollments, tuition and fees, state funding, and 'other' revenue assumptions such as investment income, indirect cost reimbursements, land lease income, and internal overhead revenue. Expenditure factors include compensation, health insurance benefits, other benefits such as Workers Compensation and PERS rates, Student Financial Aid, utility costs, faculty salaries, IT, student minimum wage increases, strategic priorities, debt service, enrollment fluctuation, reserve for improving the balance sheet, property insurance and payroll accrual. $6.3 M was realigned from Vision OH to balance the FY 08 budget necessitating caution to determine if funds are sustainable under the proposed state model.

Sections D through G of the Budget Book were distributed which include Budget Highlights, Detail of Budged Revenue and Expenditures by Fund & Campus, Student Tuition & Fees, and Auxiliary Operations budgets.

INFORMATIONAL ITEMS:

AUDIT SCOPE – DELOITTE AND TOUCHE REPORT

Representatives from the audit firm of Deloitte and Touche, Mike Fritz & Lisa Plaga, reviewed the scope of the fiscal year 2007 audit with the committee. Discussion items include the audit scope and organization, reports to be issued, current year audit considerations, significant audit areas, and emerging issues.

TREASURER'S REPORT

Information for this report was covered in the Pat Campbell presentation above

ACTION ITEM:

WORKING CAPITAL POOL ALLOCATION

Approval of a Change to the Working Capital Pool Allocation Strategy

The current pool allocation consists of a 25% Cash Pool, 50% Liquidity Pool, and a 25% Diversified Pool with a recommendation for a 25% Cash Pool, 25% Liquidity Pool, and a 50% Diversified Pool. Only two instance of need to dip into the liquidity pool have occurred in the past – each in mid July and transfers were only for one day, with the highest transfer amount being less than $6M. Diversified pool allocation benchmarks among Ohio colleges = Wright State 50%, Cleveland State 35%, Kent State 65%, Shawnee State 30%, Ohio State 50% and Toledo 0%.

INFORMATIONAL ITEM:

Interim Financial Reports

Summary: Winter and Spring retention rates were better than expected, investment returns were up, expenditures are within parameters, housing deposits are currently beyond the new enrollment target of 4050, transfer targets have been lowered, graduate enrollment has slightly increased, and more information regarding retention will be available Fall Quarter.

AUDIT, FINANCE, FACILITIES, AND INVESTMENT COMMITTEE

Copies of the Deloitte Audit Scope, a report from the Chairman of The Ohio University Foundation Investment Committee, the Treasurer's Report, and a copy of the Interim Financial Statement are included with the official minutes.

This resolution was deferred.

APPROVAL OF THE 10 YEAR CAPITAL PLAN FOR THE ATHENS CAMPUS
AND THE AUXILIARY 10 YEAR CAPITAL PLAN

RESOULUTION 2007 -

WHEREAS, the University undertook the development of a comprehensive Campus Master Plan, and

WHEREAS, the Facilities Planning Advisory Committee (FPAC) was established in 2006 as a recommendation of the 2006 Vision Ohio – Campus Master Planning Tool Kit, and

WHEREAS, the charge of FPAC includes providing oversight of all major capital projects on the Athens Campus and the presentation of a 10 Year Capital Plan to the President, and

WHEREAS, the Residence and Dining Hall Auxiliary, utilizing tools from the Campus Master Planning Tool Kit, has presented the Auxiliary 10 Year Capital Plan to the President, and

WHEREAS, the 10 Year Capital Plan for the Athens Campus and the Auxiliary 10 Year Capital Plan have been approved by the President,

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the attached 10 Year Capital Plan for the Athens Campus and the Auxiliary 10 Year Capital Plan.

OHIO
UNIVERSITY

Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William Decatur, Vice President for Finance and Administration and Treasurer

Re: RESOLUTION FOR APPROVAL OF THE 10 YEAR CAPITAL PLAN
              FOR THE ATHENS CAMPUS AND THE AUXILIARY 10 YEAR CAPITAL PLAN

Attached is a resolution for consideration by the Board of Trustees at their regular June meeting. In addition to the resolution, I have attached the following:

- 10 Year Capital Plan power point presentation
- 10 Year Capital Plan Summary - Athens Campus for biennium 2007 – 2008 through biennium 2017 – 2018
- 10 Year Capital Plan – Fund Sources and Uses
- Auxiliary 10 Year Capital Plan

The 10 Year Capital Plan for the Athens Campus will be presented at the upcoming meeting. The Residence and Dining Hall Auxiliary 10 Year Capital Plan was reviewed at the Audit, Finance, Facilities and Investment Committee meeting held June 4. The President has reviewed and approved both plans and is recommending approval by the Board.

The Facilities Planning Advisory Committee (FPAC) was established in 2006 as a recommendation of the 2006 Vision Ohio – Campus Master Planning Tool Kit. The charge of FPAC includes providing oversight of all major capital projects for the Athens Campus, including the 10-year major capital plan. Co-chaired by the Provost and myself, FPAC membership consists of faculty, representatives of academic leadership, and students. FPAC has convened thirteen times since its inception in 2006.

The 10 Year Capital Plan for the Athens Campus is predicated on revenue streams from both state capital appropriations (biennially) and development dollars (gifts and grants). State Capital for biennium 2007 – 2008 for the Athens Campus has already been appropriated in Amended Substitute House Bill 699. State capital appropriations have been projected at $25 million for future biennia. This is a projection based on historical data. Development dollars are projected as a result of consultation with the Vice President for University Advancement.

Do not hesitate to contact me if you have any questions, comments or concerns. Thank you.

10 YEAR CAPITAL PLAN
Athens Campus
2007 – 2008 through 2017 - 2018 biennia

10 Year Capital Plan Presentation

- Planning Process
- Master Plan Analysis
- 10 Year Capital Plan
- Capital Plan Analysis
- Financial Analysis
- Recap of Auxiliary Capital Plan Presented June 4th to Finance Committee

10 Year Capital Plan
Planning Process

VISION OHIO Campus Master Plan
The Tools in the Tool Kit:

- 1999 Facilities Assessment/Physical & Functional Status Reports
- Space Utilization and Management Study (SUMS)
- Physical Plan – Land Use
- Utilities Infrastructure Assessment
- Housing Master Plan
- Off-Campus Housing Capacity Analysis

10 Year Capital Plan
Planning Process

Tools continued...
- Transportation/ Parking Plan
- Accessibility Analysis
- Sustainability Plan
- Implementation Planning Guide
    * Facilities Planning Advisory Committee

FPAC

10 Year Capital Plan
Planning Process

FPAC Charge

"Provide oversight of all major capital planning including the 10 Year Capital Plan."

10 Year Capital Plan
Planning Process

FPAC – Planning Criteria
Evidence of:
- alignment with <u>Vision Ohio – Campus Master Plan</u>
- project funding
- revenue stream for plant operation and maintenance
- energy efficiency
- risk management needs
- need due to accreditation requirements
- emergency situations
- deferred maintenance needs

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10 Year Capital Plan
Master Plan Analysis

● **Classrooms** (Data from 2006 Campus Master Plan/SUMS)

Classroom Need by College

College	Current ASF	Calculated ASF	Difference
Arts & Sciences	66,463	38,624	-2,026
Business	8,609	15,747	-7,138
Communication	14,529	15,745	-1,207
Education	10,646	7,691	2,955
Engineering & Technology	10,169	8,174	1,995
Fine Arts	16,662	8,676	8,000
Health & Human Services	21,542	18,774	2,768
Other	22,516	17,793	4,723
TOTALS	201,400	191,324	10,076

10 Year Capital Plan
Master Plan Analysis

● **Teaching Laboratories**

(Data from 2006 Campus Master Plan/SUMS)

Teaching Labs Space Needs

College	Current Space	Current Need	Current Surplus (+), Deficit(-)	10 Year Contingent Need	Contingent Surplus (+), Deficit(-)
Arts & Sciences	81,213	87,658	-6,445	94,921	-13,708
Business	3,735	4,715	-977	5,476	-1,738
Communication	19,734	22,454	-2,720	26,685	-6,951
Education	5,154	5,145	9	5,346	-192
Engineering & Technology	47,244	45,455	1,769	58,002	-10,758
Fine Arts	98,257	110,533	-12,276	119,478	-21,221
Health & Human Services	26,755	23,447	3,309	24,372	2,394
Osteopathic Med	18,057	20,366	-2,309	20,929	-2,842
University College	1,263	1,200	63	1,200	58
Other	1,174	1,174	0	1,174	0
Total	302,625	321,977	-19,252	357,563	-54,958

1109

10 Year Capital Plan
Master Plan Analysis

● Research Laboratories

(Data from 2006 Campus Master Plan/SUMS)

Research Space Needs for Departments with Highest Research Awards

College / Department	Current Space	Current Need	Current Surplus (+), Deficit(-)	10 Year Contingent Need	Contingent Surplus (+), Deficit(-)
Biological Sciences	57.913	41.482	-3.559	47.962	-6.456
Biomedical Sciences	22.364	21.132	1.262	22.602	-238
Chemistry & Biochemistry	28.667	26.626	-535	34.300	-6.313
Chemical Engineering	27.196	29.273	-2.178	33.873	-6.678
Civil Engineering	10.877	16.057	-4.190	25.142	-14.236
Electrical Engr. & Comp Sci.	6.152	12.150	-5.998	22.450	-16.296
Industrial Manufacturing Sys	2.615	1.250	1.365	1.800	616
Mechanical Engineering	8.405	12.000	-4.595	14.750	-6.346
Physics & Astronomy	22.904	25.500	-2.596	29.400	-6.496
Psychology	8.390	9.600	-1.210	10.800	-2.410
Totals for 10 Departments	144.508	162.649	-18.441	202.299	-57.791

University Totals	235.024	256.758	-21.734	309.001	-73.977

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10 Year Capital Plan
Master Plan Analysis

Physical Plan – Land Use

WEST GREEN BUILDINGS AND SITE / WEST GREEN FUTURE DEVELOPMENT/ACQUISITION

1110
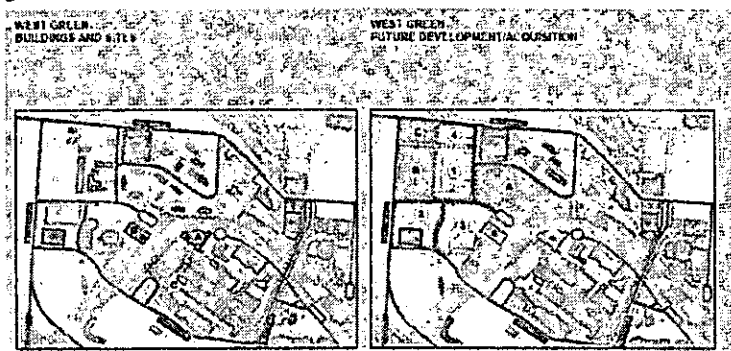
10 Year Capital Plan
Master Plan Analysis

- **Transportation/Parking**

10 Year Capital Plan

10 Year Capital Plan Analysis

Funding Sources (in millions)

- State Capital $151.7
  - Includes Basic and Supplemental Renovations
- Gifts and Contributions   50.6
- Auxiliary Funds   154.5
- Operating Supported Bond   0.0
- Local Funds   <u>0.8</u>

         TOTAL   **$357.6**

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10 Year Capital Plan Analysis

- **Type of Project**
  - New Construction Projects
    - University Baker Center
      - $5.2 million reimbursement for furnishings
    - Integrated Learning and Research Facility
      - $30 million
      - Undergraduate engineering education
      - Osteopathic, engineering and integrated research
    - Porter Hall Addition
      - 28,868 gsf
      - $7.2 million
      - Arts and Sciences research laboratories and offices

10 Year Capital Plan Analysis

- Renovation Projects
  - Lausche Heating Plant
    - $7.2 million
    - 2500 Ton Chiller
  - College of Communication Consolidation (Former Baker Center)
    - 90,000 gsf renovation, partial demolition and partial new construction
    - $40.6 million
    - Home of the Scripps College of Communication
  - Alden Library Faculty Commons
    - $1.2 million
    - Resource Center for Faculty

10 Year Capital Plan Analysis

- Clippinger Hall
  - HVAC and Lab Safety Renovation
  - $11.3 million
  - This project will upgrade science research laboratories
- Seigfred Hall – School of Art
  - 87,000 gsf
  - $12.9 million
  - Complete building renovation
- McCracken Hall – College of Education
  - 66,600 gsf
  - $17.0 million
  - Complete building renovation

10 Year Capital Plan Analysis

- President Street Academic Center (PSAC)
  - 38,000 gsf
  - $11.5 million
  - Provides academic space for the College of Business and the Geography Department
- Tupper Hall – College of Arts and Sciences
  - 38,500 gsf
  - $5.6 million
  - Phase One of a multi-phased project providing academic space for the College of Arts and Sciences
- Residence Halls – Bromley, Lincoln, Shively, Bush, Scott Quad, Jefferson, Tiffin, Gamertsfelder, Washington and Brown
  - $154.5 million

10 Year Capital Plan Analysis

- Infrastructure Projects - $12.9 million
  - Lausche 2500 Ton Chiller
  - East Green/North Green Chiller Plant
  - Lausche Steam Plant Boiler
  - Additional and/or Expanded 69kV Electrical Substation
  - West Green Storm Sewer Upgrade
  - Parking and Roadway Improvements

10 Year Capital Plan Analysis

- Basic and Supplemental Renovation Projects
  - $36.6 million (Individual projects <$500K)
  - Deferred maintenance needs
  - General classroom renovations
  - Academic improvement projects

(The Board approved Basic and Supplemental Renovation Projects for the 2007 – 2008 Biennium in April 2007.)

10 Year Capital Plan Financial Analysis

Fund Sources

Fund Uses

10 Year Capital Plan

10 Year Capital Plan
Auxiliary Capital Plan

LONG TERM PLANNING

LONG RANGE MAJOR CAPITAL PROJECT SCHEDULE

Project Name	Const Start Date	Total	FY06-07 A&E	FY06-07 Const	FY07-08 A&E	FY07-08 Const	FY08-09 A&E	FY08-09 Const	FY09-10 A&E	FY09-10 Const	FY10-11 A&E	FY10-11 Const	FY11-12 A&E	FY11-12 Const
Bentley Press		$ 3,500	1,000		2,500									
Lincoln	Dec-07	$ 9,281	5,921			3,139								
Brady	Jun-08	$ 7,158		0,717	3,223	3,223								
Shore, Dalry	Jun-08	$ 2,208		0,300	1,000	1,000								
Bush	Jun-09	$ 7,660				0,766	3,447	3,447						
Boot - Complete	Jun-10	$ 15,650						1,386	6,222	8,222				
Jefferson	Jun-11	$ 27,068								3,665	15,000	15,000		
Johnson Const	Jun-11	$ 1,800								0,000	0,300	1,500		
Tim		$ 1,071										0,1,0792		
Construction														
Deferred PJ Expenditures		$ 76,185												

Dining Hall Projects

A&E 8 - needed at least 12 months prior to construction start date -- 10% of cost

8

10 Year Capital Plan

Questions and Comments

PROJECTS	STATE CAPITAL	BASIC & SUPPLE-MENTAL RENOVA-TIONS	GIFTS AND CONTRIBU-TIONS	AUXILIARY FUNDS	OPERATING SUPPORTED BOND	LOCAL FUNDS	TOTAL	PROJECT COST
University Center Completion	$ 5.2	$ -	$ -	$ -	$ -	$ -	$ 5.2	$ 5.2
Lausche Heating Plant Renovations	$ 7.2	$ -	$ -	$ -	$ -	$ -	$ 7.2	$ 7.2
Porter Hall Addition	$ 4.4	$ 2.2	$ -	$ -	$ -	$ 0.6	$ 7.2	$ 7.2
Clippinger Lab Renovations	$ 11.3	$ -	$ -	$ -	$ -	$ -	$ 11.3	$ 11.3
College of Comm. Consolidation	$ 25.6	$ -	$ 15.0	$ -	$ -	$ -	$ 40.6	$ 40.6
Alden Library Faculty Commons	$ 1.0	$ -	$ -	$ -	$ -	$ 0.2	$ 1.2	$ 1.2
Integrated Learning and Research Facility	$ 11.4	$ -	$ 18.6	$ -	$ -	$ -	$ 30.0	$ 30.0
Infrastructure Improvements	$ 12.9	$ -	$ -	$ -	$ -	$ -	$ 12.9	$ 12.9
Seigfred Hall Renovation	$ 14.6	$ -	$ 4.4	$ -	$ -	$ -	$ 19.0	$ 19.0
McCracken Hall Renovation	$ 15.9	$ -	$ 1.1	$ -	$ -	$ -	$ 17.0	$ 17.0
President Street Academic Renov.	$ -	$ -	$ 11.5	$ -	$ -	$ -	$ 11.5	$ 11.5
Tupper Hall Renovation	$ 5.6	$ -	$ -	$ -	$ -	$ -	$ 5.6	$ 5.6
Auxiliary Residence Hall Renovations	$ -	$ -	$ -	$ 154.5	$ -	$ -	$ 154.5	$ 154.5
Basic & Supplemental Renov.	$ -	$ 34.4	$ -	$ -	$ -	$ -	$ 34.4	$ 34.4
TOTAL	$ 115.1	$ 36.6	$ 50.6	$ 154.5	$ -	$ 0.8	$ 357.6	$ 357.6

FUND SOURCES	FY 2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
STATE CAPITAL														
FY07-08														
University Center Completion	5.2	-	-	-	-	-	-	-	-	-	-	-	-	5.2
Lausche Heating Plant Renovations	2.2	-	-	-	-	-	-	-	-	-	-	-	-	2.2
Porter Hall Addition	6.4	-	-	-	-	-	-	-	-	-	-	-	-	6.4
College of Communication Consolidation	2.4	-	-	-	-	-	-	-	-	-	-	-	-	2.4
Alden Library Faculty Commons	1.0	-	-	-	-	-	-	-	-	-	-	-	-	1.0
Clippinger Lab Renovations Phase I	1.0	-	-	-	-	-	-	-	-	-	-	-	-	1.0
Integrated Learning and Research Facility	2.4	-	-	-	-	-	-	-	-	-	-	-	-	2.4
FY09-10														
Lausche Heating Plant Renovations	-	-	5.0	-	-	-	-	-	-	-	-	-	-	5.0
Clippinger Lab Renovations Phase II	-	-	3.4	-	-	-	-	-	-	-	-	-	-	3.4
Integrated Learning and Research Facility	-	-	9.0	-	-	-	-	-	-	-	-	-	-	9.0
Infrastructure Improvements	-	-	1.9	-	-	-	-	-	-	-	-	-	-	1.9
FY11-12														
Clippinger Lab Renovations Phase III	-	-	-	-	5.1	-	-	-	-	-	-	-	-	5.1
College of Communication - Phase I	-	-	-	-	13.1	-	-	-	-	-	-	-	-	13.1
Infrastructure Improvements	-	-	-	-	1.1	-	-	-	-	-	-	-	-	1.1
FY13-14														
Seigfred Hall Renovation Phase I	-	-	-	-	-	-	4.4	-	-	-	-	-	-	4.4
College of Communication - Phase II	-	-	-	-	-	-	10.1	-	-	-	-	-	-	10.1
McCracken Hall Renovation	-	-	-	-	-	-	4.4	-	-	-	-	-	-	4.4
Infrastructure Improvements	-	-	-	-	-	-	0.4	-	-	-	-	-	-	0.4
FY15-16														
Seigfred Hall Renovation Phase II	-	-	-	-	-	-	-	-	7.8	-	-	-	-	7.8
McCracken Hall Renovation	-	-	-	-	-	-	-	-	11.5	-	-	-	-	11.5
Infrastructure Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FY17-18														
Seigfred Hall Renovation Phase II	-	-	-	-	-	-	-	-	-	-	2.4	-	-	2.4
Clippinger Lab Renovations - Geography	-	-	-	-	-	-	-	-	-	-	1.8	-	-	1.8
Tupper Hall Renovations Phase I	-	-	-	-	-	-	-	-	-	-	5.6	-	-	5.6
Infrastructure Improvements	-	-	-	-	-	-	-	-	-	-	9.5	-	-	9.5
BASIC AND SUPPLEMENTAL RENOVATIONS	6.1	-	5.7	-	5.7	-	5.7	-	5.7	-	5.7	-	-	34.6
TOTAL STATE CAPITAL AND BASIC RENOVATIONS	26.7		25.0		25.0		25.0		25.0		25.0			151.7
GIFTS AND CONTRIBUTIONS														
Integrated Learning and Research Facility	4.9	3.2	10.6	-	-	-	-	-	-	-	-	-	-	18.6
College of Communication Consolidation	-	15.0	-	-	-	-	-	-	-	-	-	-	-	15.0
Seigfred Hall Renovation	-	-	-	-	-	4.4	-	-	-	-	-	-	-	4.4
President Street Academic Center Renovation	-	-	-	11.5	-	-	-	-	-	-	-	-	-	11.5
McCracken Hall Renovation	-	-	-	-	-	1.1	-	-	-	-	-	-	-	1.1
TOTAL GIFTS AND CONTRIBUTIONS	4.9	18.2	10.6	11.5		5.5								50.6
AUXILIARY FUNDS														
Bromley	1.0	-	2.5	-	-	-	-	-	-	-	-	-	-	3.5
Lincoln	0.4	9.3	-	-	-	-	-	-	-	-	-	-	-	9.7
Shively	-	0.9	8.4	-	-	-	-	-	-	-	-	-	-	9.4
Bush	-	-	0.8	6.9	-	-	-	-	-	-	-	-	-	7.7
Scott Quad - Complete	-	-	-	1.4	14.5	-	-	-	-	-	-	-	-	15.9
Jefferson	-	-	-	-	4.0	37.9	-	-	-	-	-	-	-	41.9
Tiffin	-	-	-	-	-	-	1.1	9.6	-	-	-	-	-	10.7
Garnertsfelder	-	-	-	-	-	-	-	2.1	18.9	-	-	-	-	21.0
Washington	-	-	-	-	-	-	-	-	1.5	15.2	-	-	-	16.7
Brown	-	-	-	-	-	-	-	-	-	1.7	16.6	-	-	18.3
TOTAL AUXILIARY FUNDS	1.4	10.2	11.7	8.3	18.4	37.9	1.1	11.7	20.4	16.9	16.6			154.5
LOCAL FUNDS														
Porter Hall Addition	0.6	-	-	-	-	-	-	-	-	-	-	-	-	0.6
Alden Library Faculty Commons	0.2	-	-	-	-	-	-	-	-	-	-	-	-	0.2
TOTAL LOCAL FUNDS	0.8													0.8
TOTAL	33.8	28.4	47.3	19.8	43.4	43.4	26.1	11.7	45.4	16.9	41.6			357.6

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	Budget	FY 2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
77 FUND USES															
78 MAJOR BUILDING RENOVATION/ADDITION PROJECTS															
79	Budget														
80 University Center Completion	5.2	(5.2)	-												
81 State Capital	5.2	5.2	-												5.2
82 Gifts and Contributions	-	-	-												-
83 Local Funds	-	-	-												-
84															
85 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
86															
87 Lausche Heating Plant Renovations	7.2	(0.2)	(0.9)	(1.5)	(2.1)	(2.5)									(7.2)
88 State Capital	7.2	2.2		5.0											7.2
89 Gifts and Contributions	-														
90 Local Funds	-														
91															
92 PROJECT FUND BALANCE (CUMULATIVE)	-	2.0	1.1	4.6	2.5	-	-	-	-	-	-	-	-	-	-
93															
94 Porter Hall Addition	7.2	(0.6)	(2.9)	(3.8)	-	-	-	-	-	-	-	-	-	-	(7.2)
95 State Capital	6.6	6.6	-	-	-	-	-	-	-	-	-	-	-	-	6.6
96 Gifts and Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
97 Local Funds	0.6	0.6	-	-	-	-	-	-	-	-	-	-	-	-	0.6
98															
99 PROJECT FUND BALANCE (CUMULATIVE)	-	6.6	3.8	-	-	-	-	-	-	-	-	-	-	-	-
100															
101 Clippinger Lab Renovations	11.3	(0.1)	(0.4)	(0.9)	(1.4)	(2.2)	(2.0)	(2.6)	-	-	-	(0.1)	(0.7)	(0.9)	(11.3)
102 State Capital	11.3	1.0	-	3.4	-	5.1	-	-	-	-	-	1.8	-	-	11.3
103 Gifts and Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
104 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
105															
106 PROJECT FUND BALANCE (CUMULATIVE)	-	0.9	0.5	3.0	1.7	4.6	2.6	-	-	-	-	1.7	0.9	-	-
107															
108 College of Communication Consolidation	40.6	(0.2)	(1.0)	(1.2)	(1.2)	(7.0)	(13.0)	(7.6)	(4.0)	(5.3)	-	-	-	-	(40.6)
109 State Capital	25.6	2.4	-	-	-	13.1	-	10.1	-	-	-	-	-	-	25.6
110 Gifts and Contributions	15.0	-	15.0	-	-	-	-	-	-	-	-	-	-	-	15.0
111 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
112															
113 PROJECT FUND BALANCE (CUMULATIVE)	-	2.2	16.2	15.0	13.8	19.9	6.8	9.3	5.3	-	-	-	-	-	-
114															
115 Alden Library Faculty Commons	1.2	(0.1)	(0.5)	(0.6)	-	-	-	-	-	-	-	-	-	-	(1.2)
116 State Capital	1.0	1.0	-	-	-	-	-	-	-	-	-	-	-	-	1.0
117 Gifts and Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
118 Local Funds	0.2	0.2	-	-	-	-	-	-	-	-	-	-	-	-	0.2
119															
120 PROJECT FUND BALANCE (CUMULATIVE)	-	1.1	0.6	-	-	-	-	-	-	-	-	-	-	-	-
121															
122 Integrated Learning and Research Facility	30.0	(2.8)	(12.3)	(14.7)	(0.2)	-	-	-	-	-	-	-	-	-	(30.0)
123 State Capital	11.4	2.4	-	9.0	-	-	-	-	-	-	-	-	-	-	11.4
124 Gifts and Contributions	18.6	4.9	3.2	10.6	-	-	-	-	-	-	-	-	-	-	18.6
125 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
126															
127 PROJECT FUND BALANCE (CUMULATIVE)	-	4.5	(4.7)	0.2	-	-	-	-	-	-	-	-	-	-	-
128															
129 Infrastructure Improvements	12.9	-	-	(0.2)	(0.8)	(1.1)	(0.4)	(0.6)	(0.2)	(0.2)	-	(0.8)	(3.8)	(4.9)	(12.9)
130 State Capital	12.9	-	-	1.9	-	1.1	-	0.4	-	-	-	9.5	-	-	12.9
131 Gifts and Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
132 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
133															
134 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	1.7	1.0	1.0	0.6	0.4	0.2	-	-	8.7	4.9	-	-
135															
136 Seigfred Hall Renovation	19.0	-	-	-	-	(0.4)	(2.1)	(4.0)	(2.9)	(3.1)	(4.2)	(1.0)	(1.2)		(19.0)
137 State Capital	14.6	-	-	-	-	-	4.4	-	7.8	-	2.4	-	-		14.6
138 Gifts and Contributions	4.4	-	-	-	-	4.4	-	-	-	-	-	-	-		4.4
139 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-		-
140															
141 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	-	-	4.0	6.3	2.3	7.2	4.1	2.2	1.2	-		-
142															
143 McCracken Hall Renovation	17.0	-	-	-	-	(0.1)	(0.8)	(2.3)	(3.2)	(4.6)	(6.0)	-	-		(17.0)
144 State Capital	15.9	-	-	-	-	-	4.4	-	11.5	-	-	-	-		15.9
145 Gifts and Contributions	1.1	-	-	-	-	1.1	-	-	-	-	-	-	-		1.1
146 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-		-
147															
148 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	-	-	1.0	4.6	2.3	10.6	6.0	-	-	-		-
149															
150 President Street Academic Center Renovation	11.5	-	-	-	(0.9)	(4.6)	(6.0)	-	-	-	-	-	-	-	(11.5)
151 State Capital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
152 Gifts and Contributions	11.5	-	-	-	11.5	-	-	-	-	-	-	-	-	-	11.5
153 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
154															
155 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	-	10.6	6.0	-	-	-	-	-	-	-	-	-
156															
157 Tupper Hall Renovations Phase I	5.6	-	-	-	-	-	-	-	-	-	-	(0.4)	(2.2)	(2.9)	(5.6)
158 State Capital	5.6	-	-	-	-	-	-	-	-	-	-	5.6	-	-	5.6
159 Gifts and Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
160 Local Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
161															
162 PROJECT FUND BALANCE (CUMULATIVE)	-	-	-	-	-	-	-	-	-	-	-	5.2	2.9	-	-
163															
164 AUXILIARY FUNDS		1.4	10.2	11.7	8.3	16.4	37.9	1.1	11.7	20.4	16.9	16.6			154.6
165 BASIC AND SUPPLEMENTAL RENOVATIONS		5.9		5.7		5.7		5.7		5.7		5.7			34.4
166															
167															
168 GRAND TOTAL	357.6	(16.4)	(28.2)	(40.2)	(14.8)	(41.5)	(59.8)	(20.5)	(22.3)	(37.7)	(24.6)	(33.9)	(7.7)	(10.0)	(357.6)
169 State Capital	117.3	20.8		19.3		19.3		19.3		19.3		19.3			
170 Gifts and Contributions	50.6	4.9	18.2	10.6	11.5	5.5									
171 Local Funds	0.8	0.8													0.8
172 Auxiliary Funds	154.6	1.4	10.2	11.7	8.3	16.4	37.9	1.1	11.7	20.4	16.9	16.6			154.6
173 Basic and Supplemental Renovations	34.4	5.9		5.7		5.7		5.7		5.7		5.7			34.4
174															
175 PROJECT FUND BALANCE (CUMULATIVE)	-	17.4	17.6	24.6	29.5	31.4	15.0	20.6	10.0	17.8	10.0	17.8	10.0	-	-
176															

AUXILIARY 10 YEAR CAPITAL PLAN
LONG RANGE MAJOR CAPITAL PROJECT SCHEDULE
2006-07 THRU FY 2015-16

Project Name	Const Start Date	Const End Date	Project Duration	Project Cost A&E	Project Cost Const	Project Cost Total	FY06-07 A&E	FY06-07 Const	FY07-08 A&E	FY07-08 Const	FY08-09 A&E	FY08-09 Const	FY09-10 A&E	FY09-10 Const	FY10-11 A&E	FY10-11 Const	FY11-12 A&E	FY11-12 Const	FY12-13 A&E	FY12-13 Const
Bromley Phases				$ -	$ 3.500	$ 3.500		1.000				2.500								
Lincoln	Dec-07	Sep-08	9.2 mos	$ 0.400	$ 9.261	$ 9.661		5.923		3.338										
Shively	Jun-08	Sep-09	15.0 mos	$ 0.712	$ 6.446	$ 7.158			0.712	3.223		3.223								
Shively Dining	Jun-08	Sep-09	15.0 mos	$ 0.200	$ 2.000	$ 2.200			0.200	1.000		1.000								
Bush	Jun-09	Sep-10	15.0 mos	$ 0.766	$ 6.894	$ 7.660					0.766	3.447		3.447						
Scott - Complete	Jun-10	Sep-11	15.0 mos	$ 1.386	$ 14.464	$ 15.850							1.386	8.232		6.232				
Jefferson	Jun-11	Sep-13	27.4 mos	$ 3.665	$ 34.900	$ 38.565									3.665	9.000		15.000		10.900
Jefferson Dining	Jun-11	Sep-13	27.4 mos	$ 0.300	$ 3.000	$ 3.300											0.300	1.500		1.500
Tiffin																	$1.07M			$4.81M
Gamertsfelder																			$2.10M	
Estimated FY Expenditures				$ 7.429	$ 80.465	$ 87.894		$6.92M		$8.47M		$10.94M		$13.07M		$18.90M		$17.87M		$19.31M

Project Name	Const Start Date	Const End Date	Project Duration	Project Cost A&E	Project Cost Const	Project Cost Total	FY13-14 A&E	FY13-14 Const	FY14-15 A&E	FY14-15 Const	FY15-16 A&E	FY15-16 Const
Tiffin con't	Jun-13	Sep-14	15.2 mos	$ 1.071	$ 9.630	$ 10.701		4.820				
Gamertsfelder con't	Jun-14	Sep-15	15.2 mos	$ 2.100	$ 18.880	$ 20.980		9.440		9.440		
Washington	Jun-15	Sep-16	15.3 mos	$ 1.500	$ 15.200	$ 16.700	1.500			7.600		7.600
Brown	Jun-16	Sep-17	15.2 mos	$ 1.660	$ 16.614	$ 18.274			1.660			16.614
						$ -						
Estimated FY Expenditures				$ 6.331	$ 60.324	$ 66.655		$15.760		$18.700		$24.214

Dining Hall projects
A & E $ - needed at least 12 months prior to Construction Start Date--10% of cost

Costs were taken from the Housing Master Plan-Dated January 2006

Chairman and Committee Chairman DeLawder thanked Mr. Decatur and his staff for the good work on the FY 2008 budget. He noted they had been reviewing three different budget scenarios in anticipation of a final state budget. Mr. DeLawder stated he and his committee were comfortable with the budget presentation before them.

On a motion by Dr. Dewire and a second by Mr. Schey, trustees unanimously approved the FY 2008 Operating Budget, the FY 2008 Instructional Fee, General Fee, and Non-Resident Surcharge.

FISCAL YEAR 2007-2008
OPERATING BUDGET

RESOLUTION 2007 - 3005

WHEREAS, appropriate planning and consultation has been accomplished within the University, resulting in recommendations for budget priorities, and

WHEREAS, the University has developed a balanced budget within the provisions of Amended Substitute House Bill 119 as recommended by the Conference Committee and approved by the State legislature, and

WHEREAS, the Ohio University Board of Trustees has been updated on the progress of the state budget as it was developed, has provided input in establishing the budget priorities for the University, and has reviewed the Fiscal Year 2007-2008 Ohio University Current Funds Budget, and

WHEREAS, the state budget is not effective until signed by the Governor, and

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2007-2008 budgets of expected resources and expenditures for the Athens Campus General Funds, Athens General Fee, University Outreach and Regional Campuses, and the College of Osteopathic Medicine as presented are hereby approved subject to the following provisions:

1.   The Vice President for Finance and Administration, in conjunction with the Executive Vice President and Provost and with approval of the President, is authorized to make adjustments in instructional and

general operating expense allocations, providing the total does not exceed available unrestricted resources.

2. Expenditures for restricted and designated funds shall be limited to the resources generated.

BE IT FURTHER RESOLVED that the Board of Trustees authorizes the President, with the approval of the Chairman of the Board, to make adjustments to the budget as presented in the event changes are made by the Governor to Amended Substitute House Bill 119.

FISCAL YEAR 2007-2008
INSTRUCTIONAL FEE, GENERAL FEE, AND NON-RESIDENT SURCHARGE

RESOLUTION 2007 - 3006

WHEREAS, the Ohio University 2007-2008 Current Funds Budget contains program enhancements as well as fixed and mandated cost increases, and

WHEREAS, appropriate planning and consultations within the University have been accomplished, and

WHEREAS, the Amended Substitute House Bill 119 requires tuition and fees for undergraduate students to remain at the Fiscal Year 2006-2007 rates, and

WHEREAS, the University desires to keep graduate tuition and fees and non-resident surcharge fees at the Fiscal Year 2006-2007 rates, and

WHEREAS, University Outreach and Regional Campus fees remain at the Fiscal Year 2006-2007 rates in total although a rebalancing of the fees between instructional and general fees has occurred, and

WHEREAS, the planning within the College of Osteopathic Medicine results in a recommendation of a 5% increase to the instructional fee and a 0% increase in the general fee, and

WHEREAS, the proposed fee schedules are consistent with Am. Sub. H.B. 119.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the proposed fee schedules (budget book pages F.1-F.8), effective Fall Quarter 2007.

FISCAL YEAR 2007-2008
RESIDENCE AND DINING HALL FEE RATES

RESOLUTION 2007 - 3007

WHEREAS, sustained effort has been made to achieve financial stability for Ohio University's Residence and Dining Hall Auxiliary while providing necessary services for students, and

WHEREAS, the Residence and Dining Hall Auxiliary has budgeted for all operating expenses and debt service obligations by means of fees which are collected from students who use the residence and dining hall facilities, and

WHEREAS, the fee increases being requested for Fiscal Year 2007-2008 are consistent with and necessary to implement the Auxiliary 10 Year Plan presented at the June 4, 2007, Audit, Finance, Facilities and Investment committee meeting.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the proposed fees schedule (budget book page F.9), effective Fall Quarter 2007.

FY 2007-2008 Budget Agenda

- State Budget
- University Budget
- Athens Budget: Key Budget Assumptions and Drivers
- University Outreach and Regional Campuses
- College of Osteopathic Medicine
- Auxiliaries
- Challenges and Opportunities
- Board Approval – Resolutions

1

State Budget

- The Senate version of funding for higher education has prevailed in Conference Committee. The appropriation bill was passed yesterday and has been sent to the Governor for his signature.

2

State Budget

- The new state budget is *a decisive step forward for Ohio.* It represents a clear consensus among state leaders that strategic investment in higher education is key to expanding economic opportunity and driving economic development in Ohio.

3

State Budget

- This additional funding will place an increased responsibility on each institution of higher education to ensure that these funds are leveraged to produce the best quality education possible while keeping tuition and fees affordable.

4

State Budget

- The State budget will provide:
  - A 2% increase in FY 2008 and 10% increase in FY 2009 in the State Investment in Instruction.
  - 0% Undergraduate tuition cap in FY 2008 and 0% Undergraduate tuition cap in FY 2009.
  - State undergraduate tuition replacement funding - for Ohio University this equates to $4.3 million FY 2008 and an additional $130,000 in FY 2009.

5

State Budget

- The budget bill includes an "Efficiency Requirement" of 1% in FY 2008 and an additional 3% in FY 2009.
  - Current discussions indicate that the basis for this calculation will be undergraduate Instructional and General expenditures.
  - Under this measure, Ohio University will be required to reduce approximately $1.7 million in FY 2008 and an additional $5.1 million in FY 2009.

6

University Budget

- University budget is $540.1 million, an increase of 4.6% after accounting adjustments are taken into consideration.
- Athens budget is $350.5 million, an increase of 3.5% after accounting adjustments are taken into consideration.
- College of Osteopathic budget is $23 million, an increase of $1.1 million or 5.2%.
- Outreach and University Regional Campuses budget is $66.2 million, an increase of $1.7 million or 2.6%.

7

University Budget

- The University's budget process has included:
  - An active Budget Planning Council. The many hours of hard work, debate, and consensus building has led to a stronger budget.
  - The creation of a General Fee budget process with significant student involvement. The process is being evaluated and will be improved for next year.

8

University Budget

- The budget process also included:
  - A change to the way budget increments are allocated to ensure that investments undertaken by planning units with Departmental revenues take into consideration the future increased costs of those activities.
  - The beginnings of a transition to a new budget model to allow for full costing of programs - General Fee space allocations for FY 2008.
  - A continued brightening of the State funding environment which led to smaller budget reallocations than originally anticipated.

9

Athens Budget: Key Assumptions and Drivers - Revenue

Enrollments

- The FY 2008 budget will be constrained by our FY 2007 enrollment experience.
  - Enrollment is the primary driver of the University's two largest revenue sources - State Investment in Instruction and Tuition.
  - Current enrollments being used for the FY 2008 budget are below FY 2007 budgeted levels.
  - Preliminary enrollment data suggests that we may end up very close to our estimated numbers for new students - it is still too early to accurately assess our experience with returning students.
  - Budget Planning Council has recommended that we include a $500,000 reserve for enrollment fluctuations in the General Fund and $181,000 for the General Fee.

10

Athens Budget: Key Assumptions and Drivers - Revenue

Tuition and Fees

- Athens campus tuition and fees are scheduled to increase by approximately $500,000 from FY07 original budgeted revenues.
  - This is the net result of lower undergraduate enrollment, an increase in undergraduate non-resident enrollment, and increased graduate enrollment.

11

Athens Budget: Key Assumptions and Drivers - Revenue

State Funding

- 2% (Guaranteed) Increase in *State Investment in Instruction* yields an additional $2.6 million.
- Allocations for *Success Challenge* have increased by 2% which yields an additional $123,000.
- A new allocation for *Tuition Replacement* will result in an additional $4.3 million.

12

Athens Budget: Key Assumptions and Drivers - Revenue

Other Revenue Assumptions

- Investment income budgeted at FY 2007 budget levels.
- Federal indirect cost reimbursements budgeted at FY 2007 levels.
- $940,000 in Land Lease income is being budgeted in the General Fund for the first time.
- Internal overhead revenue has been increased by 3% per year. A $1.7 million reduction in overhead payments is the net result of an accounting change and increases in overhead revenues.

13

Athens Budget: Key Assumptions and Drivers - Expenditures

Compensation

- Assumes a 3% salary increase applied to each category of employees.
- An additional $1.2 million has been allocated for additional faculty salary adjustments in FY 2008. This is the first of five $1.2 million installments that are planned.
- Funding for the costs of providing minimum wage to student employees is fully funded.
- As a result of these changes, the salary and wage component of the Athens budget increases by $5.8 million.

14

Athens Budget: Key Assumptions and Drivers - Expenditures

Health Insurance Benefits

The net impact of the factors listed below will result in an additional $959,000 of General Fund health insurance costs.

- The need to adjust the standard rate to reflect a significant increase related to the fact that we had used $1 million in one-time only reserves to offset costs in FY 2007.
- More favorable FY 2007 experience and trend information
- Implementation of the $1.5 million (approximately $900K for the General Fund) in plan design changes and cost shifting to employees via premium increases.
- Additional savings and resources associated with the health benefit changes negotiated with AFSCME.

15

Athens Budget: Key Assumptions and Drivers - Expenditures

Other Benefits

- Retirement, Workers Compensation, and other benefits result in an additional $711,000 of costs. Most of these increases are related to the 3% salary increase. However, PERS rates have also increased, and the Workers Compensation rate reflects the inclusion of Managed Care Organization costs.

16

Athens Budget: Key Assumptions and Drivers - Expenditures

Student Financial Aid

- $608,000 increase to fund the balance of non-resident Athletic grants and aid

17

Athens Budget: Key Assumptions and Drivers - Expenditures

Maintenance and Operations

- Utility costs are estimated to increase by $177,000. Estimates are based on square footage and projected utility rate increases.

18

Athens Budget: Key Assumptions and Drivers - Expenditures

Additional General Fund Investments

- Among the more significant increases in the budget beyond the $1.2 million investment in faculty salaries are:
  - $2.0 Million for IT
  - $1.0 Million Reserve for Improving the Balance Sheet
  - $0.5 Million Reserve for Enrollment Fluctuation
  - $0.3 Million for Student Minimum Wage increases
  - $1.4 Reserve for University Strategic Priorities
  - $0.3 Debt Service for University Airplane
  - $0.3 Central Pool (Property Insurance and Payroll Accrual)

19

Athens Budget: Key Assumptions and Drivers - Expenditures

- A key component in balancing the FY 2008 budget is the use of the $6,316,000 in savings realized through FY 2007 budget realignment.

20

Athens Budget: Key Assumptions and Drivers - Expenditures

Reallocations

- The resulting deficit for the General Fund is $593,000.
- The resulting deficit for the General Fee is $702,000.
- Reallocation of $2 million for units funded by the General Fund and 2% for General Fee funded units.
- This will allow an additional $0.9 million available to provide funding for University strategic investments and $0.5 million to be transferred on a one-time basis to support the general fee operations.

21

University Outreach and Regional Campuses

- University Outreach and Regional Campuses (UORC) budget is $66.2 million, an increase of $1.7 million or 2.6%.
- UORC has no increase in the total tuition and fees charged. However, the amount of the General Fee and the amount of the Instructional Fee have been rebalanced by the same dollar amount.
- State Share of Instruction increases by 2 %.
- UORC has tuition replacement funds of $777,000.

22

College of Osteopathic Medicine

- The College of Osteopathic Medicine budget is $23 million, an increase of $1.1 million or 5.2%.
- Tuition will increase by 5%.
- State Share of Instruction will increase by 2%.
- There will be no tuition replacement funding because they do not enroll undergraduate students.

23

Auxiliaries

- General Fee supported units are being assessed for space related costs in FY 2008. ICA, Campus Recreation, and Baker Center have received additional General Fee support for these space related costs.
- Baker Center received budget in FY 2007 to meet obligations related to the partial year of operation. In FY 2008, Baker Center is receiving the final $1.4 million base funding for their operations.
- ICA's budget assumes that they will use a combination of one-time allocation of funds and budget reductions to balance their budget in FY 2008.

24

Auxiliaries

Residence and Dining Auxiliary

- Average rate increase of approximately 6% for Room and Board.
  - Board rates are increasing by 3%.
  - The rate for most room types is increasing by 9%.
- Revenue = $72,334,000
- Expenditures (and transfers out) = $64,914,000.
- Additional Funds Available for investment in capital projects = $7,420,000.

25

Challenges and Opportunities

- Future budgets will be impacted by:
  - 0% tuition increases in both FY 2008 and FY2009
  - The combination of a 0% tuition increase and a 10% increase in State Investment in Instruction in FY 2009 will provide for an overall increase that is expected to be moderately better than inflation.
  - The 1% and 3 % efficiency targets will require the University to continue its efforts to become more effective and efficient in all areas.
  - In order to provide funds to advance academic priorities, the University will be looking at continued reallocations from low to high priority activities.

26

Challenges and Opportunities

- Activities that will be undertaken in the next budget cycle include:
  - Refinement of the principles and processes related to the implementation of Responsibility Centered Budgeting
  - The development of an integrated multi-year planning and budgeting process liking the strategic plan, capital plan, and operating budget plan.
  - The development of an internal indirect cost allocation model that will assist the University in assessing the support and financial relationships within the University.

27

Board Action – Resolutions

- Approval of the Fiscal Year 2007-2008 Operating Budget
- Approval of the Fiscal Year 2007-2008 Instructional Fee, General Fee and Non-resident Surcharge
- Approval of the Fiscal Year 2007-2008 Residence and Dining Hall Fee Rates

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TABLE OF CONTENTS

SECTION D: BUDGET HIGHLIGHTS

OHIO UNIVERSITY
TOTAL UNIVERSITY
SUMMARY OF BUDGETED REVENUE AND EXPENDITURES
(IN THOUSANDS)

REVENUE

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
Government Support				
State	146,735	159,336	12,601	8.59%
Federal	48,220	50,527	2,307	4.78%
Local	501	304	(197)	-39.32%
Subtotal Government Support	195,456	210,167	14,711	7.53%
Student Tuition and Fees				
Instructional Fees	183,888	194,029	10,141	5.51%
General Fees	38,924	34,584	(4,340)	-11.15%
Non-Resident Surcharges	22,548	24,247	1,699	7.54%
Other Fees	3,488	4,076	588	16.86%
Subtotal Student Tuition and Fees	248,848	256,936	8,088	3.25%
Other Income				
Auxiliaries	70,660	79,260	8,600	12.17%
Departmental Sales & Services	18,045	7,499	(10,546)	-58.44%
Private Grants & Contracts	10,632	11,678	1,046	9.84%
Other	14,018	20,189	6,171	44.02%
Subtotal Other Income	113,355	118,626	5,271	4.65%
Total Revenues	557,659	585,729	28,070	5.03%

EXPENDITURES

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
Athens Campus				
General Programs	295,888	285,728	(10,160)	-3.43%
General Fee	0	10,600	10,600	0.00%
Departmental Income	17,985	26,615	8,630	47.98%
Restricted Funds	52,227	57,125	4,898	9.38%
Auxiliaries	72,849	79,448	6,599	9.06%
Subtotal Athens Campus	438,949	459,516	20,567	4.69%
College of Osteopathic Medicine				
General Funds	17,998	19,377	1,379	7.66%
Restricted Funds	11,791	11,086	(705)	-5.98%
Subtotal College of Osteopathic Medicine	29,789	30,463	674	2.26%
University Outreach and Regional Campuses				
General Funds	58,630	61,335	2,705	4.61%
Restricted Funds	14,276	15,085	809	5.67%
Subtotal University Outreach and Regional Campuses	72,906	76,420	3,514	4.82%
Total Expenditures	541,644	566,399	24,755	4.57%

OPERATING INCOME OVER EXPENDITURE	16,015	19,330	3,315	20.70%

TRANSFERS IN

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	589	2,751	2,162	367.06%
Overhead Received	15,046	17,323	2,277	15.13%
General Fund Support of Auxiliaries	20,361	27,522	7,161	35.17%
Total Transfers In	35,996	47,596	11,600	32.23%

TRANSFERS OUT

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
Mandatory Transfers	(10,342)	(12,521)	(2,179)	21.07%
Non Mandatory Transfers	(1,791)	(2,356)	(565)	31.55%
Overhead Paid	(15,045)	(17,323)	(2,278)	15.14%
General Fund Support of Auxiliaries	(20,361)	(27,522)	(7,161)	35.17%
Total Transfers Out	(47,539)	(59,722)	(12,183)	25.63%

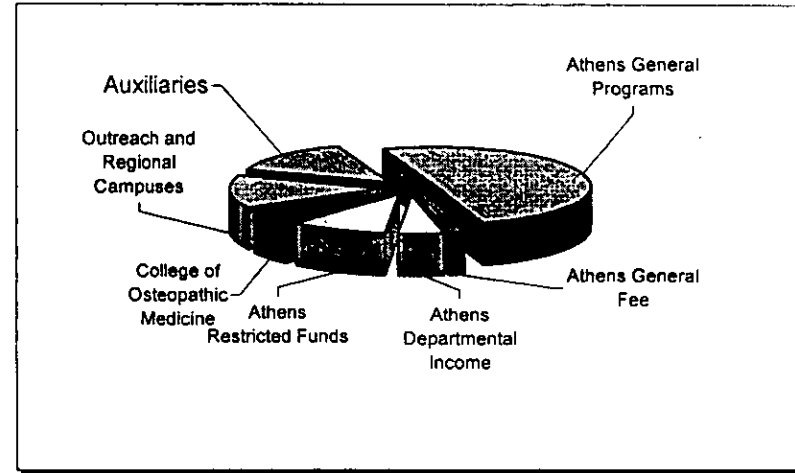| **NET INCREASE/(DECREASE) TO FUND BALANCE**	4,472	7,204	2,732	61.09%

OHIO UNIVERSITY
TOTAL UNIVERSITY
SUMMARY OF BUDGETED RESOURCES AND EXPENDITURES
FISCAL YEAR 2007-2008
(IN THOUSANDS)

RESOURCES	EXPENDITURES
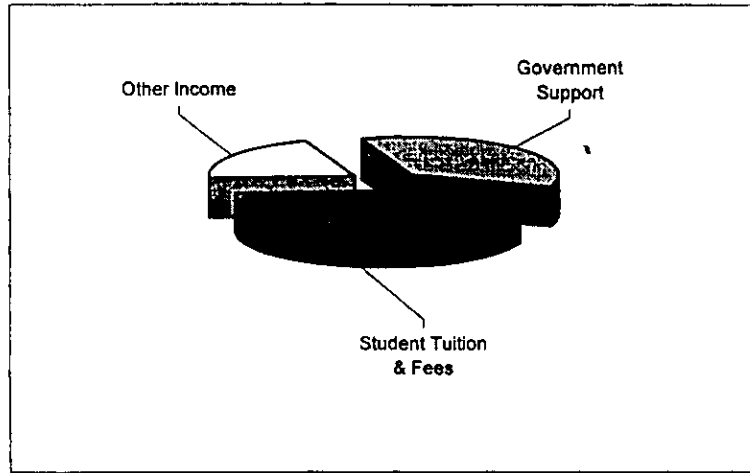
REVENUE plus TRANSFERS IN

Government Support	210,167	33.18%
Student Tuition & Fees	256,936	40.57%
Other Income	118,626	18.74%
Total Revenue	**585,729**	**92.48%**
Transfers In	47,596	7.52%
Total Revenue plus Transfers In	**633,325**	**100.00%**

Note: Differences between transfers into current funds and transfers
out of current funds are primarily the result of transfers into
plant funds to finance large capital projects and pay debt service.

EXPENDITURES plus TRANSFERS OUT

Athens General Programs	285,728	45.63%
Athens General Fee	10,600	1.69%
Athens Departmental Income	26,615	4.25%
Athens Restricted Funds	57,125	9.12%
College of Osteopathic Medicine	30,463	4.87%
Outreach and Regional Campuses	76,420	12.21%
Auxiliaries	79,448	12.69%
Total Expenditures	**566,399**	**90.47%**
Transfers Out	59,722	9.53%
Total Expenditure plus Transfers Out	**626,121**	**100.00%**

Note: Expenditures plus Transfers Out are less than Revenue plus
Transfers In due to budgeting of surpluses to fund future capital
renovations.

OHIO UNIVERSITY
SUMMARY OF ANNUAL TUITION AND FEES
FULL-TIME STUDENTS

	INSTRUCTIONAL & GENERAL FEES				NON-RESIDENT SURCHARGE			
	FY 2007 Fees	FY 2008 Fees	Dollar Change	Percent Change	FY 2007 Fees	FY 2008 Fees	Dollar Change	Percent Change
ATHENS CAMPUS								
Undergraduate*	8,907	'8,907	0	0.0%	8,964	8,964	0	0.0%
Graduate*	9,378	9,378	0	0.0%	7,992	7,992	0	0.0%
Medical*	23,631	24,723	1,092	4.6%	9,999	9,999	0	0.0%
UNIVERSITY OUTREACH AND REGIONAL CAMPUSES								
Undergraduate (≤ 96 hours)								
-- Southern	4,395	4,395	0	0.0%	2,013	2,013	0	0.0%
-- Other	4,581	4,581	0	0.0%	4,323	4,323	0	0.0%
Undergraduate (> 96 hours)								
-- Southern	4,752	4,752	0	0.0%	2,013	2,013	0	0.0%
-- Other	5,034	5,034	0	0.0%	4,749	4,749	0	0.0%
Graduate	8,844	8,844	0	0.0%	7,992	7,992	0	0.0%

*Student facilities fee of $60 per quarter for all full time Athens Campus students effective Winter, 2007 with the opening of the Baker University Center are included.

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SECTION E: DETAIL OF BUDGETED REVENUE AND EXPENDITURES BY FUND & CAMPUS

OHIO UNIVERSITY
TOTAL UNIVERSITY
DETAIL OF BUDGETED REVENUE AND EXPENDITURES
(IN THOUSANDS)

	Unrestricted Funds Budget							Restricted Funds Budget			Total Budget		
	FY 2007	FY 2008						FY 2007	FY 2008		FY 2007	FY 2008	
REVENUE	Total Unrestricted	Athens Campus	College of Osteopathic Medicine	Outreach & Regional Campuses	Auxiliaries	Total Unrestricted	Percent Change	Total Restricted	Total Restricted	Percent Change	Total Budget	Total Budget	Percent Change
Government Support													
State	125,085	99,879	10,635	25,503	0	135,817	8.58%	21,650	23,519	8.63%	146,735	159,336	8.59%
Federal	0	0	0	0	0	0	0.00%	48,220	50,527	4.78%	48,220	50,527	4.78%
Local	0	0	0	0	0	0	0.00%	501	304	-39.32%	501	304	-39.32%
Subtotal Government Support	125,085	99,879	10,635	25,503	0	135,817	8.58%	70,371	74,350	5.65%	195,456	210,167	7.53%
Student Tuition and Fees													
Instructional Fees	183,888	146,040	11,526	36,463	0	194,029	5.51%	0	0	0.00%	183,888	194,029	5.51%
General Fees	38,924	33,917	30	637	0	34,584	-11.15%	0	0	0.00%	38,924	34,584	-11.15%
Non-Resident Surcharges	22,548	23,704	168	375	0	24,247	7.54%	0	0	0.00%	22,548	24,247	7.54%
Other Fees	3,488	3,698	378	0	0	4,076	16.86%	0	0	0.00%	3,488	4,076	16.86%
Subtotal Student Fees	248,848	207,359	12,102	37,475	0	256,936	3.25%	0	0	0.00%	248,848	256,936	3.25%
Other Income													
Auxiliaries	70,660	0	0	0	79,260	79,260	12.17%	0	0	0.00%	70,660	79,260	12.17%
Departmental Sales & Services	18,045	7,499	0	0	0	7,499	-58.44%	0	0	0.00%	18,045	7,499	-58.44%
Private Grants & Contracts	0	0	0	0	0	0	0.00%	10,632	11,678	9.84%	10,632	11,678	9.84%
Other	14,018	17,582	307	2,300	0	20,189	44.02%	0	0	0.00%	14,018	20,189	44.02%
Subtotal Other Income	102,723	25,081	307	2,300	79,260	106,948	4.11%	10,632	11,678	9.84%	113,355	118,626	4.65%
Total Revenues	476,656	332,119	23,044	65,278	79,260	499,701	4.83%	81,003	86,028	6.20%	557,659	585,729	5.03%
EXPENDITURES													
Academic and Research Programs	174,912	170,733	13,049	0	0	183,782	5.07%	10,020	9,580	-4.39%	184,932	193,362	4.56%
Administration and Support Services	106,817	106,379	6,328	1,207	0	113,914	6.64%	1,771	1,506	-14.96%	108,588	115,420	6.29%
Auxiliaries	72,849	0	0	0	79,448	79,448	9.06%	0	0	0.00%	72,849	79,448	9.06%
Regional Campuses and Centers	55,605	0	0	58,556	0	58,556	5.31%	0	0	0.00%	55,605	58,556	5.31%
Centrally Budgeted Items	53,167	45,831	0	1,572	0	47,403	-10.84%	66,503	72,210	8.58%	119,670	119,613	-0.05%
Total Expenditures	463,350	322,943	19,377	61,335	79,448	483,103	4.26%	78,294	83,296	6.39%	541,644	566,399	4.57%
OPERATING INCOME OVER EXPENDITURE	13,306	9,176	3,667	3,943	(188)	16,598	24.74%	2,709	2,732	0.85%	16,015	19,330	20.70%
TRANSFERS IN													
Mandatory Transfers	0	0	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Non Mandatory Transfers	589	1,074	0	899	778	2,751	367.06%	0	0	0.00%	589	2,751	367.06%
Overhead Received	15,046	17,323	0	0	0	17,323	15.13%	0	0	0.00%	15,046	17,323	15.13%
General Fund Support of Auxiliaries	20,361	0	0	0	27,522	27,522	35.17%	0	0	0.00%	20,361	27,522	35.17%
Total Transfers In	35,996	18,397	0	899	28,300	47,596	32.23%	0	0	0.00%	35,996	47,596	32.23%
TRANSFERS OUT													
Mandatory Transfers	(7,833)	0	0	0	(9,789)	(9,789)	28.25%	(2,709)	(2,732)	0.85%	(10,342)	(12,521)	21.07%
Non Mandatory Transfers	(1,791)	(6)	0	(700)	(1,650)	(2,356)	31.55%	0	0	0.00%	(1,791)	(2,356)	31.55%
Overhead Paid	(15,045)	(45)	(3,667)	(4,142)	(9,469)	(17,323)	15.14%	0	0	0.00%	(15,045)	(17,323)	15.14%
General Fund Support of Auxiliaries	(20,361)	(27,522)	0	0	0	(27,522)	35.17%	0	0	0.00%	(20,361)	(27,522)	35.17%
Total Transfers Out	(44,830)	(27,573)	(3,667)	(4,842)	(20,908)	(56,990)	27.12%	(2,709)	(2,732)	0.85%	(47,539)	(59,722)	25.63%
NET INCREASE/(DECREASE) TO FUND BALANCE	4,472	0	0	0	7,204	7,204	61.09%	0	0	0.00%	4,472	7,204	61.09%

OHIO UNIVERSITY
ATHENS CAMPUS
DETAIL OF BUDGETED REVENUE AND EXPENDITURES
(IN THOUSANDS)

	Unrestricted Funds Budget					Restricted Funds Budget			Total Budget		
	FY 2007	FY 2008				FY 2007	FY 2008		FY 2007	FY 2008	
	Total Unrestricted	Athens Campus	Auxiliaries	Total Unrestricted	Percent Change	Total Restricted	Total Restricted	Percent Change	Total Budget	Total Budget	Percent Change
REVENUE											
Government Support											
State	91,962	99,679	0	99,679	8.39%	12,144	14,075	15.90%	104,106	113,754	9.27%
Federal	0	0	0	0	0.00%	34,932	37,016	5.97%	34,932	37,016	5.97%
Local	0	0	0	0	0.00%	430	255	-40.70%	430	255	-40.70%
Subtotal Government Support	91,962	99,679	0	99,679	8.39%	47,506	51,346	8.08%	139,468	151,025	8.29%
Student Tuition and Fees											
Instructional Fees	138,917	146,040	0	146,040	5.13%	0	0	0.00%	138,917	146,040	5.13%
General Fees	34,128	33,917	0	33,917	-0.62%	0	0	0.00%	34,128	33,917	-0.62%
Non-Resident Surcharges	22,052	23,704	0	23,704	7.49%	0	0	0.00%	22,052	23,704	7.49%
Other Fees	3,135	3,698	0	3,698	17.96%	0	0	0.00%	3,135	3,698	17.96%
Subtotal Student Fees	198,232	207,359	0	207,359	4.60%	0	0	0.00%	198,232	207,359	4.60%
Other Income											
Auxiliaries	70,660	0	79,260	79,260	12.17%	0	0	0.00%	70,660	79,260	12.17%
Departmental Sales & Services	18,045	7,499	0	7,499	-58.44%	0	0	0.00%	18,045	7,499	-58.44%
Private Grants & Contracts	0	0	0	0	0.00%	7,128	8,201	15.05%	7,128	8,201	15.05%
Other	11,400	17,582	0	17,582	54.23%	0	0	0.00%	11,400	17,582	54.23%
Subtotal Other Income	100,105	25,081	79,260	104,341	4.23%	7,128	8,201	15.05%	107,233	112,542	4.95%
Total Revenues	390,299	332,119	79,260	411,379	5.40%	54,634	59,547	8.99%	444,933	470,926	5.84%
EXPENDITURES											
Academic Programs	162,906	170,733	0	170,733	4.80%	0	0	0.00%	162,906	170,733	4.80%
Administration and Support Services	99,761	106,379	0	106,379	6.63%	0	0	0.00%	99,761	106,379	6.63%
Auxiliaries	72,849	0	79,448	79,448	9.06%	0	0	0.00%	72,849	79,448	9.06%
Centrally Budgeted Items											
Funds to Be Distributed	9,351	4,564	0	4,564	-51.19%	0	0	0.00%	9,351	4,564	-51.19%
Centrally Paid Items	41,855	41,267	0	41,267	-1.40%	0	0	0.00%	41,855	41,267	-1.40%
Grants, Contracts, & Work Study	0	0	0	0	0.00%	52,227	57,125	9.38%	52,227	57,125	9.38%
Subtotal Centrally Budgeted Items	51,206	45,831	0	45,831	-10.50%	52,227	57,125	9.38%	103,433	102,956	-0.46%
Total Expenditures	386,722	322,943	79,448	402,391	4.05%	52,227	57,125	9.38%	438,949	459,516	4.69%
OPERATING INCOME OVER EXPENDITURE	3,577	9,176	(188)	8,988	151.27%	2,407	2,422	0.62%	5,984	11,410	90.67%
TRANSFERS IN											
Mandatory Transfers	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Non Mandatory Transfers	558	1,074	778	1,852	231.90%	0	0	0.00%	558	1,852	231.90%
Overhead Received	15,046	17,323	0	17,323	15.13%	0	0	0.00%	15,046	17,323	15.13%
General Fund Support of Auxiliaries	20,361	0	27,522	27,522	35.17%	0	0	0.00%	20,361	27,522	35.17%
Total Transfers In	35,965	18,397	28,300	46,697	29.84%	0	0	0.00%	35,965	46,697	29.84%
TRANSFERS OUT											
Mandatory Transfers	(7,633)	0	(9,789)	(9,789)	28.25%	(2,407)	(2,422)	0.62%	(10,040)	(12,211)	21.62%
Non Mandatory Transfers	(1,091)	(6)	(1,650)	(1,656)	51.79%	0	0	0.00%	(1,091)	(1,656)	51.79%
Overhead Paid	(5,985)	(45)	(9,469)	(9,514)	58.96%	0	0	0.00%	(5,985)	(9,514)	58.96%
General Fund Support of Auxiliaries	(20,361)	(27,522)	0	(27,522)	35.17%	0	0	0.00%	(20,361)	(27,522)	35.17%
Total Transfers Out	(35,070)	(27,573)	(20,908)	(48,481)	38.24%	(2,407)	(2,422)	0.62%	(37,477)	(50,903)	35.82%
NET INCREASE/(DECREASE) TO FUND BALANCE	4,472	0	7,204	7,204	61.09%	0	0	0.00%	4,472	7,204	61.09%

OHIO UNIVERSITY
ATHENS CAMPUS
BUDGETED RESOURCES
FISCAL YEAR 2007-2008
(IN THOUSANDS)

ATHENS CAMPUS BY TYPE	ATHENS CAMPUS BY SOURCE
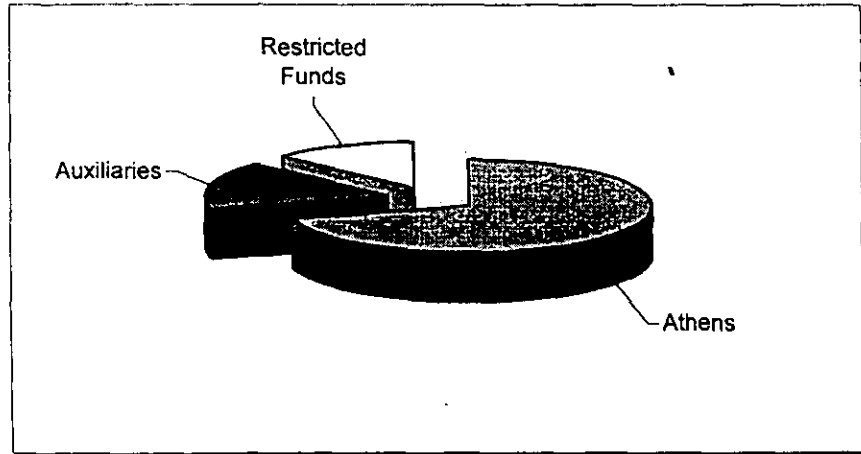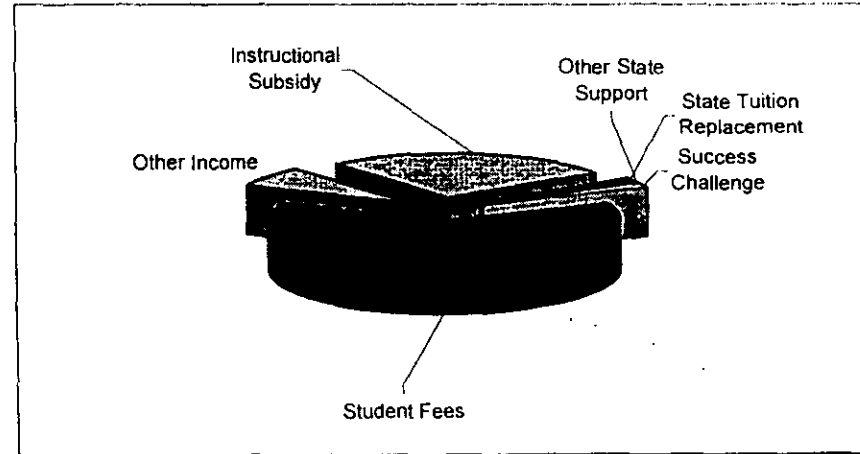
Athens Campus Revenue plus Transfers In		
Athens	332,119	64.16%
Auxiliaries	79,260	15.31%
Restricted Funds	59,547	11.50%
Total Athens Campus Revenue	470,926	90.98%
Transfers In	46,697	9.02%
Total Athens Campus Revenue plus Transfers In	$ 517,623	100.00%

Athens Campus Revenue		
Instructional Subsidy	88,776	26.73%
State Tuition Replacement	4,321	1.30%
Other State Support	661	0.20%
Success Challenge	5,921	1.78%
Student Fees	207,359	62.44%
Other Income	25,081	7.55%
Total	$ 332,119	100.00%

UNIVERSITY
ATHENS CAMPUS BUDGET
(IN THOUSANDS)

	General Funds Budget													
	General Programs			General Fee			Departmental			Total Athens			
ACADEMIC PROGRAMS	FY 2007	FY 2008	% Change	FY 2007	FY 2008	% Change	FY 2007	FY 2008	% Change	FY 2007	FY 2008	Dollar Change	% Change
Arts & Sciences	56,220	57,116	1.59%	0	249	0.00%	3,078	4,464	45.03%	59,298	61,829	2,531	4.27%
Business	11,344	11,016	-2.89%	0	0	0.00%	2,066	4,167	101.79%	13,409	15,183	1,774	13.23%
Communication	13,821	13,762	-0.43%	0	0	0.00%	291	460	58.08%	14,112	14,222	110	0.78%
Education	8,724	8,346	-4.34%	0	0	0.00%	19	1,991	10378.95%	8,743	10,336	1,593	18.22%
Engineering	14,865	14,739	-0.85%	0	0	0.00%	908	1,748	92.51%	15,773	16,487	714	4.53%
Fine Arts	14,903	15,217	2.11%	0	85	0.00%	826	854	3.39%	15,729	16,157	428	2.72%
Health & Human Services	12,362	12,383	0.17%	0	0	0.00%	1,318	1,751	32.85%	13,680	14,134	454	3.32%
Honors College	810	829	2.35%	0	0	0.00%	0	0	0.00%	810	829	19	2.35%
International Studies	1,842	2,238	21.50%	0	0	0.00%	0	36	0.00%	1,842	2,274	432	23.45%
University College	1,980	2,044	3.23%	0	0	0.00%	318	339	6.60%	2,298	2,383	85	3.70%
Summer School	2,715	2,963	9.13%	0	0	0.00%	0	0	0.00%	2,715	2,963	248	9.13%
Graduate Studies - Fee Waivers	14,497	12,412	-14.38%	0	1,524	0.00%	0	0	0.00%	14,497	13,936	(561)	-3.87%
Total Academic Programs	154,083	153,064	-0.66%	0	1,859	0.00%	8,823	15,810	79.19%	162,906	170,733	7,827	4.80%
ADMINISTRATION AND SUPPORT SERVICES													
President	3,922	5,313	35.47%	0	0	0.00%	0	6	0.00%	3,922	5,319	1,397	35.62%
Provost	4,476	5,839	30.45%	0	743	0.00%	1,191	1,139	-4.37%	5,667	7,721	2,054	36.24%
Enrollment Services	5,738	5,636	-1.78%	0	0	0.00%	29	36	24.14%	5,767	5,672	(95)	-1.65%
Enterprise System	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0	0.00%
Information Technology	14,138	16,119	14.01%	0	0	0.00%	913	767	-15.99%	15,051	16,886	1,835	12.19%
Library	11,541	11,813	2.36%	0	0	0.00%	143	178	24.48%	11,684	11,991	307	2.63%
WOUB Center for Public Media	1,611	1,687	4.72%	0	0	0.00%	880	824	-6.36%	2,491	2,511	20	0.80%
V.P. for Finance and Administration	30,884	31,918	3.35%	0	145	0.00%	1,096	1,446	31.93%	31,980	33,509	1,529	4.78%
V.P. for Research	7,922	7,828	-1.19%	0	0	0.00%	3,347	4,620	38.03%	11,269	12,448	1,179	10.46%
V.P. for Student Affairs	6,067	10	-99.84%	0	6,772	0.00%	1,825	1,398	14.13%	7,292	7,180	(112)	-1.54%
V.P. for University Advancement	4,632	3,142	-32.17%	0	0	0.00%	6	0	-100.00%	4,638	3,142	(1,496)	-32.26%
Total Administration and Support Services	90,931	89,305	-1.79%	0	6,660	0.00%	8,830	10,414	17.94%	99,761	106,379	6,618	6.63%
CENTRALLY BUDGETED ITEMS													
Funds to Be Distributed	9,351	4,568	-51.26%	0	6	0.00%	0	0	0.00%	9,351	4,564	(4,787)	-51.19%
Scholarships	19,651	18,731	-4.68%	0	922	0.00%	0	0	0.00%	19,651	19,653	2	0.01%
Central Pool (Admin)	11,974	12,036	0.52%	0	124	0.00%	162	170	4.94%	12,136	12,330	194	1.60%
Central Pool (Finance)	9,898	8,034	-18.83%	0	1,029	0.00%	170	221	30.00%	10,068	9,284	(784)	-7.79%
Total Centrally Budgeted Items	50,874	43,359	-14.77%	0	2,081	0.00%	332	391	17.77%	51,206	45,831	(5,375)	-10.50%
TRANSFERS OUT													
College of Osteopathic Medicine	31	6	-80.65%	0	0	0.00%	0	0	0.00%	31	6	0	0.00%
University Outreach and Regional Campuses	660	0	-100.00%	0	0	0.00%	0	0	0.00%	660	0	(660)	-100.00%
OPIE Overhead (1)	0	0	0.00%	0	0	0.00%	60	45	-25.00%	60	45	(15)	-25.00%
Support of Intercollegiate Athletics (ICA)	11,237	1,522	-86.46%	0	13,145	0.00%	0	0	0.00%	11,237	14,667	3,430	30.52%
Support of Auxiliaries (other than ICA)	9,124	1,377	-84.91%	0	11,478	0.00%	0	0	0.00%	9,124	12,855	3,731	40.89%
Total Transfers Out	21,052	2,905	-86.20%	0	24,623	0.00%	60	45	-25.00%	21,112	27,573	6,461	30.60%
TOTAL ATHENS CAMPUS GENERAL FUNDS	316,940	288,633	-8.93%	0	35,223	0.00%	18,045	26,660	47.74%	334,985	350,516	15,531	4.64%

(1) OPIE Overhead is a payment to the Athens General Fund to offset program overhead expenses. This amount is included in Athens General Funds Transfers In on page E.2.

OHIO UNIVERSITY
ATHENS CAMPUS
BUDGET SUMMARY FOR ACADEMIC PROGRAMS
## FISCAL YEAR 2006-07 AND FISCAL YEAR 2007-08

Fiscal Year 2007 Academic Programs

□ Arts & Sciences   ■ Business   □ Communication
□ Education   ⊞ Engineering   ⊡ Fine Arts
■ Health & Human Services   □ Honors College   ■ International Studies
■ University College   □ Summer School

Fiscal Year 2008 Academic Programs

□ Arts & Sciences   ■ Business   □ Communication
□ Education   ⊞ Engineering   □ Fine Arts
■ Health & Human Services   □ Honors College   ■ International Studies
■ University College   □ Summer School

Unit	FY 2007 Budget	%	FY 2008 Budget	%
Arts & Sciences	59,298	39.96%	61,829	39.43%
Business	13,409	9.04%	15,183	9.68%
Communication	14,112	9.51%	14,222	9.07%
Education	8,743	5.89%	10,336	6.59%
Engineering	15,773	10.63%	16,487	10.51%
Fine Arts	15,729	10.60%	16,157	10.30%
Health & Human Services	13,680	9.22%	14,134	9.01%
Honors College	810	0.55%	829	0.53%
International Studies	1,842	1.24%	2,274	1.45%
University College	2,298	1.55%	2,383	1.52%
Summer School	2,715	1.83%	2,963	1.89%
Total (excl. Graduate Studies)	$148,409	100.00%	$156,797	100.00%
Graduate Studies - Fee Waivers	14,497		13,936	
Total Academic Programs	$162,906		$170,733	

UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE
DETAIL OF BUDGETED REVENUE AND EXPENDITURES
(IN THOUSANDS)

	Unrestricted Funds Budget					Restricted Funds Budget			Total Budget		
	FY 2007	FY 2008				FY 2007	FY 2008		FY 2007	FY 2008	
REVENUE	Total Unrestricted	College of Medicine	Auxiliaries	Total Unrestricted	Percent Change	Total Restricted	Total Restricted	Percent Change	Total Budget	Total Budget	Percent Change
Government Support											
State	10,242	10,635	0	10,635	3.84%	5,812	5,747	-1.12%	16,054	16,382	2.04%
Federal	0	0	0	0	0.00%	2,552	1,884	-26.18%	2,552	1,884	-26.18%
Local	0	0	0	0	0.00%	51	39	-23.53%	51	39	-23.53%
Subtotal Government Support	10,242	10,635	0	10,635	3.84%	8,415	7,670	-8.85%	18,657	18,305	-1.89%
Student Tuition and Fees											
Instructional Fees	10,786	11,526	0	11,526	6.86%	0	0	0.00%	10,786	11,526	6.86%
General Fees	23	30	0	30	30.43%	0	0	0.00%	23	30	30.43%
Non-Resident Surcharges	160	168	0	168	5.00%	0	0	0.00%	160	168	5.00%
Other Fees	353	378	0	378	7.08%	0	0	0.00%	353	378	7.08%
Subtotal Student Fees	11,322	12,102	0	12,102	6.89%	0	0	0.00%	11,322	12,102	6.89%
Other Income											
Private Grants & Contracts	0	0	0	0	0.00%	3,376	3,416	1.18%	3,376	3,416	1.18%
Other	318	307	0	307	-3.46%	0	0	0.00%	318	307	-3.46%
Subtotal Other Income	318	307	0	307	-3.46%	3,376	3,416	1.18%	3,694	3,723	0.79%
Total Revenues	21,882	23,044	0	23,044	5.31%	11,791	11,086	-5.98%	33,673	34,130	1.36%
EXPENDITURES											
Academic Programs											
Biomedical Sciences	4,627	4,625	0	4,625	-0.04%	0	0	0.00%	4,627	4,625	-0.04%
Social Medicine	888	766	0	766	-13.74%	129	130	0.78%	1,017	896	-11.90%
Family Medicine	1,812	1,989	0	1,989	9.77%	1,972	2,127	7.86%	3,784	4,116	8.77%
Geriatrics	295	501	0	501	69.83%	348	335	-3.74%	643	836	30.02%
Obstetrics and Gynecology	31	54	0	54	74.19%	200	192	-4.00%	231	246	6.49%
Pediatrics	249	446	0	446	79.12%	277	194	-29.96%	526	640	21.67%
Specialty Medicine	937	1,167	0	1,167	24.55%	677	629	-7.09%	1,614	1,796	11.28%
Academic and Curriculum Support	1,791	1,759	0	1,759	-1.79%	293	208	-29.01%	2,084	1,967	-5.61%
Health Sciences Library / Learning Res. Ctr.	501	517	0	517	3.19%	0	0	0.00%	501	517	3.19%
Research	636	778	0	778	22.33%	2,496	1,917	-23.20%	3,132	2,695	-13.95%
Centers for Osteopathic Res. & Education (CORE)	239	447	0	447	87.03%	3,628	3,848	6.06%	3,867	4,295	11.07%
Subtotal Academic Programs	12,006	13,049	0	13,049	8.69%	10,020	9,580	-4.39%	22,026	22,629	2.74%
Administration and Support Services											
COM Administration	3,942	4,255	0	4,255	7.94%	54	37	-31.48%	3,996	4,292	7.41%
Student & Professional Support & Relations	1,775	1,669	0	1,669	-5.97%	505	230	-54.46%	2,280	1,899	-16.71%
Community Service Programs	275	404	0	404	46.91%	1,212	1,239	2.23%	1,487	1,643	10.49%
Subtotal Administration and Support	5,992	6,328	0	6,328	5.61%	1,771	1,506	-14.96%	7,763	7,834	0.91%
Total Expenditures	17,998	19,377	0	19,377	7.66%	11,791	11,086	-5.98%	29,789	30,463	2.26%
OPERATING INCOME OVER EXPENDITURE	3,884	3,667	0	3,667	-5.59%	0	0	0.00%	3,884	3,667	-5.59%
TRANSFERS IN											
Mandatory Transfers	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Non Mandatory Transfers	31	0	0	0	-100.00%	0	0	0.00%	31	0	-100.00%
Overhead Received	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Total Transfers In	31	0	0	0	-100.00%	0	0	0.00%	31	0	-100.00%
TRANSFERS OUT											
Mandatory Transfers	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Non Mandatory Transfers	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Overhead Paid	(3,915)	(3,667)	0	(3,667)	-6.33%	0	0	0.00%	(3,915)	(3,667)	-6.33%
Total Transfers Out	(3,915)	(3,667)	0	(3,667)	-6.33%	0	0	0.00%	(3,915)	(3,667)	-6.33%
NET INCREASE/(DECREASE) TO FUND BALANCE	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%

E.6

OHIO UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE
BUDGETED EXPENDITURE DETAIL
FISCAL YEAR 2007-2008
(IN THOUSANDS)

Academic Programs
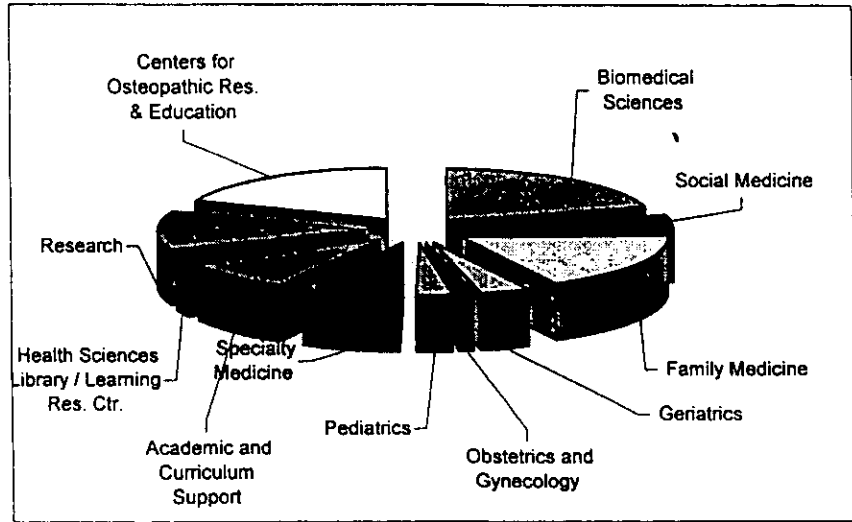
Unit	Value	% of Total
Biomedical Sciences	4,625	20.44%
Social Medicine	896	3.96%
Family Medicine	4,116	18.19%
Geriatrics	836	3.69%
Obstetrics and Gynecology	246	1.09%
Pediatrics	640	2.83%
Specialty Medicine	1,796	7.94%
Academic and Curriculum Support	1,967	8.69%
Health Sciences Library / Learning Res. Ctr.	517	2.28%
Research	2,695	11.91%
Centers for Osteopathic Res. & Education	4,295	18.98%
Total	$ 22,629	100.00%

Administration and Support Services
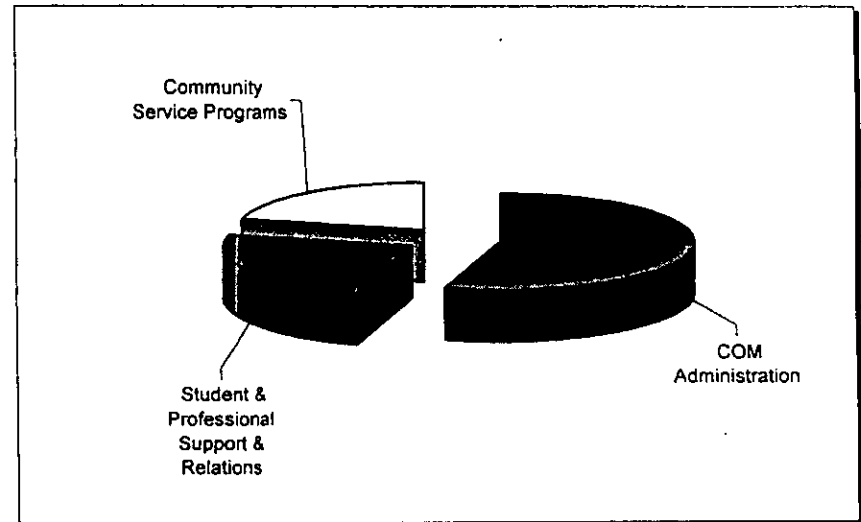
Unit	Value	% of Total
COM Administration	4,292	54.79%
Student & Professional Support & Relations	1,899	24.24%
Community Service Programs	1,643	20.97%
Total	$ 7,834	100.00%

E.7

UNIVERSITY

UNIVERSITY OUTREACH AND REGIONAL CAMPUSES (UORC)
DETAIL OF BUDGETED REVENUE AND EXPENDITURES
(IN THOUSANDS)

| | Unrestricted Funds Budget | | | | | Restricted Funds Budget | | | Total Budget | | |
| | FY 2007 | FY 2008 | | | | FY 2007 | FY 2008 | | FY 2007 | FY 2008 | |
	Total Unrestricted	UORC	Auxiliaries	Total Unrestricted	Percent Change	Total Restricted	Total Restricted	Percent Change	Total Budget	Total Budget	Percent Change
REVENUE											
Government Support											
State	22,881	25,503	0	25,503	11.46%	3,694	3,697	0.08%	26,575	29,200	9.88%
Federal	0	0	0	0	0.00%	10,736	11,627	8.30%	10,736	11,627	8.30%
Local	0	0	0	0	0.00%	20	10	-50.00%	20	10	-50.00%
Subtotal Government Support	22,881	25,503	0	25,503	11.46%	14,450	15,334	6.12%	37,331	40,837	9.39%
Student Tuition and Fees											
Instructional Fees	34,185	36,463	0	36,463	6.66%	0	0	0.00%	34,185	36,463	6.66%
General Fees	4,773	637	0	637	-86.65%	0	0	0.00%	4,773	637	-86.65%
Non-Resident Surcharges	336	375	0	375	11.61%	0	0	0.00%	336	375	11.61%
Other Fees	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Subtotal Student Tuition and Fees	39,294	37,475	0	37,475	-4.63%	0	0	0.00%	39,294	37,475	-4.63%
Other Income											
Private Grants & Contracts	0	0	0	0	0.00%	128	61	-52.34%	128	61	-52.34%
Other	2,300	2,300	0	2,300	0.00%	0	0	0.00%	2,300	2,300	0.00%
Subtotal Other Income	2,300	2,300	0	2,300	0.00%	128	61	-52.34%	2,428	2,361	-2.76%
Total Revenues	64,475	65,278	0	65,278	1.25%	14,578	15,395	5.60%	79,053	80,673	2.05%
EXPENDITURES											
Regional Campuses and Centers											
Eastern Campus	7,080	6,165	0	6,165	-12.92%	0	0	0.00%	7,080	6,165	-12.92%
Chillicothe Campus	10,596	11,248	0	11,248	6.15%	0	0	0.00%	10,596	11,248	6.15%
Lancaster Campus	8,207	9,362	0	9,362	14.07%	0	0	0.00%	8,207	9,362	14.07%
Pickerington Center	1,448	1,647	0	1,647	13.74%	0	0	0.00%	1,448	1,647	13.74%
Southern Campus	10,640	11,199	0	11,199	5.25%	0	0	0.00%	10,640	11,199	5.25%
Proctorville Center	560	721	0	721	28.75%	0	0	0.00%	560	721	28.75%
Zanesville Campus	10,370	11,247	0	11,247	8.46%	0	0	0.00%	10,370	11,247	8.46%
Lifelong Learning	5,785	5,945	0	5,945	2.77%	0	0	0.00%	5,785	5,945	2.77%
School of Nursing	919	1,022	0	1,022	11.21%	0	0	0.00%	919	1,022	11.21%
Subtotal Regional Campuses & Centers	55,605	58,556	0	58,556	5.31%	0	0	0.00%	55,605	58,556	5.31%
Administration and Support Services											
Office of Vice President	1,064	1,207	0	1,207	13.44%	0	0	0.00%	1,064	1,207	13.44%
Centrally Budgeted Items											
Centrally Paid Items (1)	1,961	1,572	0	1,572	-19.84%	0	0	0.00%	1,961	1,572	-19.84%
Grants, Contracts, & Work Study	0	0	0	0	0.00%	14,276	15,085	5.67%	14,276	15,085	5.67%
Subtotal Centrally Budgeted Items	1,961	1,572	0	1,572	-19.84%	14,276	15,085	5.67%	16,237	16,657	2.59%
Total Expenditures	58,630	61,335	0	61,335	4.61%	14,276	15,085	5.67%	72,906	76,420	4.82%
OPERATING INCOME OVER EXPENDITURE	5,845	3,943	0	3,943	-32.54%	302	310	2.65%	6,147	4,253	-30.81%
TRANSFERS IN											
Mandatory transfers in (debt)	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Other non-mandatory transfers in	0	899	0	899	0.00%	0	0	0.00%	0	899	0.00%
Overhead received	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%
Total Transfers In	0	899	0	899	0.00%	0	0	0.00%	0	899	0.00%
TRANSFERS OUT											
Mandatory transfers out (debt)	0	0	0	0	0.00%	(302)	(310)	2.65%	(302)	(310)	2.65%
Other non-mandatory transfers	(700)	(700)	0	(700)	0.00%	0	0	0.00%	(700)	(700)	0.00%
Overhead paid	(5,145)	(4,142)	0	(4,142)	-19.49%	0	0	0.00%	(5,145)	(4,142)	-19.49%
Total Transfers Out	(5,845)	(4,842)	0	(4,842)	-17.16%	(302)	(310)	2.65%	(6,147)	(5,152)	-16.19%
NET INCREASE/(DECREASE) TO FUND BALANCE	0	0	0	0	0.00%	0	0	0.00%	0	0	0.00%

(1) Consists of service payments to the Athens General Fund for joint educational activities and communication services

E.8

OHIO UNIVERSITY
UNIVERSITY OUTREACH AND REGIONAL CAMPUSES
BUDGETED RESOURCES AND EXPENDITURES
FISCAL YEAR 2007-2008
(IN THOUSANDS)

RESOURCES
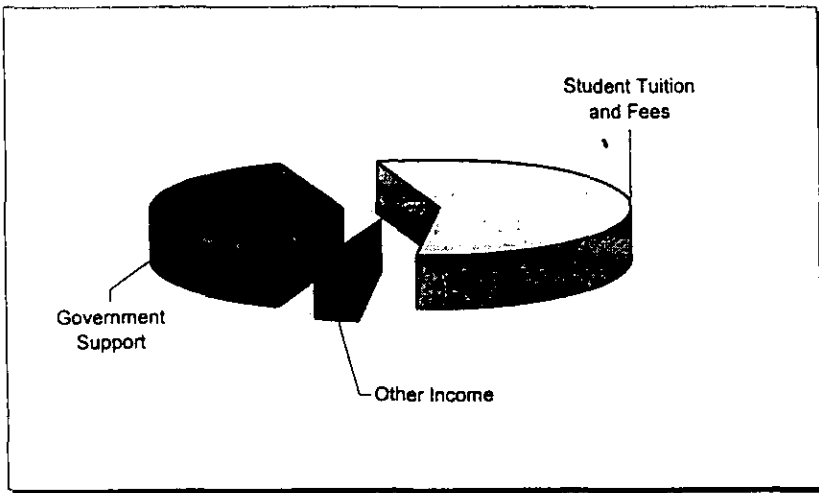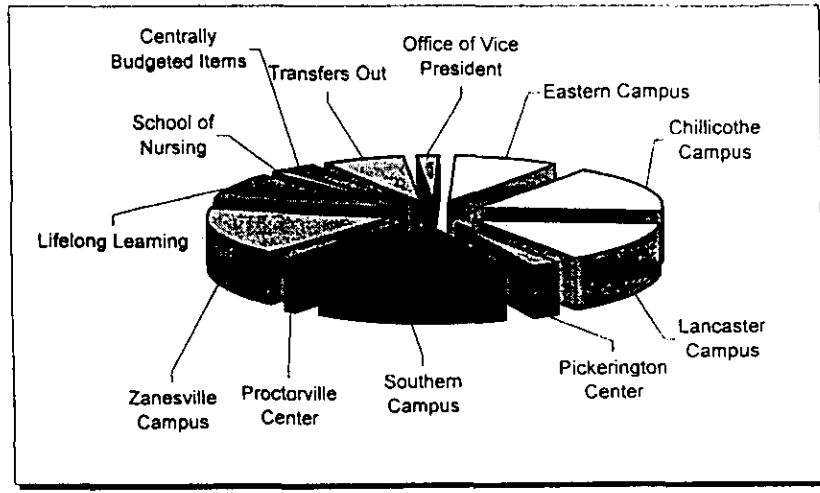
EXPENDITURES

REVENUE plus TRANSFERS IN

Unrestricted Funds Budget:

Government Support	25,503	39.07%
Student Tuition and Fees	37,475	57.41%
Other Income	2,300	3.52%
Total:	**$ 65,278**	**100.00%**

EXPENDITURES plus TRANSFERS OUT

Unrestricted Funds Budget:

Office of Vice President	1,207	1.82%
Eastern Campus	6,165	9.32%
Chillicothe Campus	11,248	17.00%
Lancaster Campus	9,362	14.15%
Pickerington Center	1,647	2.49%
Southern Campus	11,199	16.92%
Proctorville Center	721	1.09%
Zanesville Campus	11,247	17.00%
Lifelong Learning	5,945	8.98%
School of Nursing	1,022	1.54%
Centrally Budgeted Items	1,572	2.38%
Transfers Out	4,842	7.32%
Total:	**$ 66,177**	**100.00%**

E.9

OHIO UNIVERSITY
SUMMARY OF STATE SUPPORT
(IN THOUSANDS)

	Unrestricted Funds Budget						Restricted Funds Budget						Total Budget		
	FY 2007	FY 2008					FY 2007	FY 2008					FY 2007	FY 2008	
	Total Unrestricted	Athens General Funds	College of Osteopathic Medicine	Outreach & Regional Campuses	Total Unrestricted	Percent Change	Total Restricted	Athens General Funds	College of Osteopathic Medicine	Outreach & Regional Campuses	Total Restricted	Percent Change	Total Budget	Total Budget	Percent Change
STATE SUPPORT															
CORE FUNDING															
State Investment in Instruction	117,149	88,776	10,635	22,477	121,888	4.05%	0	0	0	0	0	0.00%	117,149	121,888	4.05%
State Tuition Replacement	0	4,321	0	777	5,098	0.00%	0	0	0	0	0	0.00%	0	5,098	0.00%
Access Challenge	2,137	0	0	2,249	2,249	5.24%	0	0	0	0	0	0.00%	2,137	2,249	5.24%
Success Challenge	5,799	5,921	0	0	5,921	2.10%	0	0	0	0	0	0.00%	5,799	5,921	2.10%
Economic Growth/Research Challenge	0	0	0	0	0	0.00%	849	612	24	0	636	-25.09%	849	636	-25.09%
Other	0	661	0	0	661	0.00%	0	0	0	0	0	0.00%	0	661	0.00%
Subtotal Core Funding	125,085	99,679	10,635	25,503	135,817	8.58%	849	612	24	0	636	-25.09%	125,934	135,792	7.83%
APPROPRIATIONS															
OU-Specific Line Items															
OU Voinovich Center	0	0	0	0	0	0.00%	336	669	0	0	669	99.11%	336	669	99.11%
OU Clinical Teaching	0	0	0	0	0	0.00%	4,085	0	4,085	0	4,085	0.00%	4,085	4,085	0.00%
OU Innovation Center	0	0	0	0	0	0.00%	0	0	0	0	0	0.00%	0	0	0.00%
General Line Items															
AHEC Program Support	0	0	0	0	0	0.00%	340	0	340	0	340	0.00%	340	340	0.00%
Family Practice	0	0	0	0	0	0.00%	736	0	749	0	749	1.77%	736	749	1.77%
Geriatric Medicine	0	0	0	0	0	0.00%	107	0	107	0	107	0.00%	107	107	0.00%
Primary Care Residencies	0	0	0	0	0	0.00%	354	0	355	0	355	0.28%	354	355	0.28%
Appalachian New Economy	0	0	0	0	0	0.00%	1,176	1,176	0	0	1,176	0.00%	1,176	1,176	0.00%
Library Depositories	0	0	0	0	0	0.00%	249	244	0	0	244	-2.01%	249	244	-2.01%
Rural University Projects	0	0	0	0	0	0.00%	623	629	0	0	629	0.96%	623	629	0.96%
College Readiness & Access	0	0	0	0	0	0.00%	80	0	0	0	0	-100.00%	-80	0	-100.00%
Teacher Improvement Initiatives	0	0	0	0	0	0.00%	200	433	0	0	433	116.50%	200	433	116.50%
Jobs Challenge	0	0	0	0	0	0.00%	305	0	0	310	310	1.64%	305	310	1.64%
Capital Component	0	0	0	0	0	0.00%	2,709	2,422	0	302	2,724	0.55%	2,709	2,724	0.55%
Other	0	0	0	0	0	0.00%	0	62	0	0	62	0.00%	0	62	0.00%
Subtotal Appropriations	0	0	0	0	0	0.00%	11,300	5,535	5,636	612	11,883	5.16%	11,300	11,883	5.16%
STATE GRANTS AND CONTRACTS	0	0	0	0	0	0.00%	4,164	4,009	87	1,204	5,300	27.28%	4,164	5,300	27.28%
STATE STUDENT FINANCIAL AID	0	0	0	0	0	0.00%	5,336	3,819	0	1,881	5,700	6.82%	5,336	5,700	6.82%
TOTAL STATE SUPPORT	125,085	99,679	10,635	25,503	135,817	8.58%	21,649	14,075	5,747	3,697	23,519	8.64%	146,734	159,336	8.59%

E.10

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SECTION F: STUDENT TUITION AND FEES

Athens Campus

Regional Campuses

OHIO UNIVERSITY
ATHENS CAMPUS
FY 2008 UNDERGRADUATE STUDENT TUITION AND FEE SCHEDULE
(FALL QUARTER)

UNDERGRADUATE STUDENTS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	227	56	283	295	578
2	454	112	566	590	1,156
3	681	168	849	885	1,734
4	908	224	1,132	1,180	2,312
5	1,135	280	1,415	1,475	2,890
6	1,362	336	1,698	1,770	3,468
7	1,589	392	1,981	2,065	4,046
8	1,816	448	2,264	2,360	4,624
9	2,043	504	2,547	2,655	5,202
10	2,270	560	2,830	2,950	5,780
11-20*	2,378	591	2,969	2,988	5,957

*Beyond 20 Hours: Resident Fee is $135/hr. and Non-Resident Fee is $293/hr.

OHIO UNIVERSITY

ATHENS CAMPUS
FY 2008 GRADUATE STUDENT TUITION AND FEE SCHEDULE
(FALL QUARTER)

ALL GRADUATE STUDENTS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	314	73	387	331	718
2	628	146	774	662	1,436
3	942	219	1,161	993	2,154
4	1,256	292	1,548	1,324	2,872
5	1,570	365	1,935	1,655	3,590
6	1,884	438	2,322	1,986	4,308
7	2,198	511	2,709	2,317	5,026
8	2,512	584	3,096	2,648	5,744
9-18*	2,535	591	3,126	2,664	5,790

*Beyond 18 Hours: Resident Fee is $214/hr. and Non-Resident Fee is $410/hr.

MEDICAL STUDENTS

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
Full Time	7,650	591	8,241	3,333	11,574

OHIO UNIVERSITY
ATHENS CAMPUS
FY 2008 TECHNOLOGY FEE SCHEDULE
(PER QUARTER)

UNDERGRADUATE STUDENTS*

Credit Hours	Business	Engineering	Communication	Arts & Sciences	Education	Health & Human Services
1	6	6	4	1	0	0
2	12	12	8	2	0	0
3	18	18	12	3	0	0
4	24	24	16	4	0	0
5	30	30	20	5	0	0
6	36	36	24	6	0	0
7	42	42	28	7	0	0
8	48	48	32	8	0	0
9	54	54	36	9	0	0
10	60	60	40	10	0	0
11-20	65	65	40	15	0	0

* The University also funds an additional $35 per student to the colleges. The amount listed is only the student portion.

GRADUATE STUDENTS **

Credit Hours	Business	Engineering	Communication	Arts & Sciences	Education	Health & Human Services
1	11	11	9	6	4	4
2	22	22	18	12	8	8
3	33	33	27	18	12	12
4	44	44	36	24	16	16
5	55	55	45	30	20	20
6	66	66	54	36	24	24
7	77	77	63	42	28	28
8	88	88	72	48	32	32
9	100	100	75	50	35	35
10	100	100	75	50	35	35
11-20	100	100	75	50	35	35

**The College of Osteopathic Medicine charges a Medical Resource Technology Fee of $239 for all students.

OHIO UNIVERSITY
GENERAL FEE ALLOCATIONS
(IN THOUSANDS)

Fiscal Year 2007
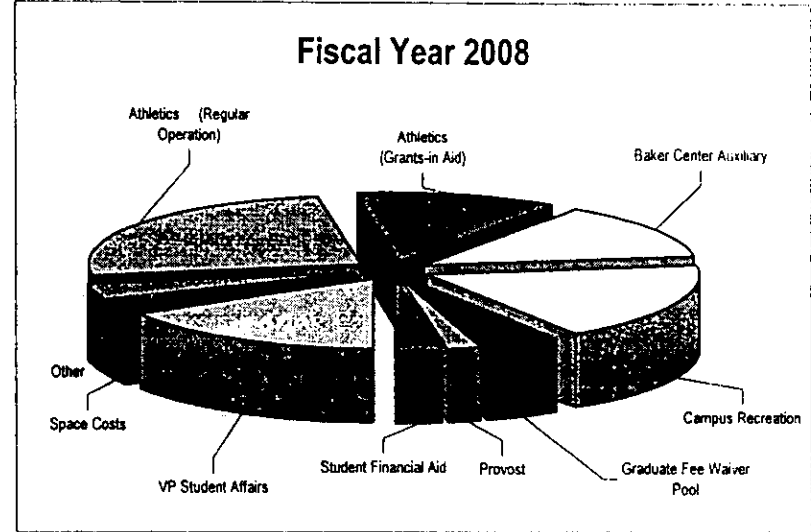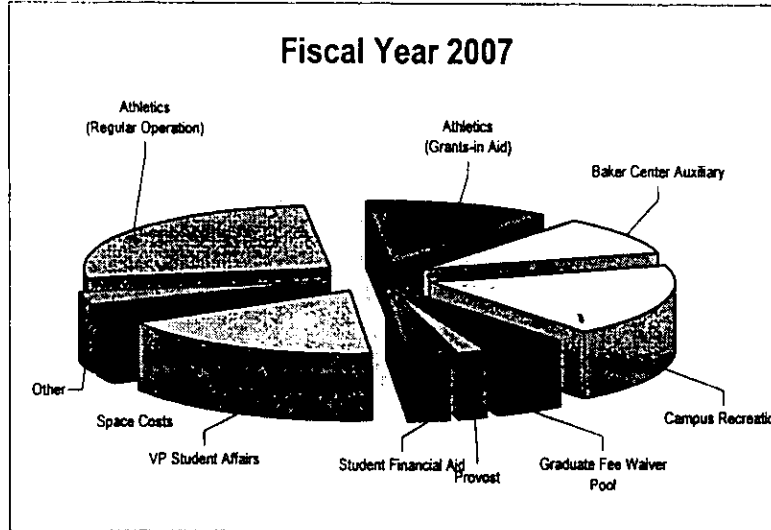
Fiscal Year 2008

Fiscal Year 2007	Amount	%
Athletics (Regular Operation)	8,494	26.00%
Athletics (Grants-in Aid)	4,051	12.40%
Baker Center Auxiliary	3,233	9.90%
Campus Recreation	6,111	18.70%
Graduate Fee Waiver Pool	1,524	4.66%
Provost	660	2.02%
Student Financial Aid Budgets	920	2.82%
VP Student Affairs	5,800	17.75%
* Space Costs	824	2.52%
Other	1,055	3.23%
Total General Fee	32,672	100.00%

Fiscal Year 2008	Amount	%
Athletics (Regular Operation)	8,913	25.30%
Athletics (Grants-in Aid)	4,232	12.01%
Baker Center Auxiliary	4,686	13.30%
Campus Recreation	6,342	18.01%
Graduate Fee Waiver Pool	1,524	4.33%
Provost	742	2.11%
Student Financial Aid Budgets	922	2.62%
VP Student Affairs	5,772	16.39%
* Space Costs	849	2.41%
Other	1,241	3.52%
Total General Fee	35,223	100.00%

Other (Break-out of Less than $500,000)		
Administration - Central Pool	124	11.75%
Arts & Sciences	246	23.32%
Conovation Auxiliary	450	42.65%
Fine Arts	87	8.25%
First Year Student Convocation	6	0.57%
VP for Finance - Business Services	142	13.46%
	$1,055	100.00%

Other (Break-out of Less than $500,000)		
Administration - Central Pool	124	9.99%
Arts & Sciences	249	20.06%
Conovation Auxiliary	450	36.26%
Enrollment Reserve	181	14.59%
Fine Arts	86	6.93%
First Year Student Convocation	6	0.48%
VP for Finance - Business Services	145	11.68%
	$1,241	100.00%

* Total Space Costs for FY07 are $5.7M and have been incremented by $170K in FY08. The remaining Space costs are in the allocations for ICA, Campus Recreation, and Baker Center.

OHIO UNIVERSITY
REGIONAL CAMPUSES
FY 2008 GRADUATE STUDENT TUITION AND FEE SCHEDULE
(PER QUARTER)

ALL REGIONAL CAMPUSES

Credit Hours	Instructional Fees	General Fees	Resident Total	Non-Resident Surcharge	Non-Resident Total
1	314	49	363	331	694
2	628	98	726	662	1,388
3	942	147	1,089	993	2,082
4	1,256	196	1,452	1,324	2,776
5	1,570	245	1,815	1,655	3,470
6	1,884	294	2,178	1,986	4,164
7	2,198	343	2,541	2,317	4,858
8	2,512	392	2,904	2,648	5,552
9-18*	2,535	413	2,948	2,664	5,612

*Beyond 18 Hours: Resident Fee is $214/hr. and Non-Resident Fee is $410/hr.

OHIO UNIVERSITY
REGIONAL HIGHER EDUCATION
FY 2008 LIFELONG LEARNING AND EXECUTIVE GRADUATE PROGRAM FEES

Per Credit Hour	
Undergraduate tuition	136
Course technology / development fee	17
Course credit by examination	69
Special individualized exam fee for unique courses	17
Course materials fee - program for the incarcerated	17

Executive Graduate Program Fees (MFE / EMBA)	
Instructional and general fees (per credit)	400
Quarterly program fee	750
(books, course materials, catering on class days)	
International EMBA option	3,500
(includes travel and accommodations)	

Air Mail Fees	
North America	20
Outside of North America	60
Hong Kong Program	100
Course Guide and Examination Shipment	25

Miscellaneous per Course	
Course change fees	50
Course guidebook fee	20

Per Portfolio	
Portfolio Assessment -- Credit for Life Experience	200

OHIO UNIVERSITY
RESIDENCE & DINING HALL RATE SCHEDULE

	FY 2007	FY 2008	Dollar Change	Percent Change
ROOM RATES (QUARTERLY)				
Single without A/C	1,643	1,789	146	9%
Single with A/C	1,682	1,831	149	9%
Renovated Single with A/C	0	1,950	1,950	100%
Standard Double without A/C	1,336	1,455	119	9%
Standard Double with A/C	1,370	1,492	122	9%
Renovated Double with A/C `	0	1,589	1,589	100%
New South Double without A/C	1,425	0	(1,425)	-100%
New South Double with A/C	1,458	0	(1,458)	-100%
Triple without A/C	1,103	1,202	99	9%
Triple with A/C	1,129	1,230	101	9%
Renovated Triple with A/C	0	1,309	1,309	100%
Quad without A/C	1,249	1,360	111	9%
Quad with A/C	1,278	1,392	114	9%
Renovated Quad with A/C	0	1,482	1,482	100%
Triple Bromley Hall with A/C	1,174	1,342	168	14%
Suite Double	0	1,691	1,691	100%
BOARD RATES (QUARTERLY)				
10 Meal Plan	1,033	1,065	32	3%
14 Meal Plan	1,197	1,234	37	3%
14 Meal Super	1,447	1,492	45	3%
20 Meal Plan	1,277	1,317	40	3%
20 Meal Super	1,630	1,681	51	3%
UNIVERSITY APARTMENT RENTAL RATES (MONTHLY)				
Wolfe/Ullom Street				
Efficiency, furnished	545	555	10	2%
1 Bedroom, furnished	695	705	10	1%
Bedroom/Nursery, furnished	720	730	10	1%
2 Bedroom, furnished	805	815	10	1%

OHIO UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE
FY 2008 ANNUAL RESIDENT TUITION RATES

FY 2008 OUCOM Proposed Tuition *	
OUCOM	$22,950

FY 2008 Ohio Board of Regents Model	
Board of Regents Model	$26,685

FY 2007 Ohio Public Medical Schools *	
NEOUCOM	$25,288
Ohio State	$24,609
Cincinnati	$24,777
Wright State	$23,066
OUCOM	**$21,858**
Medical College of Ohio (MCO)	$21,412
Ohio Board of Regents Model	**$18,743**

Source: Ohio Board of Regents Web site

FY 2007 Public Osteopathic Schools *	
Michigan State (MSU-COM)	$23,802
Ohio Board of Regents Model	**$23,446**
New Jersey (UMDNJ-SOM)	$22,246
OUCOM	**$21,858**
West Virginia (WVSOM)	$18,886
Oklahoma State (OSUCOM)	$16,045
North Texas (UNTHSC)	$10,150

Source: AACOM Web site

* **Excludes fees**

Detail of Selected Non-Instructional Fees FY 2008

Student Fees	
Application Fees	45.00
Quarterly Late Payment Fee	100.00
Monthly Payment Plan Enrollment Fee	75.00
Monthly Payment Plan Late Fee	30.00
Graduation Application	50.00
Student Advocacy Fee (per quarter)	8.00
Student Health Insurance*	
Domestic and International Students	918.00
Quarterly Parking	
Commuter	35.00
On Campus (sophomore and above)	55.00
Transcripts	
Normal Processing	5.00
Rapid Processing	10.00

* 12 month coverage beginning Fall quarter

Season Tickets for Athletic Events	Student	Faculty/ Staff	General Public
Men's Basketball - Silver	free	135.00	150.00
Women's Basketball (WBB)	free	20.00	20.00
Football	free	63.00	78.00
Men's Baseball (MBA)	free	20.00	20.00
Women's Softball (WSB)	free	20.00	20.00
Women's Volleyball (WVB)	free	20.00	20.00
All-Sport Pass (Good for WBB, MBA, WSB, WVB)	free	40.00	40.00

Recreational Fees	Daily	Annually
Ping Recreation Center		
Students	free	free
Faculty/Staff	6.00	350.00
Alumni or Spouse'	7.50	425.00
Aquatic Center		
Students	free	free
Faculty/Staff	2.25	130.00
Non-University Adult,		
Alumni or Spouse'	2.75	160.00
Bird Arena		
Students	free	free
Faculty/Staff	3.00	100.00
Non-University Adult,		
Alumni or Spouse'	3.75	125.00
Golf Course		
Students	8.00**	425.00
Faculty/Staff	10.00**	600.00
Non-University Adult,		
Alumni or Spouse'	12.50**	750.00
Tennis Center (indoor)		
Students	3.00	120.00
Faculty/Staff	4.00	240.00
Non-University Adult,		
Alumni or Spouse'	5.00	300.00

** rates for weekdays - 9 holes

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SECTION G: AUXILIARY OPERATIONS

OHIO UNIVERSITY
SUMMARY OF AUXILIARY OPERATIONS
(IN THOUSANDS)

	FY 2007 Total	Residence and Dining	Intercollegiate Athletics	Campus Recreation	Telephone Operations	Student Union	Airport	Parking	Convocation Center	Total	Percent Change
REVENUE	70,660	72,334	3,921	1,154	305	360	366	820	0	79,260	12.17%
EXPENDITURES	78,234	56,977	16,417	3,364	2,315	3,078	1,905	649	19	84,724	8.30%
Internal Transfers	(5,385)	(1,031)	0	(90)	(2,650)	(800)	(695)	(10)	0	(5,276)	-2.02%
Total Expenditures	72,849	55,946	16,417	3,274	(335)	2,278	1,210	639	19	79,448	9.06%
OPERATING INCOME OVER EXPENDITURE	(2,189)	16,388	(12,496)	(2,120)	640	(1,918)	(844)	181	(19)	(188)	-91.40%
TRANSFERS IN											
Mandatory Transfers	0	0	0	0	0	0	0	0	0	0	0.00%
Non Mandatory Transfers	258	0	300	0	0	420	58	0	0	778	201.55%
General Fund & General Fee Support of Auxiliaries	20,361	0	14,667	6,342	0	5,031	1,032	0	450	27,522	35.17%
Total Transfers In	20,619	0	14,967	6,342	0	5,451	1,090	0	450	28,300	37.25%
TRANSFERS OUT											
Mandatory Transfers	(7,633)	(4,162)	(159)	(1,891)	0	(3,041)	(105)	0	(431)	(9,789)	28.25%
Non Mandatory Transfers	(400)	(412)	(131)	0	(890)	0	(107)	(110)	0	(1,650)	312.50%
Overhead paid	(5,925)	(4,394)	(2,181)	(2,331)	0	(492)	0	(71)	0	(9,469)	59.81%
Total Transfers Out	(13,958)	(8,968)	(2,471)	(4,222)	(890)	(3,533)	(212)	(181)	(431)	(20,908)	49.79%
NET INCREASE/(DECREASE) TO FUND BALANCE	4,472	7,420	0	0	(250)	0	34	0	0	7,204	61.09%

OHIO UNIVERSITY
RESIDENCE & DINING HALLS
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Student Room Fees (Fall, Winter, Spring)	29,500	32,354	2,854	9.67%
Student Board Fees (Fall, Winter, Spring)	28,300	29,373	1,073	3.79%
Room Charges: Summer, Workshops and Other	535	566	31	5.79%
Dining Charges: Summer, Workshops and Other	980	997	17	1.73%
Apartments	400	406	6	1.50%
Bobcat and Snack Bar Sales	3,680	7,390	3,710	100.82%
Concessions, Cash Vending and Laundry Rooms	760	465	(295)	-38.82%
Other Income	775	783	8	1.03%
Total Revenues	**64,930**	**72,334**	**7,404**	**11.40%**
EXPENDITURES				
Administrative and Housing Services	4,962	5,056	94	1.89%
Dining Services	21,656	25,456	3,800	17.55%
Facilities Management and Campus Services	10,131	11,101	970	9.57%
Room Telephones and Computers	2,900	1,700	(1,200)	-41.38%
Residence Life	3,880	4,224	344	8.87%
Utilities and Elevator Maintenance	3,123	3,271	148	4.74%
Major Maintenance	4,898	5,500	602	12.29%
Employee Fee Waivers	0	669	669	0.00%
Internal Transfers	(1,000)	(1,031)	(31)	3.10%
Total Expenditures	**50,550**	**55,946**	**5,396**	**10.68%**
OPERATING INCOME OVER EXPENDITURE	**14,380**	**16,388**	**2,008**	**13.96%**
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	0	0	0.00%
General Fund Support of Auxiliaries	0	0	0	0.00%
Total Transfers In	**0**	**0**	**0**	**0.00%**
TRANSFERS OUT				
Mandatory Transfers	(4,077)	(4,162)	(85)	2.08%
Non Mandatory Transfers	(86)	(412)	(326)	379.07%
Overhead Paid	(4,946)	(4,394)	552	-11.16%
Total Transfers Out	**(9,109)**	**(8,968)**	**141**	**-1.55%**
NET INCREASE/(DECREASE) TO FUND BALANCE (1)	**5,271**	**7,420**	**2,149**	**40.77%**

(1) Additions to fund balances build reserves to fund future maj[or] [re]novations.

OHIO UNIVERSITY
INTERCOLLEGIATE ATHLETICS
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Football Gate Receipts	400	435	35	8.75%
Basketball Gate Receipts	335	365	30	8.96%
Guarantees	425	580	155	36.47%
Royalties	175	193	18	10.29%
NCAA & Championship	900	1,215	315	35.00%
Advertising & Sponsorship	375	380	5	1.33%
Other Income	130	753	623	479.23%
Total Revenues	2,740	3,921	1,181	43.10%
EXPENDITURES				
Athletic Programs	5,333	5,940	607	11.38%
Athletic Scholarships (General Fund/General Fee)	4,965	5,549	584	11.76%
Athlete Support Services	1,149	1,492	343	29.85%
Administration	3,150	3,674	524	16.63%
Internal Transfers	0	0	0	0.00%
Reallocation	0	(238)	(238)	0.00%
Total Expenditures	14,597	16,417	1,820	12.47%
OPERATING INCOME OVER EXPENDITURE	(11,857)	(12,496)	(639)	5.39%
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	300	300	0.00%
General Fee Support of Auxiliaries	11,237	14,667	3,430	30.52%
Total Transfers In	11,237	14,967	3,730	33.19%
TRANSFERS OUT				
Mandatory Transfers	0	(159)	(159)	0.00%
Non Mandatory Transfers	(131)	(131)	0	0.00%
Overhead Paid	0	(2,181)	(2,181)	0.00%
Total Transfers Out	(131)	(2,471)	(2,340)	1786.26%
NET INCREASE/(DECREASE) TO FUND BALANCE	(751)	0	751	-100.00%

FY 2007-2008 Budget Athletic Programs		
Men's Athletics		
Football	$	2,379
Basketball	$	805
Baseball	$	251
Wrestling	$	189
Golf	$	87
Total Men's Athletics	**$**	**3,711**
Women's Athletics		
Basketball	$	626
Softball	$	243
Volleyball	$	357
Soccer	$	212
Field Hockey	$	192
Golf	$	89
Swimming	$	251
Total Women's Athletics	**$**	**1,970**
Combined Programs		
Track & Cross Country	$	227
Cheerleading	$	32
Total Combined Programs	**$**	**259**
Total Athletic Programs	**$**	**5,940**

OHIO UNIVERSITY
CAMPUS RECREATION
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Aquatic Center	91	91	0	0.00%
Bird Arena and Ice Hockey	286	308	22	7.69%
Intramural Sports	20	20	0	0.00%
Golf Course and Driving Range	322	374	52	16.15%
Outdoor Pursuits	94	127	33	35.11%
Ping Center and Fitness	114	133	19	16.67%
Tennis	56	64	8	14.29%
Other Income	52	37	(15)	-28.85%
Total Revenues	**1,035**	**1,154**	**119**	**11.50%**
EXPENDITURES				
Recreation Programs	2,345	2,749	404	17.23%
Administration	634	615	(19)	-3.00%
Internal Transfers	(78)	(90)	(12)	15.38%
Total Expenditures	**2,901**	**3,274**	**373**	**12.86%**
OPERATING INCOME OVER EXPENDITURE	**(1,866)**	**(2,120)**	**(254)**	**13.61%**
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	0	0	0.00%
General Fee Support of Auxiliaries	4,725	6,342	1,617	34.22%
Total Transfers In	**4,725**	**6,342**	**1,617**	**34.22%**
TRANSFERS OUT				
Mandatory Transfers	(1,889)	(1,891)	(2)	0.11%
Non Mandatory Transfers	0	0	0	0.00%
Overhead Paid	(902)	(2,331)	(1,429)	158.43%
Total Transfers Out	**(2,791)**	**(4,222)**	**(1,431)**	**51.27%**
NET INCREASE/(DECREASE) TO FUND BALANCE (1)	**68**	**0**	**(68)**	**-100.00%**

FY 2007-2008 Budget Recreation Programs		
Aquatic Center	$	321
Bird Arena and Ice Hockey	$	412
Club Sports	$	158
Intramural Sports	$	266
Golf Course and Driving Range	$	385
Outdoor Pursuits	$	338
Ping Center and Fitness	$	804
Tennis	$	65
Total Recreation Programs	**$**	**2,749**

(1) Additions to fund balances build reserves to fund future major renovations.

OHIO UNIVERSITY
TELEPHONE OPERATIONS
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Private Pay Services (Student, Faculty, Staff)	70	70	0	0.00%
Other Income	275	235	(40)	-14.55%
Total Revenues	345	305	(40)	-11.59%
EXPENDITURES				
Wages & Benefits	745	685	(60)	-8.05%
Telecommunications Expenditures	595	400	(195)	-32.77%
Maintenance, Repairs, Rent and Utilities	660	630	(30)	-4.55%
Communication Equipment	360	260	(100)	-27.78%
Capital Equipment Purchases	580	10	(570)	-98.28%
Other Expenditures	98	330	232	236.73%
Internal Transfers	(2,694)	(2,650)	44	-1.63%
Total Expenditures	344	(335)	(679)	-197.38%
OPERATING INCOME OVER EXPENDITURE	1	640	639	63900.00%
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	0	0	0.00%
General Fund Support of Auxiliaries	0	0	0	0.00%
Total Transfers In	0	0	0	0.00%
TRANSFERS OUT				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	(1)	(890)	(889)	88900.00%
Overhead Paid	0	0	0	0.00%
Total Transfers Out	(1)	(890)	(889)	88900.00%
NET INCREASE/(DECREASE) TO FUND BALANCE (1)	0	(250)	(250)	0.00%

(1) Expecting to use one time resources to update the long distance telephone system, which will reduce the fund balance.

OHIO UNIVERSITY
STUDENT UNION
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Student Union Banquet and Catering				
Banquet and Catering	360	320	(40)	-11.11%
Student Union Operation and Administration				
Front Room	50	0	(50)	-100.00%
Recreation Room	2	0	(2)	-100.00%
Other Income	40	40	0	0.00%
Total Revenues	**452**	**360**	**(92)**	**-20.35%**
EXPENDITURES				
Student Union Banquet and Catering				
Banquet and Catering	1,219	1,465	246	20.18%
Student Union Operation and Administration				
Front Room	40	0	(40)	-100.00%
Recreation Room	3	0	(3)	-100.00%
Student Union Administration and Maintenance	1,965	1,613	(352)	-17.91%
Internal Transfers	(620)	(800)	(180)	29.03%
Total Expenditures	**2,607**	**2,278**	**(329)**	**-12.62%**
OPERATING INCOME OVER EXPENDITURE	**(2,155)**	**(1,918)**	**237**	**-11.00%**
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	200	420	220	110.00%
General Fee Support of Auxiliaries	3,037	5,031	1,994	65.66%
Total Transfers In	**3,237**	**5,451**	**2,214**	**68.40%**
TRANSFERS OUT				
Mandatory Transfers	(882)	(3,041)	(2,159)	244.78%
Non Mandatory Transfers	0	0	0	0.00%
Overhead Paid	0	(492)	(492)	0.00%
Total Transfers Out	**(882)**	**(3,533)**	**(2,651)**	**300.57%**
NET INCREASE/(DECREASE) TO FUND BALANCE (1)	**200**	**0**	**(200)**	**-100.00%**

(1) Additions to fund balances build reserves to fund future major renovations.

OHIO UNIVERSITY
AIRPORT
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
General Aviation	284	299	15	5.28%
Air Transportation Services	54	67	13	24.07%
Community Aviation (2)	0	0	0	0.00%
Total Revenues	338	366	28	8.28%
EXPENDITURES				
Administration	507	429	(78)	-15.38%
General Aviation	1,213	1,023	(190)	-15.66%
Air Transportation Services	434	453	19	4.38%
Internal Transfers	(986)	(695)	291	-29.51%
Total Expenditures	1,168	1,210	42	3.60%
OPERATING INCOME OVER EXPENDITURE	(830)	(844)	(14)	1.69%
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	58	58	0	0.00%
General Fund Support of Auxiliaries	912	1,032	120	13.16%
Total Transfers In	970	1,090	120	12.37%
TRANSFERS OUT				
Mandatory Transfers (1)	(349)	(105)	244	-69.91%
Non Mandatory Transfers	(107)	(107)	0	0.00%
Overhead Paid	0	0	0	0.00%
Total Transfers Out	(456)	(212)	244	-53.51%
NET INCREASE/(DECREASE) TO FUND BALANCE	(316)	34	350	-110.76%

(1) Effective FY08 the King Air debt service is being paid by central university.

OHIO UNIVERSITY
PARKING
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE				
Parking Fees	310	310	0	0.00%
Fines	510	510	0	0.00%
Total Revenues	820	820	0	0.00%
EXPENDITURES				
Capital Improvements	330	100	(230)	-69.70%
Maintenance and Other Operating Expenditures	345	549	204	59.13%
Internal Transfers	(7)	(10)	(3)	42.86%
Total Expenditures	668	639	(29)	-4.34%
OPERATING INCOME OVER EXPENDITURE	152	181	29	19.08%
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	0	0	0.00%
General Fund Support of Auxiliaries	0	0	0	0.00%
Total Transfers In	0	0	0	0.00%
TRANSFERS OUT				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	(75)	(110)	(35)	46.67%
Overhead Paid	(77)	(71)	6	-7.79%
Total Transfers Out	(152)	(181)	(29)	19.08%
NET INCREASE/(DECREASE) TO FUND BALANCE	0	0	0	0.00%

OHIO UNIVERSITY
CONVOCATION CENTER
(IN THOUSANDS)

	FY 2006-2007 Budget	FY 2007-2008 Budget	Dollar Change	Percent Change
REVENUE	0	0	0	0.00%
EXPENDITURES				
Insurance	14	19	5	35.71%
Internal Transfers	0	0	0	0.00%
Total Expenditures	14	19	5	35.71%
OPERATING INCOME OVER EXPENDITURE	(14)	(19)	(5)	35.71%
TRANSFERS IN				
Mandatory Transfers	0	0	0	0.00%
Non Mandatory Transfers	0	0	0	0.00%
General Fee Support of Auxiliaries	450	450	0	0.00%
Total Transfers In	450	450	0	0.00%
TRANSFERS OUT				
Mandatory Transfers	(436)	(431)	5	-1.15%
Non Mandatory Transfers	0	0	0	0.00%
Overhead Paid	0	0	0	0.00%
Total Transfers Out	(436)	(431)	5	-1.15%
NET INCREASE/(DECREASE) TO FUND BALANCE	0	0	0	0.00%

ATHENS GENERAL FUND
BUDGET OUTLINE
Fiscal Years 2007-2008
CONFERENCE COMMITTEE VERSION

	Fiscal Year 2007 Original Budget				Fiscal Year 2008 Budget				2008 vs 2007 Δ Athens Operating
	Total	Athens Operating	Departmental Activity (Designated)	General Fee	Total	Athens Operating	Departmental Activity (Designated)	General Fee	

BUDGET SUMMARY

RESOURCES

(1) Sub-total Undergraduate Tuition and Fees	$162,724,774	$129,885,000	$4,462,774	$28,377,000	$161,044,735	$127,260,998	$5,457,364	$28,326,373	($2,624,002)
(2) Sub-total Graduate Tuition and Fees	$38,146,500	$28,123,140	$4,446,360	$5,577,000	$42,617,487	$31,242,725	$5,783,275	$5,591,487	$3,119,585
(3) Other Student Fees	$3,676,743	$1,678,560	$1,998,183	$0	$3,697,803	$1,678,560	$2,019,243	$0	$0
(4) State Tuition Replacement Funds	$0	$0	$0	$0	$4,321,378	$3,536,000	$0	$785,378	$3,536,000
(4) State Appropriations, Grants, & Contracts	$92,622,512	$91,961,000	$461,512	$0	$95,357,411	$94,696,411	$661,000	$0	$2,735,411
(5) Indirect Costs	$6,800,000	$6,800,000	$0	$0	$6,800,000	$6,800,000	$0	$0	$0
(6) Investment Income	$4,600,000	$4,600,000	$0	$0	$4,600,000	$4,600,000	$0	$0	$0
(7) Sales & Services	$6,328,304	$0	$6,328,304	$0	$7,498,287	$940,542	$6,557,745	$0	$940,542
(8) Overhead and Transfers In	$15,345,700	$15,345,700	$0	$0	$18,397,110	$18,397,110	$0	$519,780	$3,051,410
(9) Other Income	$4,720,167	$0	$4,720,167	$0	$6,181,618	$0	$6,181,618	$0	$0
(10) Total Resources	$334,984,700	$278,393,400	$22,637,300	$33,954,000	$350,516,029	$289,152,544	$26,660,245	$35,223,018	$10,759,144

BASE BUDGET AMOUNTS

(11) Sub-total Salaries, Wages, and Other Compensation	$148,080,236	$147,297,320	$9,776,434	$11,006,482	$174,659,734	$153,092,165	$10,051,453	$11,516,116	$5,794,845
(12) Sub-total Benefits	$54,783,697	$49,185,020	$2,119,895	$3,518,782	$54,907,231	$48,985,352	$2,269,024	$3,652,856	($199,668)
(13) Sub-total Scholarships	$49,041,655	$42,056,150	$161,592	$6,823,913	$49,835,056	$42,664,150	$166,440	$7,004,466	$608,000
(14) Sub-total Supplies	$6,623,079	$3,964,907	$2,392,639	$265,533	$6,623,079	$3,964,907	$2,392,639	$265,533	$0
(15) Sub-total Travel and Entertainment	$5,266,353	$2,308,734	$2,743,953	$213,666	$5,266,353	$2,308,734	$2,743,953	$213,666	$0
(16) Sub-total Information and Communication	$8,215,718	$6,323,618	$1,483,999	$408,101	$8,215,718	$6,323,618	$1,483,999	$408,101	$0
(17) Sub-total Capitalized Costs	$3,364,071	$3,011,741	$335,635	$16,695	$3,364,071	$3,011,741	$335,635	$16,695	$0
(18) Sub-total Maintenance Operations	$16,971,080	$14,654,485	$2,008,504	$308,091	$17,242,868	$14,926,273	$2,008,504	$308,091	$271,788
(19) Sub-total Cost of Goods Sold	$423,141	$47,285	$315,178	$60,678	$423,141	$47,285	$315,178	$60,678	$0
(20) Sub-total Miscellaneous	$24,008,677	$12,789,164	$9,487,515	$1,691,998	$27,486,992	$12,713,529	$13,081,465	$1,691,998	($75,635)
(21) Sub-total Additional Funding Items	$0	$0	$0	$0	$6,006,875	$4,428,324	$0	$1,578,551	$4,428,324
(22) Sub-total Education Abroad	$0	($239,577)	$0	$239,577	$0	($239,577)	$0	$239,577	$0
(23) Sub-total Space	$0	$0	$0	$0	$4,951,205	$0	$0	$4,951,205	$0
(24) Use of Strategic Alignment Funds	$0	$0	$0	$0	($6,316,000)	($6,316,000)	$0	$0	($6,316,000)
(25) Sub-total Internal Transfers	($9,427,969)	$0	($9,427,969)	$0	($9,427,969)	$0	($9,427,969)	$0	$0
(26) Expense Totals	$327,349,738	$281,398,847	$21,397,375	$24,553,516	$343,238,354	$285,910,501	$25,420,320	$31,907,533	$4,511,654
(27) Transfer Amounts	$7,634,962	$3,056,895	$1,239,925	$3,338,142	$8,572,939	$3,835,029	$1,239,925	$3,497,785	$778,134
(28) Total Expenditure Base	$334,984,700	$284,455,742	$22,637,300	$27,891,658	$351,811,293	$289,745,530	$26,660,245	$35,405,518	$5,289,788
(29) Surplus (Deficit) - Resources less Base Budget & Transfers	$0	($6,062,342)	$0	$6,062,342	($1,295,264)	($592,984)	($0)	($182,500)	$5,449,358

ATHENS ... ERAL FUND
BUDGET OUTLINE
Fiscal Years 2007-2008
CONFERENCE COMMITTEE VERSION

		Fiscal Year 2007 Original Budget				Fiscal Year 2008 Budget				2008 vs. 2007 Δ Athens Operating
		Total	Athens Operating	Departmental Activity (Designated)	General Fee	Total	Athens Operating	Departmental Activity (Designated)	General Fee	
(86)	Cost of Goods Sold	$423,141	$47,285	$315,178	$60,678	$423,141	$47,285	$315,178	$60,678	$0
(87)	Miscellaneous	$24,008,677	$12,789,164	$9,487,515	$1,691,998	$27,486,992	$12,713,529	$13,081,465	$1,691,998	($75,635)
(88)	Additional Funding	$0	$0	$0	$0	$6,006,875	$4,428,324	$0	$1,578,551	$4,428,324
(89)	Education Abroad	$0	($239,577)	$0	$239,577	$0	($239,577)	$0	$239,577	$0
(90)	Space Costs	$0	$0	$0	$0	$4,951,205	$0	$0	$4,951,205	$0
(91)	Internal Transfers	($9,427,969)	$0	($9,427,969)	$0	($9,427,969)	$0	($9,427,969)	$0	$0
(92)	Sub-total Other Expenses	$55,444,150	$42,860,357	$9,339,454	$3,204,339	$70,162,333	$47,484,834	$12,933,404	$9,734,095	$4,624,477
(93)	**Total Expenses**	$327,349,738	$281,398,847	$21,397,375	$24,553,516	$349,554,354	$292,226,501	$25,420,320	$31,907,533	$10,827,654
	Transfers									
(94)	Due To---Due From	$16,900	$16,900	$0	$0	$16,900	$16,900	$0	$0	$0
(95)	Mandatory Transfer to Principal & Interest Bonds	$5,739,696	$2,264,771	$136,783	$3,338,142	$6,477,673	$2,842,905	$136,783	$3,497,985	$578,134
(96)	Non-Mandatory Transfer--Unrestricted E&G--Auxiliary	($151,130)	$12,620	($163,750)	$0	($151,130)	$12,620	($163,750)	$0	$0
(97)	Non-Mandatory Transfer--Unrestricted E&G--Endowment	$1,178,760	$0	$1,178,760	$0	$1,178,760	$0	$1,178,760	$0	$0
(98)	Non-Mandatory Transfer--Unrestricted E&G--Restricted E&G	$50,000	$50,000	$0	$0	$50,000	$50,000	$0	$0	$0
(99)	Non-Mandatory Transfer--Unrestricted E&G--Unexpended Plant	$0	$0	$0	$0	$200,000	$200,000	$0	$0	$200,000
(100)	Non-Mandatory Transfer--Unrestricted E&G--Unrestricted E&G	$800,736	$712,604	$88,132	$0	$800,736	$712,604	$88,132	$0	$0
(101)	Transfer Total	$7,634,962	$3,056,895	$1,239,925	$3,338,142	$8,572,939	$3,835,029	$1,239,925	$3,497,985	$778,134
(102)	USE OF REALIGNMENT FUND	$0	$0	$0	$0	($6,316,000)	($6,316,000)	$0	$0	($6,316,000)
(103)	TOTAL EXPENDITURE BUDGET	$334,984,700	$284,455,742	$22,637,300	$27,891,658	$351,811,293	$289,745,530	$26,660,245	$35,405,518	$5,289,788
(104)	BASE BUDGET REALLOCATIONS	$0	$0	$0	$0	($2,182,500)	($2,000,000)	$0	($182,500)	($2,000,000)
(105)	AMOUNT AVAILABLE FOR TRANSFER TO STRATEGIC RESERVE	$0	$0	$0	$0	$887,236	$887,236	($0)	$0	$887,236
(106)	FINAL BUDGET AMOUNT	$334,984,700	$284,455,742	$22,637,300	$27,891,658	$350,516,029	$288,632,766	$26,660,245	$35,223,018	$4,177,024

Mr. Schey moved approval of the resolution. Dr. Dewire seconded the motion. Approval was unanimous.

APPROVAL OF A CHANGE TO THE WORKING CAPITAL POOL ALLOCATION STRATEGY

RESOLUTION 2007 - 3008

WHEREAS, the Ohio University (the University) working capital funds are governed by The Ohio University Non-Endowment Investment Policy, and

WHEREAS, the current strategy for working capital funds includes an allocation to the Cash Pool of 25%, to the Liquidity Pool of 50% and to the Diversified Pool of 25%, and

WHEREAS, a 25% allocation to the Cash Pool has been sufficient to meet the University's liquidity needs, and

WHEREAS, a 50% allocation to the Liquidity Pool exceeds our liquidity needs while limiting our earnings potential, and

WHEREAS, the Diversified Pool assets offer the potential to generate long-term growth and enhance the University's financial position, and

WHEREAS, based on an evaluation of return and volatility, the Diversified Pool offers the opportunity for higher returns at an acceptable level of risk, and

WHEREAS, other public universities in Ohio allocate from 30 to 65% of working capital to their Diversified Pools.

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby approves a change to the working capital pool allocation strategy that includes an allocation to the Cash Pool of 25%, to the Liquidity Pool of 25% and to the Diversified Pool of 50%.

OHIO UNIVERSITY

Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William R. Decatur, Vice President for Finance and Administration and Treasurer

Re: Working Capital Pool Allocation

Included with this mailing is a power point presentation regarding the University's Working Capital Pool Allocation as well as a resolution proposing a change to the current allocation.

Working capital assets, also referred to as non-endowment investments, are governed by a non-endowment investment policy. The policy specifies three tiers of liquidity: 25% in the Cash Pool which is invested in highly liquid instruments, 50% in the Liquidity Pool which is invested in fixed income investments with a longer duration, and 25% in the Diversified Pool which is invested using the endowment asset allocation strategy.

The presentation will include a discussion regarding a change in the allocation to reduce the Liquidity Pool from 50% to 25% and to increase the Diversified Pool from 25% to 50%. Increasing the Diversified Pool investments to the higher allocation gives us the potential for higher earnings to help improve our financial strength and maintains an adequate balance in the Cash and Liquidity Pools to meet our day to day expenditure needs.

I look forward to our discussion, and I will be happy to answer any questions you may have about the reports prior to or during the June Board meeting.

Working Capital Pool Allocation

As of April 30, 2007

Working Capital Pool Allocation

- Current Pool Allocation
  - Historical Working Capital Allocation
- Historical Cash High/Low
  - Historical Cash Pool High/Low
  - Historical Liquidity and Diversified Pool balances
- Historical Rate of Return on Working Capital
- Comparison with other Ohio Colleges
- Recommend Change to Allocation

Current Pool Allocation

- Cash Pool = 25%
  - Includes all short-term, cash investments
- Liquidity Pool = 50%
  - Includes intermediate-term bond investments
- Diversified Pool = 25%
  - Includes working capital assets invested primarily in the same strategy as the endowment assets

Historical Working Capital Allocation
as of April 30, 2007

Cash Pool High Low

Cash Pool High Low By Month
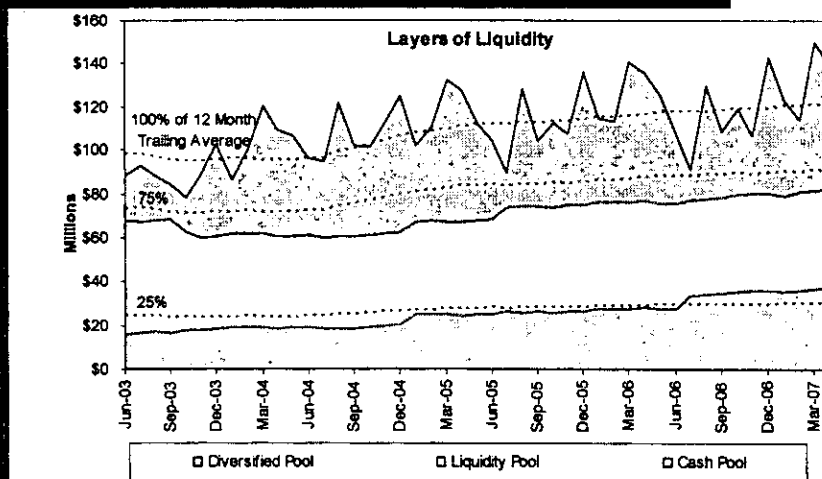
Liquidity Pool and Diversified Pool
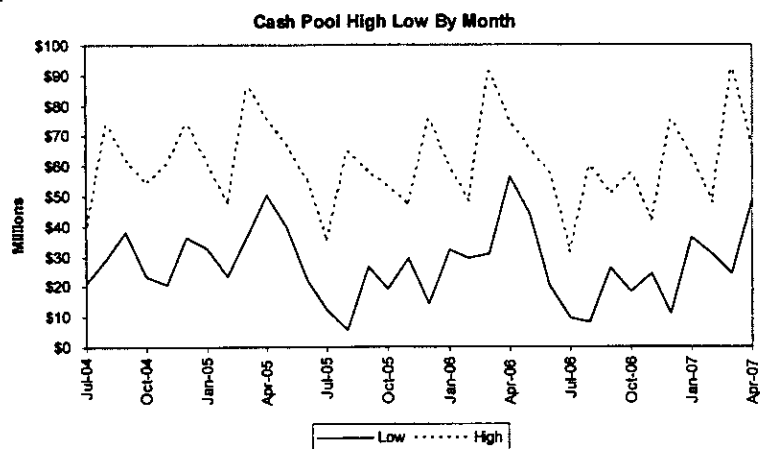
Liquidity Pool and Diversified Pool
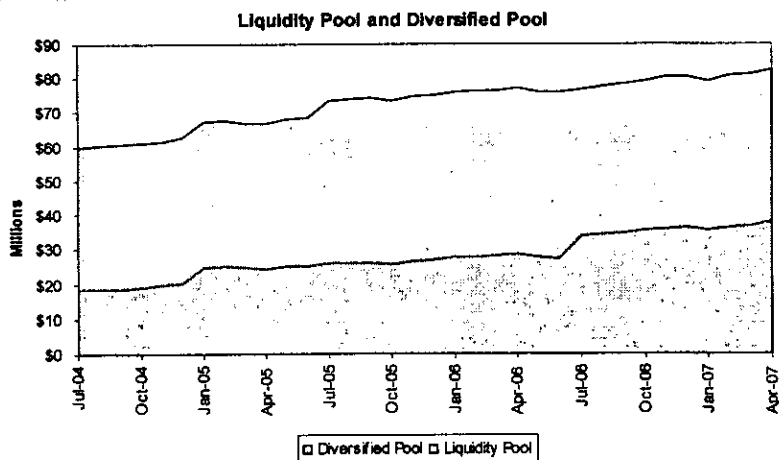
Historical Rate of Return
as of April 30, 2007

- NEPC Projects the Following Returns:
  - 8.6% Diversified Pool
  - 5.0% Bonds – comparable to the OU Liquidity Pool
  - 4.0% Cash – comparable to the OU Cash Pool
- Historical 3-Year Annualized Returns:
  - 11.1% on the OU Diversified Pool
  - 4.4% on Bonds (Lehman Aggregate Bond Index)
  - 3.5% on Cash (90 day t-bill)

Diversified Pool Allocations Among Ohio Colleges

- Wright State University – 50%
- Cleveland State University –35%
- Kent State University – 65%
- Shawnee State – 30%

Pool Allocation Recommendation

- A change to the working capital pool allocation is recommended as follows:
  - 25% Cash Pool
  - 25% Liquidity Pool
  - 50% Diversified Pool
- The cash pool has been adequate to meet the day-to-day needs of the University; the liquidity pool will be maintained at a sufficient level to support any unexpected extra cash needs
- Future return expectations are such that the diversified pool should significantly outperform the liquidity pool

Following a review of the Committee discussions on the need for a five-year financial plan, Trustees agreed to approve the resolution for renovations and needed construction projects. The one caveat was with the need to raise privately, for the Integrated Learning and Research Facility, an additional $2 million in order to meet the total project budget of $30 million. The funds are to be raised by December 31, 2007.

President McDavis commented he understood the request for the financial plan and would have a draft ready for the August 3rd meeting. He noted as well his intention to raise the needed $2 million before the end of the year.

On a motion by Trustee Schey with a second by Dr. Dewire, trustees unanimously approved the following resolutions:

- Naming of Baker University Center Conference Room 333 to the Women in Philanthropy Room, Resolution 2007 – 3009
- Naming of the Student Help Center to the Dr. William Allen Student Help Center, Resolution 2007 – 3010
- Naming of the New Residence Hall at 63 South Green Drive, Resolution 2007 – 3011
- Internal Audit Annual Audit Plan, Resolution 2007 – 3012
- Project Approval and Authorization to Hire Consultants, Develop Construction Documents, Receive Bids and Award Construction Contracts for the University Airport RSA/MALSR, Shively Hall Renovation, and Brasee Hall Library and Gymnasium Renovations – Lancaster, Resolution 2007-3013
- Approval of Construction Documents and Authority to Receive Bids and Award Construction Contracts for Hebbardsville Large Animal Research Facility, Hudson Health Center Roof Improvement, Integrated Learning and Research Facility, Lincoln Hall Renovation, and University Airport Snow Removal Storage Building, Resolution 2007 - 3014

NAMING OF BAKER UNIVERSITY CENTER CONFERENCE ROOM 333 TO THE WOMEN IN PHILANTHROPY ROOM

RESOLUTION 2007 – 3009

WHEREAS, the Women in Philanthropy Initiative was created by women members of the Ohio University Foundation Board in November of 2003; and

WHEREAS, the Ohio University Women in Philanthropy Initiative will foster a tradition of giving and support for the University and its surrounding areas by increasing the number of women donors and their major gifts, providing advocacy about women's philanthropic issues and training the next generation of Ohio University donors; and

WHEREAS, the Ohio University Women in Philanthropy Initiative, through the leadership of those in its Founder's Circle, has raised and committed significant financial support to help students learn and practice leadership, philanthropy and financial management;

NOW, THEREFORE, BE IT RESOLVED that, in recognition of these commitments and achievements, the Baker University Center Conference Room 333 be named the **Women in Philanthropy Room.**

THE OHIO UNIVERSITY FOUNDATION

P.O. Box 869   Athens, Ohio 45701

Date: March 26, 2007

To: Alan H. Geiger, Ph.D., Assistant to the President, Secretary, Board of Trustees
             Vice President, University Advancement

From: Howard R. Lipman, President and CEO, The Ohio University Foundation,
             Vice President, University Advancement

Subject: Women in Philanthropy room, Baker University Center

Members of the Women in Philanthropy initiative (WIP) and development staff
created a WIP five-year plan to raise money for the Division of Student Affairs.
WIP achieved the fundraising goals necessary to make the naming possible.

Baker University Center building cost was $60 million and it is 83,000 square feet.
The average cost per square foot is $328. Room 333 of the new Baker University
Center was chosen as a named space in recognition of the monies raised by the
Women in Philanthropy initiative for the Division of Student Affairs. The
conference room is 250 square feet.

Formula: ($328 / 50%) * 250 sq. ft. = $41,000 minimum gift needed

This is in accordance with Procedure No. 09.001 on page 10 of our Advancement
Policy and Procedure document stating that naming opportunities for named
buildings are 50 percent of estimated cost.

It is my recommendation to bring forward to the Board of Trustees for its approval
the attached resolution calling for the naming of the conference room 333 in Baker
University Center as the Women in Philanthropy room.

Thank you for your help in this matter.
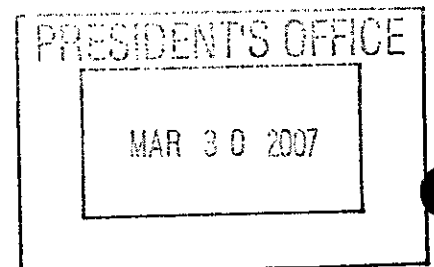
Naming Opportunities

a) Eminent Scholar Chair   Minimum level: $1,000,000 - $2,500,000
Note: endowments for chairs must be used in conjunction with an existing faculty line. Not more than 50 percent may be used for salary; the remaining funds shall be used for scholarly activities.

b) Endowed Professorship   Minimum level: $250,000 - $500,000
Note: endowments for professorships must be used in conjunction with an existing faculty line. Not more than 50 percent may be used for salary; the remaining funds shall be used for scholarly activities. Note: The 50/50 split does not apply to visiting chairs or professorships. The entire amount may be used for salary and benefits. In the event that all money is not used in a given year, it may be used only for scholarly activities in the following year.

c)	Named Department	Minimum level:	$2,000,000
d)	Dean's Fund	Minimum level:	$1,000,000
e)	Named College	Minimum level:	$10,000,000
f)	Named Center or Institute	Minimum level:	$1,000,000
g)	Graduate Fellowship	Minimum level:	$400,000
h)	Faculty Prize	Minimum level:	$50,000
i)	Graduate Prize	Minimum level:	$25,000
j)	Undergraduate Prize	Minimum level:	$10,000
k)	Cutler Scholarship	Changes annually; consult the Cutler Scholars Program Office	
l)	Scholarships	Minimum level:	$15,000

Facilities:
Named Building	50% of estimated cost
Named Renovated Building	50% of estimated cost
Named Existing Building	50% of current value
Named Laboratory	50% of operating cost

Please consult the appropriate development officer when considering naming opportunities. The levels listed here are minimum amounts; amounts established by individual colleges and units may be higher.

Gifts from Ohio University Faculty and Staff
The Ohio University Foundation can accept designated gifts from faculty and staff only in circumstances in which no personal benefit to the donor is derived from the University's disbursement of these funds.

In instances where faculty and staff designate gifts for use in their departments or for projects over which they have control, such funds can be spent only for purposes consistent with the University's mission. Disbursements shall be consistent with the Foundation's expenditure policy. (See Ohio University Policy 03.016 included in this manual 09.001 n.)

When expenditure accounts are established in the Foundation, the dean or vice president will confirm through approval of the account guidelines that all expenditures will be consistent with the University's mission. Faculty and staff who make contributions cannot approve expenditures from accounts which are credited with their personal gifts.

Please contact the Director of Development for Annual Giving Programs for information about current faculty/staff fund raising efforts.

Receipting and Acknowledgement System
Official receipts and acknowledgements for all gifts, with the exception of gifts to public radio and public television will be issued by the Development Office. Gifts to public radio and television will be acknowledged separately by WOUB/Telecommunications. Notification to University departments of gifts, pledges and deferred gifts received will be sent by the Advancement Services office; recipient offices are encouraged to send additional acknowledgements as appropriate.

Please contact the Manager of Advancement Services at 593.0137 or the Assistant Vice President for Administration at 597.1622 with questions or for additional information.

Maintenance of Gift and Pledge Records
All gifts and pledges will be recorded on the Advance system maintained by Advancement Services. Copies of pledge agreements and selected gift documentation (excluding Phonathon pledges and payroll deduction pledge cards) will be maintained by the Assistant Director, Trustees' Academy and Stewardship and/or Development Research for an appropriate period of time. Payroll deduction pledge cards will be maintained in the Advancement Services office.

Interface with Grant Accounting
1. In addition to the Foundation's principal and spending accounts, all endowments of $15,000 or greater which are not designated exclusively as student aid accounts will be assigned a **grant** account number. *All expenditures will be made from this grant account.* This procedure is necessary in the event any payroll transactions will be processed through the account (the Foundation does not handle payroll transactions). Please refer to the ORGN MANAGER field on the ORGN screen on CUFS to determine the grant number assigned which should be used on all expenditures or contact the Foundation accounting office for assistance. The information will be listed as follows:

    a) If no account guidelines exist, ORGN MANAGER will read "Guidelines Pending."
    b) If account guidelines exist and the minimum principal amount has not been reached, ORGN MANAGER will read "Grants-not yet."
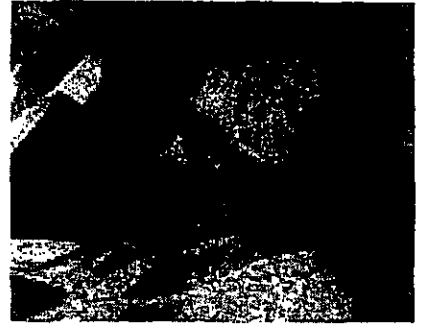
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"Life begets life.
Energy becomes energy.
It is by spending oneself that one becomes rich."

– Sarah Bernhardt

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MISSION

The Ohio University *Women in Philanthropy Initiative* will foster a powerful tradition of giving and support for the University and its surrounding areas. This is to be accomplished by increasing the number of women donors and their major gifts, as well as by providing advocacy about women's philanthropic issues and training for the next generation of Ohio University donors.

Building the Endowment

The Women in Philanthropy Initiative will increase the current endowment to $500,000 within the next five years. This endowment will be called the 2004 Fund. The endowment will be built in stages and designated as follows:

a. The first $50,000 will create an endowment to be designated toward grants that are made by the Center for Community Service.

b. The next $200,000 will establish an endowment that will be designated for the new University Center. The endowment will enable the Office of the Dean of Students to create and enhance programming for all students.

c. The final $250,000 will create an endowment that will be called the 2004 Fund. The annual spending allocation from this endowment will be used toward specific projects that the Women in Philanthropy Initiative deems important to the mission of the University, primarily the enhancement of undergraduate student education. This enhancement may take a variety of forms; examples may include but are not limited to support of undergraduate research, outstanding teaching, or residential learning. Expenditures from this endowment will be determined on an annual basis by the members of WiP.

d. For items a. and b., the Division of Student Affairs will name a meeting room within the new University Center after the Women in Philanthropy Initiative. A plaque will be displayed in the room listing the Founders' Circle members. (For information on the Founders' Circle, please refer to the Membership section.)

Goals and Objectives

We seek programming and projects that allow us to benefit women and the University in focused, creative support. In this initial five years, we are most interested in working with existing strong programs and raising them to the next level of excellence. We seek national prominence for such programs. For the next five years, supporting the Division of Student Affairs is a high priority

By maintaining our goals and objectives, within five years, Women in Philanthropy will enhance Ohio University by private gifts and will educate students about this effort and other philanthropic principles.

We will accomplish this by:

1. Building an endowment of at least $500,000 to fund specific projects that Women in Philanthropy deems important to the mission of the University, with a primary interest in enhancing undergraduate education and the quality of student life. This endowment will be called the 2004 Fund.

2. Supporting three projects each year.

    a. One project will be the University Center for Community Service with a goal of fostering this program in size and excellence.

    b. For 2005-06, Women in Philanthropy is sponsoring a grant-writing workshop as well as sending a female student to the University's Leadershape Conference in the fall.

    c. In subsequent years, Women in Philanthropy expects to sponsor workshops and seminars on financial literacy and responsibility for students, with alumni involvement. The projects will be discussed each July and finalized by each November for the following calendar year.

3. Increase the number of alumnae who become new donors by 1,000.

    a. This will double the number of new women donors to Ohio University from 2004 and will contribute to accomplishing the President's goal of achieving a 20 percent alumni participation rate by 2009.

1196

NAMING OF THE STUDENT HELP CENTER TO THE DR. WILLIAM ALLEN STUDENT HELP CENTER

RESOLUTION 2007 - 3010

WHEREAS the Student Help Center, which is housed within University College, has as its mission supplying excellent academic advising; assisting students in achieving their educational and personal goals, in realizing their academic potential, and in meeting high-level academic standards; and managing retention initiatives designed to increase the retention rate of Ohio University's students; and

WHEREAS Dr. William Allen worked for Ohio University from 1969 to 2006, which is the longest term of employment for an African American administrator in the university's history, and distinguished himself during his commendable career through his dedication to students' success as scholars and individuals and through the genuine difference that he made in the lives of thousands of students, and

WHEREAS Dr. Allen held the positions within University College of academic advisor, Director of Advising, Coordinator of the Bachelor of General Studies degree program, Assistant Dean, and Associate Dean, and

WHEREAS Dr. Allen served as an Intern with the American Council on Education during the academic year 1978-78, and

WHEREAS Dr. Allen was selected in 1981 as a Fellow in the Education Policy Fellowship Program, which was a part of the White House Initiative on Black Colleges, and

WHEREAS Dr. Allen in 1984 launched LINKS, the first and still successful mentoring program at Ohio University focused on improving the retention of first-year and second-year students who belong to disproportionately represented groups by creating sound conditions for them to succeed academically and become engaged in campus life; and also created OU START, a companion program to LINKS, which the Ohio College Personnel Association recognized with an Award of Excellence, and

WHEREAS Dr. Allen developed the still successful faculty advising program for undecided students that NACADA, the national academic advising association, recognized with a national award in 1986, and

WHEREAS Dr. Allen's colleagues at Ohio University honored him with the Outstanding Administrator Award in 1991, at the ceremony for which President Ping quoted one of the nomination letters affirming that "Dr. Allen is open, unbiased, a problem-solver, ethical, a positive influence on students, a true educator, but above all a wonderful human being," and

THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves from this day forward that the Student Help Center will be named the Dr. William Allen Student Help Center.
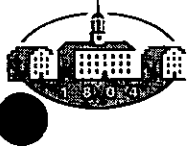
OHIO
UNIVERSITY
Office of the Provost

June 14, 2007

To: President Roderick J. McDavis

From: Kathy A. Krendl, Executive Vice President and Provost

Subject: Endorsement of the Naming of the Student Help Center

I am pleased to endorse the proposed naming of the Baker University Center Student Help Center to the Allen Help Center. His thirty-four years of service to Ohio University are distinguished by his dedication to our students through creation of the LINKS mentoring program and OU START; and his development of our successful advising program recognized by NACADA in 1986.

Many individuals have expressed their regard and appreciation for his positive influence on our students including President Ping and those who honored him as an Outstanding Administrator in 1991. This proposal has my complete support.

1199

Date: February 24, 2007

To: Kathy Krendl, Provost

From: David Descutner

Subject: Proposal to name the Student Help Center

I am writing to request your support for a proposal to name the new Student Help Center the Allen Help Center in honor of the thirty-four years of distinguished service that Dr. Bill Allen gave to Ohio University and specifically to its undergraduate students.

Dr. Allen earned his BSED from Bluefield State College in 1984, his MSED in Counseling from Ohio University in 1969, and his Ph.D. in Student Personnel Administration from Ohio University in 1977. His initial position was an advisor in University College and soon his responsibilities grew to include serving as the Coordinator of the Bachelor of General Studies degree program and the Director of all advising for the College. He was named Assistant Dean in 1975, and then, in 1981 was named Associate Dean.

From September 1978 to June 1979, Dr. Allen served as an Intern with the American Council on Education. In 1981, Dr. Allen was selected as a Fellow in the Education Policy Fellowship Program, which was a part of the White House Initiative on Black Colleges. As a Fellow, he collaborated with the Department of Education on the critically important tasks of "eliminating statutory, regulatory, and procedural barriers which impede the participation of historically Black colleges and universities in Federal programs." In 1984, Dr. Allen launched LINKS, the first mentoring program at Ohio University focused on improving the retention of first-year and second-year students who belong to disproportionately represented categories by creating the right conditions for them to succeed academically and become engaged in campus life. LINKS continues to be successful today, more than twenty years after its founding, in helping its participants make the transition to campus and reach their potential as learners. Dr. Allen also created the OU START program, a companion program to LINKS, which the Ohio College Personnel Associated recognized with its award of excellence. Dr. Allen also developed the still successful faculty advising program for undecided students that NACADA, the national academic advising association, recognized with a national award in 1986. Dr. Allen's colleagues at Ohio University honored him with the Outstanding Administrator Award in 1991, and President Ping quoted one of the nomination letters: "Bill is open, unbiased, a problem solver, ethical, a positive influence on students, a true educator, but above all a wonderful human being."

I agree whole-heartedly with the sentiments expressed in that nomination letter. Long before I began to work with Bill in University College in 2001, I had heard from countless students of his dedication to their success. He was the epitome of the phrase "tough-minded and tender-hearted," by which I mean that he expected students to work

hard and to do their best, and he was generous with his support and attention. He made a difference in thousands of students' lives during his commendable tenure at Ohio University, and I believe that recognizing his many contributions to the university and its students by naming the Students Help Center the Allen Help Center would be a wise and worthy gesture.

This proposal originated in discussions in November 2006 with Bill Smith and Rich Carpinelli. Bill followed up by talking with President McDavis in a preliminary way about the proposal, and Rich talked with Kent Smith as well. President McDavis and Kent Smith offered their endorsements, and I then spoke with Howard Lipman, who also lent his support orally and in a note to President McDavis on 2/23/07. President McDavis asked that I make a formal proposal to Provost Krendl, which is what this document represents. Please let me know if you have questions or concerns, and thank you in advance for your consideration of this proposal.

NAMING OF THE NEW RESIDENCE HALL
AT 63 SOUTH GREEN DRIVE

RESOLUTION 2007 – 3011

WHEREAS, there is a new residence hall on the Athens campus that is yet unnamed, and Ohio University has a rich history going back over 200 years, and

WHEREAS, currently only one building, the Templeton-Blackburn Alumni Memorial Auditorium, on the Athens campus is known to be named after African Americans, and

WHEREAS, the Residence Hall Naming Committee, created as a result of resolutions passed by the Student Senate and the Graduate Student Senate, comprised of a diverse group of campus constituent representatives that was charged with creating a list of African American candidates to be considered for the naming of the new residence hall on South Green, and

WHEREAS, the Residence Hall Naming Committee presented a recommendation to President Roderick McDavis supporting Adams as the namesake of the new residence hall, and

WHEREAS, in 1959 Alvin Adams (1937–2004) was the first African American graduate of the Ohio University School of Journalism and thereafter experienced a progressive career in journalism, and

WHEREAS, Alvin Adams co-founded the Multicultural Genealogical Center in Chesterhill, Ohio with his wife Ada Adams who is also a graduate of Ohio University, and

WHEREAS, Alvin Adams established a legacy of landmark contributions that work to further minority rights, and

WHEREAS, Ohio University recognizes the responsibility to celebrate the achievements of African Americans in our nation's history, and

NOW, THEREFORE BE IT RESOLVED that the new residence hall at 63 South Green Drive be named the *Alvin C. Adams Hall* with the appropriate inscriptions in keeping with the building's aesthetics.

Date: May 16, 2007

To: Roderick J. McDavis, President

From: Kent J. Smith, Jr., Vice President for Student Affairs

Re: Recommendation for Naming of the New Residence Hall

The Residence Hall Naming Committee was charged with creating a list of African American candidates to be considered for the naming of the new residence hall on South Green. Currently, only one building on campus is known to be named after an African American. I would like to offer our recommendation to the Board of Trustees at the June 28-29 meeting.

After reviewing and considering the findings of the Residence Hall Naming Committee, I support the committee's recommendation to name the new residence hall in honor of Alvin and Ada Adams. Alvin Adams passed away in 2004 while Ada Adams remains an active participant in the Ohio University community.

In 1959 Alvin Adams was the first African American graduate of the Ohio University School of Journalism. He worked for the nation's first black daily newspaper, the *Chicago Daily Defender*, and also covered events such as Malcolm X's assassination and Martin Luther King's "I Have a Dream" speech in the course of his tenure at *Jet* magazine during the Civil Rights movement.

Alvin Adams, along with his wife, Ada, co-founded the Multicultural Genealogical Center in Chesterhill, Ohio; Ada Adams currently serves on the board of the center. Ada Adams, a graduate of Ohio University's School of Education, along with her husband has established a legacy of landmark contributions that work to further minority rights. Alvin and Ada Adams are individuals who led and lead by example while always being helpful to others.

Please contact me should you have any questions.

1203

Dr. Terry Hogan- Dean of Students (Co-Chair)

William Tarter, Jr. - Graduate Student Senate (Co-Chair)

Tim Anderson- Chair of Geography, Secretary of Faculty Senate

Bethany Axe - Residence Action Council

Emily Bacha - South Green Senator

Emily Howard – Marketing Manager, Auxiliary Services

Andrea Manning- Resident Director

Cristyna Rodgers - Black Student Cultural Programming Board

Michael Adeyanju - Student Senate Black Affairs Commissioner

Purpose

The committee was charged with creating a list of African American candidates for consideration for the new residence hall on South Green. At present, there is only one building (to best of the committee's knowledge) that has been named after an African American. This committee and naming process is in part a result of resolutions passed by the Ohio University Graduate Student Senate, the Ohio University Student Senate, an editorial in the Ohio University *Post*, as well as a commitment from the McDavis Administration for a diverse University community.

Criteria

The committee considered a variety of factors in narrowing down the candidates. Although it was not easy, committee members used a set of criteria to evaluate each of the candidates. The following list outlines the standards by which the committee used to select the final candidates:

- A person (or people) whose legacy has been established and isn't likely to change.
- Individuals who have contributed not only to the Ohio University community but also the Athens community.
- Individuals who have made a landmark contribution to further minority rights.
- Individuals who were (or still are) helpful to others.
- Individuals who have paved the way for others to follow and led by example.

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Alvin Adams and the Alvin Adams Memorial Lecture

Alvin Adams was the first African-American to earn a journalism degree from Ohio University in 1959. He grew up in rural Athens County and had a special interest in his multicultural heritage.

It was this interest that led to his co-founding of the Multicultural Genealogical Center. The center was established in 2000 and is dedicated to documenting the contributions of multicultural and multiracial families to the social, cultural, political, religious, educational, and economic development of the Ohio River Valley.

In recognition of the accomplishments and contributions that the late Alvin Adams made, the Department of African American Studies and the Department of Social Work sponsor the annual Alvin Adams Memorial Lecture.

Alvin C. Adams - Journalist, Researcher, Genealogist

As a way of introducing Mr. Alvin Adams, the following article from the
Athens Messenger (June 8th, 1986) is reproduced. Mr. Roy Cross is the author.
(c) Athens Messenger, Athens, OH

Man writes local history as tribute to his mother
by Roy Cross, Messenger senior writer

Watery gravy when there was no milk and a humiliating introduction to
racial prejudice are two of the anecdotes that mark a former Athens County
man's book about his poverty-ridden childhookd and the people who guided hin to
success.

Despite dovetailing stories of family economic problems, there is a
happy ending to Alvin C. Adams's _Hold Tight to the Hames_. The small book is
both a letter to Adams' son and daughter, and a tribute to his late mother,
Ada Holbert. It was her determination, pride and hard work that spurred her
son to rise above the status of a poor black with a bleak future to become a
college graduate, a successful journalist and public relations man.

The book is written in narrative style. Adams lets the story tell
itself and there are times the starkness of his existence are shocking to
someone who has known such poverty. _Hold Tight to the Hames_ is available
at the Athens County Historical Society and Museum and sells for $5.00. The
title comes from the author's days of riding the plow horse, holding the
hames, which are part of the collar, to keep tthe horse in as straignt a line
as possible. When flies bit the horse and it bucked, you had to hold tight to
the hames.

Adams says he was born April 30, 1937, "at the foot of Carr Hill" near
the Athens-Morgan County line. His parents were Clay Adams and Ada Holbert. In
a letter to Joanne Prisley of the Historical Society, Adams said his book "is
a tribute to my mother's life in gratitude for the way she reared her family"
He said her work as a cleaning lady in Athens provided much of the family's
income. In the dedication, Adams also addresses his children, Marie and Clay,
telling them "so that you might better know from whence you came, I have
preparedd this collection of memories."

When Adams was still a babe in his mother's arms, his father committed
suicide. His mother remarried and the family seemed to be constantly moving
from one home to another, from Athens County to Columbus and back. He tells of
homes in Plantsvville, on Haga Ridge, Brimstone Ridge, Deep Hollow, Bethany
Ridge, Sharpsburg, interspersed with living in one-room "appartments" in
Columbus. The moves were usually the result of economics: the parents
hunting work.

Adams tells of how his mother did her best to keep the family fed. When
their credit reached its limit at the store, the food supply dwindled. He
remembers when there were days when the only food was milk gravy and biscuits.
And when the milk ran out and the store owner would extend no more credit,
there was "watery gravy and biscuits." Meat was a rare item on the Adams table.

He stresses, however, his family was not an exception. Most of their
friends and relatives were hard-pressed financially.

It was while he was a grade school pupil in Amesville that Adams
learned the meaning of racial prejudice. He says he knew he was different than
some of his classmates. He was what folks then called "colored." But he became
painfully aware of that difference one day when he saw two of his friends in a
fight with three white boys. Although he was not involved in the argument, Adas
decided the odds would be more even if he joined in. Then the teacher arrive.

Adams writes: "without benefit of any investigatioion, hearing or
evidece other than what was in progress before her, she instantly determinedd
which side was the guilty party. Punishment was meted out immediatly. We thrree
colored boys were ordered to the front of the class where she wacked our hhands
repeatedly with a wooden ruler.

"From the wails of Buddy and Gene as the three of us buried our head
in our arms on our desk tops, I concluded their punishment must havebeen more
severe than my own. Perhaps within the broad spectrum of racial prejdice there
was mild punishment for those well-liked; no-holds-barrred for other. Or,

perhaps I was too stubborn and too proud to let anyone know how much the humiliation hurt."

The white boys were not punished.

Adams tells a touching story of Christmas. He said the holiday, like the watery gravy, "was rather thin." But his mother found money and on Christmas morning each child found a coloring book and six crayons. He was overjoyed and writes that "no other time provided for me a joy to excel the year of our "coloring book" Christmas."

The status of the family improved. Adams' mother worked in Athens as a cleaning lady and saved money to buy a 1931 Model A Ford. Some ridiculed the family as they "put-putted" by in the old Ford, but it was a means for the mother to make a living, and it was transportation to church and visits with relatives. Adams found work as a farm hand, mowing lawns in Athens and cutting trees for sale to a barrel stave company in Coolville.

When Adams reached high school there were teachers who recognized his talents and helped him. He mentions Miss Malone, a music teacher, Inez Curran English teacher, and Bonnie Kaendall, who taught history. It was Kendall who took him to Athens and introduced him to L.J. Hortin, then head of the Ohio University journalism school. Adams remembers they talked of his going to college not as a possibility, but of something that was going to happen. Between a $100 scholarship, $100 he had saved and a 16-hour a week job as a janitor, Adams entered OU in 1955..

Adams has worked for the Chicago Defender, the nation's only black newspaper. He has also worked for Jet Magazine and Ebony; was in the War On Poverty's Office of Economic Opportunity, various public relations firms and is now with the Illinois Power Co.

Inn 1960, he married Ada Woodson of Nelsonville. They now live in Decatur, Ill. Their son, A. Clay Adams III, graduated from high school Friday, and their daughter, Amelia Marie, is an anthropology major in her third year at Smith College in A Amherst, Mass.

Alvin AAdams has travelled a long way from the foot of Carr Hill.

- 0 -

Note from the typist: Mr. Adams graduated with a BSJ in 1959. Mr. Adams has researched and published a number of monographs on local Afro-American genealogy and history (Ancestors of the Town of Tablertown; etc.)
Mrs. Ada M. Woodson Adams "is equally interested in her family [history] ... Woodson[s] of Jackson and Perry Counties [Ohio]."

Mr. Alvin Adams resides at: 1803 W. Sunset Decatur, Ill 622522
                                          tel: (217) 429-4146

mp032095

INTERNAL AUDIT
ANNUAL AUDIT PLAN

RESOLUTION 2007 - 3012

WHEREAS, the Board of Trustees of Ohio University has established an independent, objective assurance and appraisal activity to evaluate and improve effectiveness of risk management and internal management controls, and

WHEREAS, the Board of Trustees has approved an Ohio University Internal Office Charter requiring Board of Trustees authorization of an annual audit plan initiated to evaluate internal management controls, and

WHEREAS, the Internal Audit Director charged with initiating audits pursuant to the plan proposes an annual audit plan for authorization by the University Trustees, and

WHEREAS, the proposed plan will be conducted during the period of July 2007 through June 2008, and

WHEREAS, time for unplanned requested and/or unexpected audits, is separately allotted in the audit plan. Further revisions to the plan will be administratively reviewed and approved by Secretary of the Board of Trustees and discussed with the President and the Chair of the Audit, Finance, Facilities, and Investment Committee, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the proposed audit plan.
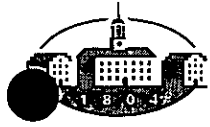
DATE: June 27, 2007

TO: Dr. Alan Geiger, Assistant to the President and Secretary to the
            Board of Trustees

FROM: Kathryn Gilmore, CPA, CIA, Director of Internal Audit

SUBJECT: Internal Audit Plan

The following is the Office of Internal Audit's FY 08 proposed audit plan,
presented to the Ohio University Board of Trustees for authorization.

This audit plan reflects a change to the plan included in your packets. Due to
the recent focus of our work on management requests, we have been unable to
complete our audit of Vice-President Research Operations. We have moved this
audit to FY 08. Besides this change, we have been asked to complete additional
testing for Deloitte Touche, our external auditors. Consequently, we have moved
the Vice-President Student Affairs audit to FY 09.

FY 08 Audit Plan
College of Arts and Sciences (cont'd)
College of Business (cont'd)
College of Health and Human Services
Eastern Campus
Facilities Management
Vice-President Research Operations (cont'd)
Vice-President University Outreach Operations
Automated Payroll Systems Follow-up
Chillicothe Campus Follow-up
CIO Business Operations Follow-up
College of Fine Arts Follow-up

Dining Services Follow-up
Hiring and Termination Process Follow-up
Intercollegiate Athletics Follow-up
Lancaster Campus Follow-up
Procurement Services Follow-up
Russ College of Engineering Follow-up

Ohio University Internal Audit (IA) conducts risk based auditing as recommended by the Institute of Internal Auditors. Units are selected for audit based on risk factors obtained from our risk assessment process, along with input from senior management and the Board. This annual risk assessment process included individual interviews with the Deans, Vice-Presidents and others to obtain input on risks in their areas.

Hours are budgeted using Global Auditing Information Network (GAIN) benchmarking statistics and IA history. Six percent of budgeted audit time is allocated to testing which will be performed as part of Deloitte Touche's external audit. Total audit time allocated was 69%. This includes time for planned audit and external audit assistance (51%) and special projects/investigations (18%). Special projects/investigations time is an increase of 10% over last year's budget. This is due to the increased number of investigations conducted in FY 07. Our office has become increasingly visible, in FY 07 we conducted eight investigations, compared to four conducted in FY 06.

Training time was allocated at 5%. Time for Board and Executive Reporting (the Board, the President, the Secretary to the Board, and the Provost and Executive Vice-President) was calculated at 4%; administrative time 9%; and leave (vacation and sick leave) at 13%.

We are currently able to conduct audits of all of our auditable units in less than five years. This is a significant improvement over last year's estimate of six years. Our efficiency continues to improve, after completing the first cycle of audits, we expect to "cycle audit" our units every three years.

PROJECT APPROVAL AND AUTHORIZATION TO HIRE CONSULTANTS, DEVELOP CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR THE UNIVERSITY AIRPORT RSA/MALSR, SHIVELY HALL RENOVATION, AND BRASEE HALL LIBRARY AND GYMNASIUM RENOVATIONS - LANCASTER

RESOLUTION 2007- 3013

WHEREAS, two projects have been identified as Capital Improvement projects on the Athens Campus,

A.   University Airport improvements to meet RSA runway safety area criteria and supplement the MALSR approach lighting system with a total design budget of $160,000. The project will proceed to construction as Federal Aviation dollars become available, and

B.   Shively Hall Renovation with a total project budget of $8,158,000, and

WHEREAS, one project has been identified as a Capital Improvement project on the Lancaster campus,

A.   Brasee Hall Library and Gymnasium Renovations with a total project budget of $2,500,000, and

WHEREAS, funding sources for the above named projects have been identified,

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the hiring of a consultant and developing construction documents for the University Airport RSA/MALSR, Shively Hall Renovation, and Brasee Hall Library and Gymnasium Renovations.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the receipt of bids for these projects, and does empower the President or his designee to accept and award construction contracts, providing the amount of the total bids does not exceed the available funds.

APPROVAL OF CONSTRUCTION DOCUMENTS AND AUTHORITY TO RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR HEBBARDSVILLE LARGE ANIMAL RESEARCH FACILITY, HUDSON HEALTH CENTER ROOF IMPROVEMENT, INTEGRATED LEARNING AND RESEARCH FACILITY, LINCOLN HALL RENOVATION, AND UNIVERSITY AIRPORT SNOW REMOVAL STORAGE BUILDING

RESOLUTION 2007- 3014

WHEREAS, five capital projects have been planned and are ready for construction, as follows:

A. Hebbardsville Large Animal Research Facility with a total project budget of $367,400, and

B. Hudson Health Center Roof Improvement with a total project budget of $425,594, and

C. Integrated Learning and Research Facility on the Athens Campus and has a total project budget of $30,000,000, and

D. Lincoln Hall Renovation with a total project budget of $8,875,000, and

E. University Airport Snow Removal Equipment Storage Building with a total project budget of $300,000.

WHEREAS, the above mentioned projects have been planned, designed and funded,

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the plans and specifications for the Hebbardsville Large Animal Research Facility, Hudson Health Center Roof Improvement, Integrated Learning and Research Facility, Lincoln Hall Renovation and the University Airport Snow Removal Equipment Storage Building and

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the advertisement for and receipt of bids for the five above-named projects, and does empower the President or his designee to accept and award construction contracts, providing the amount of the total bids does not exceed the available funds.

OHIO
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Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William R. Decatur, Vice President for Finance and Administration and Treasurer

Re: Construction Projects

Included with this mailing are the following:

- Construction Projects Presentation Slides

- Approval of Projects and Authorization to Hire Consultants and Develop
  Construction Documents, Receive Bids and Award Construction Contracts:
    - Interoffice Communication describing the projects
    - Resolution   University Airport RSA/MALSR
      Shively Hall Renovation
      Brasee Hall Library and Gymnasium Renovations -
      Lancaster

- Approval of Construction Documents and Authorization to Receive Bids and Award
  Construction Contracts:
    - Interoffice Communication describing the projects
    - Resolution   Hebbardsville Large Animal Research Facility
      Hudson Health Center Roof Improvement
      Integrated Learning and Research Facility
      Lincoln Hall Renovation
      University Airport Snow Removal Storage Building

I will be happy to answer any questions you may have about the reports prior to or during the
June Board meeting.

Construction Projects

Construction Projects

- Approval of Projects and Authorization to Hire Consultants and Develop Construction Documents, Receive Bids and Award Construction Contracts
  - University Airport RSA/MALSR
  - Shively Hall Renovation
  - Brasee Hall Library and Gymnasium Renovations - Lancaster

University Airport RSA/MALSR

- The University Airport features a 5600 foot runway and full-length parallel taxiway. Project improvements are to meet current FAA Runway Safety Area (RSA) criteria and supplement the MALSR approach lighting system.
- Client: Auxiliary Services
- Budget: $160,000
- Source of Funds:
  - $152,000 FAA Grant
  - $ 8,000 Auxiliary 5% match

Shively Hall Renovation

- Shively Hall is located on the East Green and is 53,514 gross square feet. This project involves the complete renovation and upgrade of all building mechanical systems and installation of an automated fire suppression system. The exterior of the building will receive a new roof and complete window replacement.
- Client: Auxiliary Services
- Budget: $ 8,158,000
- Source of Funds: Auxiliary Services

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Brasee Hall Library and Gymnasium Renovations - Lancaster

- Plans include the creation of a handicapped accessible learning resource center for workforce development and a tutoring/testing center with updated technology. The new space will also accommodate various campus and community events. Additional enhancements are planned for physical fitness areas including gymnasium systems, locker rooms and administration offices.
- Client: Lancaster Campus Dean
- Budget: $ 2,500,000
- Source of Funds:
  - $ 400,000 HB 530/CAP 189 Conference Planning
  - $ 954,647 Am Sub HB 699/CAP 243 Community Conference & Event Center
  - $ 954,647 FY 2009-2010 State Capital Appropriations - Lancaster
  - $ 190,706 FY 2009-2010 State Basic Renovations - Lancaster

Construction Projects

- Approval of Construction Documents and Authorization to Receive Bids and Award Construction Contracts
  - Hebbardsville Large Animal Research Facility
  - Hudson Health Center Roof Improvement
  - Integrated Learning and Research Facility
  - Lincoln Hall Renovation
  - University Airport Snow Removal Storage Building

Hebbardsville Large Animal Research Facility

- The facility will be a 3,000 square foot building. The new facility is being built to support larger animals that cannot be easily maintained in conventional small animal facilities.
- Client: Arts and Sciences
- Budget: $367,400
- Source of Funds: Various Sources

Hudson Health Center Roof Improvement Project

- The Hudson Health Center roof project is being brought back to the board for approval due to increased costs – original approval was for $320,000.
- Client: Deferred Maintenance
- Budget: $425,594
- Source of Funds:
  - $320,000 HB 530/CAP 020 Hudson Health Center Roof Improvement
  - $ 29,000 HB 530/CAP 020 Unencumbered Glidden Hall Roof Replacement
  - $ 76,594 HB 530/CAP 020 Re-appropriated basic renovations balances

Integrated Learning and Research Facility

- This project is in direct response to Vision Ohio and is the number one priority of the 10 Year Master Plan. This building will include classroom and research laboratory space.
- Client: Colleges of Engineering, Arts and Sciences, and Osteopathic Medicine
- Budget: $30,000,000
- Source of Funds:
  - $ 1,431,170 Am Sub HB 699/CAP 233
    - Integrated Learning and Research Facility
  - $ 1,000,000 Am Sub HB 699/CAP 246
    - Integrated Learning and Research Facility
  - $ 9,000,000 FY 2009-2010 State Capital Appropriations
  - $18,568,830 Gifts/ Contributions

Lincoln Hall Renovations

- Lincoln Hall is located on the East Green and is 40,408 gross square feet. This project involves the complete renovation and upgrade of all building mechanical systems and installation of an automated fire suppression system. The exterior of the building will receive a new roof and complete window replacement.
- Client: Auxiliary Services
- Budget: $8,875,000
- Source of Funds: Auxiliary Services

University Airport Snow Removal Equipment Storage Building

- This project will construct a 3,360 gsf facility for the storage and protection of the airport's snow removal equipment. The airport's 5,600 foot runway and parallel taxiway require regular snow removal during the winter months.
- Client: Auxiliaries Services
- Budget: $300,000
- Source of Funds:
  - $ 285,000 Federal Aviation Administration
  - $ 15,000 Auxiliary Services 5% match

OHIO
UNIVERSITY

Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William Decatur, Vice President for Finance and Administration and Treasurer

Re: RESOLUTION FOR APPROVAL OF PROJECTS AND AUTHORIZATION TO HIRE CONSULTANTS, DEVELOP CONSTRUCTION DOCUMENTS, RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR THE UNIVERSITY AIRPORT RSA/MALSR, SHIVELY HALL RENOVATION, AND BRASEE HALL LIBRARY AND GYMNASIUM RENOVATIONS – LANCASTER.

University Planning and Implementation personnel are ready to proceed with design and construction on the above mentioned projects.

University Airport RSA/MALSR

The RSA/MALSR Project has been identified in the University Airport Master Plan. Ohio University Airport, located about 10 miles southwest of the main Athens Campus, is a General Aviation Airport with an airport reference code of C-III, and features a 5600 foot runway and full-length parallel taxiway. Some areas of the runway do not meet current FAA Runway Safety Area (RSA) criteria, and must be improved by excavation, grading and resurfacing. This 95% federally-funded project will eliminate existing safety waivers that require recurring, regulatory approvals. The airport also intends to supplement the Runway 25 Instrument Landing System with a more sophisticated and precise approach lighting system. At this time $160,000 is available for design of these Improvements. The project will proceed to construction as FAA dollars become available.

Funding for the project design budget of $160,000 is available from:

$ 152,000 Federal Aviation Administration (FAA) Grant
$ 8,000 Auxiliary Services as a 5% match

Shively Hall Renovation

The Shively Hall Renovation project has been designated for renovation in FY 2008-2009 by the Auxiliary Services 10 Year Major Capital Plan. Shively Hall is located on the East Green is 53,514 gross square feet. This project involves a complete renovation of the building systems. The mechanical upgrade will include new electrical service, new electrical distribution, new heating and air conditioning, new plumbing system and fixtures and a new fire alarm system. In addition, an automated fire suppression system will be installed. The exterior of the building will receive a new roof as well as complete replacement of the windows. The project will begin in June of 2008 and be complete August of 2009. The total project budget is $8,158,000 and is funded by Auxiliary Services.

⬤asee Hall Library and Gymnasium Renovations - Lancaster

Ohio University Lancaster is modifying the Library Facility at Brasee Hall. Plans include the creation of a learning resource center which would house a workforce development classroom and a tutoring/testing center with updated technology to support existing learning commons. All improvements will be handicapped accessible. The new space will maintain current collections and archival materials, but also be flexible enough to accommodate above mentioned learning facilities as well as various campus and community events. Additional enhancements are planned for physical fitness areas, including gymnasium systems, locker rooms and administration offices. The existing structure is a two-story space, joined by corridors and stairwells to the rest of Brasee Hall as a split-level arrangement. The planned renovation is to include approximately 15,000 square feet of total space. A consultant will be hired this summer. The expectation is to bid the project in April 2008, begin construction June 2008 and be complete June 2009.

Funding for the project design budget of $2,500,000 is available from:
$ 400,000 HB 530/CAP 189 Conference Planning
$ 954,647 Am Sub HB 699/CAP 243 Community Conference & Event Center
$ 954,647 FY 2009-2010 State Capital Appropriations – Lancaster Campus
$ 190,706 FY 2009-2010 State Basic Renovations Appropriations - Lancaster Campus

I have enclosed a resolution for the combined three projects for consideration by the Board of Trustees at their regular June meeting.

⬤I can be of further assistance or provide additional information regarding this matter, please contact me.

OHIO UNIVERSITY

Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William Decatur, Vice President for Finance and Administration and Treasurer

Re: RESOLUTION FOR APPROVAL OF CONSTRUCTION DOCUMENTS ANDAUTHORIZATION TO RECEIVE BIDS AND AWARD CONSTRUCTION CONTRACTS FOR THE HEBBARDSVILLE LARGE ANIMAL RESEARCH FACILITY, HUDSON HEALTH CENTER ROOF IMPROVEMENT, INTEGRATED LEARNING AND RESEARCH FACILITY, LINCOLN HALL RENOVATION, AND UNIVERSITY AIRPORT SNOW REMOVAL STORAGE BUILDING.

University Planning and Implementation personnel have developed the above mentioned projects through design and are ready to proceed into the construction phase.

Hebbardsville Large Animal Research Facility

This project was initiated by the Vice President of Research before the development of the 10 Year Master Plan. The Large Animal Research Facility directly supports Vision Ohio. The facility will be a 3,000 square foot building. The new facility is being built to support larger animals that cannot be easily maintained in conventional small animal facilities. The facility is designed to hold small numbers of agricultural animals such as swine, sheep, goats and alpacas. There is a 36' x 36' barn area, which houses the animals, and a 36' x 48' laboratory area. The laboratory area will have two prep rooms and two procedure rooms. The research is based on locomotion and the study of animal anatomy and physiology. No infectious disease research will be done in this location. All animals used for research at this facility will be under protocol from, and monitored and controlled by Ohio University's Institutional Animal Use Committee.

Funding for the project budget of $367,400 is available from:
$ 271,400 Office of Research
$ 15,000 College of Osteopathic Medicine (COM)
$ 5,000 College of Arts and Sciences
$ 500 College of Health and Human Services
$ 500 Department of Physical Therapy
$ 4,000 Department of Biomedical Sciences
$ 6,000 Williams Start-up funds
$ 15,000 COM Research & Scholarly Affairs Award
$ 50,000 1804 Grant

Hudson Health Center Roof Improvement

This Basic Renovation project was originally budgeted at $320,000. The project was designed and the new cost estimate showed a significant increase over the original project budget. The sharp increase is attributed to the cost of copper that is used for flashing and the higher cost of clay tile roof shingles due to price of

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natural gas that is heavily used in the production of clay tile shingles. The shortfall is $105,594. There is available funding in HB 530 Basic Renovations reappropriations.

Funding for the revised project budget of $425,594 is available from:
       $320,000 HB 530/CAP 020 Hudson Health Center Roof Improvement
       $ 29,000 HB 530/CAP 020 Unencumbered Glidden Hall Roof Replacement
       $ 76,594 HB 530/CAP 020 Miscellaneous project balances of completed projects

Integrated Learning and Research Facility

This project is in direct response to Vision Ohio and is the number one priority of the 10 Year Master Plan. This classroom and research laboratory building that will serve the Colleges of Engineering, Arts and Sciences, and the Osteopathic Medicine and will encourage collaboration between these and other university-wide disciplines.

Funding for the project budget of $30,000,000 is available from:
       $ 1,431,170 Am Sub HB 699/CAP 233 Integrated Learning and Research Facility
       $ 1,000,000 Am Sub HB 699/CAP 246 Integrated Learning and Research Facility
       $ 9,000,000 FY 2009-2010 State Capital Appropriations
       $18,568,830 Gifts/Contributions

Lincoln Hall Renovation Project

Lincoln Hall has been designated for renovation in FY 2007-2008 by the Auxiliary Services 10 Year Major Capital Plan. Lincoln Hall is located on the East Green and is 40,408 gross square feet. This project involves the complete renovation of the building systems. The mechanical upgrade will include new electrical service, new electrical distribution, new heating and air conditioning, new plumbing system and fixtures and a new fire alarm system. In addition, an automated fire suppression system will be installed. The project will begin in July of 2007 and be complete in August of 2008. The total project budget is $8,875,000 and will be funded by Auxiliary Services.

University Airport Snow Removal Equipment Storage Building

The Snow Removal Equipment Storage Building has been identified in the University Airport Master Plan. The Ohio University Airport is located about 10 miles southwest of the main Athens Campus, is a General Aviation airport with an airport reference code of C-III, and features a 5,600 foot runway and full-length parallel taxiway which requires regular snow removal. The equipment used for this purpose is currently stored in an open-air environment leading to degradation and an increased in operational costs. This 95% federally-funded project will provide for construction of a 3,360 square foot storage facility for Snow Removal Equipment (SRE). The storage building will be attached to an existing maintenance building. The design was previously funded as part of the 2007 Airport Improvements Program.

Funding for this project budget of $300,000 is available from:
       $ 285,000 Federally Funded Grant - FAA
       $ 15,000 Auxiliary Services as a 5% match

I have enclosed a resolution for the five projects for consideration by the Board of Trustees at their regular June meeting.

If I can be of further assistance or provide additional information regarding this matter, please contact me.

OHIO UNIVERSITY BOARD OF TRUSTEES
Student Life, Human Resources and Athletics Committee
June 28, 2007, Walter Hall Room 125

Present: Ms. M. Marnette Perry, Committee Chair; Dr. Norman Dewire, Trustee; Mr. Dell Robinson, Trustee; Ms. Sandra Anderson, Trustee; Ms. Lydia Gerthoffer, Student Trustee; Ms. Tracy Kelly, Student Trustee

Meeting called to order at 4:45 PM by Trustee Perry.

Ratification of FOP Labor Agreement
- Discussed by Jim Kemper, Associate V.P. for Finance and Administration for Human Resources
- 3 year labor agreement reached between Ohio University and The Fraternal Order of the Police, Ohio Labor Council, Inc.
- The following management rights or efficiencies have been attained:
    - 3 years negotiated salary increases
    - Decrease in administrative time and effort
    - Discretion to appoint Police Officers to specialized assignments without following traditional bidding process
    - Ability to require Police Officers to be available as needed
    - Strengthened management's ability to perform internal investigations
    - Reduction in management time to address grievances leaving greater ability to manage department

Resolution on House Bill 187, Civil Service Reform for the State of Ohio
- Discussed by Nikki Dioguardi, Associate Director of Legal Affairs
- H.B. 187 allows the Department of Human Resources to:
    - Make major changes in terms of discipline, suspension, transfer/ bumping rights, etc.
    - Determine the University's own employment systems for those who are classified, non-bargaining employees
- Currently Ohio University enforces policies and procedures meeting the requirements of the Ohio Revised Code 124
- IUC (Inter University Council) Legal Committee will make guideline recommendations to Ohio's public universities
- By this resolution, the Board of Trustees will empower the Department of Human Resources in conjunction with the Office of the Legal Affairs to review current and create new Ohio University policies and procedures regarding civil service employees
- Trustee DeWire requested a future report on the review process
- Dr. Kemper advised that there will be an additional resolution in the Fall regarding adopting the guidelines established by the IUC

Center for Student Legal Services (CSLS) Contract Renewal
- Discussed by Pat McGee, Managing Attorney of CSLS

- CSLS is a private non-profit 501 (c)(3)organization with a Board of Directors that includes Ohio University students
- Vice President Smith verbally endorsed the request for contract renewal
- Student Senate resolution 0607-68 was passed with unanimous endorsement of CSLS for advocating for students' rights, defending students in local judicial matters, and providing legal counsel
- CSLS strives to provide education to students about their rights and has provided 10 years of service to date
- The program costs $8 quarterly and appears on student tuition bills, however, students can choose to "opt out" by selecting the designated box
- Last year CSLS had over 920 clients
- Significant issues of 2007:
  - Unconscionable late fees disguised as "alternative rent"
  - Violation of rental permit limit & void-ability of lease agreement
  - Right to rescind lease due to conditions
  - Credit card debt resolution
  - 4th amendment rights for guests
- Contract renewal, effective July 1, 2008, is being requested now as the contract is usually decided one year in advance (also affects lease of office facilities)
- Prior to CSLS students could be severely taken advantage of by leasers and undereducated about their rights in misdemeanor cases; students also did not have easy access to affordable legal counsel when needed
- Limitations - CSLS does not handle: felonies, divorces, probate cases, student vs. student, or student vs. Ohio University
- Highest "opt in" of the student body is approximately 15,000 and the lowest is approximately 13,000
- $8 fee (per student) funds CSLS operations entirely with their operating budget of $350,000; the CSLS annual budget is based on past experience factoring in high vs. low "opt in" figures
- CSLS is introduced to students through general advertising and campus orientation programs
- Trustee Perry encouraged CSLS to provide educational forums on "credit-worthiness" skills

Committee Reports:

Emergency Planning
- Presented by David Hopka, Assistant Vice President for Safety and Risk Management
- Keys to effective emergency management: Speed and Decisiveness
- Mobilization speed relies on immediately being able to make contact with the right people who must be empowered to implement the appropriate response quickly
- Roles and Responsibilities must be pre-determined
- Communications/ technology failure must be mitigated

- Through the collaboration of OUPD, Marketing and Communications and the Vice President for Finance and Administration, Ohio University's protocol for managing crises has been revised and is now modeled around NIMS (National Incident Management System)
- As a result of this collaboration and revision, Ohio University now has an increasingly capable Critical Incident Response Team (CIRT)
- The Core CIRT is comprised of members from OUPD, Safety and Risk Management, Dean of Students, Information Technology, Facilities and Auxiliaries
  - o Each CIRT member has been trained in the basic principles of the National Incident Management Systems
- Pre-planning the flow of information is critical
- Flexibility in the composition of the CIRT allows the team to be only as large as it needs to be; the Core team remains small to enable fast and flexible implementation of procedures in the event of an emergency
- Emergency management is based on similar principles of general management

Pandemic Flu Planning
- Presented by Jill Harris, Emergency Programs Coordinator for Environmental Health and Safety
- A pandemic is a global disease outbreak which today would be impossible to isolate
- H5N1 is the current flu strain of concern; this strain travels primarily from bird to human
- Health care facilities would be overwhelmed in the case of a pandemic
- There would be social and economic disruption
- Communications and information are critical components of a pandemic response
- "Essential services" would be strained and challenged
- Ohio University academic support departments have been meeting to improve preparation for a pandemic
- It is crucial that all departments know their responsibilities as it relates to critical response capability
- Communication will be the key component to any response in an emergency; there must be one consistent voice in a pandemic/ emergency

Discussion – Emergency and Pandemic Planning
- Pandemic Planning/ Preparation is now a strategic goal for the Division of Finance and Administration for FY 08
- An available automated notification system provides a great deal of ability for internal communication; enhancements to the automatic notification system are being sought to increase speed so that thousands of calls can be completed within minutes
  - o The next step to enable the full effective capability of the automated system is to collect cell phone numbers voluntarily from students in the fall
- There is also the capability to cut into broadcasts, radio or television, similar to the "national weather alert" interruptions

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- An emergency website (with no frills allowing for maximum effectiveness and traffic) is anticipated to substitute Ohio University's main page in the event of an emergency
- In the case of a pandemic or large scale emergency requiring significant manpower – campus student/ volunteers can fill that gap; Dean of Students, Terry Hogan, has been consulted on this aspect of response
- Ohio Board of Regents Task Force on Campus Security
  - Ohio University has 5 representatives: David Hopka, George Mauzy, Mike Martinsen, Kent Smith, Teri Geiger (Chair, Communication Subcommittee)
  - There will be a summit at Ohio State University on August 1
- Trustee Perry requested the following for a future Board of Trustees meeting: a project plan, progress report and the outcome of the (August 1) Campus Security Summit and what changes that would mean for Ohio University and how that would translate to students in September (what would change/ what would we say differently?)
- Trustee DeWire advised that major hospital systems practice emergency response procedures routinely and would like to know at what level this sort of practice will exist for Ohio University
- There is more responsibility on Ohio University regarding response capability due to the limitations of the location; O'Bleness Hospital, for example, has only a 7-bed Emergency Room

Overview of 2006-7 in Student Senate and a Student Leader's Perspective on Student Life
- Presented by Morgan Allen, outgoing Student Senate President
- Trustee Perry thanked Morgan for the work done and feedback provided by student senate during her term
- Student Senate meets weekly during the academic year and provides a "speak out" segment for students to discuss or air any concerns/ comments/ suggestions
- University wide committees with student participation are increasing in number
- This is the first year that the university's administration has formerly acknowledged student senate resolutions
- Main Issues (highlights):
  - Semesters vs. Quarters,
  - Graduate and undergraduate students are working together to produce an Honor Code which should be in effect next year
  - General Fee Advisory Committee - for the first time, students were able to discern what the general fee funds were used for
  - Diversity and Retention Forum
  - Student Trustee Voting Rights (25% of universities in the nation have student trustees with voting privileges)
  - Free Speech/ Reservable Space
  - Athens Business Fair - to promote businesses in the area that students are not easily exposed to and provide access to employment opportunities for students
  - "Shared governance"

- Challenges:
    - Student representation should be involved in major decisions from the inception, as in:
        - Varsity Sports Cuts
        - Closing of the Oasis
        - Dining dollars
- Ways we can improve for the future:
    - Deeper relationships with administration, instead of resolutions
    - Shared governance formally defined
    - Answering the question together: "What does it mean to be an OU student?"
    - Students' Creed Example
    - Transparency in decision-making
    - More effective student involvement in committees
- Introduction of Tim Vonville, Student Senate President-elect, who discussed the following as 2007-8 student senate goals/ issues:
    - Vote of No Confidence and reaction
        - Data will be compiled and presented publicly on why students voted the way they did – expected mid October 2007
    - Re-development of Ohio Council of Student Government (OCSG)
        - OCSG allows student governments of Ohio public universities to have a general ongoing discourse and address national issues, for example, student trustee voting rights
    - Recording Industry Association of America (RIAA)
        - Particularly as it relates to articulating the message (of illegal downloading consequences) to incoming freshmen
    - Expansion of annually funded programs (Pride Week, Take Back the Night, Know yOUr Rights Awareness Week)
    - Establish a stronger voice and positive presence on campus
    - Establish a Student Senate Committee on Campus Safety
- Trustee Perry requested a report on campus safety once student senate has begun to address the topic
- Vice President Smith commended Morgan Allen and student senate for their leadership and initiatives

Judicial Data Review
- Discussed by Vice President Kent Smith
- Overall reduction in judicial cases
- Decrease in the number of cases dismissed
- Ohio University adjudicates municipal cases of its students
- Increase in the number of marijuana cases
- Student senate was charged with making a recommendation regarding marijuana policy
    - Currently being written and reviewed by the Review and Standards Committee

- Procedural interviews are down likely due to consequences being ratcheted upward
- Administrative Hearings are up perhaps due to the personable relationships (or comfort level) achieved between Judiciaries staff members conducting the procedural interviews and students faced with charges
- Routine cases are generally handled within a two week period; there is no concerning back-log
- This is the first year of observing the full impact of clear implementing strategies, enhanced consequences, and high risk drinking education
- Repeat offenders have been reduced drastically from 230 in 2005-6 to 62 in 2006-7

Meeting adjourned at 6:30 PM by Trustee Perry.

STUDENT LIFE, HUMAN RESOURCES, AND ATHLETICS COMMITTEE

Chairman Perry reported on matters before the Committee, copies of which are included with the official minutes.

Three resolutions were recommended for approval by the Committee and were so acted upon.

Trustee Perry presented and moved approval of the resolution. Dr. Dewire seconded the motion. All agreed.

RATIFICATION OF LABOR AGREEMENT

Resolution 2007 - 3015

WHEREAS, Ohio University and The Fraternal Order of the Police, Ohio Labor Council, Inc., have collectively bargained a new agreement effective July 1, 2007, to Midnight, June 30, 2010, and

WHEREAS, the Ohio University Board of Trustees, in accordance with section 4117.10(B) of the Ohio Revised Code, must ratify the agreement,

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby ratify the Agreement between the University and The Fraternal Order of the Police, Ohio Labor Council, Inc.; and authorizes the president of the university to arrange for execution in accordance with Ohio law.

OHIO UNIVERSITY

Interoffice Communication

Date: June 11, 2007

To: The President and Board of Trustees

From: William R. Decatur, Vice President for Finance and Administration and Treasurer

Re: Contract Ratification

At the June Board of Trustees meeting I will be asking for ratification of the recently negotiated contract between Ohio University and The Fraternal Order of the Police, Ohio Labor Council, Inc. (FOP). The new three year contract commences July 1, 2007 and expires Midnight, June 30, 2010. The FOP bargaining unit approved the contract at a meeting of their membership held May 22, 2007.

I am pleased with the outcome of the negotiations and therefore request ratification of the contract. Included with your board materials is a resolution for action and information on negotiation highlights.

I will be happy to answer any questions you may have about the contract and its ratification prior to or during that meeting.

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2007 FOP Contract – Negotiation Highlights

Negotiation Highlights	Management Right or Efficiency Attained	1st Year Savings (Cost)	3-Year Total Savings (Cost)
Annual wage adjustments – 3%, 3%, and 3%	3 years negotiated salary increases	($19,949)	($62,731)
Eliminated forcing Police Officers (POs) off on the Holidays	Numbers will increase as new POs are hired	($27,000)	($81,000)
Increase in uniform allowance; check is given to POs to purchase uniforms (not equipment)	Decrease in administrative time and effort	($ 2,040)	($ 6,120)
POs specialized assignments	Management obtained discretion to appoint POs to specialized assignments without following traditional bidding process		
Require POs to be On-Call – employees will be awarded compensatory time in lieu of payment for On-Call status	Ability to require PO to be available as needed		
Stream-lined and clarified Internal Investigations procedure and gave the Chief the right to require a polygraph exam	Strengthened management's ability to perform Internal Investigations; regained management right to use polygraph		
The right to grieve and appeal disciplines to arbitration has been limited	Reduction in management time to address grievances; greater ability to manage department		
	HIGHLIGHTED SAVINGS (COSTS)	($48,989)	($179,851)

Trustee Perry presented and moved approval of the resolution. Dr. Dewire seconded the motion. All voted aye.

RESOLUTION 2007 - 3016

AGREEMENT BETWEEN
THE CENTER FOR STUDENT LEGAL SERVICES
AND OHIO UNIVERSITY
Effective: July 1, 2008

This Agreement is made by and between the Center for Student Legal Services (CSLS) and Ohio University (University)

WHEREAS, Pursuant to Ohio University Board of Trustee Authorization. The CSLS has been established as an incorporated entity under the laws of Ohio to provide legal advice, education, mediation, and in some cases, legal representation to eligible students of Ohio University; and;

WHEREAS, by RESOLUTION 1999-1669, the Ohio University Board of Trustees did commend the CSLS for its success and did extend the contract between the University and the CSLS for five (5) years to June 30, 2004 and thereafter by RESOLUTION 2003-1844 amend and extend the contract to June 30, 2008.

NOW THEREFORE, in consideration of the above, the parties hereby agree to the following additional terms and conditions:

1. The University will provide billing on each student's tuition statement with the appropriate negative check-off included to students attending the Athens Campus.

2. The University will collect an $8.00 fee per student, per quarter on the basis of the negative check-off, beginning July 1, 2008. Said fee shall be permanent for the next two fiscal years unless mutually modified by the parties. The parties will re-assess the amount of the fee during Spring Quarter, 2010, or no later than six (6) months before the implementation of a semester system is adopted.

3. The University will remit to the CSLS the committed fees (the number of students who do not opt out of the fee by the cut-off

deadline times the amount of the fee) in one payment, immediately following the waiver deadline, including summer quarters.

4. The assessment of the fee on the student's account shall not be waived after the waiver deadline date, which corresponds to the University's cutoff date for an insurance waiver.

5. The CSLS will pay the University $6,000.00 per year for administrative services, payable in three (3) installments for the services for fall, winter, spring and summer quarters.

6. From the beginning of each quarter and continuing to the waiver deadline date, the University shall provide to the CSLS a weekly report and list of the students who have not opted out of the program.

7. The term of the existing agreement is from July 1, 2003 to June 30, 2008 which upon adoption of this agreement, shall continue until implementation of the agreement of the parties. The effective date of the new agreement will be July 1, 2008 and shall end June 30, 2012.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below.

THE CENTER FOR STUDENT LEGAL SERVICES, INC.

BY:_____   Date:_____

Patrick McGee, Managing Attorney

OHIO UNIVERSITY

BY:_____   Date:_____

Roderick J. McDavis, President, Ohio University

OHIO
UNIVERSITY

Interoffice Communication

Date: June 8, 2007

To: The President and Board of Trustees

From: Kent J. Smith, Vice President for Student Affairs

Re: Report and Contract Renewal, Center for Student Legal Services

Patrick McGee, Managing Attorney of the Center for Student Legal Services (CSLS), will discuss the Agreement between CSLS and Ohio University which is up for renewal. The effective date of the new agreement will be July 1, 2008 and shall end June 30, 2012.

Included with this mailing is the proposed Agreement.

I will be happy to answer any questions you may have prior to or during the June Board of Trustees meeting.

123:

Chairman Perry presented and moved approval of the resolution. Ms. Anderson seconded the motion. All agreed.

AUTHORIZATION TO ALLOW THE DEPARTMENT OF HUMAN RESOURCES TO REVIEW AND RECOMMEND CHANGES TO UNIVERSITY POLICIES AND PROCEDURES GOVERNING CIVIL SERVICE EMPLOYEES

RESOLUTION 2007 – 3017

WHEREAS the 126th Ohio General Assembly enacted H.B. 187 which revises the Ohio civil service laws; and

WHEREAS Ohio University is granted the authority to implement policies and procedures that are applicable to civil service employees that satisfy the requirements of the Ohio Revised Code 124; and

WHEREAS Ohio University, through its Board of Trustees, enables the Department of Human Resources and the Appointing Authority to implement such policies and procedures; and

WHEREAS the Ohio University Board of Trustees grants the Department of Human Resources and the Appointing Authority the authority to review current Ohio University policies and procedures and make recommendations in accordance with the provisions of H.B. 187; and

WHEREAS until such time that the Board of Trustees adopts policies and procedures in accordance with H.B. 187, Ohio University shall follow the requirements of R.C. 124 as currently enacted:

NOW THEREFORE, BE IT RESOLVED, that

1. The Department of Human Resources in conjunction with the Office of Legal Affairs shall review current and create new Ohio University policies and procedures that are applicable to civil service employees in accordance with H.B. 187; and

2. Ohio University shall enforce policies and procedures enacted under the current requirements of R.C. 124 until such time that the Ohio

University Board of Trustees adopts policies and procedures, pursuant to R.C. 111.15 in accordance with H.B. 187.

OHIO
UNIVERSITY
Legal Affairs

Interoffice Communication

ilcher House
0 E. Union Street
.thens OH 45701-2979

: 740.593.2626
: 740.593.0200

Date: June 13, 2007

To: The Ohio University Board of Trustees

From: Nicolette Dioguardi, Associate Director of Legal Affairs

Re: Resolution on H.B. 187

Please be advised that as of July 1, 2007 Substitute House Bill 187 takes effect for the State of Ohio. The law adopts several changes to the State's Civil Service System. H. B. 187 also provides, for the first time, broad authority to state colleges and universities to determine their own employment systems for those who are classified, non-bargaining employees. Ohio University's clerical support staff and several IT positions fall within the classified civil service system.

The rules that will subsequently be adopted pursuant to H. B. 187 will need to be authorized by the Ohio University's Board of Trustees. It is advised that the Board of Trustees adopt the attached resolution authorizing our institution's Appointing Authority, (Director of Human Resources) to promulgate rules pursuant to H. B. 187.

I am available to discuss this further.

ND/jat

cc: Roderick McDavis
     Alan Geiger
     Jim Kemper

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EXECUTIVE COMMITTEE

Committee Chairman DeLawder presented and moved approval of the resolution. Ms. Gerthoffer seconded the motion. All voted aye.

HONORARY DEGREE AWARD

RESOLUTION 2007 - 3018

WHEREAS, the University Committee on Honorary Degrees has recommended that Ohio University honor **Jennie S. Hwang**, PhD in Engineering, Case Western Reserve, MS in Liquid Crystals, Kent State University, MS in Chemistry, Columbia University, through the conferral of an honorary degree,

WHEREAS, the President did confer an honorary degree on the aforementioned person at the commencement ceremony on June 9, 2007, following the direction of the Board of Trustees,

NOW, THEREFORE, BE IT RESOLVED that the following degree conferred be affirmed.

Jennie S. Hwang

A native of Taiwan, you have distinguished yourself as an entrepreneur, corporate executive, adviser, author, and worldwide speaker. In your 30-year illustrious, wide-ranging career, you have made significant contributions to three arenas – academia, technology, and business.

Your work has been widely recognized by national and international awards and honors, including citations by the U.S. Congress and the Ohio Senate and House.

A pioneer, you are the first woman to earn a materials engineering doctorate at Case Western Reserve University and the first female national president of the Surface Mount Technology Association.

You also have distinguished yourself as the only Ohioan who has been inducted into the Women in Technology International Hall of Fame and the only Ohio woman elected to the National Academy of Engineering.

In recognition of your achievement and by virtue of the authority of the Board of Trustees, Ohio University confers upon you the honorary degree Doctor of Science, with all the rights and privileges pertaining thereto.

Prior to the consideration of the resolution annually re-electing President Roderick J. McDavis, Chairman DeLawder read a prepared statement on behalf of the Board of Trustee Executive Committee and Board regarding their evaluation of the President's performance. The statement, dated June 28, 2007, described the evaluation process utilized. The statement was distributed at the meeting, and a copy is enclosed herewith.

Following Chairman DeLawder's statement, Dr. Dewire presented and moved the following resolution. Trustee Snyder seconded the motion. Approval was unanimous.

ELECTION OF PRESIDENT

RESOLUTION 2007 - 3019

RESOLVED that Roderick J. McDavis be elected President of Ohio University for the year beginning July 1, 2007, and ending June 30, 2008.

Dr. Roderick McDavis, President
Office of the President
Cutler Hall
Ohio University
Athens, Ohio   June 28, 2007

Dear President McDavis,

Please accept this communication as the summary of your performance evaluation conducted by the Executive Committee (EC) of our Board of Trustees. This evaluation followed the 'Presidential Performance Goals and Objectives for 2006-07'which you presented to the Board this past year, all of which were accepted as appropriate objectives.

A copy of the above goals and objectives is attached. Our conclusion is that you have met the objectives as outlined. Further improvement is possible and recommended identified below.

We have not included in this evaluation an assessment of the'Potential University Performance Goals and Objectives'presented by you as an attachment to the aforementioned goals and objectives. We believe the'Potential Objectives'have merit for consideration when identifying goals and objectives for 2007-08 and beyond.

This year's presidential performance evaluation follows the standard first set in the previous year. The EC solicited input from various university constituencies including the Executive Committee of the Chairs and Directors of the university, the Executive Committee of the Faculty Senate, Officers from both the Graduate Student Senate and the Student, Officers of the Classified Senate and the Administrative Senate, Deans of our Colleges and members of your Cabinet or Administrative Leadership Team.

Additional formal and informal input to the EC was provided by various members of the Board of Trustees.

Unsolicited input was received from The American Association of University Professors, other faculty members, the Chair of the Ohio University Alumni Board of Directors and the Chair of the Ohio University Foundation.

Additionally, you have shared with all trustees the results of votes conducted by both the Student Senate and the Faculty Senate.

We acknowledge each source of input. We especially value the opportunity to officially recognize and receive timely and substantive communication from the various constituencies that we met with formally on May 25, 2007, and additionally, from the Alumni and Foundation boards.

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We believe this evaluation exercise has considerable value. This enables us to better understand the more narrow objectives of the respective constituencies as well as to help identify and support the steps we should be considering each year in order to further the mission of our University.

What follows are general comments the EC related to each of the identified goals and objectives for the previous year. These comments are meant to be a brief summary of our conclusions regarding the extent to which objectives were met coupled with recommendations as appropriate for the future.

Goal: Improve Communication and Collaboration with Faculty

A consistent message of appreciation was expressed for your extraordinary efforts to meet with various constituents over the previous year. Your efforts were visible and substantial. One theme expressed by several is to strongly suggest the quality of the interaction in the future can be improved, more specifically to provide more feedback including transparency regarding budget issues and the need to focus more on the academic mission. Improved two-way communication should be a priority. Trustees would reiterate the need for timely information on significant current as well as emerging issues. "No surprises"continues to be a major"order of the day."

Goal: Implement the Recovery Process for Information Technology

The process is underway, and it has been done with the invited involvement of particular trustees who offered needed expertise with an oversight perspective. Clear progress has been made. The agenda should remain little changed for the near future.

Goal: Implement the Comprehensive Strategy to Reduce High-Risk Drinking Among Students

Implementation is underway. Stay the course. Trustees remain fully committed to supporting this critical objective.

Goal: Improve Academic Integrity

This is a process oriented goal that begs for metrics, but the re-focus on academic integrity has clearly been initiated. Recommending and accomplishing the promotion of the Provost to Executive Vice President and Provost, with additional academic responsibilities, is deemed to have been a needed and appropriate step.

Goal: Implement the Top Priorities of Vision Ohio

This is underway, but more clarity seems necessary, and perhaps simplicity. Most especially, focusing on the academic mission will advance this objective.

Goal: Raise Funds to Support University Strategic Priorities

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Accomplished; more is better than less. The addition of Mr. Howard Lipman to the administrative team is perceived as very good.

Goal: Strengthen the Financial Control Environment

In progress. The addition of Mr. William Decatur is valuable and showing results as needed. Significant attention must be given to improving the financial condition of the University. Trustees are eager to review the facilities plan and to better understand how to couple our needs with our resources.

These several objectives, as identified and as met, would, under normal circumstances, warrant an increase in compensation. You have demonstrated critically important leadership initiative by declaring that you and your administrative team will forego increases in compensation for this next fiscal year. This is commendable on your part and that of your team, which team by the way, is perceived to be first-rate by the constituents in general and the trustees in particular. You have done an excellent job of recruiting a highly accomplished and effective administrative team of individuals who will serve us well.

Again, the above objectives have been addressed by you during this past year. While frequently process-oriented, they provided a very good basis for your third year of activity as our president. We believe, and concur with several recommendations, that substance in communication and improved relationships with the various constituencies will aid in the process for addressing the several challenges before us. A continuing and limited resource base coupled with a strong desire to improve the quality of our academic endeavor pose a combination that is challenging and can only be successfully addressed with a strong, collaborative working relationship with the entire university.

We are mindful of the agenda suggested to you three years ago. The agenda has been advanced, and with it, changes have occurred and more are needed. We believe we remain on the right path for moving our university forward, and we eagerly look forward to this coming year working together to improve Ohio University.

The Executive Committee affirms its belief in the work you do on behalf of Ohio University and will recommend our Board of Trustees publicly provide a similar affirmation. We are grateful for your tireless dedication to and leadership of our University.

Respectfully submitted, on behalf of the Executive Committee and the Board of Trustees,

C. Daniel DeLawder

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Presidential Performance Goals and Objectives for 2006-07

Goal: Improve Communication and Collaboration with Faculty

Objectives:

- Improve the internal communication sent to faculty
- Visit the faculty meetings of every academic department on the Athens campus
- Have weekly luncheons with a small group of faculty and the Provost
- Visit the faculty meetings on each regional campus
- Continue to meet with the leadership of the Faculty Senate on a regular basis
- Continue to attend the monthly Faculty Senate meetings

Metrics:

- Conduct a communication audit in June 2007
- Keep attendance records
- Review minutes of Faculty Senate meetings

Goal: Implement the Recovery Process for Information Technology

Objectives:

- Oversee the investment of the $4 million allocated for the IT recovery process
- Continue to have the CIO attend weekly cabinet meetings and present updates on the recovery process
- Chair weekly meetings of the Committee on Information Technology and members of the senior leadership team to discuss the status of the recovery process
- Oversee the search process for a new Chief Information Officer
- Begin to rebuild relationships with alumni and donors

Metrics:

- Keep track of the expenditures
- Conduct a CIO summative evaluation
- Conduct a summative evaluation of the committee
- Conduct a successful search
- Obtain feedback from alumni and donors

Goal: Implement the Comprehensive Strategy to Reduce High-Risk Drinking Among Students

Objectives:

- Meet with the Vice President for Student Affairs regularly to discuss the implementation process
- Oversee the work of the university-wide Committee to Implement the Comprehensive Strategy

Metrics:

- Develop an assessment plan
- Evaluate implementation plan

Goal: Improve Academic Integrity

Objectives:

- Monitor the review processes for students and faculty involved in the plagiarism cases in the Russ College of Engineering and Technology
- Meet with the Provost regularly to discuss the development of a strategy to improve academic honesty on campus
- Oversee the work of the university-wide Committee on Academic Honesty

Metrics:

- Track the disposition of individual cases
- Review the development of procedures/policies
- Review committee's outcomes

● **Goal**: Implement the Top Priorities of Vision Ohio

Objectives:

- Monitor the work of the Committee on General Education Learning Outcomes
- Oversee the process for making investments in undergraduate education
- Oversee the process for making investments in graduate education and research
- Oversee the process for making investments in faculty
- Oversee the process for improving the diversity of students, faculty, and staff
- Develop a five year plan to improve the university's academic and research performance

Metrics:

- Review committee's outcomes
- Track funds allocated
- Review increase in the number of students, faculty, and staff of color

● **Goal**: Raise Funds to Support University Strategic Priorities

Objectives:

- Continue to raise $10 million to build the Integrated Learning and Research Facility
- Continue to raise funds to support the Urban and Appalachian Scholars Programs
- Continue to improve relationships with policymakers in Columbus and Washington to secure more funding for university programs and projects

Metrics:

- Track funds raised

Goals: Strengthen the Financial Control Environment

Objectives:

- Implement best practices exemplified by the Treadway Commission's <u>Internal Control – Integrated Framework</u>, Control Self-Assessment (CSA) tools, and Sarbanes-Oxley
- Develop and implement multi-year strategies to strengthen the university's balance sheet

Metrics:

●
- Review control self-assessment scores and internal audits
- Review financial ratios, Senate Bill 6 scores, and evaluations by bond rating agencies

Potential University Performance Goals and Objectives

Ohio University will be a nationally prominent research university recognized for the excellence of its faculty and the balance they strike between teaching and scholarship; for its students' engagement in scholarship, leadership, and international education; for its extensive network of partnerships; for its diverse and inclusive campus; for its loyal and engaged alumni; and for its commitment to addressing society's educational, economic, and cultural challenges.
(Vision Ohio Vision Statement, 2006)

Academic Performance Goal: Strengthen and Enhance Ohio University's Academic Performance so that Within Five Years it will Become a Nationally Prominent University Among Its Peers, Known for Undergraduate Programs, High Quality Teaching and Learning, and Outstanding Student Experience

Objective:
Develop learning objectives recognized as exemplary in Ohio and nationally

- Develop general education learning objectives
- Develop learning objectives for all academic programs
- Develop exemplary Student Success Plans for OBOR

Metrics: qualitative measures to profile excellence in undergraduate education
Examples: Student Success Plans for Ohio Board of Regents

Objective:
Stabilize enrollment and begin to realize goals of enrollment plan

- Increase first-year retention by 1 percent each year to 85 percent
- Increase six-year graduation rate to 75 percent
- Increase transfer enrollment by 5 percent each year
- Increase diversity
  o Increase multicultural enrollment to 10 percent of university enrollment
  o Increase international/nonresident enrollment to 20 percent of university enrollment
- Improve freshman profile
  o Increase average ACT to 25 and average HS GPA to 3.50
  o Increase Admissions selectivity (decrease acceptance rate to 75%)
- Increase graduate enrollment through new programs and venues
  o Provides additional resources for instruction
  o Provides additional resources to support goal of increased research funding

Metrics: quantitative measures of external market demand and internal viability
Examples: Comparative retention rates, admissions selectivity, enrollment data

Objective:
Implement planning objectives in Vision Ohio

- Enhance undergraduate programs, student success, and student experience
- Enhance graduate education: develop new programs venues
- Increase support for faculty and staff

Metrics: measures to determine if planning objectives are being met
Examples: Comparative student surveys, comparative faculty compensation
statistics, comparative graduate support data, US News

Objective:
Enhance first-year experience from Foundations of Excellence recommendations

- Increase student engagement, retention, and academic success through programs such as learning communities and common reading program
- Increase learning communities to accommodate all first-year students
- Enhance quality of first year instruction by expanding opportunities for faculty development
- Identify and assist at-risk students to increase student success and retention
- Enhance quality of academic advising for all first year students

Metrics: first-year experience assessment plan to measure progress
Examples: Comparative National Survey of Student Engagement statistics

Objective:
Enhance undergraduate research

- Increase number of nationally competitive awards
- Increase research opportunities for undergraduates

Metrics: qualitative and quantitative measures to measure progress
Examples: Track numbers and types of awards, monitor involvement in research

Research Performance Goal: Strengthen and Enhance Ohio University's Research, Scholarship, and Creative Activity Performance so that Within Five Years it will Become Nationally Prominent in Selected Graduate Education and Research Areas. Developing a Strong Niche in Which It Can Advance Knowledge to Serve Society's Needs

Objective:
Increase research and other sponsored activity funding

- Maintain enhance Carnegie classification (Research Universities, high research activity)
- Increase numbers of research funding proposals and awards
- Increase sponsored research and awards to $100 million

Metrics: quantitative measures to determine annual amounts and percentages
Examples: Numbers of proposals submitted and funded, amounts of awards

Objective:
Develop new research and graduate programs (Graduate Education Research Board [GERB] objective)

- Develop new graduate/research programs
- Increase national prominence of Ohio University's graduate and research mission
- Increase number of PhD degrees awarded annually to 200
- Place PhD graduates in academic positions at nationally prominent universities

Metrics: measures to determine if planning objectives are being met
Examples: Track graduate enrollment, research funding

Objective:
Enhance existing research and graduate programs (GERB objective)

- Enhance existing graduate research programs
- Enhance selected programs to national prominence
- Increase graduate medical enrollment to 20 percent of total university enrollment

Metrics: measures to determine if planning objectives are being met
Examples: Track graduate enrollment, research funding

Objective:
Develop new initiatives through one-time-only "seed" funding (GERB objective)

- Encourage development of new revenue sources through graduate/research programs
- Increase self-supporting graduate programs

Metrics: measures to determine if planning objectives are being met
Examples: Track revenues, return on investment, enrollment

Trustee Dewire presented and moved that the Board of Trustees affirm the leadership that has been provided by President McDavis as he has worked to advance the agenda the trustees provided him when he was first appointed of President of Ohio University.

Trustee Schey seconded the motion, and the resolution was approved by acclimation.

RESOLUTION 2007 – 3020

AFFIRMATION OF PRESIDENT RODERICK J. MCDAVIS' PRESIDENCY

I move that the Board of Trustees affirm the leadership that has been provided by President McDavis as he has worked to advance the agenda the Trustees provided him when he was first appointed as President.

This resolution was deferred.

ELECTION OF INTERIM SECRETARY

RESOLUTION 2007 -

RESOLVED that an Interim Secretary for the Board of Trustees to be named will be appointed beginning July 1, 2007, until a permanent Secretary is elected.

Trustee Schey moved the resolution with a second by Trustee Perry. Approval was unanimous.

ELECTION OF TREASURER

RESOLUTION 2007 – 3021

RESOLVED that William R. Decatur be elected Treasurer of Ohio University for the period beginning July 1, 2007, and ending June 30, 2008.

Trustee Schey presented the resolution. Mr. Borgemenke seconded the motion. All voted aye. Trustees thanked retiring National Trustee Michael Lawrie for his service, welcomed back Charles Stuckey and look forward to working with newly-elected Frank Krasovec.

APPOINTMENT OF NATIONAL TRUSTEES
RESOLUTION 2007 – 3022

WHEREAS, the Ohio University Board of Trustees desires to invite two distinguished out-of-state University alumni to sit with Trustees and to participate in the deliberations of the Board and the life of the University, for terms not to exceed two and three years respectively

NOW, THEREFORE, BE IT RESOLVED that the following alumni be appointed as National Trustees to the Ohio University Board of Trustees.

To be named for a two year term: Charles R. Stuckey, BSME '66
Carlisle, MA

To be named for a three year term: Frank P. Krasovec, BB '65, MBA' 66
Austin, TX

Trustee Perry moved approval of the resolution. Mr. Dewire seconded the motion. All agreed.

MEETING DATES FOR SUCCEEDING YEARS

Designation of Stated Meeting Dates for Years Beginning
July 1, 2007 and Ending June 30, 2008

RESOLUTION 2007 – 3023

RESOLVED that the following dates be designated the stated meeting dates for the year beginning July 1, 2007, and ending June 30, 2008.

August 3, 2007 (Retreat)	**COMMENCEMENT**
September 27 and 28, 2007	June 13 and 14, 2008
February 7 and 8, 2008	June 12 and 13, 2009
April 17 and 18, 2008 (Eastern Campus Location)	
June 26 and 27, 2008	

RESOLVED further that, if conditions dictate, the Executive Committee be authorized to change the date of the stated meetings.

Following the conclusion of the Executive Committee actions, Chairman DeLawder read from a prepared statement on the Board of Trustees' view of their role and responsibilities. The statement sets the tone for the Board's future direction, including the planned August 3, 2007 workshop, and the redefinition of the Board's committee structure.

A copy of the statement was distributed at the meeting, and a copy is enclosed herewith.

The Role and Responsibilities of the Board of Trustees of Ohio University

Presented to the Ohio University Board of Trustees
by C. Daniel DeLawder, Chairman
June 29, 2007

Introduction

In April, 2007 we held a trustee workshop with Dr. Bob Woodbury from the Association of Governing Boards. Those present at the workshop will recall he presented the AGB's statement on the role and responsibilities of a public university board, and he asked us to reflect on what this means to our work as board members.

At the conclusion of the session, then-Chairman Browning asked Dr. Harris, Dr. DeWire and me, along with the president, to summarize the recommendations of the three working groups and present the findings to this body. I intend to offer the summaries at the conclusion of these remarks, and ask that trustees use the summaries as an outline for the beginning point in our discussions at the planning retreat on August 3.

I would like to begin by reviewing with you the role of a public university board. I know that many of you are familiar with these concepts, but a review will help us all to be on the same page as we begin a new fiscal year. This review will highlight the duties and responsibilities of the chair and the individual board members. Then we'll address specific procedures and processes that we may choose to consider in accomplishing our work. My goal today is to offer a possible road map for our future direction.

The role of the board

Dr. Alan Geiger and Dr. Joe Brennan provided us with considerable information from the AGB, and Dr. Woodbury shared with trustees a booklet called "Effective Trusteeship," written by Richard T. Ingram. I especially wish to thank Dr. Brennan for his research and sharing of information that helps me present this in a more formal and structured fashion than what I typically am known for!

The AGB, in a paper titled "The Public Board's Responsibilities" outlines 12 primary responsibilities of a public board:

- Setting the mission and purpose
- Appointing the president
- Supporting the president
- Monitoring the president's performance
- Assessing board performance
- Insisting on strategic planning
- Reviewing educational and public-service programs
- Ensuring adequate resources
- Ensuring good management
- Preserving institutional independence
- Relating campus to community and community to campus
- Serving as a court of appeal

The above is not foreign to any of us, with the possible exception regarding board performance assessment. A formal board assessment has not occurred during my tenure, although I think we took an important first step when we asked Bob Woodbury to visit us in April. The AGB states that "...a chief executive's performance can be little better than that of his board – and vice versa. The leadership of the president and that of the board, while distinctive and complementary, inevitably are interdependent. In assessing the chief executive's work, the board also is assessing its own effectiveness." I suggest we consider establishing a formal process for evaluating our own performance as a board.

The board serves the public trust. The board holds the university in trust for the public that supports and depends on a strong system of public education. Further, the board serves the institution as a whole. We are responsible for ensuring the long-term viability and quality of the university. Therefore, we must keep our eyes on the future.

As part of the institution's leadership system, the board's role is to provide strategic governance. This means that the board has a special responsibility to focus on matters of longer term, strategic importance to the University's future – and not on matters of institutional management. Routine matters are the president's responsibility. __Our__ responsibility is to concern ourselves with the issues and decisions that will determine the future financial and academic health of the University. These matters include the institution's mission, purpose and strategic plan.

The board is the ultimate fiduciary for the university, and we are responsible for guarding its fiscal integrity. This duty requires us to consider and approve the budget, monitor resources and productivity, participate in fundraising and advocacy to secure necessary funding, ensure that independent audits are conducted, and ensure that the board operates according to the highest standards of ethics, accountability and transparency.

The board selects, monitors and supports the president. This duty is vitally important. The board and the president together form a leadership system in which each party has a distinct role. Nowhere does the AGB indicate the board is responsible for directly managing the university!

The president – not the board – is responsible for overseeing the management and day-to-day operations of the University. The board delegates authority to him and in turn holds the president responsible for achieving agreed-upon goals.

We have progressed as a board in working with the president as he has more formally gone about his duty of developing goals with which we agree. We have asked the President to oversee the development of an action plan to implement the goals of Vision OHIO over the next 5 years. This plan will allow the board to focus its attention on the strategic initiatives of the university. Good for us, and good for the president.

The work of trustees is hard. According to the AGB, the board should have a strong sense of ownership for the mission of the university, even as it evolves over time and is influenced and shaped by students, faculty, administrators, other staff members, the community as a whole within which we operate, new and changing board members,

the Ohio General Assembly, the availability (or scarcity) of resources, and the demands of special-interest groups that claim a stake in our university.

The board must remain focused on the strategic issues – the big-picture issues that determine the long-term viability of the institution. And it is essential that the board have a solid platform of knowledge for making these decisions. The board must have access to current and reliable data in order to make better decisions, and personally, I want to express my gratitude to Mr. Decatur for moving us forward in this regard with financial data, understanding we still have progress to make in order to improve upon our ability to make better decisions in the future.

It is time for us to refine a set of "dashboard indicators" and use them to enhance the board's collective understanding. "Dashboard indicators" are key measures of the University's health, financial, academic and otherwise, including our performance in areas that are vital to our success or failure. These indicators will give us truly meaningful knowledge and a far greater understanding of the university and our needs. They will help us become more data-driven and better equip us to make important decisions on strategic questions that affect the long-term viability of this institution. Dashboard indicators should be a part of every board meeting in the future.

How should the board accomplish our work?

- Through an effective committee structure, comprised of dedicated and capable trustees,
- Through effective board meetings that allow sufficient time to focus on strategic issues, and
- Through careful collaborative work with the administration.

I will return to these ideas in more detail in a few minutes. First, allow me to address specific duties and responsibilities of the board chair and of the individual members.

The duties of individual trustees

The board works as a collective body. As individuals, we have no special authority. We are not empowered as individuals to give orders to the president, faculty or staff, to commission reports or demand information. We can not advance personal agendas or pursue objectives separate from what has been agreed upon collectively by

the entire board or by one of the board committees as charged. The president works for the board, which can only decide and act as a collective group.

Hopefully, we bring good judgment and perspectives we have gained from our professional and personal experience. It is appropriate to bring to the discussion any knowledge we may have of how various special interests may view a decision of the board. Nevertheless, we are not here to be representatives of particular special interest groups or constituencies (excepting perhaps our student trustees and our alumni representative, but even they should bring a broader perspective that is sensitive to the agenda of the University as a whole). As a board, we must always make decisions based on our responsibility to serve the public trust and the institution as a whole.

Once the majority of the board has made a decision, after listening to input from all board members, then it is important for all of us to publicly support those majority decisions, even if we do not agree with them personally. A unified board can be far more effective in our efforts to advance our mission. This is not to say we should avoid disagreements or lively discussions and debates; but at the conclusion, I urge us to accept the position of the majority and offer our individual support accordingly.

The duties of the chair

In addition to the normal obligations of a trustee, the board chair has several additional duties which center around facilitating the work of the board. The chair plans board meeting agendas in conjunction with the president. The chair is responsible for keeping the institutional strategic direction visible, and helping the board to use it as the context for decision-making. Specifically, that means ensuring that the institutional direction is clearly stated and "owned" by the board. That direction is expressed through the institution's vision, mission, values, and strategic initiatives. It also means ensuring that the board uses these statements of direction to build its meeting agendas, set its priorities, form its questions, frame its discussions, and guide its decisions and work plans.

The chair establishes the committee accountabilities and responsibilities and ensures that committee work flows from and in support of the goals, objectives and work plans established by the board as a whole. Our planning retreat in August will allow us to

come to a conclusion on the board priorities and the committee structure that we will implement for this coming year, when specific committee assignments will be made.

The chair also plays a key role in board communications. The chair - or his designate - is the public spokesperson for the board, and the chair is the primary liaison between the board and the president.

Beginning with this meeting, I will establish a regular practice of holding a news conference immediately after the conclusion of the meeting so that we can provide the news media with the opportunity to have access to the leadership of the board and the administration. The chairman and the president will participate. I will also invite other trustees to attend, and the president will invite senior staff members, as circumstances dictate. Members of the media are encouraged to use this opportunity. Today's session will take place in room 125 after we conclude our meeting here this morning.

"Outlook" (the University's official news source) will cover the board meetings as news for the campus. We will also begin the practice of posting minutes, agendas and other information on the Board's web site. These two channels will be the chief means of communication on board matters for stakeholder groups.

In the event of emergencies or a crisis, the president or his designate will communicate with the chair and other trustees as deemed appropriate for the circumstances.

Requests for press interviews or other public statements in the future will be coordinated by Dr. Brennan and his office in order to facilitate clear, concise and accurate distribution of news and information.

I believe we have progressed to the point where we can turn to implementing a board structure that best allows us to focus on the important strategic direction of the university. We come to this point because of the good work of Greg Browning and other trustees who have come before us. We are stronger today largely due to the work done in the past, and that should provide us with the best motivation for building an even stronger foundation for our future.

More specifically, how will we as a board accomplish our work? Earlier, I mentioned that there are three main ways that our board can fulfill its role as part of the institution's leadership system. They are an effective committee structure, an effective meeting process, and close collaboration with the president and his administration.

Board Committee Structure

Our committees will be charged with focusing on specific strategic issues. The committees will be asked to gather information and develop recommendations to bring back to the board. The strategic issues we have before us include at least the following:

- how to best build upon our tradition of excellence in undergraduate education (a re-focus on our academic agenda under the very able direction of Executive Vice President and Provost Kathy Krendl),
- how to make the most appropriate selective investments to enhance graduate education and research,
- how to improve our facilities, our operating systems and infrastructure,
- how to further develop our benchmarking and other metrics that allow us to better measure and improve our performance and financial condition,
- how to project the University's "brand" and "message" to broader audiences, and
- how to ready the institution for a major capital campaign, which should make Mr. Lipman very pleased!

I'd like to use the last few minutes of this presentation to share with you the April workshop summaries referenced earlier.

We offer to you a summary outline, with a proposed Board Committee Structure intended to capture the ad hoc committee's sense of our discussion from April. We believe the focus on our academic mission can be accomplished by this structure. There are subcommittees in each of the two committees dealing with university academics and university resources, and we are recommending the establishment of a separate standing committee for our audit function in order to better support Mrs. Gilmore's work.

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We also propose visiting our academic units on a regular basis, specifically on Thursday morning preceding committee meetings scheduled for Thursday afternoons. And finally, we suggest an annual planning session in August, during which we will come to agreement with the president on the goals and objectives for the coming academic year.

I am sorry Dr. Harris is unavailable for comment, but I assure you she has reviewed and approves this summary. I invite Dr. Dewire and President McDavis to expand upon the outline of the suggested changes, and invite trustee questions on what has been presented. I especially look forward to our August meeting where we can formalize these several recommendations.

I wish to again thank Dr. Brennan, President McDavis and Dr. Geiger for the considerable input leading up to this meeting.

(Handout material – single page of summary titled "Restructuring the Ohio University Board of Trustees" from May 18 meeting)

Restructuring the Ohio University Board of Trustees
May 18, 2007, Meeting Summary

Board Committee Structure

The Board would be divided into the four committees:

1. <u>University Academics</u>
   Subcommittees:
   a. Academic Plan
   b. Access, Retention, and Success
   c. Student Life and Athletics
   d. Diversity
2. <u>University Resources</u>
   Subcommittees:
   a. Finance and Investments
   b. University Advancement
   c. Facilities
   d. Human Resources and Benefits
3. <u>Executive Committee</u>
   Chair, Vice Chair, Chair of University Academics, and Chair of University Resources
4. <u>Audit</u>

Visiting Academic Units

- Board members will be divided into two groups for visits to academic units
- Board members would interact with faculty and students from the academic units on the Thursday morning prior to committee meetings on Thursday afternoon
- Purpose of interactions would be to familiarize the Board with the unit's work as well as the faculty and students

Board Meetings

- June meeting
  o Discuss strategic priorities and academic plan
  o President presents draft of his goals and objectives for the upcoming academic year
- August Retreat
  o The retreat would be used to discuss strategic priorities and academic plan outlined at the June meeting
  o The outcome of the retreat would be to have specifics and measures for the strategic priorities as they relate to the academic plan

- o President presents revised goals and objectives for the upcoming academic year
- Full Board meetings to be held four times a year with each lasting two days

Resolution of Appreciation
Resolution 2007- 3024

WHEREAS, Dr. Alan Harold Geiger was hired by President Vernon R. Alden in 1967 to be the university's first campus planner, and over an 18-year period he directed the development and construction of more than $350 million of major capital improvements on all of Ohio University's campuses, providing the University with contemporary facilities while retaining the traditional architecture, sense of community, and warmth for which Ohio University is known; and

WHEREAS, Dr. Geiger also served Ohio University as director of government relations for 21 years, representing the University before the Ohio General Assembly, the Ohio Board of Regents and other public bodies, and working closely with elected and appointed officials to obtain the support necessary to serve the University's mission; and

WHEREAS, Dr. Geiger has, for the last 23 years, been the Assistant to the President, serving presidents Charles J. Ping, Robert B. Glidden and Roderick J. McDavis, representing them on official business, managing the affairs of the president's office, and functioning as secretary to various campus governance committees; and

WHEREAS, Dr. Geiger has for the last 23 years served as Secretary to the Board of Trustees, faithfully recording the actions of this board, orienting new members, providing subtle but sure guidance on all matters of importance to Ohio University, facilitating the work of the board, and never failing to take a roll-call vote when one was required, and perhaps at times when one was not; and

WHEREAS, Dr. Geiger has participated in 87 commencement exercises, and his signature appears on more than 115,000 Ohio University diplomas; and

WHEREAS, Dr. Geiger is a loyal and distinguished alumnus of this great institution, having earned a master's degree in business administration and a doctoral degree in education administration; and

WHEREAS, Dr. Geiger and his wife Sandy have served as ambassadors for Ohio University on countless trips abroad, ably representing the institution to our sister universities and leaders of other nations, forging ties that have enabled the University to become a truly global institution; and

WHEREAS, Dr. Geiger has provided Ohio University and the Athens community with 40 years of faithful and meritorious service;

THEREFORE BE IT RESOLVED THAT the Board of Trustees unanimously extends Alan Harold Geiger, Ph.D., its heartfelt appreciation and its warmest best wishes for a long and happy retirement.

Entered into the records of Ohio University, this 29th day of June, 2007

_____   _____
President Roderick J. McDavis   Chairman C. Daniel DeLawder