OHIO UNIVERSITY

Board of Trustees

Ohio University

Minutes

June 24, 2005

MINUTES OF THE MEETING OF

THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

Friday, June 24, 2005

Ohio University, Athens Campus

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF June 24, 2005 MEETING

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ROLL CALL

Seven Trustees were present – Chairman Robert D. Walter, C. Daniel DeLawder, R. Gregory Browning, C. Robert Kidder, M. Marnette Perry, Larry L. Schey, and C. David Snyder. Trustee Gene T. Harris and newly appointed Trustee Norman E. "Ned" Dewire, were unable to attend.

Also attending the session were President Roderick J. McDavis, Board Secretary Alan H. Geiger, National Trustee J. Michael Lawrie, and Student Trustee Micah Mitchell.

Susan A. Ackerman represented the National Alumni Board of Directors.

APPROVAL OF THE MINUTES OF THE MEETINGS of April 15, 2005

(Previously distributed)

Mr. Kidder moved approval of the previously distributed minutes. Mr. DeLawder seconded the motion. All agreed.

COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger stated there were none to report.

ANNOUNCEMENTS

President McDavis announced the appointment by Governor Taft of Norman E. "Ned" Dewire as the newest University Trustee. Dr. Dewire is the President of the Methodist Theological School, Delaware, Ohio. He replaces M. Lee Ong whose term expired.

Report of the President

President Roderick J. McDavis reported on his first year as President. He cited successes in a myriad of areas and noted the good work of many in making the accomplishments possible. A copy of his presentation is included.

On another matter, President McDavis reported a meeting of public university presidents and trustees was held in Columbus, Ohio. He thanked Trustee DeLawder for organizing the meeting noting its purpose was to develop strategies to improve legislative and executive support for higher education. Those attending agreed to continue their effort by holding regional meetings and to meet with the state's political leadership. Both President McDavis and Trustee DeLawder stated this format of working together provides the best opportunity we have for influencing decisions made in Columbus.

PRESIDENT'S REPORT

Ohio University
Board of Trustees Meeting

June 24, 2005

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NATIONAL AWARD RECIPIENTS

• Ashley Ford	Bridging Scholarship
• Travis Glendenning	James Madison Memorial Fellowship
• Amy Shelker	National Science Foundation Graduate Fellowship
• Mark Watson	Andrew W. Mellon Fellowship for Humanistic Studies
• Giorgina Ramirez	David L. Boren (NSEP) Undergraduate Scholarship (Japan)
	Freeman – ASIA Award
• Teresa Reimers	David L. Boren (NSEP) Graduate Fellowship (Indonesia)
• McKenzie Koss	Barry M. Goldwater Scholarship
Jess Wilhelm	Barry M. Goldwater Scholarship
	David L. Boren (NSEP) Undergraduate Scholarship (China)
• Zodiac Maslin-Hahn	Benjamin A. Gilman International Scholarship (Senegal)

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•	Jonggil Lee	Japan Student Services Organization Scholarship
	Patrick Maher	Japan Student Services Organization Scholarship
•	Sarah Sexton	Harry S. Truman Scholarship
	Annie Valente	Harry S. Truman Scholarship
•	Rollin Beamish	Fulbright U.S. Student Program (Germany)
	Robert Davis	Fulbright U.S. Student Program (Norway)
	Carolyn Drake	Fulbright U.S. Student Program (Ukraine)
	Bryan Morris	Fulbright U.S. Student Program (Indonesia)
	Kara Petrosky	Fulbright U.S. Student Program (Germany)
	Adrienne Porter	Fulbright U.S. Student Program (Chile)
	Ann Shoemake	Fulbright U.S. Student Program (Indonesia)
	Sonita Wachtel	Fulbright U.S. Student Program (Malaysia)

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• Joel Vaughan	American Vacuum Society Undergrad Research Award
• Blake Andrews	ASCE Samuel Fletcher Tapman Scholarship
	Tau Beta Pi Scholarship
• Alethea Kimmel-Guy	Phi Kappa Phi Graduate Fellowship Award of Excellence
• Thomas Moehring	Tau Beta Pi Scholarship
• Bridget Bell	French Government Teaching Assistantship
Jennifer Eureka	French Government Teaching Assistantship
Mike Gulley	French Government Teaching Assistantship
Kristina Mauer	French Government Teaching Assistantship
Bethany Untied	French Government Teaching Assistantship
Jessica Turner	French Government Teaching Assistantship
• Amanda Lynn Keller	Rotary International Ambassadorial Scholarship
• Bob Arnold	CollegeNet Scholarship

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ENROLLMENT

	2004 Applied	2004 Admitted	2004 Final Admits	2005 Applied	2005 Admitted	2005 Final Admits	Difference In Final Admits
Total	12,383	10,681	3,918	12,341	10,997	4,281	363
Minority Students	1,160	889	236	1,375	1,056	344	108
African American Students	772	551	130	939	667	217	87
Hispanic Students	189	174	64	221	193	80	16
Asian American Students	179	146	34	184	167	33	-1
International Students	98	53	10	104	55	6	-4

URBAN SCHOLARS PROGRAM

- Alumni Events Held in Seven Ohio Cities
- Alumni Nominated Students
- $900,352 Has Been Raised to Fund Urban Scholarships
- 100 Students From 37 Urban High Schools Attended Visitation Program on February 16-17
- 56 Invitations Sent to Students to Apply for Urban Scholarships
- 25 Students Were Interviewed in Cincinnati, Dayton, Columbus, and Cleveland During Spring Quarter
- 13 Urban Scholarships Awarded for 2005-06 Academic Year
- Exciting Program Components

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SEARCHES/APPOINTMENTS

- Provost – Kathy Krendl
- Head Football Coach – Frank Solich
- Director of Undergraduate Admissions – David Garcia
- Vice President for Finance and Administration
- Director for Government Relations
- Assistant to the President for Diversity
- Director of Athletics

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RESEARCH

- Interdisciplinary Research Facility
- MDM Observatory on Kitt Peak in Tuscon, AZ
- Student Research and Creative Activity Fair
- Edison Biotechnology Institute

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ALUMNI EVENTS

- Cleveland
- Columbus
- Dayton
- Akron/Canton
- Toledo
- Cincinnati
- Youngstown
- Pittsburgh
- New York
- Chicago
- Sarasota
- Naples
- Fort Lauderdale
- Atlanta
- Hong Kong
- Kuala Lumpur

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COMMUNICATIONS AND COMMUNITY RELATIONS

- 15 Bi-Monthly Press Conferences in Athens
- 5 Press Conferences at Regional Campuses
- 8 Monthly Press Conferences With Mayor Abel
- 3 Lunch Meetings With Members of Athens City Council
- 3 Meetings with Representatives From the Athens Near Northside Neighborhood Association

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PARTNERSHIPS

- Columbus Urban League
- University of Pittsburgh
- Lorain County Community College
- The Ohio State University
- Chubu University
- University of Malaya
- Hong Kong Baptist University
- Beijing Sport University

OHIO UNIVERSITY

NEW UNIVERSITY CENTER

- The 183,000 Square Foot Facility is Twice the Size of the Current 90,000 Square Foot Baker University Center
- Increased and Well-Equipped Spaces for Student Programming
- New University Center Will Reflect the Diversity of the Student Body and the Culture of Ohio University

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- Provide Upscale Student-Oriented Food Service Options
- Provide Parking for 300 Cars
- Construction of New University Center Remains on Schedule and Should Open in January 2007

OHIO UNIVERSITY

ALUMNI CENTER

- Provide Alumni an Accommodating "Home" When They Return to Campus
- Provide a Venue for Chronicling the History, Tradition, and Rich Heritage of Ohio University
- Offer Alumni a Dedicated Space for Increased Participation in the Life of the University
- Provide a Space to Build On-Campus Synergies and Partnerships with Students, Faculty, and Staff in Advancing Ohio University's Mission

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- New Alumni Center Will Be Strategically Positioned on the Beautiful Hocking River Near Ohio's Athletic Facilities and the New University Center

- Groundbreaking Targeted for 2009, the Ohio University Alumni Association's Sesquicentennial

- Dedication Planned for 2011 Homecoming Approximately 18-Months After Groundbreaking

- Private Donations Will Fund the $22.5M Project Which Includes Construction Costs and Operating Endowment

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VISION OHIO
A STRATEGIC PLAN FOR OHIO UNIVERSITY

- Chaired by Provost Kathy Krendl
- 46 Member Task Force Appointed During 2004 Fall Quarter

OHIO
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- Vision Statement

  Ohio University will be an internationally prominent university that engages its students in learning centered educational experiences and in society and is recognized for its unique ability to engage both undergraduate and graduate students in distinctive and world-class research activities that best serve the educational, societal, and economic needs of the region, state, nation, and world. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

OHIO UNIVERSITY

- Establishing Academic Priorities
  - Undergraduate Education
  - Graduate Education and Research
- Achieving National Prominence
- Increasing Diversity
- Developing Regional Partnerships
- Securing and Allocating Sufficient Resources to Achieve Vision

OHIO UNIVERSITY

Report of the Provost

Provost Krendl stated the year was full of challenges. These varied from personnel changes to the task of enrollment planning. A copy of her remarks is included in the official minutes.

The focus of Dr. Krendl's remarks was on the Vision Ohio Strategic Plan. She provided an overview of the process and anticipated results. Dr. Krendl noted the importance of feedback on the draft and outlined the next steps to be undertaken. The objective is to have a working document in place by mid-fall. A copy of the Provost's presentation is included with the official minutes.

Following the Provost's presentation, Trustees thanked Dr. Krendl, members of the working committees and campus constituencies for their efforts.

Given the importance of this undertaking, Trustee Kidder, with a second by Trustee DeLawder, moved to endorse Vision Ohio and it's commitment to selective investments. The Trustees unanimously voted to adopt the resolution.

VISION OHIO STRATEGIC PLAN

RESOLUTION 2005 – 1988

WHEREAS, many representatives of the faculty, staff, and students have contributed to the development of the Vision Ohio strategic plan for Ohio University, and

WHEREAS, Vision Ohio sets the course for the future of the institution, as charged by President McDavis, and

WHEREAS, Vision Ohio articulates a clear vision, mission, and guiding principles, as well as strategic opportunities, goals, and metrics to measure success, and

WHEREAS, the working document will continue to evolve as a dynamic, living document,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University endorses Vision Ohio and its commitment to selective investments and new budget procedures and looks forward to its implementation in the next academic year.

Vision Ohio

A Strategic Plan for Ohio University
Working Document

June 2005

Vision Ohio

A Strategic Plan for Ohio University

Working Document

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Preface

In 2004, Ohio University celebrated its two-hundredth anniversary, welcomed its 20th president, and received recognition as one of the top 50 public universities nationwide for academic quality. The University also launched *Vision Ohio* – a strategic planning initiative that is charting the broad course for Ohio University over the next 5 years.

In his September 10, 2004, inaugural address, President Roderick McDavis spoke to the importance of creating a vision that would guide Ohio University's future. He shared four goals for the University in its third century:

> *We will become a nationally prominent research university. We will increase the diversity of our students, faculty, administrators, and staff. We will continue to strengthen and expand our base of financial support. And, we will increase partnerships throughout the region, the state, the nation, and the world. Our history demands that we strive toward these goals ... and our destiny depends upon it.*

On November 10, 2004, President McDavis commissioned the Presidential Task Force on the Future of Ohio University. He charged the Task Force – chaired by interim Provost Kathy Krendl – to develop a comprehensive strategic plan to achieve these goals for the institution.

Strategic planning is a process whereby an organization envisions its desired future and develops an action plan to achieve that future given its current internal and external environment. The organization then continuously monitors its progress toward reaching its goals and makes revisions in the plan as needed to ensure success.

In times of rapid change and increasing complexity, strategic planning is essential to ensuring the fitness, vitality, and quality of an organization. As humorist Will Rogers said, "Even if you're on the right track, you'll get run over if you just sit there."

Document Overview

The Vision Ohio document is composed of eight sections. The first section is the executive summary. This summary provides a brief rationale for strategic planning, a brief description of the process, a statement of the vision, mission, and guiding principles underlying the strategic plan, a summary listing of the major goals for the University during the planning period, and a specification of the necessary next steps.

Section two provides a description of the background and rationale for implementing a strategic plan. Section three provides a more detailed description of the committees and task forces that carried out the planning process and the methods used to communicate information about the planning process and the strategic plan. Section four details the vision, mission, and guiding principles that form the foundation for the University's strategic plan. Section five provides the metrics that will be used to assess the progress that is being made in meeting the summary goals specified in the Executive Summary.

Section six contains the report from the academic priorities committees titled "The Academic Priorities of Ohio University." This report details the logic behind and the goals for undergraduate education and the logic behind and the goals and foci for selective investment for graduate education and research. This document also specifies the key criteria to be used in implementing the investment priorities for graduate education and research. Section seven is composed of the four summary reports from the National Prominence, Diversity, Partnership, and Resources Committees. These reports provide the logic and rationale for the major goals and strategies relevant to the area of responsibility for each committee. Each of these reports also provides detailed metrics for each of the goals specified in the committee reports. Individuals who are interested in more detail regarding the summary goals and metrics listed in section five and a discussion of concerns, issues, and observations regarding each area are directed to the committee reports. Finally, section eight provides appendices that contain specific and detailed information mentioned in the various committee reports.

Vision Ohio
A Strategic Plan for Ohio University

Section One: Executive Summary

Rationale

A confluence of factors has made it imperative that Ohio University develop and implement a strategic plan to guide its decision making and budgeting processes. At the midpoint of the first decade of the 21st century, the University plans to achieve academic goals that will further improve the quality of education it provides and further enhance the quantity and quality of its scholarly output thereby sharpening and enhancing the University's national prominence. The University also desires to become more effectively engaged in developing solutions to problems facing the state and region that are impediments to progress.

At the same time that these goals have come into focus, a number of environmental factors exist that significantly constrain the State of Ohio and the University. The level of support from the state for higher education has declined significantly over the last 15 years and the future continues to look bleak. The University's tuition and fees have increased significantly during this same period, putting the University at a disadvantage with competing institutions. The number of students graduating from Ohio high schools is peaking and the percentage of Ohio students attending college remains low compared to national rates. The state and the University's research and development performance remain low compared to other states and peer institutions.

Given these goals and factors it is imperative that the University make wise and selective decisions that help the institution make progress in the midst of difficult environmental circumstances. A well-crafted strategic plan will help ensure that University resources are used efficiently and effectively and that those decisions made offer the optimal chance for success.

Process

Over the past 9 months Ohio University has been developing a strategic plan that will guide its decisions and investment priorities over the next five years. This plan was developed through the work of many faculty, staff, and students working on many committees. Portions of the developing plan were shared with numerous groups and constituencies, and their input was used to modify and strengthen the developing plan. The strategic plan articulates a vision, mission, and a set of guiding principles; a set of goals; and a specification of metrics that will be used to determine the successful completion of the strategic plan. The details of each of these key parts of the strategic plan are included in the documents produced by seven major committees that follow this summary.

Vision, Mission and Guiding Principles

Vision Statement

Ohio University will be an internationally prominent university that engages its students in learning centered educational experiences and in society and is recognized for its unique ability to engage both undergraduate and graduate students in distinctive and world-class research activities that best serve the educational, societal, and economic needs of the region, state, nation, and world. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

Mission Statement

Ohio University is a national, public, comprehensive university that emphasizes a high-quality, learning-centered educational experience and conducts world-class research in many disciplines. The Athens campus combines undergraduate, graduate, and professional programs in a residential setting; the regional campuses offer enhanced access to many of the same quality programs. This combination of strengths, setting, and access fosters a diverse academic community that serves the economic and cultural needs of the region and benefits the state, nation, and world by generating new knowledge and educating future citizens and leaders.

Core Values / Guiding Principles

As Ohio University acts to achieve its vision, a set of fundamental principles guide our decisions:

1. Strong undergraduate programs, with a liberal arts core, are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational and research mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university and their integration into both the graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives into our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
6. Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
7. Shared governance – the inclusion of input from all constituent groups – is central to our decision-making processes.
8. Our continuing success requires the making of judgments about and selective investment in initiatives that will advance our mission.
9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

To support our educational mission in achieving the goals outlined above, we require a well-maintained infrastructure of people and facilities. Our administrative and support services exist to serve the academic mission and should be effective, efficient, and continually improving. A sense of community and an appealing environment provide a special place in which to learn,

live, and work. All individuals in the university community are valued; their skills and knowledge should be cultivated, their work supported, and their leadership skills developed. Interactions amongst all individuals in the university community should be built on standards of civility, integrity, caring, and collaboration. Our commitment to the region is expressed in a stewardship of shared resources, access to programs and services, and our contribution to economic development.

Goals

The major goals of Ohio University's strategic plan are as follows

Undergraduate Academic Goals

- Establish a common intellectual experience for all first-year students that leads to a common set of fundamental intellectual skills. This includes the creation of an inquiry based core curriculum that serves as the foundation of the academic mission.
- Provide abundant opportunities for students to learn beyond the classroom and develop the ability to work collaboratively.
- Inculcate among students a sense of personal responsibility, acquaint students with the values associated with the public good, and foster the acquisition of intercultural fluency.

Graduate Education and Research Academic Goals

- Support high quality and distinctive graduate education programs that serve the needs of the region and state. Support the development of programs and policies that prepare graduate students for careers in academic and professional settings.
- Selectively invest in graduate education and research in the areas of
  - Health and Wellness
  - New Technologies: Basic Research and Development
  - Energy and the Environment
  - Social, Economic, and Cultural Development
- Support growth in scholarly activity and research productivity that lead to increased sponsored research and national prominence.

Faculty, Staff, and Student Quality and Diversity Goals

- Recruit and retain exceptional faculty and staff for creating and sustaining preeminent programs of learning, engagement, and research and scholarship.
- Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers and foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities.
- Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.
- Strategically recruit, support, develop, and retain academically talented undergraduate and graduate students.

Environment Goals

- Develop a supportive, learning-centered research university environment that encourages all academic and academic support units to work both individually and collaboratively to accomplish the university vision. Foster the development of faculty, staff, and student orientation programs to support the development of an inclusive, supportive, learning-centered environment.
- Develop and sustain an environment of engagement in which students, faculty, staff, and alumni are supported and encouraged to actively participate in the solution of community and regional problems related to PreK-12 education, economic development, and health issues with special emphasis on those problems related to Appalachia and underserved populations. Develop a facilitative office to support and coordinate partnerships to solve local, regional, and state problems.
- Develop an environment of inclusiveness in the classroom, campus, and community that leads to a positive, welcoming, and supportive environment.

Infrastructure Goals

- Implement a budget allocation process involving a metric-driven accountability system (e.g., a balanced scorecard approach) that links budgeting to the implementation of the strategic plan.
- Implement enrollment management, operational efficiencies, and endowment development strategies that support the accomplishment of the strategic plan.
- Establish and implement an information technology infrastructure involving both educational and administrative computing capabilities that facilitates the accomplishment of the strategic plan.
- Establish administrative structures that support the accomplishment of the strategic plan including an oversight office that coordinates all diversity and inclusiveness efforts.
- Implement an approach to evaluating the contributions of academic support units to accomplishing the goals of the strategic plan that includes participation of faculty and specialized consultants

Enhancing National Prominence Goals

- Support programs that encourage and support faculty, staff, students, and alumni to apply for nationally competitive awards, honors, and memberships in prestigious academies and societies that enhance the national prominence of the University.
- Develop strategies for identifying, communicating, and marketing of all activities of university programs, individuals, and alumni that assist in raising the national prominence of the university.
- Develop strategies to enhance national prominence of the university through such activities as cultural events and competitive athletic programs that demonstrate the scholar/artist and scholar/athlete models.

Next Steps

The completion of this document represents an important but not final step in Ohio University's strategic planning process. In fact, some activities will need to proceed in an ongoing fashion. These include the collection of data regarding metrics assessing the successful completion of

aspects of the plan, the completion of time-specified activities in the plan, and scheduled periodic assessments of the overall planning activities, among others. There are, in addition, a number of specific activities relevant to the completion and initial implementation of the plan. These include:

Implementation activities

- Designation of a person or officer to manage the daily activities of the strategic planning process by July 2005.
- Specification of the role that each academic and academic support unit will have in the implementation of the strategic plan by January 2006.
- Further development and refinement of the specific metrics for the major goals of the strategic plan and determination of the person or office responsible for collection of the metric information by December 2005.
- Communication of the strategic plan both inside and outside of the university community beginning June 2005.
- Establishment of the specific processes involved in seeking and selecting proposals for funding under the graduate education and research selective investment process by October 2005.
- Development of strategies and processes in interaction with the appropriate curricula groups (e.g., Faculty Senate Educational Policy Committee, University Curriculum Council) for reviewing and modifying the core curriculum to interface with the strategic plan by October 2005.
- Further specification of the resource allocation model and the development of a central investment pool for the accomplishment of key activities called for in the strategic plan by October 2005.

The development of necessary policies

- Development of policies that structure tuition and fees and financial aid in a manner that supports the strategic plan by October 2005.
- The review, modification and/or development of policies that influence the implementation of the strategic plan (e.g., carry forward policy, position control policies, external funding policies, partnership policies, work load policies, promotion and tenure policies). A decision on which policies need review and the timeline for such review should be established by August 2005.
- Development of processes and policies that carefully and thoughtfully reach decisions that result in the decrease or cessation of funding for activities/units that are no longer crucial or are not central to the strategic plan by June 2006.

The completion of necessary analyses

- A careful analysis of the number and type of faculty and staff necessary to accomplish the strategic plan by March 2006.
- A careful analysis of faculty and staff compensation levels and the development of a compensation plan for faculty and staff that will allow the university to attract and retain the individuals necessary to accomplish the strategic plan by March 2006.
- A careful analysis of the level of graduate stipend support that is necessary to allow graduate programs to successfully compete for excellent graduate students and to thereby enhance the national prominence of the University by March 2006.

The completion of and/or integration with other planning activities

- Determination of the process for interweaving the strategic planning process with the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association, the Campus Master Plan, and with the space utilization, capital planning, and renovation processes by December 2005.
- Establishment and implementation of a carefully conceived information technology plan covering all aspects of information technology that allows for the successful accomplishment of the strategic plan by March 2000.

Vision Ohio
A Strategic Plan for Ohio University

Section Two: Background and Rationale

Prior to the development of the Strategic Plan, the Task Force examined existing documents and reports from various committees regarding the University's identity, strengths, and opportunities. In addition, the Task Force sought information on the external factors which impact future activities of the University. Below is an analysis of both the internal and external environments perceived to be important as underpinnings to the development of the Strategic Plan. Where both internal and external factors intersect is where the university is faced with the most challenges and opportunities and wise decision making is critical to the future success of the institution.

Internal Environment

Key documents reviewed for assessment of the internal environment included:

Deans' Academic Priorities
Deans' Working Group Reports
Draft Statement of Vision, Mission, and Guiding Principles
Focus on the First-year Inventory
Goal Statements of Task Force Sub-committees
NSSE 2004 Report
Preliminary Report of the Women's Center Task Force
Report from the Task Force on Inclusiveness and Equality
Statement of Interdisciplinary Opportunities
Statement of Overarching Themes
UPAC Study Group Reports
Revenue Enhancement Committee Report
Efficiency Committee Report

Reviews of these documents and early conversations of the Task Force members revealed 5 broad themes related to the goals set forth by Dr. McDavis. These five themes, briefly described below, were a key foundation underlying the thinking and debate that resulted in "Vision Ohio – A Strategic Plan for Ohio University."

Strengthening Undergraduate Education
The first theme that emerged from the background documents related to the importance of strengthening undergraduate education. The documents made it clear that the university should design distinct and unifying experiences that constitute the undergraduate experience at Ohio University and that will best prepare our students for the world in which they will live. While the campus offers a variety of quality experiences for undergraduate students, the opportunity exists to develop a coherent set of experiences, perhaps a core curriculum based on inquiry, which has the potential to make Ohio University's undergraduate degree programs singularly unique and desirable.

These intentional experiences could begin as soon as a student makes the decision to attend the University, continue throughout the baccalaureate program, and even extend into the alumni years, thus creating life long learners. It was noted that significant efforts

are currently being made to provide intentional engagement experiences for our students, but that the results of the 2004 National Survey of Student Engagement (NSSE) inform us that while our seniors feel quite engaged, the first-year students do not.

The background analyses indicated that as Ohio University moves to enhance undergraduate education, it must be prepared to examine the processes that would allow corresponding curricular changes. Recent problems with the proposed General Education program provide valuable lessons in this regard. While curricular design should and must be the purview of the faculty, the process and procedures of curricular reform must not be so cumbersome as to inhibit the implementation of the University's vision. The long history of shared governance at Ohio University should enable a responsiveness to and flexibility in the development of a process to expedite emerging curricula in order to provide educational experiences necessary for the students of the 21st century.

Optimizing Resources

The second theme in the background documents related to the need to optimize the University's resources. As state funding for higher education decreases, Ohio University has managed to maintain stability through careful planning and efforts to control spending. However, facing new fiscal challenges, the University must take a careful look at how to generate new revenue streams through external funding or through better management of existing resources. In order to be strategic in using resources, the University must be mindful of how the generation of additional resources impacts enrollment management and tuition policy; how the development of an allocation process for human, capital, and financial resources across the University must align with the strategic plan; and how to improve campus efficiencies. Regardless of the strategy used, all must be undertaken with a "University- wide" view of how resources in one area impact another.

Building Diversity

The third theme related to the need for building greater diversity. The university community realizes the importance of building a diverse campus because of the enrichment that occurs when diverse groups of students, faculty, and staff have opportunities to interact and become engaged in common experiences on a sustained basis. Diversity in all of its forms serves to enhance the quality of life for students, faculty, and staff and is essential to the recruitment and retention of these same groups. The campus has engaged in many conversations on the issues of diversity and tolerance, but to date has not been able to deliver the desired results. One primary recommendation that arose from the background reports is to examine existing structures and resources to see if more effective, efficient, and coordinated strategies can be established.

Several of the background reports recommend renewed efforts to design programs with measurable goals. Of particular note is the recommendation that orientation models for new students, faculty, and staff be developed to address cultural differences and sensitivities in an intentional effort to improve campus and classroom environments and recommendations to restructure our efforts regarding the recruitment and retention of underrepresented populations.

Supporting Outreach and Partnership Efforts
The fourth theme in the background documents emphasized the importance of supporting outreach and partnership efforts. This point was linked to the need to be mindful of the value of "renewing the covenant" as outlined in the report by the Kellogg Commission on the Future of State and Land Grant Universities. That report points out that public universities were founded to provide access regardless of ethnicity, age, or economic background; to prepare students to lead and participate in a democratic society; and to offer education that is informed by valid discovery and scholarship which is responsive to public needs. As one of the earliest universities, Ohio University should continue to embrace these concepts and be prepared to publicly document progress toward achieving the common good.

The background analyses noted that Ohio University has a number of relationships with constituents across many communities, and in fact, around the world, ranging from literacy efforts in Appalachia to augmenting medical services in Africa. By thinking of outreach and partnerships in the broadest sense, it becomes helpful to identify the types of outreach or partnerships, by the kinds of needs they address and opportunities they provide. Through serving others, the university can provide a vehicle for inculcating a sense of civic responsibility in students and as well as providing intentional opportunities for engagement which will lead to positive outcomes for the served and the servers.

Investing Selectively in Graduate Education and Research
The fifth theme in the background documents related to the importance of strengthening graduate education and research in general, but also to consider selectively investing in certain areas as a means to improve distinctiveness and national prominence. Reports from the background groups addressing issues in graduate education agree that it is desirable to strengthen recruitment, increase support for quality graduate students, evaluate the structure of graduate education at Ohio University, examine ways to increase the recruitment of international graduate students, and encourage colleges to examine the quality of their graduate programs. A survey of graduate capacity states that while there are limited opportunities to grow existing programs without new investment and policy change, some areas may be able to increase enrollment simply by targeted recruiting.

It was argued that future investments in graduate education and research should pay special attention to how they will offer a return to the campus, especially in advancing the academic mission of the University. Several of the reports call for a better integration of research into the undergraduate and graduate academic priorities. It was noted that special consideration should be given to interdisciplinary efforts as trends for external funding favor initiatives that are collaborative in nature.

Questions of research infrastructure, such as start-up, equipment and space, were given consideration. While Ohio University appears to have adequate quantity of space, there are concerns about the quality and efficient use of that space. In addition, questions are often asked about how the current organizational infrastructure impacts research efforts. Specific concerns stem from distribution of indirect costs and the need to better integrate

the functions of the Office of Research and Sponsored Programs and the Office of Grants and Contracts Accounting.

External Environment

The Task Force also conducted a scan of the external environment in order to identify factors in the external environment that could impact the future development and success of the University. This section provides a brief analysis of those trends and issues.

Deteriorating Economic and Fiscal Environment

Ohio continues to face a daunting economic and fiscal situation, with discouraging prospects for higher education funding. In Ohio, higher education has seen a drop from 17% of state spending in the 1980s to 12.6% of state spending in FY 2004. When adjusted for inflation, higher education is receiving 9% less per student in FY 2004 than it did in FY 1990. In his February 2005, State of the State address, Governor Robert Taft indicated that the state's new budget will be the tightest in 40 years. Spending will be frozen in some areas, and cut in others.

Lagging Academic R&D Performance

Academic research and development (R&D) expenditures measure the competitiveness of the states, and the postsecondary institutions within them, in generating research that is associated with a strong economy and high paying jobs. Ohio lags the national average in academic R& D performance. In 2002, total R&D expenditures per capita in Ohio were $97.90 compared to $126.20 for the U.S. Total federal R&D expenditures per capita in Ohio was $56.30 compared to the $75.80 for the U.S. In 2002, Ohio University generated $36,601,000 in total research expenditures and was ranked 173 out of the top 200 American research universities. Total federal research expenditures were $17,677,000 for a ranking of 189.

Increasing Tuition, Decreasing Affordability

Declining state appropriations have forced public colleges and universities to raise tuition at unprecedented rates. Nationally, the average tuition and fees for in-state students at public four-year colleges and universities in 2004-2005 increased 10.5 percent. In Ohio, the average tuition and fees for in-state students in 2004-2005 increased 21.9%, the second highest percentage increase in the U.S.

Lagging Participation and Graduation Rates

According to recent statistics from the international Organization for Economic Cooperation and Development, the U.S. now ranks 16th among developed nations in high school graduation rates and 14th in the percentage of students who go on to earn a college degree. A report issued by the National Commission on Accountability in Higher Education on March 10, 2005 states that American higher education, long the envy of the world, faces such serious problems that its position is vulnerable.

In his February 2005 State of the State Address, Governor Taft cited the participation and graduation statistics for Ohio. For every 10 students who start high school in Ohio, only seven will earn a diploma, only five will enroll in a post-secondary institution; and of

those, fewer than three out of 10 will complete a Bachelor's degree within 10 years. Ohio's graduation rate of 70.7% is slightly better than the national average. However, for Native Americans and Blacks, the rates are the first and second lowest in the nation, 22.4% and 39.6% respectively. Not surprisingly, the racial gaps in graduation rates are among the highest in the nation. For Native Americans the gap is 53.5 points, for Blacks 36.3 points, and for Latinos it is 32.7 points.

A Stagnant Pool of Potential Students

Rates of growth in the traditional 18- to 24-year old population will vary widely across states over the next 10 years. While some states will experience greater than 10% growth, Ohio will experience very low growth. The number of public high school graduates in Ohio is expected to only increase by 1.2 percent over 2001-02. The number of nonpublic graduates is expected to decrease through 2017-18 to approximately 12,200. The loss of undergraduate students and graduate students from 2003 to 2005, translates to a loss of gross revenue.

Shifts in Racial/Ethnic Make-Up

Ohio will see a slight shift in the racial/ethnic make-up of its public high school graduates over the next decade. White, non-Hispanic students were 90 percent of the graduating class of 1993 and are projected to be approximately 79 percent in the class of 2014. During the early 1990s, underrepresented racial/ethnic groups accounted for 10 percent of all high school graduates in Ohio and are projected to reach approximately 17 percent by 2013-14. Among these minority groups, black, non-Hispanics make up the largest share, with almost 8 percent of all graduates in the class of 1993 and by 2013-14 that number is expected to represent 12 percent of the class.

Continuing Gaps in Participation Rates by Race/Ethnicity

Data released by the National Center for Education Statistics on March 28, 2005 offered mixed news for those who are pushing for colleges to enroll a broader cross-section of students. Participation rates are up for just about all groups, but the gaps between groups grew. From 1974-2003 the statistics show increases for white, black and Hispanic students, but growing gaps between black and white students. In 1974, the white participation rate was 38 percent, the black rate was 26 percent, and the Hispanic rate was 22 percent. By 2003, the rates had increased to 53, 38 and 28 percent.

Conclusion

The analyses of the internal and external environments noted above played an important role in the development of "Vision Ohio – A Strategic Plan for Ohio University." These analyses demonstrated the importance of developing a strategic plan as well as providing an important context for the development of that plan.

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Section Three: Structure and Process

A key ingredient in successful strategic planning is involving the right people. Three major groups of people were involved in this planning process – the Presidential Task Force, Expert Advisory Groups, and the Academic Priorities Committees

The Task Force and Expert Advisory Groups
In forming the Presidential Task Force, President McDavis consulted with the Trustees, Interim Provost Krendl, vice presidents, campus deans, and Faculty, Administrative, Classified, and Student senates. As a result, the 46-member group included representatives of all major constituencies.

The Task Force was further divided into five sub-committees: Guiding Principles, National Prominence, Diversity, Resources, and Partnerships. The chairs of these sub-committees constituted the Executive Steering Committee of the Task Force and met regularly with the Provost to develop agendas and provide ongoing guidance for the development of the strategic plan. This structural system worked well and kept the committee focused on maintaining steady progress. In addition, the committee was augmented by groups of expert advisors named for each sub-committee. The full membership list and other planning documents are available at http://pages.ohio.edu/president/planningdocs/index.cfm.

By defining specific roles and responsibilities for all involved in the process, the Provost ensured that each group was able to work in a manner that was productive and ensured information was shared with relevant groups. These roles and responsibilities were as follows:

Executive Steering Committee – Served as liaison back to individual Goal Subcommittees; worked with co-chair of individual Goal Subcommittee to gather and distribute information; coordinated efforts with the Expert Advisory Group to move subcommittee work to completion by targeted deadlines; advised Task Force chair on Goal Subcommittee and Expert Advisory Group progress; coordinated subcommittee work; coordinated preparation of draft report

Task Force Members – Attended all meetings; read all materials; participated in discussions and processes to prepare and review content of strategic plan

Goal Subcommittee Members – Worked with co-chairs to gather and review information; identified information needs and questions for Expert Advisory Group; contributed to preparation and review of Goal Subcommittee reports

Deans' Working Groups – Identified and reviewed existing documentation; prepared report outlining opportunities and barriers to success in specific areas; began process of identifying solutions to barriers and strategies to pursue opportunities

Expert Advisory Groups – Identified existing documentation; assessed strengths and weaknesses of current situation; identified opportunities and barriers to success; recommended possible solutions for consideration by Goal Subcommittees

Liaisons – Shared information and documentation; played a central role in the coordination of activities and reports; kept individual groups moving forward; avoided redundancies in respective groups' work

Associate Provosts –Provided staff support for the Goal Subcommittees; including conducting research to gather information requested by the group; provided administrative support for scheduling meetings, sharing documents, and taking and distributing notes on discussions

Academic Priorities Committees

Two academic priorities committees were formed and charged with articulating the key academic priorities that would guide the planning and decision-making process of the University over the next 5 years. These committees were composed of the deans from all the colleges, faculty drawn from across the university, and administrators and staff from a number of academic and academic support units directly involved in the implementation of the academic plan. The full membership list is available at http://pages.ohio.edu/president/planningdocs/index.cfm

A second key factor in the success of strategic planning involves providing avenues for community communication and feedback.

Communication and Outreach

Several avenues for participation were incorporated into the process. Meetings of the Task Force were recorded and made available on streaming video at: http://streaming.cns.ohiou.edu/PTF/archives/20050316.shtml.
Documents were posted to the Task Force web site as they were released by the authoring committee. Links to this web site were available on the President's and Provost's home pages. The Task Force and sub-committees used Blackboard to share documents and to enhance communication when there was not time for face-to-face meetings. Open forums and town meetings were held regularly. The provost also met with various units on campus and via videoconference to report on the process and to gather input. Press releases and stories appeared in local media.

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Section Four: Vision, Mission, and Guiding Principles

Vision Statement
Ohio University will be an internationally prominent university that engages its students in learning centered educational experiences and in society and is recognized for its unique ability to engage both undergraduate and graduate students in distinctive and world-class research activities that best serve the educational, societal, and economic needs of the region, state, nation, and world. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

Mission Statement
Ohio University is a national, public, comprehensive university that emphasizes a high-quality, learning-centered educational experience and conducts world-class research in many disciplines. The Athens campus combines undergraduate, graduate, and professional programs in a residential setting; the regional campuses offer enhanced access to many of the same quality programs. This combination of strengths, setting, and access fosters a diverse academic community that serves the economic and cultural needs of the region and benefits the state, nation, and world by generating new knowledge and educating future citizens and leaders.

Core Values / Guiding Principles
As Ohio University acts to achieve its vision, a set of fundamental principles guide our decisions:

1. Strong undergraduate programs, with a liberal arts core, are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational and research mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university and their integration into both the graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives into our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
6. Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
7. Shared governance – the inclusion of input from all constituent groups is central to our decision-making processes.
8. Our continuing success requires the making of judgments about and selective investment in initiatives that will advance our mission.
9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

To support our educational mission in achieving the goals outlined above, we require a well-maintained infrastructure of people and facilities. Our administrative and support services exist to serve the academic mission and should be effective, efficient, and continually improving. A sense of community and an appealing environment provide a special place in which to learn, live, and work. All individuals in the university community are valued; their skills and knowledge should be cultivated, their work supported, and their leadership skills developed. Interactions amongst all individuals in the university community should be built on standards of civility, integrity, caring, and collaboration. Our commitment to the region is expressed in a stewardship of shared resources, access to programs and services, and our contribution to economic development.

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Section Five: Summary Goals and Metrics

The major goals of Ohio University's strategic plan with accompanying metrics are listed below. More specific and detailed goals and metrics for the areas below are found in the document titled "The Academic Priorities of Ohio University" reports of the National Prominence, Diversity, Partnership, and Resources Committees located in section seven of this document. Additional specification of the metrics noted below, especially those marked with an asterisk, is an important next step in the Strategic Planning process. Following final specification of the metrics, an annual report will be published indicating current status on the specified metrics

Undergraduate Academic Goals

- Establish a common intellectual experience for all first-year students that leads to a common set of fundamental intellectual skills. This includes the creation of an inquiry based core curriculum that serves as the foundation of the academic mission.
    - Develop a common readings program and assess annually the number of students enrolled in common readings courses with a goal of 75% engagement of first year students by fall 2008*
    - Employ the assessment plan being developed by the First Year Assessment Committee to track first-year student performance by the fall of 2006*
    - Participate in the National Survey of Student Engagement (NSSE) student engagement survey regularly and monitor the First Year data against aspirational peers with a goal of being at or above the mean of our peers on a majority of the individual engagement items by 2010
    - Monitor retention rate of freshman students with a goal of 85% by 2008
    - Monitor the six-year graduation rate with a goal of 72% by 2008
- Provide abundant opportunities for students to learn beyond the classroom and develop the ability to work collaboratively.
    - Assess annually the number of students participating in Residential Learning Communities with a goal of 25% participation of first-year students by fall 2010
    - Develop by fall 2006 a means of providing incentives for students to attend intellectual and cultural events beyond the classroom and a means to monitor the degree of activity in participating in such events.*
- Inculcate among students a sense of personal responsibility, acquaint students with the values associated with the public good, and foster the acquisition of intercultural fluency.
    - Develop a means of assessing the number of students participating in service learning activities by fall 2006 and assess annually the number participating with a goal of 25% by 2010*
    - After a partnership office is established, monitor the number of students participating yearly in partnership activities.

Graduate Education and Research Academic Goals

- Support high quality and distinctive graduate education programs that serve the needs of the region and state. Support the development of programs and policies that prepare graduate students for careers in academic and professional settings
    - Compare annually stipend and fee levels of graduate students to peer institutions with a goal of reaching the mean of peer institutions by fall 2010*
    - Assess annually GRE scores of entering graduate students with a goal of raising the percentile rank by 5% by fall 2007
    - Assess the percentage of underrepresented students annually and compare to both other institutions in the state and peers with a goal of reaching the mean of peer institutions by fall 2008
    - Monitor the number and effectiveness of programs developed or modified to respond to issues of economic development, K-12 enhancement, and health in the region or state.
    - Assess the average national percentile ranking of all of our graduate programs in the US News and World Report annual rating of graduate programs with a goal of raising the percentile by 5 points by 2010
- Selectively invest in graduate education and research in the areas of
    - Health and Wellness
    - New Technologies: Basic Research and Development
    - Energy and the Environment
    - Social, Economic, and Cultural Development
        - Establish funding mechanism for selective investment and implement first funding cycle by October 2005*
        - Assess annually the number and amounts of grants obtained by selectively funded programs in the above areas*
        - Monitor state, national, and international recognition for initiatives in these areas*
        - Assess the average national percentile rankings of graduate programs in these areas in the US News and World Report annual rating of graduate programs with a goal of raising the percentile by 10 points by 2010*
- Support growth in scholarly/creative activity and research productivity that lead to increased sponsored research and national prominence.
    - Assess annually the research and sponsored funds from federal and state agencies per faculty member with the goal of a 7% increase per year over the next five years
    - Track the National Research Council faculty quality ratings with a goal of raising our ratings by 5% over the next ratings cycle*
    - Assess annually the productivity per faculty member in activities that include publications in refereed journals and adjudicated presentations with a goal of a 5% increase by 2008*

Faculty, Staff, and Student Quality, Diversity, and Prominence Goals

- Recruit and retain exceptional faculty and staff for creating and sustaining preeminent programs of learning, engagement, and research and scholarship.
    - Monitor faculty and staff retention rates
    - Compare salary and compensation with peer institutions with the goal of raising our percentile rank among peers by 15 points by 2010
    - Establish a process to identify and monitor impediments to successful recruitment of faculty and staff by fall 2006 and monitor such impediments annually*

- Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers and foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities
    - Develop and begin monitoring faculty and staff development programs in instruction, research, and grant submission by fall 2006
    - Develop policies on compensation increases, promotion and tenure guidelines and related policies that reward accomplishments in discovery, learning, and engagement by fall 2007
    - Establish a process to encourage faculty to apply for national teaching and creative and scholarly awards and staff to apply for national recognition awards in their professional areas by January 2006 and annually assess the number of such awards attained with a goal of a 20% increase by 2010*

- Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.
    - Develop a multi-year funding strategy for multicultural scholarships that allows the university to be competitive in the recruitment of such students by January 2006*
    - Establish a comprehensive hiring program with the President's Faculty Diversity Hiring Program as the foundation and with appropriate incentives by fall, 2006
    - Annually over the next five years increase women faculty by 3%, minority faculty by 1%, administrative minority staff by 2.3%, administrative women staff by 2.2% and classified minority staff by 2 hires
    - Annually over the next five years increase African American students by 2%, Hispanic students by 1%
    - Increase the African American and Hispanic student retention rates by 2% by 2006-07 and the graduation rate by 2% in 2005-06
- Strategically recruit, support, develop and retain academically talented undergraduate and graduate students
    - Monitor annually the reasons undergraduate and graduate student applicants decline Ohio University's admission offers to attend other institutions*

- Conduct an annual assessment of the enrollment management and financial aid strategies to assess their impact on recruitment of talented students

Environment Goals

- Develop a supportive, learning-centered research university environment that encourages all academic and academic support units to work both individually and collaboratively to accomplish the university vision. Foster the development of faculty, staff, and student orientation programs to support the development of an inclusive, supportive, learning-centered environment.
    - Establish and conduct a biannual survey of faculty and staff of the quality of support from all university units toward accomplishing the strategic plan by March 2006 and use the results to improve operational procedures*
- Develop and sustain an environment of engagement in which students, faculty, staff, and alumni are supported and encouraged to actively participate in the solution of community, region, and state problems related to PreK-12 education, economic development, and health issues with special emphasis on those problems related to Appalachia and underserved populations. Develop a facilitative office to support and coordinate partnerships to solve local, regional, and state problems
    - Annually monitor the number of partnerships, number of participants, and level of satisfaction in each of the three major areas of partnerships - education, health and environment, and economic development*
    - Conduct a survey of faculty, staff, and selected constituents to evaluate the effectiveness of engagement activities and processes*
    - Annually assess the record of technology transfer and income generated from the university technology office
    - Assess the Full Time Equivalent (FTE) faculty involvement in engagement activities and the involvement of students in service learning with the goal of a 5% annual increase for each of the next five years*
    - Develop an environment of inclusiveness in the classroom, campus, and community that leads to a positive, welcoming, and supportive environment.
    - Administer bi-annually the Inclusiveness and Climate Survey to determine achievement of environment and climate goals.*

Infrastructure Goals

- Implement a budget allocation process involving a metric driven accountability system (e.g., a balanced scorecard approach) that links budgeting to the implementation of the strategic plan.
    - Implement recommended budget allocation process over a three year time period that includes developing the metrics, conducting training, and communicating about the system in 2005-2006; implementing a shadow system in 2006-2007, and fully implementing the system in 2007-2008*
- Implement enrollment management and operational efficiencies and endowment development strategies that support the accomplishment of the strategic plan.

    - Develop enrollment management policies including academic enrollment targets for determining the pattern, mix, and number of students in undergraduate and graduate programs by December 2005*
- Establish and implement an information technology infrastructure involving both instructional and administrative computing capabilities that facilitates the accomplishment of the strategic plan.
    - Establish a time table and priority listing for additions and modifications in both administrative and instructional computing environments by March, 2006*
- Establish administrative structures that support the accomplishment of the strategic plan including an oversight office that coordinates all diversity and inclusiveness efforts.
    - Develop a plan for an administrative structure that includes an oversight office coordinating diversity and inclusiveness efforts and implement the plan by December 2005*
- Implement an approach to evaluating the contributions of academic support units to accomplishing the goals of the strategic plan that includes participation of faculty and specialized consultants
    - Develop a plan for evaluating the contributions of support units to the strategic plan by March 2006*

Enhancing National Prominence Goals

- Support programs that encourage and support faculty, staff, students, and alumni to apply for nationally competitive awards, honors, and memberships in prestigious academies and societies that enhance the national prominence of the University
    - Establish a process to encourage faculty to apply for national teaching and creative and scholarly awards and staff to apply for national recognition awards in their professional areas by January 2006 and annually assess the number of such awards attained with a goal of a 20% increase by 2010*
    - Assess the number of nationally competitive awards achieved by undergraduates with the goal of reaching the 50th percentile of our peer institutions by 2010
    - Assess annually the number of nationally competitive awards achieved by graduate students with a goal of a 10% increase by 2008*
- Develop strategies for identifying, communicating, and marketing of all activities of university programs, individuals, and alumni that assist in raising the national prominence of the university.
    - Assess the number of companies/employers selecting the university as a "recruiters' choice" for graduates*
    - Assess annually the participation rate of alumni in gifts to the university with the goal of raising the rate 1% per year to a goal of 20%
- Develop strategies to enhance national prominence of the university through such activities as cultural events and competitive athletic programs that demonstrate the scholar/artist and scholar/athlete models.
    - Monitor national recognition for outstanding cultural events involving Ohio University faculty, staff, and students*

- Assess overall ratings of men and women's athletic programs in the MidAmerican Conference (MAC) with the goal of being in the top two by 2010
- Assess graduation rates of student athletes with the goal of being in the top five national public universities annually.

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Section Six: The Academic Priorities of Ohio University

Preamble

Ohio University, chartered by the state of Ohio in 1804, has a rich and distinctive history as the first university in the Northwest Territory. The university's founding was designed to guarantee access to public higher education as the citizens of the United States migrated westward into the expanding nation. Political leaders of the day believed that educational institutions should be responsible for inculcating the values and practices of citizenship. This belief was expressed in pivotal documents such as the Northwest Ordinance of 1787, which declared that the furtherance of civic ideals required that "schools and the means of education shall forever be encouraged."

Few of the individuals involved in Ohio University's founding, however, could have anticipated the role it would play in advancing a more democratic and inclusive conception of citizenship. This university on the edge of the frontier educated individuals of limited means and, during the years when slavery reigned, graduated in 1828 the fourth black man to receive a college degree in the United States. In severing the ties that bound education and privilege and by bringing higher education to racial and ethnic minorities, to rural Appalachia, and to the expanding nation, Ohio University offered the possibility of an education to populations that had been underserved.

From its earliest days, Ohio University encouraged its students to address the difficult challenges posed by constant social, cultural, and political tensions circulating in the larger society. Over the last 200 years Ohio University has become one of the nation's finest public universities. Informed by its unique history, Ohio University's current promise is to offer students on its Athens and regional campuses multiple opportunities to grow intellectually, socially, and personally as they participate in the campuses' scholarly communities and learn what it means to be involved and responsible citizens who are sensitive to international and global issues. The university is committed to supporting and encouraging its faculty, staff, and students to participate in the solution of community, region, and state problems, especially those of Appalachia. Through such efforts, members of the university community acquire skills and knowledge that can be implemented to assist underserved populations around the world.

Ohio University's *philosophy* is that education must be a lifelong enterprise involving study, reflection, and self-examination. The institution is dedicated to fostering disciplinary and multidisciplinary approaches to topics and issues so as to ensure that students graduate with a love of learning and the knowledge, skills, and experiences essential to be independent learners. Ohio University's *values* are manifest in its inclusive scholarly communities where differences are embraced and where the normative expectations are personal responsibility, engagement in learning within and beyond the classroom, and support for others' aspirations and accomplishments.

Undergraduate Academic Priorities

Outcomes of Undergraduate Education

An assessment committee was formed in academic year 2003-04 and charged with collecting the *learning outcomes* that departments and schools had identified for their majors. The committee reviewed the assembled outcomes and then distilled them into four categories: Breadth, Depth, Competencies, and Engagement. The Breadth category emphasized that our students understand concepts within and applications among the humanities, social sciences, physical sciences, applied sciences, and the arts. The Depth category emphasized that our students demonstrate knowledge of a discipline, including its content, theories, modes of inquiry, interpretations, communicative practices, and ethical standards. The Competencies category required that our students develop the abilities to write clearly, speak eloquently, reason mathematically, think logically and critically, work collaboratively, and use technology appropriately. Finally, the Engagement category emphasized that our students appreciate the value of other cultures, diversity, civic participation and ethical responsibility, aesthetic sensibility, leadership, life-long learning, and the life of the mind. These categories and their specific sub-elements, along with William Cronon's essay, "Only Connect: The Goals of Liberal Education," inform the overarching statement of learning outcomes for undergraduate education at Ohio University that follows.

Graduates of Ohio University will exhibit intellectual breadth and depth across multiple disciplinary borders and be able to reason cogently; analyze and solve problems; demonstrate literacy in using and evaluating information and technology; write, speak, and interact ethically and effectively; and work proficiently as individuals and within groups. Graduates will understand the history of Ohio University and the imperatives of personal and civic responsibility and they will value diversity and intercultural fluency. Graduates will gain intensive knowledge of the concepts, issues, and methods of their major field of study and they will recognize the importance of self-criticism and the modes of ethical, aesthetic, cultural, and civic judgment.

Goals for Undergraduate Education

The first goal is that all new students, during their first year, share a common intellectual experience and are introduced thereby to a common set of fundamental scholarly skills. Realizing this goal entails that each student be introduced to inquiry in the arts and humanities, in the social sciences, and in the natural sciences; that each student understand what it means to think critically, creatively, ethically, and globally about public and private problems; and that each student study diversity, global cultures, and related issues in contemporary society. The goal of introducing students to a common set of fundamental skills could be realized in several ways including through (1) a first-year writing course that shares a theme with other first-year/general education courses; (2) a first-year speaking course animated by the same theme; and (3) a first-year course in mathematical/logical reasoning. Ideally, the common reading each year would be linked to the theme for the writing and speaking courses.

During their first year, then, students will take a set of courses that will furnish them with the knowledge and skills necessary to participate in the scholarly community. These courses may be

specific to their discipline and/or may support the general education requirements of their College or the University. The aim is that first year students will acquire, along with the requisite knowledge and skills, the habits of mind and appetite for academic challenge that will position them to excel in subsequent years. Ohio University will undertake comprehensive assessment of the extent to which the learning outcomes specified in these courses are achieved.

The second goal is to create abundant opportunities for students to learn beyond the classroom and to develop their ability to work collaboratively. Realizing this goal for first-year students will include, among other initiatives, expanding the Residential Learning Communities program, the number of linked courses, the number of faculty teaching first-year courses as part of structured first-year programs, the number of undergraduates serving as discussion leaders and peer mentors, and discovering effective strategies to induce first-year students to attend cultural events and lectures and to participate in voluntary service learning activities.

The aims here are to shape the expectations of first-year students and instill in them the desire to participate in later learning/engagement opportunities such as Education Abroad, internships, externships, student organizations and their attendant leadership options, and related activities linked to student life and to their academic major.

The third goal is to inculcate among students a sense of personal responsibility, to acquaint students with the values associated with the public good, and to foster both community/campus engagement and a spirit of inclusiveness among students. Realizing this goal requires that students come to understand the history of the campus, the town, and the region and to see all three entities as interwoven, as linked with a global environment that is increasingly interconnected and interdependent, and as sites for community-based service learning projects and collaborative class projects tied to academic learning. Such projects require students to step outside of their own cultures and experiences in order to examine thoughtfully other perspectives and to reflect critically on their values in relation to others' values, including the perspectives and values of nations and peoples outside the United States. Students should intentionally be engaged in study and discussion of regional, national, and international differences so that they are prepared for the diverse world outside the university.

The aims here, from the first year forward, are to develop personal responsibility as a guiding campus value, to stimulate students to think deeply about collective responsibility, and to engage students intensively in study and discussion of cultural differences. For both the second and third goal the assessment challenge could be met by requiring all students to initiate and maintain a personal electronic portfolio (PEP) in which they document what they have learned, select exemplars of their written work, describe their involvement on campus, engage in self-assessment, and specify goals for the future with respect to learning, civic engagement, personal responsibility, service, and diversity. Ideally, all first-year students would meet with their academic advisor at the end of the spring quarter to review their portfolios and to receive recommendations for the sophomore year.

Accomplishing Undergraduate Goals

All three of the above goals assume that the first year is critical in shaping students' understanding of academic expectations and in preparing students for increasingly higher-level work in their second, third, and fourth years. National research confirms that students form

study habits in their first year that continue during their undergraduate education, which means that it is critical both to challenge them with rigorous and intellectually engaging first-year courses and to ensure that their courses in the remaining three years are even more rigorous and engaging.

Selection of short-term initiatives and long-term initiatives for accomplishing the three undergraduate goals should commence once the first phase of strategic planning ends in June 2005. At the same time a broader conversation should begin about the relationship between those goals and the institutional culture of the university. One criterion for selecting short-term initiatives for funding would be to choose those initiatives which have proven efficacy and which address university exigencies such as improving retention, engagement, and academic performance. Examples of such initiatives that are in place but need more support to be optimally effective are the learning communities, the Supplemental Instruction Program, and the Probation Intervention Program.

One criterion for selecting long-term initiatives would be to choose those that both address university exigencies and promise gains in efficacy and efficiency through restructuring of current practices and programs. An example would be the proposed formation of a coherent First Year Experience Program that would integrate the functions of Admissions, Financial Aid, Student Affairs, Alden Library, the Academic Advancement Center, University Communications and Marketing, and the Enrollment Planning Committee, and align those functions with academic activities and programs such as orientation/Pre-College, advising, learning communities, the common reading, retention, and all of the learning and research services of Alden Library. Other examples would be promoting faculty development to improve pedagogy in those large enrollment courses taken by many first-year students; offering course redesign seminars to faculty who want to incorporate diversity into their teaching; planning and delivering an intensive year-long orientation for new faculty; assisting faculty with involving undergraduates in scholarship and creative activity; supplying graduate teaching associates with pedagogical and professional development opportunities of the sort associated nationally with Preparing Future Faculty programs; and providing training in best practices for academic advisors. A third example of a long-term initiative that is an essential condition for success of the First Year Experience program and for improved faculty development, as well as for effective assessment, would be to create a robust, reliable, and responsive infrastructure for information technology.

Making funding decisions about these and other initiatives should occur simultaneously with the launch of broad-based conversations about how to reconcile the need to maintain the decentralized culture of the institution with the competing need to engender a greater sense of collective responsibility among key stakeholders for the future success of Ohio University. The tension between these needs is perhaps the most serious threat to achieving the undergraduate goals and learning outcomes outlined above, which is why it is necessary to start a series of conversations focused on how to resolve this tension in ways that benefit the collective good of the university. For these conversations to be fruitful they must confront thorny issues such as how promotion and tenure documents and workload policies could be altered to encourage and reward faculty who choose to concentrate on teaching and advising; how to enhance shared governance and thereby create a more inclusive framework for institutional decision-making; how to improve the extant general education program; and how to foster more interdisciplinary partnerships in teaching, scholarship and creative activity.

An equally thorny issue that must be raised in these conversations is how to build support across the university for assessment and, by extension, for the continuous improvement ethic that is fundamental to the university's participation in AQIP (the Academic Quality Improvement Program for the North Central Association accreditation process). The undergraduate goals and learning outcomes, as well as the examples of short-term and long-term initiatives noted above, all are closely tied to the action projects on which Ohio University has pledged to make progress as part of its accreditation agreement with AQIP. Effective assessment of the extent to which those goals and outcomes are being achieved and of the efficacy and efficiency of the initiatives selected for funding must be conducted if Ohio University is to be able to present evidence of institutional progress and to recognize areas where new action projects should be initiated. Aligning the requirements of AQIP with President McDavis's priorities and the recommendations and decisions that will emerge from strategic planning will be central to securing a promising future for Ohio University.

Graduate Education and Research Academic Priorities

Role of Graduate Education and Research

Graduate education in the sciences, the arts, the humanities, and professional areas and research and creative activity across the disciplines and fields of human endeavor are a fundamental part of the fabric of Ohio University. The University offers masters and doctoral degree programs in more than 70 fields of study that produce scholars and leaders who play key roles in our society. The University's faculty and students carry out world renowned research, produce critically acclaimed novels and works of art, and publish award winning articles that help shape their fields. The presence of distinctive programs and outstanding graduate students brings intellectual vitality to the campus; they strengthen undergraduate offerings and provide the support necessary to expand research initiatives. In addition, some graduate programs support economic development in the region by providing a source of training and professional development for workers. Therefore, the continuing development of distinctive graduate education and research is essential to the success of Ohio University.

Supporting Distinctive Graduate Education

The enhancement of graduate education and research will require several types of investments. Increasing the quality of all of our graduate programs requires that the University provide them with higher quality central services. These services include graduate student recruiting, the on-going training and professional development of graduate students, and funding for student research and scholarship. Recruiting and retaining the best graduate students from around the world requires increased stipend levels and reduced student fees to make our offers comparable to those of competing institutions. Once students are enrolled in our programs, we need to insure that they have access to the full range of resources that they need to succeed. Especially critical are flexible English language instruction (including the development of speaking, listening, and writing abilities) as well as skills in critical thinking and inquiry. All of these are necessary to ensure that our students are well prepared for the rigors of graduate study.

The success of our graduate students also requires that students have the opportunities and support necessary to realize their career objectives. For those graduate students seeking academic careers, we need to provide the training necessary to become world-class teachers. Adequate support for graduate student research and scholarship needs to be increased internally and externally, and we need to assure the widest possible dissemination of this research and

creative activity through publication, participation in regional and national conferences, and performances and presentations.

The accomplishment of distinctive graduate education at Ohio University also requires that we are successful in recruiting and retaining a diverse mix of graduate students and in providing a supportive and inclusive environment that insures the success of all of our students. Adequate support for accomplishing these diversity and inclusiveness goals needs to be provided to departments, schools, colleges, and the Office of Graduate Studies.

Whereas national prominence is a central goal in our strategic planning, equally important is the financial stability of the institution. In our efforts to achieve national prominence through graduate education and research, we need to pay attention to the relationship between costs and revenues. Some programs generate revenue through the grants, contracts or gifts they attract or indirectly because of their prestige. Other graduate programs are able to generate substantial tuition and subsidy income beyond their costs of operation. Support for such programs represents a wise investment for the university as a portion of generated revenue can be reinvested to further support the operation and development of graduate education and research. Identifying, designing, developing, and marketing these programs requires a substantial investment in the short term. It also requires the development of a reasonable and predictable mechanism for distributing and investing the revenue generated.

Foci for Selective Investment in Graduate Education and Research

While it is important that we provide overarching support for quality graduate education and research, it is also essential that Ohio University identify initiatives for special investment. To do so will move the university to a more prominent position among peers, foster partnerships, and increase external funding. In addition, such investments build a strong foundation for distinctive graduate education and research. The areas selected for investment need to be built upon existing areas of strength and national recognition, provide service and support to meet the needs and goals of the region and state, and offer the opportunity to enhance the support of the university. Multidisciplinary initiatives will need to play a prominent role in the areas selected for investment as this makes optimal use of faculty and staff from many departments and schools, allows the development of a critical mass of individuals to enhance the possibility of success, and provides opportunities for synergies that go beyond specific projects.

Therefore Ohio University will make special investment in four areas of graduate education and research over the next 5 years. This special investment will involve funding proposed initiatives in these areas that meet designated criteria and that offer the opportunity to achieve national prominence and distinction. The character of this investment will differ across proposals but may include faculty, technical staff, equipment, small scale renovations, or other kinds of support that offer a reasonable and demonstrable opportunity for programs to achieve national prominence and distinction. The four areas are

> **Health and Wellness** – Issues of health and wellness play a crucial role in the future of the state and nation, but especially in rural and underserved populations. Lost days at work or in school, reduced capacity to carry out work or life-related activities, debilitating levels of pain, and reduced life span dramatically influence the productivity and quality of life of individuals in our region and state. Ohio University will make

special investment in graduate programs and research that provide insight into and methods for offsetting these problems. This area of investment builds on existing areas of strength in several departments and schools, offers the opportunity to obtain enhanced levels of external funding, and provides an area in which the university can build special distinction and national prominence.

New Technologies: Basic Research and Development – Fields such as nanoscience, interactive digital media, bioengineering, and bioscience will support major technological advances that will shape the future of the state of Ohio and the nation. Ohio University is uniquely positioned with strong graduate education programs and research capability in key scientific areas and in new technologies such as interactive digital media that will allow it to develop new technologies that will enhance economic development, foster job growth, and improve the quality of life. The university will selectively invest in these areas in order to further the university's contributions to this important area.

Energy and the Environment – The necessity for clean and plentiful energy and the need to protect and maintain the environment are factors that loom large for Ohio and the nation in the coming decade and these issues will have a major impact on the state and region. They loom especially large in rural and underserved areas such as Appalachia where energy sources may be developed but issues related to environmental impact and economic development have proven difficult to resolve. Ohio University's graduate education and research strengths in energy and the environment provide a unique foundation to make a major contribution to the state, nation, and world. Selective investment in these areas offers the opportunity for enhanced levels of external funding and for building research and graduate education programs that are distinctive and nationally prominent.

Social, Economic, and Cultural Development – The state of Ohio, the Appalachian region, and some major underdeveloped regions of the world face major difficulties in the next decade. Stagnant economies, clashing social and cultural worldviews, and educational crises form a backdrop that inhibits progress in all of these areas. Ohio University's graduate education and research expertise in business and leadership development, its extensive and nationally recognized economic and social development capability in rural Appalachia and in Africa and Southeast Asia, and its nationally recognized programs in the arts and humanities offer unique opportunities to provide leadership in improving the economic, social, and cultural functioning of underserved and underdeveloped populations both locally and throughout the world.

Criteria for Implementing the Investment Priorities for Graduate Education and Research
Fostering a distinctive graduate education and research emphasis for the university as part of the strategic plan necessitates funding decisions at many levels. The following criteria should guide those investment decisions. While few proposed investments will meet all the criteria, the more criteria that can be met, the stronger the case for a proposed investment will be considered to be.

The criteria fall into two broad categories of excellence and opportunity.

Criterion of Excellence

- Documentation of demonstrated quality, national prominence and distinctiveness of the proposing unit or team. Programs or initiatives should be able to demonstrate that they (or the individuals comprising the team) are already nationally recognized or have the ability to be so recognized. Evidence of this recognition can come in many forms, but investment priority will in part be determined by measures of prominence and excellence.

Criteria of Opportunity

- An indication of the opportunities for economic or social development that can result from the program or initiative. This could take the form of evidence of an ability to contribute to regional, state, national or international development.
- An indication that the program or initiative will produce significant scholarly or creative achievements.
- An indication of the program or initiative's ability to attract external funding.
- An indication of the program or initiative's cost effectiveness as evidenced by some ratio of investment cost to predicted outcome.
- Documentation of student demand and contributions to the educational mission of the University. Programs or initiatives might show that investment will bring more and/or better undergraduate or graduate students and/or significantly enhance the educational experiences of existing students.

Procedures for Determining and Implementing Strategic Investment Priorities
The task of the Graduate and Research Priorities Committee has been to define the fundamental mission and the overarching characteristics of graduate education and research at Ohio University, a set of foci for selective investment and, in general terms, the criteria for implementing investment priorities. What the document does not define is the operational procedures for determining specific programs for selective investment. While the four foci we identified represent the areas of greatest strength and opportunity, it may not be possible to direct resources to all of them simultaneously or to the same degree. At the same time, those areas must not be seen as static. Rather, they evolve over time and occasionally they will have to make room for new opportunities that will emerge, either because of external developments or internal dynamics.

Consequently, we recommend that a standing Graduate Education and Research Board be established in summer of 2005. The purpose of the Board will be to select a few programs (ideally 2 or 3 and no more than 5) for strategic investment of centrally controlled resources. Investment decisions will be made every two years. The Board will also design and implement procedures for selecting programs and deciding where, how, how much and why to invest; will develop criteria and mechanisms for continuous assessment; and will identify and respond to emerging opportunities. Membership of the Board should include the Vice President for Research, the Associate Provost for Graduate Studies, four deans from colleges with graduate programs (with a rotation cycle that insures all deans from colleges with graduate programs will serve a two year term over a four year period), and five faculty including one representative from the Graduate Council, one representative from the Council for Research, Scholarship and Creative

Activities, and three faculty at large with the proviso that all colleges with graduate programs will have at least one faculty or dean representative.

Because it is important to identify promising areas that might be cultivated or explored for future growth and investment in graduate education and research, we recommend that the Graduate Education and Research Board canvas the entire university community for potential graduate or research areas that might be considered for further development. We recommend that this process be done every two years.

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Section Seven: Committee Reports

National Prominence Committee Report

Definition: The National Prominence sub-committee defined prominence as "distinction, notability or reputation." Thus, the committee focused its discussion on the development of goals that would substantiate the distinctive and distinguishing qualities of Ohio University as a learner-centered research university.

A note on national rankings: The committee determined that the institutional ranking by *U.S. News and World Report* is important for two primary reasons: (1) it provides a snapshot of variables that reflect the eminent qualities of the institution such as recruitment of highly qualified incoming students, graduation and retention rates as well as the support garnered by the alumni and (2) it also reflects the perception of external higher education administrators of the national prominence of Ohio University. While this ranking system has value, it cannot or should not become the only viable tool used to determine the university's worth or value. The committee advocates that the distinctiveness of Ohio University be based on criteria defined as central components of the educational experience consonant with the philosophical and pedagogical principles set by the academic community. National prominence begins with an introspective process.

A note on Ohio University's rich history: Recapturing and emphasizing the historical significance of Ohio University is of paramount importance to our national prominence. Understanding and appreciating the historical heritage of being the *first* public university in the Northwest Territories, is an essential step in embracing our uniqueness. Such awareness and appreciation will aid in appreciating the present mission and core value which will help to shape the vision for the future.

Goal One: **Create a learner-centered research university environment, a supportive academic community thriving on learning, inquiry and collaboration for all members of the university community.**

1.1 Develop an academic plan that will move Ohio University forward in its commitment to excellence in teaching and students continue to be the focus of teaching.

1) Department-based assessment of teaching and learning and general education assessment will yield information pertinent to each academic unit on how well it is meeting the goals of the academic plan. In addition, the development of an on-line course evaluation system with a common framework of assessment items will

provide comparative information.

1.2 Establish as a priority a close working relationship between faculty and students through advising, mentoring, and bringing research/scholarship into the classroom.

1) Department-based assessment of teaching and learning and student surveys (e.g., involvement, advising) will yield information to inform faculty about how well they are meeting this goal.

1.3 Ensure enough places in the academic curriculum where student-teacher ratio is small enough to guarantee a strong sense of community and deep intellectual engagement by all participants.

1) Institutional Research trend data on student/faculty ratios in each academic department and average section size will yield quantitative data on size of student-teacher ratios. National Survey of Student Engagement (NSSE) data will yield trend data on students' perspectives of opportunities to interact with faculty.

1.4 Make University Libraries the pulse of the main and regional campuses, where large numbers of faculty and students work independently and collaboratively, on research, scholarship, creative activity and intellectual inquiry of all kinds.

1) Library assessments and utilization studies, for Athens campus and regional campuses, in the aggregate and separately; Association of Research Libraries rank and benchmarks will yield continuous improvement information to Libraries staff.

1.5 Foster synergy among units such as Academic affairs, Student Affairs, Alumni Affairs, and the academic support units in greater support of the academic mission of the university.

1) The following methods should be used to demonstrate that synergy is occurring: academic program and non-academic program review; monitor annual reports (if available); survey key participants on cooperative/collaborative activities; social network analysis.

1.6 Continue the development of the First-Year Experience, learning communities, student intervention programs, student orientation, and other programs designed to foster student success, including success of women, minority students and other at-risk populations.

1) The First-Year Assessment Committee is developing a plan to assess the first year experience to track student success and retention. Assessments of first-year experience; assessments of learning communities; tracking student GPA, probation, and retention rates; student surveys (Involvement Survey, NSSE); and

intervention follow-up studies will provide information about how well Ohio University is meeting the needs of its students.

1.7 Foster an environment of a *large university with a small college feel* to facilitate community, cross-disciplinary learning and engagement.

1) Qualitative and quantitative assessments of the university environment will yield information about learning and engagement. General education assessment (structured interviews) can address engagement in the general education curriculum. Student surveys; surveys of faculty and staff can address perceptions about the University community.

Goal Two: Envision and develop a deeply and broadly conceived, inquiry-based core curriculum that serves as the foundation of a baccalaureate degree at Ohio University.

2.1 Base the core curriculum on a clear rationale and explicit educational goals related to the mission and character of Ohio University that constituencies understand and endorse.

1) Track whether the core curriculum is talked about at pre-college and convocation, is stressed during campus visits by student guides, is presented in campus publications and other media outlets.
2) Determine what percentage of first-year courses are preparing students with the skills needed to embark on an inquiry-based core curriculum.
3) Gather information from structured, in-depth interviews with freshmen and sophomore students, faculty, advisors, and program directors.

2.2 Ensure that the core curriculum represents the university's shared beliefs in the contributions of and values implicit and broad knowledge; diversity and multiculturalism; global activism and citizenship; interdisciplinary education; ethical principles; intellectual curiosity; creative thought through the arts, humanities and sciences, and the professional disciplines.

1) Assess university core curriculum through periodic systematic reviews, at least every seven years.
2) Assess Institutional Research data from student satisfaction and outcome surveys.
3) Review student portfolio assessments, looking especially at diversity and multiculturalism, global activism and citizenship, interdisciplinary education, etc.
4) Conduct content analysis of University Curriculum Council documents to be monitored systematically by University Curriculum Council. This research would entail systematically requesting electronic syllabi and electronically submitted new course proposals for content analysis.
5) Track student participation in global activism, citizenship, multicultural events and related programs.

6) Gather information through structured, in-depth interviews with students, faculty, advisors, and program directors.

Goal Three: Develop graduate programs that are stellar in scholarship, research and creative activity.

3.1 Review the university's infrastructure to ascertain whether the current structures effectively encourage and support the development of stellar graduate and research programs and make required changes to improve outcomes.

1) Analyze the structure of graduate education at peer institutions.

3.2 Aggressively recruit the top graduate students from around Ohio, the nation, and the world.

1) Increase the number of graduate applications.
2) Increase the selectivity of graduate programs.
Improve the Graduate Record Exam (GRE) scores of the entering class of graduate students.
4) Increase the number of international graduate students.

3.3 Provide programs that foster collaborative relationships between faculty and graduate students and which provide ample opportunities to secure research funding.

1. Increase the number of applications for external funds submitted by graduate students.
2. Increase the external research dollars secured by graduate students.
3) Increase the internal funds available to graduate students.

3.4 Invest additional resources to develop nationally prominent graduate and research programs in 1) Health and Wellness, 2) New Technologies: Basic Research and Development, 3) Energy and the Environment and 4) Social Economic, and Cultural Development

1) Improved national rankings for these graduate programs.
2) Improved placement of graduates of these programs.

3.5 Prepare graduate students for the professorate and/or the professions.

1) Develop a Preparing Future Faculty Program.
2) Improved placement of graduates in academic positions.
3) Improved career advancement of graduates in academic positions.
4) Improved placement of graduates in professional positions.

Goal Four: Enhance the quality and prominence of faculty and staff.

4.1 Strategically hire faculty in conjunction with the undergraduate and graduate education/research and teaching priorities that would yield national prominence for the University.

1) Compare the set of faculty hires each year by discipline or specialty to the expressed priorities established at the University level.

4.2 Support departments, programs, and planning units in creating strategic hiring plans that benefit their own and the University's research and teaching priorities.

1) Develop University-level guidance for the creation of strategic hiring plans and offer technical assistance workshops for unit level administrators for this purpose.
2) Count the number of departments, programs, and planning units that have had attendees at technical assistance workshops.
3) Count the number of departments, programs, and planning units that implement a strategic hiring plan.

4.3 Institute a comprehensive faculty and staff development program that will foster desired outcomes specified in the undergraduate and graduate education priorities, the AQIP (Academic Quality Improvement Program) program and First-Year Experience programs. This program should include but not be limited to mentor relationships, faculty writing groups, colloquia, etc.

1) Assess the extent to which a faculty and staff development program exists.
2) Count the number of faculty and staff who participate in program activities such as workshops, faculty writing groups, etc.

4.4 Provide greater support for outstanding teaching and scholarly, research and creative activity and leadership opportunities for faculty and staff to contribute to their national professional scholarly community throughout their entire career at Ohio University.

1) Administer a quantitative survey to faculty and staff with items measuring perceived support provided by the University that enables respondents to make national professional contributions.

4.5 Review policies affecting faculty merit evaluations systems as appropriate to best fit the mission and goals of the University in the areas of teaching, scholarly/creative activities, and service.

1) Conduct a policy review of written merit evaluation documents at the college, department, program, and unit level.

4.6 Review policies and practices affecting staff merit evaluations systems as appropriate to best fit the mission and goals of the University.

1) Conduct a policy review of written merit evaluation documents at the college, department, program, and unit level.

Goal Five: **Continue to build and maintain a diverse academic community in which tolerance, appreciation and respect for diversity are guiding norms.**

Goal Six: **Significantly strengthen the scope and effectiveness of our commitment to helping Appalachia Ohio in the areas of public education, economic development, and health issues.**

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Section Seven: Committee Reports

Diversity Committee Report

DIVERSITY SUBCOMMITTEE GOALS

Preamble
Over the last fifteen years considerable effort has been devoted to studying how to enhance the diversity profile of Ohio University. Committees, planning councils, and task forces have conducted research and written reports that document the need for change and identify specific recommendations to enact to ensure that the campus climate is more inclusive and welcoming; to make the faculty, staff and student body more diverse; and to create richer opportunities, within and beyond the curriculum, for the campus community to learn about the issues, concepts, and challenges tied to diversity.

The reports and recommendations have been endorsed but have not led to a coherent plan or the staff and resources necessary for their implementation. Consequently, progress on diversity at Ohio University has been limited and erratic.

A fundamental and continuing obstacle to progress indeed is the absence of a coordinated intramural and extramural approach to diversity supported by an intelligently designed infrastructure and outreach campaign with sufficiently funded staff and resources. President McDavis has declared diversity to be one of his four main priorities, and the Diversity Subcommittee holds that adopting such an approach is essential if Ohio University is to become a more diverse institution.

Diversity Definition
Diversity is a dynamic phenomenon, which means that any definition of diversity necessarily will miss some of diversity's evolving features. With that caveat in mind, this document defines diversity as signifying difference and heterogeneity between and among individuals, groups, and cultures. Specifically, diversity is inclusive of all ages, races, ethnic groups, genders, gender identities, sexual orientations, national origins, cultures, socio-economic classes, capabilities, ways of thinking, geographic region, and religions. Ohio University's own statement on diversity affirms its commitment
"to promoting an atmosphere where understanding and acceptance of cultural and racial differences are ensured."

Key Recommendations
The Diversity Subcommittee identified key diversity recommendations for each of the three areas that the Strategic Planning Task Force " addressed: National Prominence, Partnerships, and Resources.

1. **NATIONAL PROMINENCE** – ***Ohio University will continue to build and maintain a***

diverse academic community in which tolerance, appreciation, and respect for diversity are guiding norms.

An academic community that is itself diverse and embedded in a climate where differences are welcomed and respected is essential to this move. Similarly essential is an academic experience that introduces all students to the rich, multicultural heritage of Ohio University and the nation as a whole, ensures that all students have the opportunity to take part in purposeful interactions with members of the academic community different from themselves, and equips students with the knowledge and skills necessary for them to thrive in the diverse world beyond the campus. Toward this end, the Diversity Subcommittee recommends increasing recruitment and retention of under-represented students, faculty and staff; enhancing learning experiences focused on issues of diversity; and creating a more welcoming environment on campus and in the community. Finally, it is important to note that presupposed in what follows is the principle, articulated by President McDavis, that Ohio University is "one university" constituted by six campuses that must collaborate more effectively toward the end of enhancing diversity.

2. **PARTNERSHIPS** – ***Ohio University diversity efforts must include an outreach campaign that contributes to the improvement of P-12 education.***

Beyond the campus (extramural) an effort should be undertaken to collaborate with other colleges and universities toward the end of improving P-12 education in Ohio. The demographic trends that College Board tracks confirm that the number of high school graduates in Ohio will peak in 2015 and then begin to decline. Just as troubling is the current high school graduation rates across the state and particularly within poorer school districts concentrated in Southern Ohio and urban areas. Further troubling is the even lower graduation rates for African Americans, Hispanics/Latinas/Latinos, and Native Americans.

The Diversity Subcommittee recommends that Ohio University take the lead in forging a partnership with other institutions to begin to reverse these trends. The Voinovich Center, the Center for Higher Education, and the President's Office would play key roles in initiating this partnership, which within Ohio University would involve faculty, administrators, students, and staff. By taking this step Ohio University would position itself as a leader within higher education dedicated to solving collaboratively the problems of P-12 education. Ultimately, if such a partnership were successful it would increase generally the pool of students eligible for higher education and specifically the pool of students from under-represented groups. It would also help both to enhance the reputation of higher education within Ohio among citizens and legislators and to improve the state's economic prospects because more citizens would have college/university degrees and so would be better prepared to meet higher level workforce expectations.

3. **RESOURCES** – ***Resources must be identified and allocated to support a coordinated organizational infrastructure established to support diversity goals of the institution. Such infrastructure needs sufficient authority, staffing, and resources to achieve progress.***

The overarching and primary recommendation of the Diversity Subcommittee is that within Ohio University (intramural) an infrastructure must be established that will involve personnel from the

President's Office, the Provost's Office, the Office of Institutional Equity, University Human Resources, the individual colleges, academic programs, Admissions, Financial Aid, Student Affairs, and the Alumni Office. The principal duties of those working within this infrastructure will be to increase the enrollment, retention, and graduation rates of undergraduates and graduate students who belong to under-represented groups; to increase the hiring and retention of faculty and staff who belong to under-represented groups; and to monitor and respond to problems related to the university's climate. Providing the requisite staff and resources consistent with such goals, including those related to academic support services and outreach efforts delineated later in this document, is imperative if the university's diversity profile is to be enhanced.

The Diversity Subcommittee strongly recommends placing an office at the center of the aforementioned infrastructure with sufficient authority, staffing, and resources to coordinate all university efforts related to diversity. The Subcommittee believes that this office is essential to achieving its specified diversity goals, to ensuring that these efforts are coordinated effectively and efficiently, to identifying and removing barriers to progress on diversity, and to establishing accountability standards for all units on campus. The efficacy of this office will require that diversity remains a fundamental and ongoing priority in Ohio University's budget planning and decision-making.

Four Areas of Diversity Goals

The four areas of diversity goals are: Faculty and Staff; Environment and Climate; Student Learning Experiences Inside and Outside the Classroom; and Student Recruitment and Retention. These goals are consistent with the recommendations outlined in Sylvia Hurtado's Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education, which is based on a comprehensive national study. (See Section Eight, Diversity Committee Appendices, Appendix A)

I. Faculty and Staff: ***Increase recruitment and retention of faculty and staff who belong to under-represented groups.***

1.1 Establish a comprehensive hiring program for faculty, administrative staff, and classified staff, with the President's Faculty Diversity Hiring Program as the foundation, that puts in place incentives to planning units for active, successful recruitment of qualified candidates who belong to under-represented groups. (See Section Eight, Diversity Committee Appendices, Appendix B)
   1) Re-establish funding pool, designed to hire spouses and partners, as well as faculty and staff who belong to under-represented groups, to 2004 level and enhance it further.
   1) Establish specific goals for increasing hiring from under-represented groups, and a timeline to achieving these goals. (See Section Eight, Diversity Committee Appendices, Appendix C.)

2.1 Establish a comprehensive orientation, mentoring, and professional development program for newly hired faculty, administrative staff, and classified staff. This orientation should be required and should take place over a series of monthly sessions. Mentoring should not be mandated but strongly encouraged, and mentors must be professionally trained and recognized for their efforts.

3.1 Establish a hiring program for women faculty and staff focused on disciplines and

institutional units where women are under-represented. It is understood that "women faculty" is meant to be inclusive of women who belong to under-represented groups.

4.1 Establish and conduct an annual assessment process that tracks diversity hiring goals and evaluates planning units' diversity accomplishments.

Metrics: see Section Eight, Diversity Committee Appendices, Appendix C. for specific Targets related to Goals

4. Conduct evaluation of orientation and mentorship programs designed for new faculty and staff.
5. Conduct exit surveys of all faculty and staff to determine reasons for leaving Ohio University.
6. Review mentorship activities in planning units and develop an assessment strategy to determine their effectiveness.

II. Environment and Climate: ***Create a more welcoming climate on campus and a more inclusive climate in Athens and the surrounding communities.***

- Use a multi-phased approach, with an emphasis on outreach initiated by the university, to building and supporting a diverse campus and a welcoming Athens and regional climate.
    - Develop partnerships with local government agencies, business groups and others to foster ongoing dialogue to increase awareness of the value of diversity. Offer specific and concrete incentives for innovative ways/means of accomplishing this goal.
- Facilitate creation of an institutional environment that promotes learning about diversity and that recognizes an inclusive and dynamic definition of diversity.
- Establish a timeline, and an accompanying budget, for making the physical environment of the campus accessible to all visitors and all members of the university community.
- Integrate international undergraduate and graduate students more fully into campus life and activities in order to create the opportunity for intentional interactions and mutual learning between international students and U.S. students.
- Develop a centralized faculty and staff diversity orientation model that would be used by the different colleges and departments for new faculty/staff and/or existing faculty/staff that addresses cultural differences and sensitivities in an intentional effort to improve campus and classroom environments so that they become more welcoming and inclusive for all students and especially students from under-represented groups.
    - Include zero tolerance standards for discrimination and sexual harassment in all orientation programs for new employees.
- Establish a Women's Center to serve as a catalyst to promote understanding of, and action on, women's issues in the university and surrounding communities.

Metrics:

7. Administer bi-annually the Inclusiveness and Climate Survey to determine achievement of environment and climate goals.

8. Implement diversity orientation models that qualify as best practices for use in campus orientation activities.

III. Student Learning Experiences Inside and Outside the Classroom: ***Provide students with a rich set of classroom, campus, and community learning experiences that will introduce them to diversity and to the importance of acquiring intercultural fluency.***

1) Create and implement a core curriculum that facilitates the attainment of intercultural fluency through systematic and repeated exposure to courses that deal with the concepts and issues of diversity and encourages students to learn about diversity outside the classroom through participating in Student Affairs programs, Residence Life activities, Education Abroad, and related campus activities organized around diversity.
2) Draw on existing diversity and inter-cultural fluency curriculum immediately.
    a. Disseminate the survey of diversity-related curriculum in a manner that is readily available and accessible to faculty, students and advisors.
    b. Encourage faculty advisors to promote existing diversity and inter-cultural fluency courses to their advisees.
    c. Provide funding to departments/schools to advertise course offerings that address diversity and intercultural fluency.
3) Charge the Center for Teaching Excellence with the responsibility to create opportunities for faculty to learn how to infuse their courses with diversity concepts and issues and to explore the possibility of formulating a "Diversity Across the Curriculum" program modeled after the "Writing Across the Curriculum" program that then could lead to offering a certificate program in diversity.
4) Implement a comprehensive engagement program for all first-year students, including transfer and relocate students, that coordinates student advising, orientation activities, Residence Life programs, retention activities, and community involvement across campus. Students should be encouraged to seek out educational opportunities to acquire intercultural fluency and to learn about cultural difference as it manifests itself domestically and internationally.
5) Develop a university message that unifies the activities of all of the programming offices on campus to engage and educate majority students on campus and coordinate these efforts to effectively and efficiently market and deliver these activities to the diverse needs and interests of all students.
6) Facilitate additional training for individuals such as resident assistants that can engage first and second year students in intentional interactions that will strengthen intercultural fluency through various discussions and programming among students from diverse backgrounds in residence hall communities as well as throughout the larger Athens community.
7) Recruit and train students from under-represented groups to serve in leadership positions such as Admissions Tour Guides, Student Senate, Pre-College Advisors, Resident Assistants, and Greek Life.

Metrics:

1) Track course offerings and increase enrollment in existing diversity and intercultural-fluency related courses until such time as a new core curriculum is in place.

IV. **Student Recruitment and Retention:** ***Recruit and retain a more diverse student body.***

Develop and resource an office within the aforementioned infrastructure that is responsible for leading the institution's multicultural student recruitment and retention efforts while working collaboratively with Admissions and other units. Specifically, this office should be charged to develop and implement a multi-year, institution-wide recruiting initiative targeted to multicultural students which includes early outreach activities, increased on-campus visitation programs, and summer enrichment programs based on best practices of other institutions. Within this initiative is the recognition that recruiting nonresident students and international undergraduate students is a valued goal that contributes to the diverse character of the campus community. This initiative warrants immediate support.

Charge this office to collaborate with Financial Aid to develop a multi-year funding strategy for multicultural scholarships that allows Ohio University to be competitive in the market with respect to its goals of increasing the diversity of the student body.

Form partnerships among Ohio University, P-12 schools, and other institutions and organizations for the main purpose of recruiting students from under-represented groups. Such partnerships are vital to the future of the university and should include high schools, middle schools and possibly primary schools in order to associate Ohio University with students of all ages and to strengthen networks within the state. Few such partnerships exist. The number of these partnerships with schools and organizations should be increased each year.

Metrics:

2) Establish specific goals for increased recruitment and retention of under-represented students. (see Section Eight, Diversity Committee Appendices, Appendix C.)
3) Conduct annual assessment of progress on initiatives intended to increase enrollment and graduation rates of under-represented groups. (see Section Eight, Diversity Committee Appendices, Appendix C.)
4) Survey Ohio University's existing partnerships to ascertain their potential relationship to the diversity goals of the institution. (see Partnership Committee Report)
5) Conduct annual assessment of the enrollment management and financial aid strategies intended to address the needs of under-represented groups to determine progress.

Concerns, Issues and Observations:
Within each of the above goals challenges prevail. Primary among these are coordination and accountability. Coordination of diversity efforts requires a network of inter-related, focused and thoroughly articulated initiatives. Such coordination demands effective leadership. Funding to support diversity initiatives will be critical to realizing diversity goals. Equally important to progress is persistent follow through and follow up. Here again, leadership plays a key role. In regards accountability, an approach to assessment must reflect the comprehensive and multi-faceted nature of these goals. Annual assessment results should be communicated thoroughly and effectively to the campus and community.

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Section Seven: Committee Reports

Partnership Committee Report

Introduction
Public universities have historically played a noble role serving the needs of society through equal access to higher education and service to the community and nation. This is an appropriate role given that public universities were established by public action and supported through general taxation for the benefit of all society.(i)

The social contract between the public and the University has been undergoing change. State governments are requiring public universities to assume additional roles such as revitalizing K-12 education, assisting in economic and community development, providing models for multicultural society, and preparing the way for internationalization."(ii)

Ohio University has long recognized the unique role it has in Appalachia Ohio. We have a long tradition of working on promoting human, economic, and cultural development in Appalachia Ohio and the State.

One of the ways that Ohio University has chosen to enhance its national prominence is to better use its knowledge to assist the region and the state in addressing education, health, and economic problems. We believe that it is the responsibility of public universities to support their region and state with outreach programs that contribute to community and economic development.

The Kellogg Commission on the Future of State and Land-Grant Institutions,(iii) has concluded that public universities need to move beyond service and outreach programs to "engagement." This involves redefining teaching, research, and service programs to become "more sympathetically and productively involved with their communities."

We will respond to this need for engagement with an approach that emphasizes integration of teaching, research and interdisciplinary initiatives, and that develops programs in service learning, outreach, and university-community partnerships that help address the problems of the region and state. It is our hope that the community and region benefit from such programs and that students learn that higher education is about important values like informed citizenship and a sense of responsibility. Service learning helps to develop civic minded graduates who are better prepared to take up the complex problems that face our society as well as to succeed in their careers.

Goals

Ohio University will significantly strengthen the scope and effectiveness of our commitment to helping Appalachia Ohio in the areas of PreK-12 public education, economic

development, and health issues. A more detailed description of what is included in these regional strategic thrusts is given below.

Ohio University will improve its internal infrastructure by creating a facilitative partnership office to support existing and new cooperative partnerships with external and internal partners in the areas of diversity, regional and international strategic thrusts, sponsored research, and interdisciplinary education programs.

Ohio University will significantly expand the opportunity for undergraduate and graduate students to participate in practica or service learning experiences. By participating in such activities students acquire a sense of citizenship and a sense of responsibility and understanding for others in their surrounding community. In addition, they gain valuable employment skills as they broaden their experiences. These skills include improving their problem solving and critical thinking skills and their ability to work with others. In addition, community participants obtain satisfaction from helping the students develop and they clearly benefit from the students' skills and expertise.

Regional Strategic Thrusts

Education:

Develop a region wide effort to better engage with universities and community colleges to improve the high school graduation rate of the students who live in this region. This economically disadvantaged region has a very low rate of graduating students from high school and an even lower rate relative to other parts of the state of students who go on to technical, community colleges and universities. This will enhance our diversity by bringing more under-represented students, including those who qualify based on socio-economic reasons. We will develop a coordinated outreach program involving mentorship programs and partnerships with such organizations as Ohio Appalachian Center for Higher Education (OACHE) and Upward bound and Gear Up programs. We will also investigate the development of special scholarship funds and financing options for students from this region.

Assist in the improvement of K-12 instruction including teacher preparation and principal and superintendent training

Assist in the improvement of Adult Literacy programs for the region

Assist in the conduct of policy research on the above issues and research related to understanding and improving all forms of education in the region

Health/Environment

Through partnerships, provide health education to providers, patients and allied health personnel, provide special courses such as CPR and continuing education to nurses and doctors

Continue to develop internal cross-college and discipline based research by expanding the role of the Rural Health Institute and related initiatives and offices. This includes the Colleges of Health & Human Services, Osteopathic Medicine, Arts and Sciences, Engineering, and Communication

Maintain through free clinics community health services to the region such as health screening, immunization

Expand University research on diseases that are prevalent in this region such as cardiovascular disease and diabetes.

In conjunction with state and federal partners, work to preserve, restore and enhance a healthy natural environment including terrestrial and aquatic ecosystems.

Promote sustainable development both on and off campus by encouraging design, planning, and building practices which reduce energy consumption and waste and enhance the use of locally-produced goods and services.

Continue to encourage multidisciplinary research in the fields of energy, environment and economics and encourage the development of new markets for products and services in these fields.

Economic Development

Expand the number of technology transfer agreements and the dollars generated

Expand the business technical assistance program that includes assistance to start up and existing businesses and provide economic development assistance to communities in the 18 counties in this region.

Through Regional Higher Education Workforce, expand the training and development programs

Continue to provide research and technical assistance in the areas of highway construction and energy research

Build the capacity of local non-profit and government agencies through

- Leadership training
- Facilitation of planning and implementation
- Sharing of best practices

Serve as a liaison between state agencies and organizations in the region [e.g., Governor's Office of Appalachia (GOA), Ohio Department of Job and Family Services (ODJFS), Appalachian Regional Commission (ARC)]

Strategies/Recommendations

a) *Evaluation of Existing and Past Partnerships*- Ohio University needs to develop a better understanding of how to enhance its existing and future partnerships within the University and with external partners. To accomplish this, we will conduct focus groups aimed at obtaining direct feedback from external and internal partners about their experiences in developing partnerships with Ohio University. Focus group questions will be directed at developing an understanding of how our partnerships can be improved along the following four dimensions:

Responsiveness - Are we carefully listening to the communities, regions, and states we serve? Are we asking the right questions and offering the right services?

Respect for partners – The Kellogg Report emphasizes that the purpose of an engaged university is not to simply provide knowledge to the community but to encourage joint academic-community definitions of problems, solutions, and success.

Accessibility – Public universities are very confusing to outsiders. We need to find ways to help potential partners identify the right people.

Coordination – Ensure that the University and all relevant communities understand what efforts each has planned or underway in order to reduce duplication and competition.

The purpose of this evaluation is to find ways "to move beyond outreach and public service to a new conception of "engagement" with the community, new ways of moving the university's

expertise and resources off campus, and at the same time, receiving input and expertise from the community in ways that serve(d) both institutional and community needs." (iv)

b) *Infrastructure* - We need to determine how best to improve the infrastructure of the University to support the expansion of effective partnerships. We will examine other University models to determine best practices.

Preliminary research found that many state flagship Universities have developed a facilitative office, which reports to the Provost or President. This office assists members of the university and region to develop partnerships and recommends policies and procedures that foster and assist faculty, departments, and colleges in carrying out multidisciplinary research and outreach activities. This office also serves as a data clearing house, collecting information about outreach programs and disseminating that information to the University's constituents.

Based on the outcome of the focus group interviews with internal and external partners and the identified areas for improvement, Ohio University will need to develop the infrastructure to better support and facilitate its existing and future partnerships and its new strategic thrusts. The option of a facilitative partnership office as well as other potential supporting infrastructures will need to be assessed.

c) *Organization Ethic* – the University leadership needs to make engagement of the students and the region a priority so that it becomes a critical part of the core mission of the University. As the Kellogg Commission has stated "something is lost when we separate knowledge from responsibility." Service activities should not be attached to only a limited number of disciplines or centers. The philosophy and responsibility of nearly every academic unit of the university should be to identify knowledge that can be utilized to solve society's problems.

The Kellogg Commission recommends that all existing and service activities be examined to see if they truly involve 'engagement': that is, two-way partnerships that involve reciprocal relationships between the university and community that are defined by mutual respect for the strengths of each.

Part of this issue, is that the institution needs to develop incentives to encourage faculty and student participation. The Kellogg commission recommends that we examine two issues - rewarding faculty for their contributions to engagement and finding ways to have departments make engagement part of their collective responsibility. This also applies to finding ways to encourage departments and colleges to become more collaborative and involved with other departments across the campus.

With regard to student participation, preliminary research examining other major public universities indicates that they have engaged in many innovative approaches including, service learning, internships, and team learning activities.

d) *Communication* – Ohio University needs to develop a coordinated communication strategy to better inform the University's various constituents - including the public - as to the resources and

programs that the University offers and how they can be best used to help solve the problems of the region and state.

The University needs to develop vehicles to communicate the many different activities that are underway to help solve regional and state problems. This might include newsletters that could be mailed to key constituents in the region and state. This might also include a website of University Outreach Programs and an annual publication that focuses on the outreach activities (similar to Research Perspectives). In addition, these efforts might be supplemented through press releases, media advisories, as well as direct involvement of President McDavis on major projects.

Metrics

Once the focus evaluation process is completed we will set specific metrics for the number and quality of the partnerships (as measured by the internal and external participants) for each of the targeted areas.

In addition to measuring the partnerships, the University should also measure its progress in accomplishing the new strategic thrusts in order that our partners, constituents, and the public understand how well we are doing. We will have to develop detailed measures of institutional performance in all of the strategic thrust areas: education, economic development, health, diversity, international, sponsored research, and multidisciplinary programs. Some potential metrics for these areas are noted in Section Eight, Partnership Committee Appendices, Appendix A

Our goal in establishing accountability is to clearly demonstrate to the public, the region and all of our partners that our institution exists to serve the public good.

Once metrics have been put in place to assess both partnerships and the progress towards reaching the strategic thrusts, evaluation will take place on an ongoing basis. The supporting infrastructure that is developed will need to be evaluated to see what improvements can be made to better facilitate partnerships and regional impact.

i. The Future of the Public University in America: Beyond the Crossroads, James Duderstadt and Farris Womack, (2003)
ii. The Future of the University in an Era of Change. James J Duderstadt. The Association of the Collegiate Schools of Planning, Georgia Institute of Technology College of Architecture. March 7, 1997. Page 11.
iii. Renewing the Covenant – Learning, Discovery and Engagement in a New Age and Different World., Kellogg Commission, Sixth Report
iv. Renewing the Covenant – Learning, Discovery and Engagement in a New Age and Different World., Kellogg Commission, Sixth Report

Vision Ohio
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Section Seven: Committee Reports

Resources Committee Report

INTRODUCTION

The Resources Subcommittee was asked to deliver two major products: 1) a proposal for a new budget allocation process; and 2) recommendations regarding resource enhancement, including the benefits of greater efficiencies.

In approaching its assigned task, the Subcommittee members were aware of the tensions among the seemingly competing goals of enhancing resources while maintaining quality. Because of the state funding formula, Ohio University faces declining state subsidy unless we adopt a growth strategy. Moreover, to better serve the needs of the state, we are being challenged to open our doors to an increasing number of first-generation college students. At the same time, Ohio University seeks to maintain its high standards of academic excellence in teaching and to enhance its research profile, especially in the area of funded research. To accomplish all of these goals, Ohio University needs an Academic Plan that identifies strategic priorities and quality metrics to measure attainment of those priorities. That Academic Plan is now being formulated. Attainment of the Academic Plan, however, is dependent upon an effective budget allocation process. In this report the Resources Subcommittee recommends such a budget allocation process. Recognizing that fully implementing this process will take time, the Subcommittee also recommends resource enhancement and efficiency strategies that can, in the short term, make available resources to assist in the attainment of the academic plan.

The budget allocation process recommended by the Subcommittee only addresses operating budgets, and revenues from tuition, fees, and subsidy. Auxiliaries and allocation of research incentive dollars are not addressed. The budget process is based on the following principles:

- The budget allocation process must support the academic plan, and therefore must be focused on quality.
- The process must be transparent to all members of the campus community, and must require accountability.
- The process much be easy to administer, and not costly to maintain.
- The process must reflect the principles of shared governance.
- The process must balance the redirection of funds for new initiatives with the goal of providing sufficient funds for ongoing efforts, and must provide budget stability.

In developing its recommendations, the Subcommittee researched budget theory; analyzed the experiences of other universities; and conferred with deans, department chairs, and administrators.

GOALS, STRATEGIES AND METRICS

Budget Allocation Process:

The budget allocation process is built on the assumption that resources should be matched with priorities. Each unit must align its goals with the Academic Plan and must be provided with the resources to accomplish its goals. To operationalize this approach, the budget allocation process utilizes the following concepts:

Metric Driven Accountability: To implement the metric driven accountability approach, the University community should formulate a set of metrics for the University, identifying priorities and strategies and steps toward achieving those strategies, as well as metrics by which to monitor the achievement of its goals. Each unit on campus should formulate its own set of metrics, articulating in the process how its activities will further the University's Academic Plan. As an example:
Provide a distinctive undergraduate education (University strategic priority)
Increase participation in residential learning communities (strategy)
Establish desired benchmark of 35% participation by Group I faculty (metric) and 55% participation by majors (metrics)
Increase participation by Group I faculty from 5% to 20% and of students from 15% to 35% within 12 months (measurable goal)

Identification and assignment of revenues: The Subcommittee recommends the assignment of tuition and subsidy revenues to the academic areas. Such assignment recognizes that the academic units are most directly involved in the generation of these revenues. The basis for such assignment should be as simple as possible.

Assignment of direct costs and allocation of overheads. If we assume that the other areas of the University provide support for the efforts of the academic areas in generating revenue, then the costs of those support areas should be assigned to the academic areas (where assignment is possible) or allocated to the academic areas (where assignment is not possible).

Re-basing: As a first step in implementing this budget process, the operating budgets of the academic units and the academic support units should be re-based so that they directly support the Academic Plan. It should be understood that not all academic units will be able to "pay their own way."

Annual reviews and periodic re-basing: The adoption of a new budget allocation process may cause shifts in resources. In order to assure that those shifts aid in the accomplishment of the Academic Plan and do not create unintended hardships, annual budget reviews are crucial. Annual reviews are also necessary in order to assure that each unit is making progress toward the attainment of the agreed upon goals in its balanced scorecard. Periodic re-basing of unit budgets may be necessary.

Central fund: A central fund is necessary to assure that the Academic Plan is being supported and that promising opportunities can be pursued.

The Subcommittee envisions a 2-3 year timeline for implementation of this process, with ample time for training and education and for a dry run of the system. A complete description of the

budget allocation process can be found in Section Eight, Resources Committee Appendices, Appendix A, "A Talking Paper Regarding a New Approach to Budget Allocation at Ohio University.

Resource Enhancement/Efficiencies

The Resources Subcommittee was charged to develop strategies that support the goal of enhancing resources for Ohio University. In identifying these strategies, the Subcommittee reviewed past efforts at identifying revenue enhancements and greater efficiencies; utilized an Expert Advisory Group to analyze issues of enrollment, retention and capacity; and conferred with experts in specific areas including Information Technology (IT), research and development.

The results of these efforts can be found in the following documents:

- Enrollment/retention
    - Section Eight, Resources Committee Appendices, Appendix B: "Enrollment Options for Ohio University"
- Operational efficiencies and Revenue enhancement
    - Report of the 2004 Presidential Efficiency Committee: www.ohiou.edu/budget/committees/effi_report.htmlx
    - Report of the 2004 Presidential Revenue Enhancement Committee www.ohiou.edu/budget/committees/Rev_report.HTMLX
- Endowment development
    - Section Eight, Resources Committee Appendices, Appendix C: Forthcoming
- Research expansion
    - Section Eight, Resources Committee Appendices, Appendix D: "Accelerating Research at Ohio University and Obtaining Needed Resources"
- IT development
    - Section Eight, Resources Committee Appendices, Appendix E: "Information Technology as a Key Enabler of the Strategic Plan"

We recommend that the Budget Planning Council review these documents, identify worthwhile strategic goals, and recommend implementation to the Provost and Vice President for Finance and Administration. The Provost and Vice President for Finance and Administration should take the lead in facilitating the implementation of resource enhancement measures.

Concerns

The major source of additional revenues is, of course, enrollment growth. However, Ohio University has limited capacity for enrollment growth without significant cost increases that would offset additional revenues. Enrollment growth is a complex issue, involving such questions as the graduate/undergraduate ratio; percentage of out-of-state students, etc. A more complete analysis of these concerns is available in Section Eight, Resources Committee

Appendices, Appendix B and also in Section Eight, Resources Committee Appendices, Appendix F (Expert Advisory Group Matrix).

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Section Eight: Appendices

Diversity Committee Appendices

Appendix A.

Hurtado identifies three main challenges that institutions must address if they are to enhance diversity on their campuses: structural diversity, curricular diversity, and providing opportunities for informal interactions. By structural diversity, Hurtado means that a university must have as a fundamental goal the recruitment and retention of students, faculty, and staff from under-represented groups in numbers proportionate to those groups' population in its home state. By curricular diversity, Hurtado means that a university should offer its students an ample number of courses and learning opportunities beyond the classroom where they can come to understand diversity concepts and issues and acquire the knowledge and skills requisite to analyzing, explicating, and discussing those concepts and issues in writing and in public settings. By informal interactions, Hurtado means that a university must ensure that students different from one another have many possibilities to communicate regularly so that a spirit of dialogue across groups is fostered with the aim in mind of engendering genuine multicultural awareness. Such opportunities, if they are to be optimally effective, clearly depend on the university's making progress on structural diversity and curricular diversity. In Hurtado's view, the ultimate goal for a university, as it strives to meet these challenges, is to prepare its students to live and thrive in our diverse democracy and in our global world.

Appendix B.

To meet the challenge of structural diversity with respect to faculty and staff, the Diversity Subcommittee advocates full implementation of the Affirmative Action hiring goals for departments and schools that were identified in Fall 2004, based on data drawn from The Doctoral Recipients from United States Universities: The Digest of Educational Statistics, U.S. Department of Labor, and the newly established "hiring protocol for full-time presidential appointments." Further, the Subcommittee recommends that all persons with hiring authority must work together to ensure that progress is made on these goals and that this protocol is followed. These goals and this protocol, along with the mandate that all supervisors' diversity accomplishments be considered a priority in their evaluation, represent a strong base from which to commence more effective recruitment and retention efforts.

Appendix C. METRICS and TARGETS

GOAL I: Increase Faculty and Staff Minority Hires

FACULTY: WOMEN

Current State: 34%
Target: 48%
Needed: 3% annual growth each year over the next 5 years with special emphasis in those disciplines where women are under-represented.

FACULTY: MINORITY

Current State: 17% Minority faculty
Target: 22%
Needed: 1% annual growth each year over the next 5 years

ADMINISTRATIVE STAFF: MINORITY

Current State: 12%
Target: 23%
Needed: 2.3% annual growth each year over the next 5 years

ADMINISTRATIVE STAFF: WOMEN

Current State: 46.1%
Target: 57%
Needed: 2.2% growth each year over the next 5 years

STAFF: CLASSIFIED

Current State: 4% (45)
Target: Increase minority classified staff by 2 hires annually over the next five years.

GOAL II. See Report Document
GOAL III. See Report Document

GOAL IV. : Increase recruitment and retention of minority students

STUDENTS

African American:
Current State: 3.3%
Desired: 11.5%
Needed: 2% growth over the next five years
*Based against US Census Bureau Data on Ohio Population

Hispanic
Current State: 1%
Desired: 2%
Needed: Increase 1% over the next five years
*Based against US Census Bureau Data on Ohio Population

RETENTIONS RATES

African-American Freshmen Retention Rate 80%

Hispanic Freshmen Retention Rate 78%

Target: Increase African American and Hispanic student retention rate by 2% by 2006-2007.

GRADUATIONS RATES

African American 6-Year Graduation Rate 68%

Hispanic 6-Year Graduation Rate 68%

Target: Increase African American and Hispanic student graduation rate by 2% in 2005-06.

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Section Eight: Appendices

Partnership Committee Appendix

APPENDIX A
POTENTIAL METRICS FOR PARTNERSHIP GOALS

Education Metrics

1) Improve High School Graduation/College Enrollmentl

- Number of partnerships with Universities, Community Colleges, Technical Schools and High Schools in region
- Number of programs (mentorship, preparation, partnership) to help kids graduate, get in higher education
- Number of kids that participate in these programs
- (Dollar value of services provided)
- Number of kids graduated in region
- Number of kids enrolled in higher education in region
- Number and amount of scholarship funds/financing options

2) K-12 Instruction

- Number of training programs for teachers, principals, superintendents
- Number of teachers, principals, superintendents enrolled in training programs
- (Dollar value of services provided)

3) Adult Literacy Programs

- Number of adult literacy programs offered
- Number of adults enrolled
- (Dollar value of services provided)
- Number of adults completed the program – literacy rate impact

Health/Environment Metrics

1) Health Education to providers, patients and allied health personnel

- Number of courses offered
- Number of people enrolled
- Dollar value of services provided
- Number of people that completed courses

2) Cross college and discipline research (RHI)

- Number of cross college and discipline research projects
- Dollar value spent on these research projects (grants, etc)

3) Community Health Services

- Number of community health programs offered
- Number of people serviced
- (Dollar value of services provided)

4) Regional diseases research

- Number of disease research projects
- Number of collaboration partnerships to research regional diseases
- Dollar value spent on these research projects (grants, etc)

5) Environment

- Number of external partners engaged
- Number of students conducting research in support of these efforts
- Decrease in standard measures of pollution
- Number of buildings on campus incorporating US Green Building Council design practices
- Economic analysis from the university on the savings incurred by adopting these practices
- Number of cross college and cross disciplinary research projects
- Amount of external funding generated by such research

Economic Development Metrics

1) Technology transfer

- Number of product commercializations
- Number of patent applications
- Number of patents awarded
- Number of invention disclosures
- Revenue from income generating licenses

2) Business technical assistance in region

- Number of businesses assisted in region (startups, existing, high growth potential)
- Hours and dollar value of assistance provided
- Number of startups in region
- Number and amount of loans, private investment into companies
- Increased sustainability of business
- Number of jobs created or retained in region
- Increased number of higher-skill, higher-wage jobs

3) Workforce training

- Number of businesses workforce training programs
- Number of people enrolled
- Number of people placed in jobs

4. Community Development

- Increased capacity of non-profit and government agencies
- Number of partnerships and sponsored research/technical assistance dollars with communities

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Section Eight: Appendices

Resources Committee Appendices

Appendix A

A Talking Paper Regarding
A New Approach to Budget Allocation at Ohio University

Overview

The Resources Subcommittee of the Strategic Planning Task Force has been assigned the task of developing a proposal for a new budget allocation process for Ohio University. The purpose of the new budget allocation process is to support and make possible the attainment of the University's strategic priorities. For purposes of this discussion, this document will refer to the University's strategic priorities as its Academic Plan.

The budget allocation process proposed here addresses only the operating budget and the revenues brought into the University through tuition and fees and subsidy. It does not address auxiliaries, i.e., the residence halls, dining services, etc. Nor does this proposal address the allocation of research incentive dollars. The Subcommittee did not have enough time to address these areas fully.

The Resources Subcommittee was asked to propose a budget approach that will be effective in addressing the University's future needs, as we face the desire to grow enrollment during a period of shrinking state funding. In formulating this new approach to budget allocation, the Subcommittee sought to create a process that would match resources with activities and would provide appropriate incentives for units to work in support of the University's Academic Plan. The Subcommittee sought a budget approach that would be based on simplicity, transparency, and accountability. In presenting this proposal, the Resources Subcommittee wishes to emphasize that the purpose of budget allocation must be to support the University's Academic Plan. The development of a specific and attainable Academic Plan is critical.

Background:

Ohio University has traditionally used incremental budgeting. In incremental budgeting, a unit's historical budget is the basis for subsequent budget development. Only new monies are allocated; budget cuts are taken as a percentage of the historical budget and are usually across-the-board. There is limited reallocation across units. At Ohio University, while there has been some reallocation within planning units, there is limited reallocation across planning units. Incremental budgeting is the approach that has been followed most often in universities, in part because it is easily implemented, provides budget stability, allows units to plan beyond one year with some certainty, and tends to shield institutions from what can become rancorous budget battles.

In periods of increasing funding, a university can continue to achieve its goals using incremental budgeting, because there is enough money to accomplish most activities. In the face of declining funding, universities have begun to regard incremental budgeting as an inadequate strategy. Incremental budgets reflect past assumptions and priorities, and often do not reflect current needs. And, with little or no new monies from student fees or state subsidy coming in, the only significant source of funds for new initiatives is the reallocation of existing resources. Ideally, increased efficiency allows this to occur without the erosion of services. The incremental budgeting approach of across-the-board reductions that take a fixed percentage of dollars from each unit does not generate adequate resources to support changed needs or new initiatives, nor does it enable a university to redirect its resources toward strategic priorities.

In developing this proposal, the Resources Subcommittee reviewed the literature regarding strategic budgeting; consulted with deans, department chairs, faculty, and representatives of other constituencies; and examined closely the approach taken by Ohio State University in its recent adoption of a new approach to budget allocation. Committee members found the Ohio State approach to have many promising features; however, it is important to remember that each university has its own unique character and unique challenges. Care should be taken to ensure that whatever system Ohio University adopts will meet its states goals. Comprehensive analyses that address the University's enrollment goals and the stability of state funding, as well as other considerations, should be conducted to minimize any harmful unintended consequences of a new budget allocation system. With these caveats in mind, the Ohio State experience does point to some important lessons for Ohio University to consider as we develop a new budget allocation approach:

The University's Academic Plan must guide budget allocation.
Both qualitative and quantitative measures must be included.
Not every college can be expected to "pay its own way."
Oversight and accountability are crucial.

Desired Goals of a New System

In proposing a new approach to budget allocation, the Resources Subcommittee seeks the development of a process that will fulfill the following goals:

The budget allocation system should ensure that the academic plan's **focus on quality** is emphasized. Underlying the allocation of resources, and the use of these resources, should be an emphasis on enabling the institution to deliver quality education at the undergraduate and graduate levels and to encourage the pursuit of quality research.

The budget allocation process should **match resources with priorities**. Units should be allocated the resources they need to fulfill their role in the University's academic mission.

The budget allocation process should **articulate the relationship between the academic units and the academic support units** of the University. The budget allocation process should reflect that academic units generate student fee and subsidy revenues and that the academic support units assist the academic units in these endeavors.

The budget allocation process should be as **simple as possible and as transparent as possible.** Formulas used in the process should be easy to understand and not costly to implement or maintain. Everyone should understand the bases for the assignment of

revenues and expenses and for the allocation of overheads and should have access to information underlying the assignments and allocations.

The budget allocation process **should assign decision making to its most effective level.** The impact of budget allocation should be not only to assign resources, but also to assign responsibility (and accountability) for the use of those resources.

The budget allocation process should balance the **redirection of funds for new initiatives with the goal of providing sufficient funds** for on-going efforts in support of the University's mission

The budget allocation process should be **built on accountability**.

Guiding Principles:

A budget allocation process serves the University; the University does not serve the allocation process. It can be all too easy to devolve into formula-based decision making, thus allowing the process to guide decision making and the University's direction. To avoid that undesirable consequence, it is important to base the budget allocation process on a very specific set of guiding principles. The Resources Subcommittee believes that the following guiding principles are critical.

The Academic Plan must guide budget allocation. The purpose of budget allocation is to enable the University to attain its Academic Plan. This means that the University must first articulate its strategic plan, as well as the benchmarks by which it will measure its attainment of that plan. The budget allocation process must allocate resources in a manner that both requires and allows each unit to make its contribution to the attainment of that plan.

The purpose of the budget allocation process is to support mission-focused priorities, not to make each college "pay its own way." It is important to remember that Ohio University is a comprehensive university. Some academic units will never be able to match revenues with expenses and come out to zero, much less a profit. Yet, these units are critical to us as a comprehensive university. Different disciplines have different cost structures; it is inevitable that some units generate revenues in excess of their costs while others generate revenues below their costs. Subsidization is, therefore, a given. The budget re-basing process makes that subsidization explicit and should lead to purposeful and thoughtful discussions and decisions about resource allocation.

"Re-basing" of budgets cannot be based solely on quantitative data. After many years of incremental budgeting, "re-basing" of budgets is needed to assure that units have the appropriate resources to accomplish their goals. Re-basing should address qualitative measures, not just quantitative data. The re-basing process should take into account benchmark data from programs at comparable institutions—both for qualitative and quantitative measures. While the magnitude of the re-basing effort can be determined immediately, the actual re-basing may take several years to accomplish and will probably require a phased implementation.

Mechanisms must be in place to assure that quality is maintained. The budget allocation system should ensure that appropriate incentives are created to allow for maximum achievement of the academic plan. This includes ensuring that academic units balance academic quality goals with revenue goals. Academic areas should be held to specified quality standards; for example,

maintaining or increasing the percentage of credit hours taught by Group I faculty. Provisions should be in place to discourage "poaching" of courses and programs by academic areas purely to increase a unit's revenues.

"Re-basing" should be done for academic support units as well as academic areas. While the data needed to "re-base" budgets may be more readily available for academic units, it is important that the same process—based on qualitative as well as quantitative data, and based on benchmark data from comparable institutions--be undertaken for academic support units as well. Re-basing should attempt to measure the value added to students' educational experiences, and should not assume that all services must be "world class." Just as incremental budgeting may have created a misalignment between resources and activities on the academic side, so too is it possible that the same has happened for the academic support areas.

Good data are crucial. It is imperative that good budget data be available for, and about, all units on campus—both academic and academic support. Data should be easily accessible and generated from a common dataset that is accepted as authoritative by all parties. If allocations are to be made, they must be based on good data if there is to be wide-based acceptance of the allocation process.

Communication and Education are vital. All constituencies across campus should understand the budget allocation process and its assumptions.

Accountability and oversight are essential. Units must be accountable for the resources they have been allocated, and they must be held accountable for meeting agreed upon goals. Oversight of the budget allocation process is critical at all levels. Oversight is needed of the implementation of the allocation process itself and also of the impact of the process. The Budget Planning Council, the Faculty Senate, committees at the college level, and other groups must have the access to information needed to assure that the process is indeed working as intended.

Budget Methodology

The Resources Subcommittee recommends that the budget allocation process be inextricably linked to the academic planning process. This will require that the budget process include several steps and concepts.

Metric Driven Accountability The Subcommittee recommends use of a metric driven accountability system (e.g., balanced score card approach) as part of the process of re-basing budgets across the academic units in the University and also as a cornerstone for determining annual budget investments made by the Provost, based on progress toward achieving the academic plan. As noted above, each unit's progress toward achieving its contribution to the academic plan should also be reviewed annually. Through use of the metric driven approach, Ohio University will monitor its progress toward achievement of the Academic Plan.[1] To

[1] As an example, Ohio State has set a priority of becoming a national leader in the quality of its academic programs. To attain that strategic priority, it has identified the strategy of building a world class faculty. One indicator of a world class faculty is the number of academic awards and honors achieved. Faculty members at Ohio State's benchmark institutions have received an average of 80.8 awards and honors; Ohio State's faculty has received 39.

implement the metric driven approach, the University community should formulate a set of metrics for the University, identifying strategies and steps toward achieving those strategies, as well as metrics by which the University will monitor the achievement of its goals. Each unit on campus should formulate its own metrics, articulating in the process how its activities will further the University's Academic Plan. It is unlikely that every unit on campus will be able to contribute to every element of the University's Academic Plan. It is also likely that units may demonstrate a need to achieve goals that were not envisioned by the Academic Plan but that have potential to benefit the University. For this reason, it is important that each unit be given the opportunity to define its own set of metrics, but it is assumed that the majority of strategies and goals each unit will define will fit under the umbrella of the Academic Plan.

Examples of University priorities and strategies, along with appropriate metrics, that a unit may formulate are as follows:

Achieve national prominence (University strategic priority)
Increase percentage of scholarly publications (strategy)
Based on peer institutions, identify benchmark of 3 publications per faculty member (metric)
Increase number of publications from 1.5 to 2.3 per faculty in 24 months. (measurable goal)
Provide a distinctive undergraduate education (University strategic priority)
Increase participation in residential learning communities (strategy)
Establish desired benchmark of 35% participation by Group I faculty (metric) and 55% participation by majors (metrics)
Increase participation by Group I faculty from 5% to 20% and of students from 15% to 35% within 12 months (measurable goal)

Once each unit has established its metrics, it should also quantify the resources it will need to accomplish the strategies it has identified. The metrics, as well as the resources needed to meet the metrics, should be the focus of the re-basing process, as well as of annual discussions, led by the Provost, regarding progress toward realization of the Academic Plan and the strategic investments needed for its achievement.

Identification and assignment of revenues and expenses. The Subcommittee recommends the assignment of tuition and subsidy revenues to the academic areas. Such assignment recognizes that the academic units are most directly involved in the generation of these revenues. The basis for such assignment should be as simple as possible. The Subcommittee recommends the direct assignment of tuition to the academic units based on a simple metric such as student credit hours.

The Subcommittee has examined two different approaches to the assignment of subsidy. In the Ohio State model, subsidy is allocated to the academic units based on student credit hours, and the different subsidy weightings assigned by the Regents to the different disciplines are taken into account in this allocation. In other words, according to the Regents model, Engineering receives more subsidy per student credit hour than does Education to reflect the

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Ohio State's progress toward attaining 80.8 awards and honors is part of its score card, which contains other metrics as well.

greater expense involved in delivering Engineering courses; in the Ohio State model, therefore, Engineering receives more subsidy dollars per student credit hour than does Education. It should be noted, that the Ohio State model is not generating adequate funds for Engineering and that discussions are underway to identify alternate methods that will allow more funding for Engineering, a discipline that has been identified as important to the Academic Plan.

The Subcommittee also examined the approach taken by Indiana University. In the Indiana model, subsidy revenues are kept centrally and are allocated to the academic units as a "plug" figure. In other words, an academic unit's expenses are subtracted from the tuition the unit generates; the result is always negative because no academic unit's tuition revenues are sufficient to cover all of its expenses. Subsidy dollars allocated from the central pool become the "plug" figure that brings each academic unit's budget into balance. This approach to subsidy allocation was adopted by Indiana in order to reinforce a sense of there being one comprehensive university and to deter academic units from seeking to become profit centers, rather than centers of academic excellence.

It is important to note that in both the Ohio State approach and the Indiana approach to the allocation of subsidy, the issue is to assure that adequate resources are in place to allow an academic unit to achieve its agreed-upon goals in supporting the Academic Plan. The underlying difference between these two approaches is related to the different ways in which the respective states fund their universities. Indiana uses a politically based allocation system, while Ohio uses a formula-driven allocation system that is based on enrollments in various cost models. Because enrollment has a more significant impact on the revenue of universities in the state of Ohio (and is responsible for over 90 percent of General Program revenues), the Subcommittee recommends that an approach closer to that adopted by Ohio State be used to allocate subsidy. Specifically, the Subcommittee recommends that tuition and subsidy be pooled and allocated on some measure of enrollment such as student credit hours.

Assignment of direct costs and allocation of overheads. Expenses as well as revenues should be assigned to the academic areas. Academic areas generate direct expenses as they purchase paper, pay for travel, etc.; these expenses are captured in the academic areas' 30000-90000 budgets. If we assume that the other areas of the University provide support for the efforts of the academic areas in generating revenue, then the costs of those support areas should be assigned to the academic areas (where assignment is possible) or allocated to the academic areas (where assignment is not possible). The cost of space associated with each academic area should be assigned on the basis of the square footage occupied by the academic unit. Costs associated with academic support areas (such as Student Affairs, Admissions, the Library, etc.) should be assigned to the academic units on a simple basis, such as student credit hours, weighted student credit hours, head count majors, etc. The costs of the support areas of the University not considered direct academic support should be allocated to the academic areas through use of an overhead percentage.

Re-basing of academic support areas. As noted above, it is critical that the academic support areas be re-based along with the academic areas, and that they are re-based as soon as possible, preferably at the same time the academic areas are re-based. Just as with the academic areas, this re-basing should center on benchmark data derived from peer institutions and also on input from

the academic areas that are the "customers" for the services provided by the academic support areas. For example, the academic areas should be polled regarding the level of services they believe the University can afford. The re-basing of the academic support areas, along with the annual budget reviews of these areas, should be done under the oversight of committees made up primarily of faculty, department chairs, and deans.[2]

Allocation of annual revenues. Academic units should receive the benefit of new revenues they generate through increased enrollments by receiving additional annual tuition and subsidy revenues generated. However, the allocation of annual revenues to the academic units should not take place in a vacuum, but should be accompanied by annual review of how well the unit is progressing toward achievement of the goals outlined in its balanced score card. Care should be taken to ensure that units can be assured of a certain level of stability in case of unexpected drops in enrollment.

Annual reviews and Periodic Re-basing. The adoption of a new budget allocation process may cause shifts in resources. In order to assure that those shifts aid in the accomplishment of the Academic Plan and do not create unintended hardships, annual budget reviews are crucial. Annual reviews are also necessary in order to assure that each unit is making progress toward the attainment of the agreed upon goals in its balanced scorecard. Periodic re-basing of unit budgets may be necessary, and an analysis to determine whether re-basing is needed and to gauge how well the process is working should be done every 3 to 5 years for every unit—both academic and academic support. It is possible that during a 3 to 5 year period, because of shifts in enrollment and changes in expenditures patterns, the budgets for both academic units and nonacademic units may no longer be optimal for achieving the Academic Plan.

Central fund. In the Indiana system, holding the subsidy centrally provides a central pool of funds to be used to assure that there are sufficient resources to fund current mission-driven activities and to ensure appropriate investment in new initiatives. In the Ohio State model, such a central pool is generated by levying a tax on the academic units. Both approaches recognize the need for a central pool of funds to be used to assure that the Academic Plan is being supported and that promising opportunities can be pursued.

Accountability and oversight. The hallmark of the budget allocation system must be accountability. Academic units must be accountable for how they utilize the resources allotted to them; academic support units must be accountable to the units they serve. And in the spirit of shared governance, it is critical that there be accountability to the constituent groups that make up this university—the students, faculty and staff. For this reason, a standing, broadly representative committee—such as the BPC—should be charged with monitoring the process. There should also be linkages between the BPC and the constituent groups on campus; for example the Faculty Senate Finance and Facilities Committee, the Deans' group, etc. Indeed the creation of the "customer" committees charged with re-basing and annual review of the academic support areas should be created under the oversight of the BPC (or an analogous group).

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[2] Ohio University would not be alone in re-basing academic support units and conducting regular reviews of these units. As part of its budget allocation process, Ohio State is re-basing academic support units and conducting regular reviews of their budgets. Bowling Green conducts seven year reviews of academic support units.

Oversight committees in each of the colleges should also be developed to assist the deans in assuring that the allocation process is working.

Implementation

Shifting to a new different budget approach will not be easy, nor can it be done overnight. The University, however, should move expeditiously. The timeline, as well as the entire implementation process, should be sufficiently flexible to allow for unexpected events. With the appropriate resources, the Subcommittee members believe the system can be operational within three years.

The following is a by-no-means exhaustive list of the activities that will be needed:

- During Year 1
  - A campus-wide education and communication effort needs to be undertaken to explain the process and to get broad-based acceptance of the approach.
  - Finalize the Academic Plan. This will include, but not be limited to, identifying the resources needed to accomplish the plan, the criteria to be used in prioritizing competing demands on resources, and the criteria that will be used to prioritize individual units' efforts in support of the academic plan.
  - Identify the constraints that will be put in place to prevent unintended activities and to maintain quality
  - Start training/education programs for those who will implement and maintain the process
  - Formulate the metrics for the University
  - Formulate metrics for each unit
  - Develop the criteria for how re-basing will take place for academic and academic support units
  - Decide what costs will be directly assigned and what will be allocated as overhead
  - Identify all needed data, assure data are accurate, assure that data are easily accessible through a data warehouse
  - Identify and develop the committee structure needed to assure accountability
  - Engage in the re-basing process
- During Year 2
  - Test the allocation process by running it as a shadow system, looking for problems and refining the process
  - Continue communication and education campaign across campus, as well as needed additional training
- Year 3
  - Go live with the process.

Questions, Limitations, and Next Steps

This proposal recommends first steps toward a new budget allocation model. Because of the limited time available, the Subcommittee was not able to address many details that will need to be worked out before a completed model can be put in place. Some of these details were

pointed out during open forums held on May 26 and 31 and in comments and suggestions provided to Subcommittee members. Concerns about this approach have also been expressed. Among those concerns are:

- This process could result in unintended consequences when a metric like student credit hours becomes "coin of the realm." The process could cause rifts between departments as they struggle for more student credit hours.
- This process could be too cumbersome and bureaucratic and could significantly increase the workload for department chairs and school directors and for the heads of academic support areas.
- This process could discourage interdisciplinary activities.
- This process could erode quality.

These are possible outcomes of the proposed plan, and monitoring will be needed to avoid them.

This proposal does not address several open issues that need to be clarified and decided in the next steps of developing this allocation model:

- The proposal does not deal with the allocation of research overhead dollars.
- The proposal does not address the relationship between Regional Higher Education and the Athens campus. If dollars will be following student credit hours, the issue of whether an Athens or RHE call number is assigned to a class becomes critically important. Current revenue sharing arrangements may need to be examined.
- The proposal does not address the issue of stipends and fee waivers and how they will be allocated.
- The proposal only addresses operating funds (tuition, fees, and subsidy). The treatment of other types of funds (auxiliaries, etc.) is not addressed.
- The proposal does not make explicit how this funding model will fit into the capital planning, space utilization or renovation processes.

There are certainly other issues that will emerge and will need to be addressed as this plan is developed further. One step that will be helpful in providing insights about the implications of this type of budget approach will be to examine the experiences of other universities who have adopted similar budget models. Investigating the approaches to budget allocation taken by our peer institutions will also be helpful in gaining some assurance about the efficacy of moving toward this type of budget model.

Resources Committee Appendices

Appendix B

Enrollment Options for Ohio University

The task of the expert advisory committee on resources was to analyze opportunities and constraints related to resource deployment and enrollment growth for Ohio University. The committee developed a matrix to organize our discussions on enrollment growth. That document will be transmitted to the Resource Committee under separate cover. We ultimately elected to present our information in the narrative scenarios that are presented below. Any plan to increase enrollments must take into consideration the importance of providing a mix of delivery options - on-campus (Athens and regional), distance learning, and blended formats - to meet enrollment demands. We must approach growth by considering a variety of ways to provide new and unique learning environments.

There was consensus that the following were key elements of whatever strategy the University elects:

- The University's growth strategies should focus on our long-term objectives rather than focus on short-term enrollment objectives. These strategies should emerge from a cogent academic plan, developed within a strategic decision making system that has a clear sense of academic mission and value to students, external stakeholders, and beneficiaries.
- Enrollment management should focus on the whole array of students not just an intake of incoming freshmen. This holistic approach would encompass retention, and student progress, as well as recruitment.
- The implementation of whichever strategy is adopted, is as important as the planning and development of that strategy.

While the Resource Committee will be addressing the University budgetary process in a separate document, the expert advisory committee would like to express its recommendation that the University's budgetary process / system be changed to provide appropriate resource incentives to Colleges that increase revenues (both tuition and fees and state share of instruction) through changes to enrollment.

Prior to discussing the enrollment options the Committee would like to present the following factors that might be able to expand revenues from students. Please note that these revenue enhancing strategies can be implemented without increasing the number of incoming students significantly and/or in combination with enrollment options that we have outlined.

Increasing retention

Retention continues to be a significant way that the University can increase enrollment. The University has already invested significant dollars recruiting these students. A 5% increase in

the current retention rate will result in approximately 200 more students per year, or 800 over 4 years. Retention problems are partly caused by students not being able to get the courses and majors they want which is driven by availability of faculty in those areas.

Increasing on-time degree completion

Increased persistence by OIG eligible students leading to an increase in graduates could translate in additional Success Challenge earnings. Key determinants to increasing on-time degree completion are the ability to provide courses when students need them and the distribution of faculty resources.

Increasing proportion of out-of-state students

The largest barrier to increasing out-of-state students is the cost of attendance. Hopefully, the University's efforts to leverage more financial aid and scholarships to attract this group will be successful. Another opportunity to expand out-of-state enrollment could result from taking a more institutional approach (as opposed to departmental approach) toward the Ohio University Volunteer Alumni Admissions Network (VAAN). Since some athletics programs draw heavily on out-of-state recruitment, an opportunity exists to couple admission recruiting with athletic recruiting in those areas, especially the southeastern United States.

Focus on programs that generate the higher subsidy earnings

Efforts to focus enrollment growth in program areas with high subsidy rates may be a losing proposition if subsidy continues to decline. The University would also need to determine if it is possible to attract and retain students differentially into those particular areas.

Differential tuition by program

This strategy seems to have the most potential at the graduate level. Philosophically, most people view undergraduate tuition as being the same for all disciplines, thereby ensuring that cost is not the primary determinant in major selection.

Enrollment Opportunity 1

Increase the total size of the Athens Campus undergraduate population by admitting more freshmen

A strategy for increasing the number of students attending classes at Ohio University would be to expand the size of the entering freshmen class. Over a four year period, the size of this increase would be multiplied by four to reach a final increase in the total size of the university. The critical issues and factors related to this strategy would include:

Housing

The current residence hall system is full. To accommodate more freshmen, additional space would need to be obtained. Potential possibilities would be

- Remove the housing opportunities for all students beyond the sophomore year from the dorms (about 700 now).
- To obtain additional space, we would have to reconsider whether sophomores are required to be in the dorms. This would force more students into the community which may have problems absorbing them.
- Target more local/commuter students that would not require housing through greater recruitment efforts and by redefining commuter efforts
- Longer term, consideration might be given to building additional residence hall space. However, issues regarding debt capacity could be a barrier to this approach.
- More cars are likely to be brought to campus as these students become sophomores. Additional parking capacity will likely involve remote parking. This may necessitate reliable shuttle service.
- When these students become juniors and seniors, the impact will be on housing in the community.

Space

- Classrooms: Currently, the Athens campus has an aggregate surplus of classroom space for its present levels of credit-generating activity, but surplus capacity does not distribute evenly across classroom buildings and categories of classroom capacity. The academic space utilization (SUMS) component of the Master Plan should provide additional insight to these distributional issues. Additional freshmen students in Tier I and in many Tier II lecture survey courses will create classroom demands in the very buildings and capacity categories that are likely to be most problematic. Whether they are targeted or untargeted is not as important as the fact that they are freshmen.

- Class Laboratories: The 2004 OBR state-wide capacity study indicated a 14.5% shortage of class laboratory space on the Athens campus. Because module size per student is discipline-specific, additional and detailed analysis is required to identify specific locations and severity of class laboratory shortages. The disciplines themselves should be position to make these assessments. In any case, such information will be provided in the space utilization study component of the new Campus Master Plan. It is not possible to say at this time whether greater stress on class labs would be created by freshmen or by upper-class students, but the impact certainly can be reduced in general by targeted

admission to programs with lab capacity, assuming such programs are willing to self-identify.

- Green space/ Student Activities/ Recreation: An increase in enrollment, especially on the undergraduate level, will be manifest in campus green space. Currently, green space for student intramurals is adequate. However, informal, outside activity space is at a premium, and yet, it is this same space that helps define our campus as a beautiful, residential, community-based campus. Preserving existing outside space and creating new space as enrollment grows will be a challenge.

- Faculty (and Staff) Offices: The 2004 OBR state-wide capacity study indicated an 8.3% shortfall of office space on the Athens campus. Local corrections to OBR data reduce the shortfall to 5.4%, but this appears to be a real shortage. If enrollment growth translates into staff/faculty growth, office space limitations will be a serious constraint. The university has very little unallocated space that it can bring into service quickly and inexpensively to provide additional office space, and the available space that is substandard and well removed from base operations for the units that need the space. Most of our unallocated space is not really "available" for reallocation because the space is in buildings that require extensive (and expensive) renovation, e.g., President Street Academic Center, the Ridges, and Tupper.

Mix of Majors/Programs

The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Potential possibilities would include:

- Admit students that apply without regard to their intended major. This may cause problems if those students cannot get into the programs they want.
- Accept new students only into certain targeted programs where either capacity exists or new resources are deployed. This would require identifying which programs have capacity and then finding a way to recruit students interested in those programs
- Both of these possibilities will put pressure on general education courses and other service courses related to the programs chosen by the students.
- Both of these strategies will probably require efforts to increase applications and yield.
- The University needs to develop both a pool of available resources to meet short-term enrollment demand as it arises, and have processes that provide the flexibility to allow the mix of majors and programs to change over time.

Faculty Capacity

While initially, more freshmen will create a proportionally greater need for graduate teaching assistants and Group II faculty (but also Group 1 faculty as well), as these students move through the ranks, the need will shift to put additional pressure on Group 1 faculty (or other full-time faculty). Some additional implications and possibilities related to this include:

- Leveraging new pedagogies and technologies may allow more students to be handled by the same faculty without decreasing student engagement. This will require extensive faculty re-training in these methods.
- If no new faculty are added, class sizes will probably go up in at least some areas and this might have a negative impact on engagement.

- If the load on existing faculty increases, this may have a negative impact on research productivity.
- Given the rural setting of Athens, Ohio University needs to explore the development of a non-tenure track for full-time faculty, in order to provide a flexible pool of qualified instructional resources.

Fiscal Issues/Opportunities

- In order to maintain state funding at current funding levels, we must grow at statewide average rate or greater.
- The University needs to ensure that it makes prudent use of its limited Student Financial Aid funding by using financial aid leveraging techniques. The University needs to develop a long-term strategy that balances need and merit awards against the cost to full paying students.
- Given current trends, increasing the number of freshmen will require increased admissions efforts to increase the applicant pool and/or the yield.

Enrollment Services Issues

- Ohio University's selective admission guidelines will need to be reviewed to ensure that enrollment growth is balanced with the University's interest—that we admit only students who are prepared to succeed.
- The University will need to ensure that staffing resources within Enrollment Services are maintained to service the increased enrollment. These resources should recognize the cyclic nature of the recruitment and enrollment processes (that may provide opportunities for temporary or seasonal positions).
- Rolling admission practices may need to be evaluated so that the increased volume of applications could be accommodated in a reasonable time frame. Undergraduate Admissions is currently under-staffed to handle increased volume in recruitment activities. Ohio University owns extensive data from ACT and the College Board that could help guide the activities to optimize efficiency and effectiveness of those activities.
- To achieve desired yield, increased collaboration among faculty and admissions staff would be required. Pre-college activities would need to be adjusted to accommodate the increased volume of students.

Enrollment Opportunity 2
Increase the number of Junior and Senior transfer students

Keep the size of the freshman class the same (linked to the maximum capacity of the residence hall system) and recruit more juniors and seniors (potentially from the regional campuses or through relationships with targeted community colleges).

Housing
The biggest impact will be on housing in the community. Some additional considerations include:

- The Off-campus Living Office and corresponding web site have been well received by student base. Not all transfer students enter with 90 hours. Perhaps one change would be to alter policy requiring students with less than 90 hours to live in dorms. Another possibility would be to alter commuter policy to extend beyond 50 miles.
- The Mill Street apartments should be completed by Fall 2006, providing 220 bedrooms in apartment configurations.
- This option will require even more extensive and immediate coordination with the Athens community on housing capacity. The University Master Plan will be looking into community capacity for housing. 600 bed facility is still being proposed for "Campus Edge". Cornwell purchase of Landmark and Bob's could also result in additional housing.
- More cars are likely to be brought to campus. Additional parking capacity will likely involve remote parking. This may necessitate reliable shuttle service.

Space

- Classrooms: Assuming that juniors and seniors are not enrolled in Tier 1, Tier II, or large survey courses, classroom space would not be a serious constraint for targeted programs. Classroom space may be a constraint with more general admission if enrollees gravitate to "high impact" programs, especially if continuation of current scheduling policies makes it difficult for "high impact" programs to secure classroom outside their primary buildings. Inadequate instructional technology in smaller classrooms also is a constraint on this option.

- Class Laboratories: The 2004 OBR state-wide capacity study indicated a 14.5% shortage of class laboratory space on the Athens campus. Because module size per student is discipline-specific, additional and detailed analysis is required to identify specific locations and severity of class laboratory shortages. The disciplines themselves should be in a position to make these assessments. In any case, such information will be provided in the space utilization study component of the new Campus Master Plan. It is not possible to say at this time whether greater stress on class labs would be created by freshmen or by upper-class students, but the impact certainly can be reduced in general by targeted admission to programs with lab capacity, assuming such programs are willing to self-identify.

- Faculty (and Staff) Offices: The 2004 OBR state-wide capacity study indicated an 8.3% shortfall of office space on the Athens campus. Local corrections to OBR data reduce the shortfall to 5.4%, but this appears to be a real shortage. If enrollment growth translates into staff/faculty growth, office space limitations will be a serious constraint. The university has very little unallocated space that it can bring into service quickly and inexpensively to provide additional office space, and the available space that is substandard and well removed from base operations for the units that need the space. Most of our unallocated space is not really "available" for reallocation because the space is in buildings that require extensive (and expensive) renovation, e.g., President Street Academic Center, the Ridges, and Tupper.

- Green space/ Student Activities/ Recreation: An increase in enrollment, especially on the undergraduate level, will be manifest in campus green space. Currently, green space for student intramurals is adequate. However, informal, outside activity space is at a premium, and yet, it is this same space that helps define our campus as a beautiful, residential, community-based campus. Preserving existing outside space and creating new space as enrollment grows will be a challenge.

Mix of Majors/Programs

The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Potential possibilities would include:

- Admit students that apply without regard to their intended major. This may cause problems if those students cannot get into the programs they want.
- Accept new students only into certain targeted programs where either capacity exists or new resources are deployed. This would require identifying which programs have capacity and then finding a way to recruit students interested in those programs
- We assume that many of the students admitted under this option will have completed a substantial portion of their general education requirements. Therefore, this option should alleviate some of the pressure on general education courses and other service courses related to the programs chosen by the students.
- Both of these strategies will probably require recruiting strategies that target other universities, regional campuses, and/or community colleges.

Faculty Capacity

This option in particular will put additional pressure on Group 1 faculty. Some additional implications and possibilities related to this include:

- Leveraging new pedagogies and technologies may allow more students to be handled by the same faculty without decreasing student engagement. This will require extensive faculty re-training in these methods.
- The University's efforts to balance enrolment growth with enhanced student engagement could be hindered if no additional faculty are added and class sizes increase.
- Increases in faculty teaching load, could have an adverse impact on faculty research productivity.

- Given Athens rural setting, Ohio University needs to explore the development of a non-tenure track for full-time faculty, in order to provide a flexible pool of qualified instructional resources.

Fiscal Issues/Opportunities

- This is a population that we historically have not tapped. Attracting students from community colleges could be particularly successful.
- This market will be increasing significantly over next the several years as community college enrollment by traditional-aged college students increases.
- These courses are more likely to be funded at higher SSI levels (Baccalaureate) than Freshmen

Enrollment Services Issues

- Ohio University's selective admission guidelines will need to be reviewed to ensure that enrollment growth is balanced with the University's interest—that we admit only students who are prepared to succeed.
- A higher priority to the staffing needs for processing transfer applications will be needed, especially during peak times. Because of the intricacies of course evaluation and articulation, transfer applications and transcripts require significant processing time. The CAS system will alleviate some of the burden, but a significantly increased volume could require additional staffing resources during peak times.
- Minimal recruitment activities related to transfer are in place. Articulation agreements with 2-year colleges would be the most beneficial and effective recruiting tool.

Enrollment Opportunity 3

Increase the number of Graduate Students

Housing

The option will have a significant impact will be on housing in the community. Some related considerations include:

- Housing for international graduate students has been problematic in the past, as Athens' rental stock has tended to rent early, and international students often do not arrive in Athens until close to the beginning of their studies.
- The Mill Street apartments should be completed by Fall 2006, providing 220 bedrooms in apartment configurations.
- This option will require even more extensive and immediate coordination with the Athens community on housing capacity. The University Master Plan will be looking into community capacity for housing. 600 bed facility is still being proposed for "Campus Edge". Cornwell purchase of Landmark and Bob's could also result in additional housing.
- More cars are likely to be brought to campus. Additional parking capacity will likely involve remote parking. This may necessitate reliable shuttle service

Space

- Classrooms: Given the manner in which graduate programs customarily use classroom space, classroom space is not likely to be a serious constraint except under two conditions: (a) a program elects to deliver graduate courses in large sections (i.e., 60+) or (b) much of the graduate instruction is delivered in 300/500 or 400/500 sections. In the latter instance, junior-senior constraints would apply here as well.

- Class Laboratories: See Strategy 1 comment, but note also that programs attracting fee payers are likely to be professional programs with some kind of applied component that places a demand on class laboratories. While specific locations of lab shortages have yet to be identified, it is safe to assume that general enrollment growth in fee-paying masters students will stress class labs somewhere.

- Research Laboratories: Growth in areas likely to generate grant funds or growth linked to research prominence will generate additional demand for research space. We do not have general assessments of the adequacy of our research space, although we do know that we rank 3rd among Ohio's state universities in quantity of research space and 4th in the percent of net square footage devoted to research. We also know that there are quantitative shortages of space in specific programs and qualitative limitations in others. The Campus Master Plan will include assessment of research space.

Mix of Majors/Programs

The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Potential possibilities would include:

- Focus on master's level programs, particularly those attracting fee payers
- Focus on graduate programs that are most likely to generate additional grant funds
- Focus on master's/PhD programs related to research prominence
- Only certain graduate programs have capacity to grow without significant resources. Growth easier at the master's level.

Faculty Capacity

- The most impact on the highest cost faculty. These students require very high levels of interaction and small section sizes. If increase is in disciplines that use TA instructors, there could be an offset in loss of faculty teaching undergraduates, but this could devalue the undergraduate experience.
- Growth would require the addition of more expensive, Group 1, research-active faculty
- PhD programs require more one-to-one, time intensive, interaction that cannot be reduced with technology. Masters programs may require smaller classes and more contact but there is some potential for leveraging.
- Adding PhD students might help certain faculty to engage in more research but this may not be the case at the Masters level.

Fiscal Issues/Opportunities

- Graduate programs are the highest cost both in terms of support, faculty needed and facilities.
- The total population of students wanting graduate degrees is more limited than those wanting undergraduate and many who do desire degrees work in urban areas and desire/need to work.
- The current State Share of Instruction calculations have capped the amount of PhD funding that the University can receive. Therefore, if the University funds additional PhD students by providing stipends and fee waivers we will not recognize any additional revenue and would incur additional costs. The cost effectiveness of these investments will need to be assessed against the amount of additional research or teaching capacity that they will generate.
- With fee waivers and stipends required in an environment where subsidy is fixed or declining, the amount of revenue can be severely limited depending on the type of program. We would need to know which programs attract fee payers.

Enrollment Opportunity 4

Focus on Regional campus enrollment

Housing and Space
The impact would depend on whether this increase occurs solely on the regional campuses or also involves more students coming to Athens.

- The availability of adequate classroom space during peak hours could be a major issue, with scheduling of classes being impacted, especially at Chillicothe, Southern, and Zanesville campuses.
- Areas of infrastructure such as lab capacity, room availability, computer facilities could be impacted, especially at Zanesville, Chillicothe, and Southern campuses during peak usage times
- Space for additional part-time faculty and staff to meet increased demand could be accommodated in the short-term, but hiring long-term full-time staff would create space issues and additional costs associated with renovations.

Mix of Majors/Programs
There are two possible areas to consider either separately or in combination:

- Expand linkage between regional and Athens programs (2+2 or other integration of programs across the campuses). The articulation between the Athens campus and the Regional campuses should be much easier than with community colleges.
- Expand offerings on regional campuses to allow students to receive a larger proportion of their instruction at Regional campuses.

Issues related to these options include:

- Ability to increase regional programs will depend on the availability of the right mix of majors and degrees assuming that these students will complete their degree on the regional campus. It would have to be seen if you could increase these students with the expectation that they would eventually transfer to Athens.
- Could develop closer relationships between RHE applied science programs and Athens-based baccalaureate programs
- Transfer relocates: recruit regional campus students who have completed their general education requirements in Athens-based bachelors degree programs
- Develop 1+3 programs for certain majors: freshman tier on regional campus and last three years on Athens
- Develop 3+1 programs for certain majors: three years on a regional campus and senior year on Athens campus.
- Additional liberal arts bachelors degree for regional students, especially place-bound adult students
- Baccalaureate completion degrees in selected majors, perhaps on a cohort basis, offered through technology or cycled across the system
- Dedicate Microwave and Closed Video systems to specific degree offerings with a predictable multi-year schedule arranged to meet needs of regional students.

- Expand availability of stand-alone degree and degree completion programs based upon market demand
- Develop adult degree and adult less than degree offerings based upon community needs
- Use new technologies such as Macromedia Breeze to offer courses and programs in the region.
- Use better academic advising to seek out optimal educational programs for individual students that may include courses from several different sources and delivery modes.

Faculty Capacity

- More programs offered at the regional campuses may require more faculty on those campuses. This requires looking at distribution of faculty expertise, costs, integration with comparable Athens faculty and tenure/promotion issues.
- If expansion requires more Athens faculty to participate in regional programs then incentive systems, use of technology or alternative pedagogy and impact on research would have to be assessed.

Fiscal Issues/Opportunities

- Regional campus students have a high sensitivity to tuition. They have indicated on numerous surveys over the years that they attend a regional campus because of convenience and cost. A significant percent of regional students are adults (about 40% headcount) and many are place bound by family, work, or limited funds--so they are quite sensitive to tuition and price.
- The regional campus enrollments have followed statewide enrollment increases more closely than the Athens campus. Therefore, regional campuses, especially Zanesville, Chillicothe, and Southern, are positioned to earn additional subsidy more easily.
- Need to determine the potential markets for various approaches. On-site, community-based students are limited--based on historical trends and current market competition, the additional market across the regional campus could be estimated at 2000-3000 students. On-line potential outside of the region is far greater.

Enrollment Opportunity 5

Expand the Use of Mixed Media (MM) and Distance Learning (DL) Programs

One strategy for increasing the number of students attending classes at Ohio University would be to expand the use of alternative learning formats, specifically on-line and "blended" delivery systems. Such a strategy can be part of an overall approach to enrollment growth, one that would include, in addition to technology-enhanced classes, a variety of learning activities, such as regional campus classes, compressed formats, workshops, and seminars. The use of such alternative learning formats would have an impact on several resource areas at the university, including the following:

Facilities

- There will be a minimal impact on physical facilities since most of the learning takes place in non-traditional formats
- The present facilities could, in fact, be better utilized when classrooms and other on-campus instructional spaces are made available to the DL students, who might now be attending learning activities at times when regular classes are not in session (e.g., summer, intersession, weekends, etc) or during short-term residencies on campus
- If more classes (particularly those with large enrollments) were delivered by way of DL technology, more classroom space would become available to meet the needs of the proposed expansion of the on-campus population.
- New housing units for adult learners coming to campus for short periods of time (residencies) might be needed.
- Office space will be required for additional staff working on development of new course content

Technology

- Expansion of DL programs will require greater coordination of the technical support presently available throughout the university
- It will require additional support services from CNS and CS
- Upgrades of software will be required to provide for greater student/student and student/faculty interaction
- Current networks would need major upgrades for capacity and reliability
- Help desk demands will increase for on-line students
- Course design and development activity will need to be better coordinated

Administrative and Personnel Issues

- More courses and programs in alternative formats will require some additional course designers and developers
- Alternative formats require greater flexibility from the registration and financial aid offices to meet demands of "just-in-time" learners
- Library issues will have to be addressed to allow on-line learners to have equal access to resources

Faculty

- An enhanced program of faculty development will be necessary to meet the demands of new teaching and learning styles
- Increased demand for more courses in alternative formats will place a greater demand on faculty resources, as instructional personnel will become more actively involved in course design and development. These needs can be met by creating a pool of qualified adjuncts or of recently retired faculty interested in new approaches to learning, or by taking a closer look at workload policies for present full-time faculty.
- Expansion of distance learning programs will require the design of an overload or workload policy for faculty that allows for the most cost-effective approach to providing such alternative format learning experiences.

Curriculum

- Enough courses will have to be developed in alternative formats to allow for full-degree programs to be made available to students
- Academic units would need to provide greater support for the design and delivery of programs in such alternative formats
- New approaches to curriculum and to learning will be designed and developed.
- Attention will have to be given to the design of "blended" format classes, ones that utilize on-site residencies (short-term, intensive, face-to-face sessions) combined with on-line learning.

Financial

- Growth can take place with minimal financial investment
- Without new facilities or new full-time faculty, cost per FTE can be kept to a minimum
- Attraction of out-of-state and international students to enroll in courses without having to travel extensively to campus or stay for long periods of time would mean additional revenue to the university.
- Traditional students can use the alternative formats to complete their programs "on-time", thus increasing "Success Challenge" funds, enhancing student retention, and allowing for more space for new students.
- Hidden costs may surface for additional infrastructure as well as for course development and faculty training

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Appendix C

Strategic Plan: University Advancement
Office of Development
5/17/2005

I. Overview:

A continuing and primary goal of the Division of University Advancement, and the Office of Development in particular, is to align all future activities with Ohio University's strategic plan. As we seek to grow Ohio University in stature, we will employ best practices that have been incorporated from our relationships with peer institutions. But strategic and tactical planning and programming will be built securely on the foundation of "Vision Ohio," reflecting what has been determined to be in the best interests of the institution. Within the context of this mission, University Advancement seeks to serve in a lead capacity in building national and international alumni networks and securing the philanthropic future of the Ohio University.

The philanthropic future of Ohio University is very bright. One of the outcomes of the Bicentennial Campaign was the identification of 2,867 new major donor prospects (individuals with the ability to make a gift of $100,000+). A robust and engaged alumni donor base, alongside continuing relationships with potential Special and Leadership Gift donors, bodes well for future fundraising efforts and campaigns. It will be imperative to align fundraising emphases with the strategic goals of Ohio University. Potential donors must be able to understand and embrace the institution's needs and goals, shared via the case for support. When the well-articulated case for support is combined with strategic investment and a shared mission, a synergistic awareness results among alumni and other constituencies, to the benefit of all.

The following strengths and accomplishments of the fundraising operation can be built upon for the future:

a) **Bicentennial Campaign:** Successful campaign achieved $221 million against a goal of $200 million.

b) **Leadership Gifts:** A significant number of potential Leadership Gift donor prospects were identified during the campaign.

c) **Alumni Participation:** An alumni constituency that demonstrated intense loyalty and engagement shows promise for an increase in the percentage of alumni donors, and since the Campaign an integrated marketing/communication/solicitation plan has been implemented to sustain and grow the alumni donor base.

d) **Return on Investment:** Fundraising operations during the Bicentennial Campaign proved to be cost-efficient, revenue-producing systems, with a strong ROI.

e) **Strategic Alignment:** The fundraising operation at Ohio University during the Bicentennial Campaign was aligned with institutional priorities and strategic investments, and it will continue to be so aligned in the future.

II. Outcomes:

a) **Bicentennial Campaign**

Campaign achievements revolved around people and programs, evidenced by eight new endowed chairs ($11.8M) and thirty-five new named professorships (a doubling of the number of named professorships, totaling $9M+). Student scholarship support ($41M+) increased dramatically, with 1,227 new scholarships, including 68 new Cutler Scholarships. In all, 3,071students received support in FY2004, compared to the pre-campaign total of 1,576, a 95% increase. Scholarship revenue flowing from the university's endowment grew to $3.5M, as compared to $1.3M prior to the campaign, an increase of 269%.

b) **Leadership Gifts**

Leadership Gift donors emerged during the campaign and represented the strength of private fundraising efforts. Forty-two gift commitments of $1 million+ were secured (including 6 gifts of $5M+), as well as 284 gift commitments of $100,000+. Another 1,020 gift commitments of $10,000+ complete a picture of a well-cultivated, comprehensively developed base of donors that helps to ensure that future leadership levels will remain strong.

The Ohio University Foundation Board fully represented this generosity and leadership by achieving 100% participation in the campaign with a total of $61.4 million in gift commitments.

c) **Alumni Participation**

More than 80% of campaign gifts came from individuals, including 48,639 alumni donors and 52,992 first-time donors. Alumni engaged with the institution via alumni chapter activity, campaign events and traditional alumni programming. In FY2004, the Annual Fund program experienced its most successful year on record: 28,796 donors represent the greatest number of annual donors in the University's history. Alumni donors increased by 13.5%, and in FY2005, the alumni donor count will again increase by a double-digit percentage. A primary goal is to increase participation rates at least one percentage point per year (1,400 – 1,600 additional donors per year), to a participation rate of 20% or more annually. The annual goal has been surpassed in each of the past two years. Ohio has a growing and increasingly engaged alumni base, although this base will require increased care, attention, engagement opportunities and investment.

Ohio University's Annual Fund has also proven to be strongly linked with future major gift activity at the institution. Through a targeted analysis spanning ten years of Ohio University donors who eventually made gifts of $10,000 or more, the following findings were made:

- 38% of these donors made a first gift under $25
- 63% of these donors made a first gift under $100

- For 63% of these donors, 9+ years passed between their first gift and their eventual $10,000 gift, and during this 9-year span donors participated in 6-9 Annual Fund years

Most of our major gift donors are grown in the Annual Fund, and these findings have prompted an increased investment in those operations. A robust Annual Fund helps to secure the pipeline of support now and into the future. The best future major donor is a loyal annual donor.

d) **Return on Investment**

The capacity to grow private fundraising totals always requires strategic investments, and Development's ROI has been significant. On average, each frontline fundraiser annually raised approximately 20 times his or her salary during the Bicentennial Campaign. Placement of major gift fundraisers in colleges and major units proved to be a successful venture, both financially and philanthropically, for the sponsoring units as well as the University.

Over the course of the Bicentennial Campaign, the Office of Development worked to manage overall fundraising costs. Through the seven-year campaign, the cost to raise a dollar was 14.8 cents.
Larger campaigns will require larger investments. Increased programming, greater volunteer interaction and face-to-face contact, and increased mass alumni solicitations and contacts will require increases.

Prior to the Bicentennial Campaign, Development operations raised approximately $12.5 million per year.
During the Bicentennial Campaign, the University raised $31.6 million per year, an increase of $19.1 million annually (or 156%). If the pre-Campaign total of $12.5 million were to be carried forward through the seven years of the campaign, a total of $87.5 million would have been raised. But for the additional campaign funding of $1.2 million per year, or a total of $8.4 million over seven years, the University raised an additional $133.5 million. These figures illustrate the great potential of an increased investment in fundraising.

III. Next Steps

➢ Among the ten chosen peer institutions, Ohio University's endowment ($176M) ranks ninth. An institution's endowment ranking speaks to national prominence, and will continue to stand as a critical benchmark for internal and external audiences. There will be a continued focus to increase the cash flow into the Foundation. Great universities are distinguished, in part, by the size of their endowments.

➢ Endowed chairs and named professorships will remain an emphasis and an area of opportunity in future fundraising plans. Endowed chairs and named professorships speak to the excellence of faculty and the institution's ability to attract and retain world-class scholars and researchers.

➢ The growth and establishment of the Urban Scholars Program will remain a high priority focus. Additionally, other new potential scholarship programs will be planned and considered, such as an Appalachian Scholars Program that would be built with special attention to service within the region.

➢ Further engagement of alumni will always remain a priority. We must build greater levels of alumni programming both at the college/department level as well as geographically, through societies and alumni chapters. The Alumni Association and the Office of Development share a mission of alumni engagement.

➢ In recent years, major gift donors have demonstrated a desire to have a greater say in the direction and use of their donated funds. As future fundraising efforts evolve, we must be mindful of this desire. University-wide initiatives will require a clear, compelling case for support to convince donors that these efforts are worthy of their support. A balance must be struck between donor-directed gifts and university-wide initiatives. A similar balance is required for college-based needs.

➢ The next few years will be spent in preparation for the next campaign and the "Quiet Phase" of leadership fundraising efforts will commence; with a potential Campaign Kick-Off in Fall 2009, there is a need to organize and solicit leadership gifts over the next few years.

➢ The Bicentennial Campaign employed a shared funding model between the University and the Foundation. How will future campaigns be funded? If the University looks at pursuing even larger campaigns in the future, it stands to reason that a considerable number of fundraising staff will be required to fill the needs of the campaign.

IV. Conclusions

Some recent surveying (Opinion Dynamics Corporation, May 2004) suggests that colleges and universities rank as "bottom tier" charities in the eyes of their graduates. Consequently, institutions must not only make the case for why they are deserving of alumni support, they must make the case for why they are *more* deserving than other charities. Alumni stated that they would be more than willing to support their alma mater if the institution made a strong case for why it needs and deserves the support.

Making the case for support requires effective and repeated communication. Alumni must understand how private giving helps to fulfill the core mission of the institution. They must understand why the institution is worthy of their support. And they must hear frequent, repeated communications from the institution in order to maintain the ties and affiliations that grow into personal engagement and involvement.

A major comprehensive campaign lies in the near future for Ohio University. The planning and strategy for that campaign begins now. The allocation of current and future resources, both human and financial, should be measured against what will be gained, or lost, as a result of institutional investment. As a national university, Ohio University cannot afford to fall behind in the key areas of alumni engagement and participation, endowment growth, faculty and research scholarship, and student support. The next campaign will represent these goals and seek exponential growth through private support and a "next-generation" network of dedicated and committed alumni, supporters and friends.

Resources Committee Appendices

Appendix D

Accelerating Research at Ohio University and Obtaining Needed Resources

Jack Bantle
Office of Research
Resources Subcommittee
April 20, 2005

For the purpose of this paper "research" means research scholarship and creative activity. To accelerate research, numerous changes must be made at Ohio University. A fundamental concept to understand is that investment in research is mandatory for progress. This is especially true in the beginning of the drive. It then takes much hard work to capitalize on the investment. Discussed below are ten items that will help accelerate research at Ohio University.

1. **The Faculty-** Additional faculty capable of bringing in research dollars are required. Base budget, higher tuition, more students, endowed chairs and Center/Institute funding are ways to build additional faculty. For current faculty, workload issues are paramount. Research is competitive and time consuming. Variable workloads are required, as research-intensive faculty must teach fewer formal courses than other faculty. Faculty can help reduce workloads by routinely including funds for course buyouts in proposals where allowed. New faculty must have adequate startup funds and the on campus grants program must be reinvigorated. On-campus grants allow faculty to hone grant writing skills, develop better preliminary data to support applications and begin new fields of inquiry. Faculty need travel money to present their work, talk to potential reviewers of their applications and see program managers. Special programs need to be devised to help existing faculty become competitive in research during an absence of funding. As always, existing and future faculty are key to overall program success and their acquisition and development should be main themes of any strategy designed to improve research. National and state centers grants are ways to help fund faculty growth and development.

   With the investment of funds comes the increased expectation of success in research, scholarship and creative activity. High standards for promotion and tenure must be in place to ensure that research productivity in the form of grant funding, publication and national and international research prominence become entrenched in the mainstream of university life and culture. For those who are successful good raises and promotions must help reward those who are successful. Ohio University may well want to consider establishing a distinguished professor rank above full professor for highly successful faculty to progress in their careers and receive acknowledgement for their work.
2. **Facilities-** New buildings must be constructed to house the increased numbers of faculty and accommodate appropriate research functions. Proper facilities will attract bright new faculty to Ohio University's campus to conduct research, scholarship or creative activity. Grants, donations, bonds, and capital funds must be commingled in efforts to secure needed resources. Careful strategy and implementation are needed to coordinate this effort.

3. **Equipment-** Along with facilities, more equipment is needed, especially for that equipment that is multiuser in nature. Grants including the state Hayes fund and returned overhead costs are to be used to fund this program and faculty startup can be a source of mutliuser equipment in some circumstances. Multiuser equipment requires competent technical staff to help run the equipment. The university needs to hire a small number of technical staff to do this work.
4. **IT Infrastructure-** Computer infrastructure and networking abilities must be first rate with faculty training offered to help faculty cope with fast technological advancement. Ohio University must work with state agencies such as OBOR (third frontier network) to help develop the infrastructure we need in this area.
5. **Partnerships-** Ohio University needs to actively partner more with state and federal agencies, corporations and companies, foundations, and other universities in its quest for research excellence. This requires travel to build the partnerships and great networking services to maintain them.
6. **Appropriations-** Ohio University must make better use of state and federal appropriations to achieve enhanced research capability. Appropriations can be useful in starting large Centers and Institutes, providing facilities and equipment and launching smaller programs that can become larger through time. Appropriations can be a great equalizer and the university should seek a competitive advantage through this process.
7. **Large Grants-** Grant writers can help ease faculty workloads while working diligently to secure large multidisciplinary grants. The effort required to write large multidisciplinary proposals is far higher than that for individual proposals. A corps of skilled and knowledgeable grant writers can help improve the number of submissions, which will help the overall funding rate. This activity needs general fund support with periodic review to ensure success is being achieved. If successful, the award dollars will far exceed their salaries.
8. **Centers and Institutes-** Interdisciplinary projects, centers and institutes need a better funding structure when they begin to function. Competition for funding is fierce at the federal level and the proper answer is to funding for just a few administrative needs but funding for research in the area leading to publication and a better academic reputation. One time funding with year-end funds can start the effort with payoffs later in the form of large grants.
9. **Library Requirements-** Funding for library acquisitions must be maintained at a level that ensures continued access to published research. Persistent inflation in the cost of library materials (especially journals in the scientific, technical and medical fields) has already resulted in some cancellations at the local level. Meanwhile OhioLINK budgets are being held flat, resulting in loss of content from the Electronic Journal Center due to inflation. In some cases commercial document delivery suppliers and/or traditional interlibrary loan can fill the gap by supplying specific articles on demand. Finally it is likely that the costs of some research databases previously supported by OhioLINK central funds will be passed along to member libraries on a pay to play basis, exerting still more pressure on local budgets. Funding this area requires a conservation of resources approach with cooperation from other state institutions. It might require using some indirect costs to support journals and using national organizations to exert pressure on publishers to contain or lower costs.

10. **Valuing Underfunded Areas-** Value must be attached to those disciplines that have less opportunity to attain large grants. Their work can help raise the reputation of the university as a whole and a higher reputation will attract better faculty in these areas. Although most opportunities for extramural funding involve smaller grants, this fact does not exempt faculty from trying to obtain them. The act of receiving a grant is a validation of the research excellence that went into the proposal. There are also novel mechanisms of raising donations for the purpose of research.

As research grows so must research support services in Research, Business and Finance and Legal. In a number of cases, research-intensive colleges and departments will have to increase the number of support staff to accommodate the increased activity. Given Ohio's Third Frontier Initiative and the state's request that universities do more for economic development, Ohio University needs to strengthen its technology transfer effort. Significant royalties are already help to fund this area. Most universities have not realized that royalty income can be very important and royalties can help endow functions or fund one-time projects. This is an area of great potential for Ohio University's national prominence.

The graduate program is extremely important in achieving the university's research goals. It is most difficult to attract research active faculty without a Ph.D. program being available. The university's graduate programs need to rank highly in national surveys and top students must be attracted. In areas where a Ph.D. program is lacking, interdisciplinary programs may satisfy faculty needs. Fee-paying students are one answer to the funding issue, but individual and larger programmatic grants such as IGERT should be used wherever possible to provide support. Much attention needs to be paid to graduate recruitment to ensure adequate numbers and quality.

Success in research depends on reputation and national prominence. Individuals, centers and institutes, departments, and universities with great disciplinary reputations gain more grants and donations. Individual reputations are earned by attending meetings, publishing, serving in professional societies, attending workshops and to a lesser extent visibility in the popular press. Departments, centers, institutes, and universities gain their respective reputations through the collected works of their faculty. Generally, they address different audiences in gaining that reputation. In building reputations at higher levels, communication efforts are critical. These efforts must be strategically planned, carefully coordinated and never ending.

As Ohio University builds its reputation as a nationally prominent research university it will begin to broaden its base from centers of excellence operated by a single faculty member to centers composed of a number of well-known faculty. Later the research base of Ohio University will need to be expanded in order to build prominence. Therefore, processes and funds need to be in place to capitalize on new opportunities as they arise. The pathway to national prominence will be long but Ohio University can achieve its goal as there is a good base to build upon.

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Appendix E

Information Technology as a Key Enabler of the Strategic Plan
William Sams
Associate Provost for Information Technology and
Chief Information Officer
June 2, 2005

Situational Analysis

Information Technology (IT) is a ubiquitous, mission-critical function. Properly planned, managed, and resourced, it provides significant competitive advantage from both a capabilities and a productivity perspective. However, for a number of years, IT planning, management, and resourcing have not been well executed at OHIO in terms of the coordination of central and distributed IT services. For example, lifecycle funding concepts have not been applied to either classroom technology or faculty computers. Cost recovery based funding schemes—especially in the telephone and computer services areas—have resulted in frustrated IT service clients and cost inefficiences.

Benchmarking data reveal that OHIO lags significantly behind its peers in terms of IT staffing. Comparisons to peer institutions reveal that OHIO is in the bottom quartile in regards to total IT staffing to students/faculty/staff ratio. The University of North Carolina-Chapel Hill leads the way with a 23 to 1 ratio of students/faculty/staff to IT staff. Other major research universities have a ratio of 45 to 1. OHIO is staffed at 91 to 1. Moreover, IT staffing is unevenly distributed across units leaving some mission-critical central services such as the Help Desk severely understaffed at 3500 to 1.

In spite of above challenges, OHIO is blessed with a dedicated and talented IT staff who, as the IT industry recovers from the dot.com bust, will be increasingly targeted by industry for jobs offering significantly higher pay and increased career growth than can be provided in the academic arena. In the past month alone, the University has lost three key IT staff.

For more details on the current IT situation at OHIO, please see the attached report from the Dean's Working Group on Information Technology.

Next Steps

As a first step, OHIO must apply IT personnel as efficiently and effectively as possible. We also must prioritize needs and adequately fund the baseline lifecycle costs for classroom technology, central services, faculty computing and other fundamental capabilities.

Next, OHIO must recognize that IT is a key enabler for the attainment of the goals set forth in the strategic plan. For example, the balanced scorecard approach recommended by the Resources subcommittee is a management system that enables organizations to clarify their vision and strategies and translate them into action. It provides feedback around both internal processes and external outcomes in order to continuously improve strategic performance and results. When fully deployed, a balanced scorecard can "transform strategic planning from an academic exercise into the nerve center of an enterprise" (Averson, 1998). However, implementing a balanced scorecard approach requires a robust enterprise intelligence architecture to facilitate the organization of, storage for, access to, and maintenance of strategic data.

IT will also be key to OHIO's successful response to two significant trends: the stagnation in its core source of traditional students (graduating high school seniors) and the opportunity to pursue nontraditional students who can contribute to undergraduate enrollment growth. Both strategies require IT systems that can define, target, and reach out to specific populations as well as maintain consistent constituent relations through the entire student-to-alumni life cycle. According to a recent Gartner report, "Administrative suites, business intelligence tools and new customer relationship management (CRM) solutions, optimized for higher education, will have to be added or enhanced to produce competitive advantage in [this] new environment." The Gartner report also notes that, in addition to enrollment management and alumni development, a CRM approach also offers advantages in other areas such as student services, facility management, faculty recruitment, and fundraising.

IT can also help OHIO achieve two seemingly contradictory goals— improving student learning while reducing costs. The Center for Academic Transformation at Rensselaer Polytechnic Institute (www.center.rpi.edu/) has collaborated with 30 institutions of higher education to demonstrate how IT, in conjunction with the redesign of large-enrollment courses, can be used to achieve both quality enhancements and cost savings.

Finally, to remain competitive, OHIO must also recognize that IT capacity requirements are driven more by the rate of technology adoption by students than by faculty numbers. The students of today and tomorrow are digital natives, those under 35, who have grown up with the acceptance and expectation of technology as an established part of their lives. For digital natives information technology is not a luxury but rather a requirement taken for granted, the dimensions of which are changing at an accelerating rate. See for example, the Student Guide to Evaluating Information Technology on Campus at www.educause.edu/studentguide.

Challenges

Challenges that OHIO will face in the coming years in achieving the goals set forth in the strategic plan and supporting the requirements of today's and tomorrow's digital natives include:

Mobility

a. A campus wide wireless system is a requirement. OHIO will have such a system installed by the summer of 07. (Note: We are almost finished the first year of a three-year project.)

b. By working with commercial providers wireless capacity must be extended to the entire region so that regional campuses and students at home have adequate connectivity.

2. **Bandwidth**
   a. The current campus gigabit initiative will take at least the next six years to complete, providing faculty, staff and labs with fast Ethernet connections and gigabit backbones. The pace of the network refresh is already to slow to meet the demand curve and budget cuts threaten the existing pace.
   b. Third Frontier Network (TFN): This Statewide fiber network is funded cooperatively by the universities, the Board of Regents and the State of Ohio. The TFN provides significant backbone capacity to meet OHIO's need for connectivity within Ohio and around the world. The completion of a redundant loop connection through Athens is critical to ensure highly reliable service.

3. **Classroom/learning delivery technology**
   a. Classroom technology must be put on a lifecycle funding and upgrade system. Further, funding for classroom renovations and furniture also needs to accommodate the rapid evolution of teaching methods.
   b. Learning delivery systems such as Blackboard need to be fully supported with training and support programs.
   c. Live video conferencing and pre-recorded content could be used to expand offerings if OHIO wants to grow in distance education. Further, these multi-media technologies can be used for outreach to the K-12 community, bringing OHIO resources into classrooms across the State. However, the production requirements for creating compelling content should not be underestimated.
   d. Class audio and video recordings are being explored by leading edge universities such as Duke. This is not currently a subject of discussion at OHIO.

4. **Communications**
   a. Cell phones are a preferred method of communication among students. Between cell phones and voice over IP the conventional phone system may not exist in five to ten years.
   b. Email will continue a geometric growth rate both in terms of quantity and average size as more messages include audio, video and images. This on-going trend will impact the need for bandwidth, as well as server and technical support. Staying ahead of the demand curve in this area will be critical to provide stability to a service that has become the lifeblood of the organization. Funding remains inadequate to meet these needs.
   c. Instant messaging and text messaging will become an increasing issue during class times. Faculty who integrate these technologies into their coursework will be the trendsetters.
   d. Classroom interactivity will be enhanced initially by the use of student response systems ("clickers"), but ultimately by the use of personal portable

devices by students (e.g., laptops, tablets, PDAs, or a variation of portable gaming devices).

5. **Computing environments**
    a. OHIO's resident hall student computer program is the largest such program in the country and offers OHIO a major competitive advantage in recruitment and retention. Discussions are underway regarding the transition from desktop to laptop and the change from room centered capacity to personal mobile capacity. This transition and capability offers OHIO a huge opportunity to develop cutting edge programs.
    b. The faculty/staff/administrative computer environment has not had the same attention as the student system and needs to be brought up to a comparable level.
    c. The function of computer labs will change as mobile computing becomes more widespread. The labs may well evolve to becoming high-end multi media centers moving from computers to virtual reality "caves."

6. **Unlimited and lifetime storage**
    a. Strategically speaking personal computer memory storage costs are approaching zero. This offers digital natives the potential to store everything they do, hear, see or think ... forever. (Note: memory for high availability disk storage such as in the OAK environment is still relatively expensive.)
    b. ePortfolios and personal portals can provide OHIO with the potential to stay engaged with students/alumni for their entire life while offering ongoing value added services.

7. **Narrowing of the technical literacy divide**
    a. There is a growing technology literacy gap between the digital natives (students) and the digital immigrants (faculty and staff). This widening gap presents a major challenge for OHIO in terms of meeting the expectations of students, parents and legislators.
    b. Development and support systems for the digital immigrants (faculty and staff) should be dramatically expanded.
    c. Virtual reality systems will play an increasing roll in the digital native's allocation of time. How academic efforts integrate into the daily battle for mind share between virtual and primary realities may be a defining feature between content- and experience-centered systems.

8. **Student information system and decision-support systems**
    a. The largest single IT project in the next five years will be the Student Information System (SIS) project. The current system is over 12 years old and represents an inefficient patchwork of adaptations and modifications. The SIS project will touch nearly every group that has any form of student contact. Success of such a project will hinge on the users of the information taking responsibility for and ownership of their respective portions of the project. Such an effort will represent a major commitment of department resources for

a multi year period. The SIS project will facilitate the examination of hundreds of processes and interfaces and if successful will result in hard won improvements in productivity and capability.

b. The SIS and Oracle ERP efforts must be integrated into an enterprise intelligence/decision support (e.g. data warehousing, web-based query and reporting, balance scorecard) capability.
c. Decision-making processes within the university represent significant potential for the application of information technology. Such a complex organization as the university that exists in an increasingly dynamic and competitive environment and whose operational philosophy is based on discussion and consensus is a prime candidate for the application of knowledge and project management tools.

9. Business continuance, security and disaster recovery

a. The Internet is an increasingly nasty place where the naïve are quickly victimized. Identity theft, data security, viruses, worms, and phsing attacks are serous issues that were unknown fifteen years ago. Responding to these attacks increasingly requires reactions measured in minutes and seconds rather than the days or weeks of a few years ago. OHIO's information system is a mission critical function. Insuring its protection must be a top priority.
b. Since 9-11 we have all realized the vulnerability of ourselves and our information systems. Planning for the unthinkable is no longer an option but rather a requirement. The IT system must be structured to withstand any single point of failure and plans, personnel and equipment must be put in place to support this standard.

Dean's Working Group on Information Technology
Survey Results Summary
Julia Zimmerman
February 9, 2005

Infrastructure

Frequently mentioned needs included basic guidelines and schedules for equipment replacement and repair, and built-in or lifecycle funding for technology. Many surveys pointed to the need for standardization and integration of campus wide systems like e-mail, calendaring, Blackboard, etc. Several surveys urged university-wide wireless implementation.

Quite a few replies referred to network infrastructure:

- On regional campuses, wide area network is being converted to DS3 (completed in December) but internal infrastructure still needs work.
- Need new main switch and gigabit infrastructure (also from Regional Higher Education)
- Continued upgrade of the network is needed for both speed of transmission and more wireless
- Need to improve speed of Internet on campus to T100 or gigabit Ethernet.
- Need campus-wide gigabit between and within buildings with 100Mb to desktop as a standard. (Units should not be charged for this.)
- Recommend remote access (from outside the OU network) to OU network using VPN (Virtual Private Network)
- Need reliable, secure infrastructure everywhere, but especially for regional campuses to ensure communication with Athens & the rest of the world.
- Support for audio/video streaming and web conferencing, and similar high-bandwidth applications, is needed.

Other comments:

- The current organization of IT is not documented or easily understood. It's hard to know who/what office to contact for assistance or information. A unified website that directs users to the right place would help.
- Faculty/staff needs are left out of planning; support of desktop computing is haphazard. Only the dorms are part of infrastructure planning, with uniform hardware, technical support and software, and regular upgrades.
- Older buildings are a problem, making it difficult to create 21st century classrooms
- OAK e-mail system is perceived as unreliable
- It's very important for the CIO to pull together decentralized elements of campus IT.

Instructional Support & Systems

Blackboard got good marks on most surveys. The lack of training and support for Blackboard and other instructional applications was mentioned multiple times in responses from Athens and regional campuses. It was noted that tech staff at the regional campuses are stretched thin and support for Blackboard suffers consequently. One respondent mentioned the importance of getting everyone on the same system (Blackboard or other.)

One response suggested that a useful add-on would be a unified resource identification center – a web page that would list various technical resources available to faculty.

However, the College of Business says Blackboard does not work for them; it lacks features they need.

Equipment in classrooms needs to be standardized throughout the Athens campus. Upgrades and maintenance are inadequate.

Two colleges remarked that it was important to have their own technical staff in-house; a centralized pool would not work as well for them.

Tech staff on one regional campus report spending most of their time on instructional support including frequent requests from faculty and students for new technologies in the classroom, working with specialized software, maintaining hardware, helping with projects, installing equipment, etc.

On another regional campus, classrooms are equipped with presentation technology but lack funding for user support, equipment maintenance and technology upgrades. There is no training space or program for faculty to learn to use these technologies.

On a third, demand for computer carts exceeds the supply.

Issues related to students included:

- Computer labs should be kept up-to-date, even at significant expense. Reliable maintenance is problematic.
- Need more multi-media labs.
- There should be one central technology fee, so students who are not in a particular college are not denied use of technology resources in that college.
- We should be preparing to support e-portfolios of students.

Research Support & Systems

These responses fell into two categories.

Faculty research:

- Nowhere in the entire OU system is there dedicated computing/programming support for faculty research projects. It's a struggle to obtain and maintain systems/technology needs for faculty research.
- Also noted was a need to keep faculty equipped with up-to-date technology.

Library research services and resources:

- In general, respondents were satisfied, although access to and cost of research databases was noted as a problem by one respondent.

Administrative Systems

Many responses singled out the Student Information System as a problem. It's difficult to use and outdated. A new one should be an institutional priority. The new system should be web-based, flexible, and user-friendly. The SIS billing interface should receive special attention. Improved reporting functions, training and support services will be important.

A couple of surveys described the Oracle financial system as user-unfriendly, awkward and rigid, resulting in the development of shadow systems in units.

Other comments:

- Systems that support admissions and scholarships need a technological overhaul. These outdated systems keep us from being competitive.
- OU should increase support, documentation, and training for data warehouse.
- Decisions about administrative systems are made on the Athens campus without appropriate consultation with RHE.

Overarching IT Issues

Training was mentioned frequently:

- It tends to be a low priority across the board; we should devote more resources to it.
- It would be cost-effective to bring IT training to the campus(es) to give our IT staff the opportunity to keep skills updated.

Staffing & service needs were also a theme:

- Small units don't have a "zone tech" so are forced to pay to have problems fixed. A prix fixe option rather than a la carte would be helpful for small units.
- One college uses grad assistants to good effect for IT; would like additional assistantships.
- OU needs to balance efficiency of central services with control of decentralized resources. There will always be a need for on-site staff within units.

Communication and decision-making were common concerns:

- Several expressed optimism that the CIO will improve communication, provide better support to units, and implement a better decision-making process. The interpersonal networking initiated by the CIO was praised.
- Communication between central staff and embedded staff needs improvement.
- Better information about available services and products is needed; faculty/staff are not informed when services are changed or eliminated
- A centralized IT help desk should be a priority.
- One person questioned the university-wide decision-making process for IT priorities, noting a perception that tech people promote or stall projects based on their preferences, not needs of students/faculty/staff.

Other comments:

- One survey pointed to the need to increase CNS work output – low priority projects don't seem to get done, so we resort to doing them unit level. Yet another person acknowledged that CNS is understaffed.
- Duplication of services is a common problem; software is frequently bought at the unit level rather than as site licenses (where warranted) or in quantity for a better rate.
- Elimination of SSNs as campus ID number is essential.
- We should continue to pursue equitable pay for IT staff throughout the university.

Other

- Are we getting the best advice about IT overall? As a university we seem to be reactive rather than proactive in planning for technology.
- There is a general lack of creativity in planning for and implementing technology; too much following the herd.
- Powerful simplicity is preferable to underutilized complexity.
- In new buildings, the IT configuration never seems to be quite on the mark, quickly becomes outdated.
- Little collaboration /networking between Athens and the regional campuses, as well as communication across colleges and departments. Decisions are made without input from all the players.
- IT issues must be a core concern of the new administration.

Resources Committee Appendices

Appendix F

Strategic Resources Matrix

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
Human / Students	Out- of -State Students		• The largest barrier to increasing out-of-state students is the cost of attendance. Hopefully, the University's efforts to leverage more financial aid and scholarships to attract this group will be successful. Another opportunity to expand out-of-state enrollment could result from taking a more institutional approach (as opposed to a departmental approach) toward the Ohio University Volunteer Alumni Admissions Network (VAAN). Since some athletics programs draw heavily on out-of-state recruitment, an opportunity exists to couple admission recruiting with athletic recruiting in those areas, especially the southeastern United States. • Need to continue to pursue relationships in targeted areas.			• Kentucky reciprocity agreement at Southern works well yielding approximately 200 students--reciprocity is needed aim the Eastern Campus area with WV and Pennsylvania. • Significant potential if reciprocity agreements can be reached.	• Can be used to attract more out of state, fee-paying, students.	• Increase transportation support for out-of-state students. Incorporate out-of-state initiatives in campus programming--including family weekends.
	International Students		• Barrier is huge cost of international recruitment, including marketing. Opportunity is to piggy-back on international efforts and to take more formal advantage of visiting professor relationships after the professors return to their home institutions.			• Few international students attend the regional campuses due to limited student life services; although, campuses have sponsored international students before--expanding this population of students on regional campuses would require significant investments in staff and support. • Some small possibilities.	• Effective with int'l students, who can take some courses on-line, then come to campus.	
	Potential Size of each Population of Students		• A strategy for increasing the number of students attending classes at Ohio University would be to expand the size of the entering freshmen class. Over a four year period, the size of this increase would be multiplied by four to reach a final increase in the total size of the university.	• Transfer students could be recruited from from either the regional campuses or through relationships with targeted community colleges) • This is a population that we historically have not tapped. Attracting students from community colleges could be particularly successful. • This market will be increasing significantly over next the several years as community college enrollment by traditional-aged college students increases.	• The total population of students wanting graduate degrees is more limited than those wanting undergraduate and many who do desire degrees work in urban areas and desire/need to work.	• Need to determine the potential markets for various approaches. On-site, community-based students are limited--based on historical trends and current market competition, the additional market across the regional campus could be estimated at 2000-3000 students. On-line potential outside of the region is far greater. • To retain current enrollments, regional campuses have adjusted the mix of programs available over the years, so to increase enrollments by 10%, augmentation of existing programs may be necessary.	• Close to unlimited supply.	• A 5% increase in the retention rate will result in approximately 200 more students per year, or 800 over four years.

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
Learning Environment	Student Engagement		• If no new faculty are added, class sizes will probably go up in at least some areas and this might have a negative impact on student engagement. • Student to faculty ratio at 100 level is an important statistic. • Growing freshmen enrollments will challenge our efforts to enhance the quality of the first-year experience.	• If no new faculty are added, class sizes will probably go up in at least some areas and this might have a negative impact on student engagement.	• Lots of potential here, but University does not support through revenue project based student engagement projects.	• Regional campus students are commuter students, so student engagement occurs primarily through education and advising experiences--these experiences are emphasized through service learning, small classes, and centralized advising services; In addition, sufficient student life programs are available on the campuses to meet increased demands.	• Continue to explore new software to enhance student interaction.	
	Pedagogy / Technology Mediation		• Greater focus on "learning commons" approaches across university. • Leveraging new pedagogies and technologies may allow more students to be handled by the same faculty without decreasing student engagement. This will require extensive faculty re-training in these methods.	• Leveraging new pedagogies and technologies may allow more students to be handled by the same faculty without decreasing student engagement. This will require extensive faculty re-training in these methods.	• PhD programs require more 1-to-1 interaction that cannot be reduced with technology. Masters programs also require smaller classes and more contact but there is some potential for leveraging technology.	• Current systems to support technology assisted pedagogy are in place, and could be utilized more by faculty to meet demands associated with a significant enrollment increase. • Increased resources needed for distance learning to enable students to complete degrees on regional campuses.	• Enhance the use and delivery of faculty development activities for new learning programs.	
	Student Services		• Opportunity to make student services a "hub" of activity - all under one division. • Increased burden on advising system.	• Opportunity to make student services a "hub" of activity - all under one division. • Increased burden at college level to articulate coursework of incoming student population (although CAS will mitigate this burden to some degree). Opportunities include more sophisticated articulation agreements with feeder 2-year schools.		• staffing and use of technology to advise and retain students. • Maintenance of existing service levels. • Opportunity to make student services a "hub" of activity - all under one division. • Improve customer service skills.	• Unique services for distance students (advisors, retention specialists, etc.); on-line student services program to be developed.	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
Human / Faculty	Capacity of Types of Faculty (GP 1, 2, etc)		While initially, more freshmen will create a proportionally greater need for graduate teaching assistants and Group II faculty (but also Group 1 faculty as well), as these students move through the ranks, the need will shift to put additional pressure on Group 1 faculty (or other full-time faculty). Given the rural setting of Athens, Ohio University needs to explore the development of a non-tenure track for full-time faculty, in order to provide a flexible pool of qualified instructional resources.	This option in particular will put additional pressure on Group 1 faculty. Given the rural setting of Athens, Ohio University needs to explore the development of a non-tenure track for full-time faculty, in order to provide a flexible pool of qualified instructional resources.	• The most impact on the highest cost faculty. These students require very high levels of interaction and small section sizes. If increase is in disciplines that use TA instructors, there could be an offset in loss of faculty teaching undergraduates, but this could devalue the undergraduate experience. • Growth would require the addition of more expensive, Group 1, research-active faculty. • PhD programs require more one-to-one, time intensive, interaction that cannot be reduced with technology. Masters programs may require smaller classes and more contact but there is some potential for leveraging. • Adding PhD students might help certain faculty to engage in more research but this may not be the case at the Masters level.	• More programs offered at the regional campuses may require more faculty on those campuses. This requires looking at distribution of faculty expertise, costs, integration with comparable Athens faculty and tenure/promotion issues. • If expansion requires more Athens faculty to participate in regional programs then incentive systems, use of technology or alternative pedagogy and impact on research would have to be assessed. • Regional campuses are anticipating hiring 20 additional Group 1 faculty to start next year. With existing part-time faculty capacity, resources should be available to support enrollment growth.	• An enhanced program of faculty development will be necessary to meet the demands of new teaching and learning styles. • Increased demand for more courses in alternative formats will place a greater demand on faculty resources, as instructional personnel will become more actively involved in course design and development. These needs can be met by creating a pool of qualified adjuncts or of recently retired faculty interested in new approaches to learning, or by taking a closer look at workload policies for present full-time faculty. • Expansion of distance learning programs will require the design of an overload or workload policy for faculty that allows for the most cost-effective approach to providing such alternative format learning experiences.	• Retention problems are partly caused by students not being able to get the courses and majors they want which is driven by availability of faculty in those areas.
	Research Expectations		• If the teaching load on existing faculty increases, this may have a negative impact on research productivity. • Related to mission of university do we define an undergraduate research experience?	• If the teaching load on existing faculty increases, this may have a negative impact on research productivity.	• Adding PhD students might help certain faculty to engage in more research but this may not be the case at the Masters level.	• Each campus has a set of promotional tenure expectations in place for Group 1 faculty. • Improved facilities needed.		

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Service Requirements		• If adding students does not also result in added teaching capacity then pressure to teach more students will decrease ability to conduct research or engage in service. • Recruitment is not currently built into service requirements for most academic positions. However, research increasingly shows that (especially for yield) creating opportunities for personal interaction between prospective students and faculty members is key to recruitment. Opportunity--revise faculty tenure policies to reward recruitment efforts. Create academic recruitment awards and recognition systems.	• If adding students does not also result in added teaching capacity then pressure to teach more students will decrease ability to conduct research or engage in service. • (See Freshmen) Recruitment should be built into service requirements for academic positions.	• (See Freshmen) Recruitment should be built into service requirements for academic positions.	• These are associated with existing promotion and tenure expectations which could be reviewed at each campus as necessary to meet demands associated with increased enrollments. • Current arrangements adequate. • (See Freshmen) Recruitment should be built into service requirements for academic positions.		
Human / Other	**Enrollment Management**		• Increasing freshmen enrollment will require increased admissions efforts to increase the applicant pool and/or yield. • The University will need to ensure that Enrollment Services staffing can support increased enrollments. Staffing should reflect the cyclic nature of recruitment and enrollment processes (using temporary or seasonal positions to manage peak periods). • Rolling admission practices should be evaluated to accommodate increased applications in a shorter time frame. • Undergraduate Admissions is understaffed to handle increased recruitment volume. • Ohio University possesses extensive ACT and College Board data that could help optimize efficiency and effectiveness of these activities. • To increase yield, improved collaboration among faculty and admissions staff is required. • Pre-college activities would need to be adjusted to accommodate an increased volume of students.	• A higher priority to the staffing needs for processing transfer applications will be needed, especially during peak times. Because of the intricacies of course evaluation and articulation, transfer applications and transcripts require significant processing time. The CAS system will alleviate some of the burden, but a significantly increased volume could require additional staffing resources during peak times. • Minimal recruitment activities related to transfer are in place. Articulation agreements with 2-year colleges would be the most beneficial and effective recruiting tool.				• Ohio University's selective admission guidelines should be reviewed to ensure that enrollment growth is balanced with the University's interest--that we admit only students who are prepared to succeed.

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
Logistical	Mix of Majors / Programs		The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Potential possibilities would include: • Admit students that apply without regard to their intended major. This may cause problems if those students cannot get into the programs they want. • *Accept new students only into certain targeted programs where either capacity exists or new resources are deployed. This would require identifying which programs have capacity and then finding a way to recruit students interested in those programs* • Both of these possibilities will put pressure on general education courses and other service courses related to the programs chosen by the students. • Both of these strategies will probably require efforts to increase applications and yield. • The University needs to develop both a pool of available resources to meet short-term enrollment demand as it arises, and have processes that provide the flexibility to allow the mix of majors and programs to change over time. • Some programs are duplicated across colleges. Increase interdisciplinary approach to degree programs.	The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Possibilities include: • Admit students that apply without regard to their intended major. This may *cause problems if those* students cannot get into the programs they want. • Accept new students only into certain targeted programs where either capacity exists or new resources are deployed. This would require identifying which programs have capacity and then finding a way to recruit *students interested in those* programs • We assume that many of the students admitted under this option will have completed a substantial portion of their general education requirements. Therefore, this option should alleviate pressure on general education courses and other service courses related to the programs chosen by the students. • Both of these strategies will probably require recruiting strategies that target other universities, regional campuses, and/or community colleges.	The ability to absorb more students will depend on the capacity to deliver the programs these students will want. Potential possibilities would include: • Focus on master's level programs, *particularly those* attracting fee payers • Focus on graduate programs that are most likely to generate additional grant funds • Focus on master's/PhD programs related to research prominence • Only certain graduate programs have capacity to grow without *significant resources.* Growth easier at the master's level.	There are two possible areas to consider: 1. Expand linkages between Regional and Athens programs (2+2, 1+3, 3+1 or other integration of programs). Articulation between Athens and Regional campuses should be much easier than with community colleges. 2. Expand regional campuses offerings to allow students to receive more of their instruction at Regional campuses. Issues related to these two areas include: • Mix of majors and degrees assuming students will complete degrees on the regional campus. Unclear whether students could be recruited with the expectation that they *would transfer* to Athens. • Develop closer relationships between RHE applied science programs and Athens-based programs. • Additional liberal arts bachelors degree for regional students, especially place-bound adult students • Baccalaureate degrees in selected majors, offered through technology and/or as periodic cohorts. • Dedicate microwave and closed video systems to specific degree offerings with a predictable multi-year schedule arranged to meet needs of regional students. • Expand standalone programs based upon market demand. • Develop adult degree and adult less than degree offerings based upon community needs • Use new technologies such as Macromedia Breeze to offer courses and programs in the region. • Improve academic advising to optimize educational programs for individual students that may include courses from several different sources and delivery modes.	• Enough courses will have to be developed in alternative formats to allow for full-degree programs to be made available to students • Academic units would need to provide greater support for the design and delivery of programs in such alternative formats • New approaches to curriculum and to learning will be designed and developed. • Attention will have to be given to the design of "blended" format classes, ones that utilize on-site residencies (short-term, intensive, face-to-face sessions) combined with on-line learning.	• Retention problems are partly caused by students not being able to get the courses and majors they want.

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Mix of 100/200 - 300/400 - Grad classes		• Tend to need "cheaper" courses - different faculty requirements with larger sections for the first couple years and smaller more specialized sections in their second two years.	• Would have more impact on upper-division and major courses which tend to be more expensive to offer in terms of specialized equipment, more highly qualified and more costly faculty and smaller section sizes but would not have to offer the lower level courses to these students at all.	• Most impact on the highest cost classes. These students require very high levels of interaction and small section sizes. If increase is in disciplines that use TA instructors, there could be an offset in loss of faculty teaching undergraduates. But this could devalue the undergraduate experience.	• Enriching the mix of courses at all levels would help to increase enrollments, and especially at the 300-400 and grad levels. • Ability to increase will depend on the availability of the right mix of majors and degrees assuming that these students will complete their degree on the regional campus. It would have to be seen if you could increase these students with the expectation that they would eventually transfer to Athens. • Definite need for increased courses at the upper and graduate level.	• Main problem is the availability of courses and degrees. Rather difficult to do whole degrees this way but could be successful in certain niche programs like certain masters degrees.	
	Use of Summer and Winter Inter-session		• Needs to be discussed. • Maybe create a special program for *accelerated entry*. • For winter intersession - Inability to offer federal financial aid - length of program restrictions Also applies to transfer, graduate, regional students.	• Maybe could offer special packages in summer to help *transfers meet requirements* that would ease transfer.	• These could be more effectively used to run *intensive* one year programs which cut student costs. • Summer does not tend to be used much for graduate programs - could it be used more or is it best kept for research?	• Expansion of summer and intersession at regional *campuses, especially* summer, in relation to supporting specific student educational goals is an excellent strategy for increasing existing enrollments. • Weekends might be another option on the regionals.	• Extremely effective when *combined* with on-line; use summer for "residencies" for distance students; more on-line during intersession.	• Offering more required courses in summer could help *retention - maybe special* sessions for at-risk / probationary students.
	Course Scheduling		• Academic capacity - by unit, by major (to be addressed by the Delaware study group) • Increases will cause additional pressure on class sizes and may lead to more closeouts which could start to *create negative impressions and affect* retention of admissions in the future. • Opportunity for increased Early Start experiences. • Improvements in course scheduling are necessary to achieve improved utilization of classroom space.	• Will have to carefully determine what majors these students want or should be recruited for or this will create closeouts and affect our image and retention.		• Course scheduling for rooms would be a challenge; having call numbers devoted to on-line courses at each campus that students could search through would help improve students' ability to effectively *schedule* classes. • Key issue here is decreasing travel time to accommodate student need to decrease fuel costs.	• Alternative formats require greater flexibility from the registration and financial aid offices to *meet demands* of "just-in-time" learners	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Time to Degree		• If students are added in high demand areas without additional teaching capacity, growth could increase time to degree to the extent that closeouts increase. On the other hand, students might not be interested in coming for degrees in areas with less demand. • Increase # of students who graduate in timely fashion - success challenge. Also applies to transfer and regional students.	• If students are added in high demand areas without additional teaching capacity, growth could increase time to degree to the extent that closeouts increase. On the other hand, students might not be interested in coming for degrees in areas with less demand.	• These could be more effectively used to run intensive one year programs which cut student costs.	• Time to degree could be shortened with broader available mix of courses and programs, definite availability of courses at specified times over a two-year period, and more effective course search mechanisms. (e.g. on-line only, multi-year course search). • Affected by enrollment increases.	• Traditional students can use the alternative formats to complete their programs "on-time", thus increasing "Success Challenge" funds, enhancing student retention, and allowing for more space for new students.	• Key determinants to increasing on-time degree completion are the ability to provide courses when students need them and the distribution of faculty resources.
Physical	Housing Capacity		• The current residence hall system is full. To accommodate more freshmen, additional space would need to be obtained. Potential possibilities are: • Remove housing opportunities in the dormitories for students beyond the sophomore year (about 700 now). • Reconsider whether sophomores are required to be in dorms. This would force more students into the community which may have problems absorbing them. • Target more local/commuter students that would not require housing through greater recruitment efforts and by redefining commuter efforts. • Longer term, consideration might be given to building additional residence hall space. However, issues regarding debt capacity could be a barrier to this approach. • When these students become juniors and seniors, the impact will be on housing in the community. • Alter commuter policy to extend beyond 50 miles? • Campus Master Plan includes a comprehensive housing component complete with financial analysis (*proforma*). Shared info btw plans is critical opportunity. Debt Capacity has been a restricting factor in capital development in the past.	The biggest impact will be on housing in the community. Additional considerations include: • The Off-campus Living Office and web site have been well received by students. Not all transfer students enter with 90 hours. One possibility would be to alter policy requiring students with less than 90 hours to live in dorms. Another possibility would be to alter commuter policy to extend beyond 50 miles. • The Mill Street apartments should be completed by Fall 2006, providing 220 bedrooms. • This option will require even more extensive and immediate coordination with the Athens community on housing capacity. The University Master Plan will be examining community capacity for housing. 600 beds are proposed for "Campus Edge". Cornwell purchase of Landmark/Bob's could also create additional housing.	This option will have a significant impact on housing in the community. Some related considerations include: • Housing for international graduate students has been problematic in the past, as Athens' rental stock has tended to rent early, and international students often do not arrive in Athens until close to the beginning of their studies. • The Mill Street apartments should be completed by Fall 2006, providing 220 bedrooms in apartment configurations. • This option will require even more extensive and immediate coordination with the Athens community on housing capacity. The University Master Plan will be looking into community capacity for housing. 600 beds are proposed for "Campus Edge". Cornwell purchase of Landmark and Bob's could also result in additional housing.	The impact would depend on whether this increase occurs solely on the regional campuses or also involves more students coming to Athens. • The availability of adequate classroom space during peak hours could be a major issue, with scheduling of classes being impacted, especially at Chillicothe, Southern, and Zanesville campuses. • Space for additional part-time faculty and staff to meet increased demand could be accommodated in the short-term, but hiring long-term full-time staff would create space issues and additional costs associated with renovations. • Consider mutually beneficial housing "partnerships" with apartments in local areas. • Need to assess demand for housing on regional campuses.	• New housing units for adult learners coming to campus for short periods of time (residencies) might be needed. • Need quality housing for short-term residencies, especially for adult and graduate education programs.	• Lack of adequate housing in community, additional students will continue to harm neighborhoods without planning for new and attractive housing. • Increased retention for housing would equate to less of an ability to put "new" students in dorm space. • Increase support for off-campus living environment. Use university's influence to bear more on relationships with major landlords and apartment complex management. (They could offer rental incentives for good performance.) •Mill St. = 220 bedrooms Fall 2006. •Dormitories need to be dramatically upgraded.

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Support Infrastructure		• Athens Community. • Impact to local community if OU policy changed to restrict dorm space. • Insufficient records processing staff and inadequate internal processes to handle significantly increased volume of applications and transcripts. Would require significantly increased residential staff (RAs,SAs,etc.). • Fire protection will be a restraint. Campus safety may need to increase. Availability of medical services will need to be assessed. (categorized as Community Services (Fire, Police, Hospital/Doctors)). • Uptown is currently very crowded. More students mean more things for students to do off-hours (categorized as Uptown Capacity)	• Insufficient processing resources to handle significantly increased application pool. • Fire protection will be a restraint. Campus safety may need to increase. Availability of medical services will need to be assessed. (categorized as Community Services (Fire, Police, Hospital/Doctors)). • Uptown is currently very crowded. More students mean more things for students to do off-hours (categorized as Uptown Capacity)	• Fire protection will be a restraint. Campus safety may need to increase. Availability of medical services will need to be assessed. (categorized as Community Services (Fire, Police, Hospital/Doctors)). • Uptown is currently very crowded. More students mean more things for students to do off-hours (categorized as Uptown Capacity).	• Most campuses could handle an increase of 1-200 students w/o increased infrastructure.	• Teaching / Learning facilities should be reviewed at Regional Campuses. Does our technology (video capability) support the types of instruction desired?	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	IT		• Physical infrastructure for IT. • Technology			• Areas of infrastructure such as lab capacity, room availability, can computer facilities could be impacted--especially at Zanesville, Chillicothe, and Southern campuses during peak usage times.	• Expansion of DL programs will require greater coordination of the technical support presently available throughout the university • It will require additional support services from CNS and CS • Upgrades of software will be required to provide for greater student/student and student/faculty interaction • Current networks would need major upgrades for capacity and reliability • Help desk demands will increase for on-line students • Course design and development activity will need to be better coordinated	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Classrooms		• Currently, the Athens campus has an aggregate surplus of classroom space for its present levels of credit-*generating activity*, but surplus capacity does not distribute evenly across classroom buildings and categories of classroom capacity. The academic space utilization (SUMS) component of the Master Plan should provide additional insight to these distributional issues. Additional freshmen students in Tier I and many Tier II lecture survey courses will create classroom demands in the very buildings and classroom capacity categories that are likely to be the most problematic. Whether they are targeted or untargeted is not as important as the fact that they are freshmen. • More impact on larger classrooms initially, then filtering to smaller rooms as they move on. • Mix of classroom technology configurations.	• Assuming that juniors and seniors are not enrolled in Tier 1, Tier II, or large survey courses, *classroom* space would not be a serious constraint for targeted programs. Classroom space may be a constraint with more general admission if enrollees gravitate to "high impact" programs, especially if continuation of current scheduling policies makes it difficult for "high impact" programs to secure classroom outside their primary buildings. Inadequate instructional technology in smaller classrooms also is a constraint on this option.	• Given the manner in which graduate programs customarily use *classroom space*, classroom space is not likely to be a serious constraint except under two conditions: (a) a program elects to deliver graduate courses in large sections (i.e., 60+) or (b) much of the graduate instruction is delivered in 300/500 or 400/500 sections. In the latter instance, junior-senior constraints would apply here as well. • Enhancements to MPA and Environmental Studies Programs.	• Utilization of classroom space during peak hours would be a major issue–scheduling of *classes would be affected* especially at Chillicothe, Southern, and Zanesville campuses. • Increased demand on selected campuses.	• There will be a minimal impact on physical facilities since most of the learning takes place in non-traditional formats. • The present facilities could, in fact, be better utilized when classrooms and other on-campus instructional spaces are made available to the DL students, who might now be attending learning activities at times when regular classes are not in *session* (e.g., summer, intersession, weekends, etc) or during short-term residencies on campus • If more classes (particularly those with large enrollments) were delivered by way of DL technology, more classroom space would become available to meet the needs of the proposed expansion of the on-campus population. • Could consider more space for adult learning workshops and seminars.	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Class Laboratories		• The 2004 OBR state-wide capacity study indicated a 14.5% shortage of class laboratory space on the Athens campus. Because module size per student is discipline-specific, additional and detailed analysis is required to identify specific locations and severity of class laboratory shortages. The disciplines themselves should be positioned to make these assessments. In any case, such information will be provided in the space utilization study component of the new Campus Master Plan. It is not possible to say at this time whether greater stress on class labs would be created by freshmen or upper-class students, but the impact certainly can be reduced in general by targeting admission to programs with lab capacity, assuming such programs are willing to self-identify.	• The 2004 OBR state-wide capacity study indicated a 14.5% shortage of class laboratory space on the Athens campus. Because module size per student is discipline-specific, additional and detailed analysis is required to identify specific locations and severity of class laboratory shortages. The disciplines themselves should be positioned to make these assessments. In any case, such information will be provided in the space utilization study component of the new Campus Master Plan. It is not possible to say at this time whether greater stress on class labs would be created by freshmen or upper-class students, but the impact certainly can be reduced in general by targeting admission to programs with lab capacity, assuming such programs are willing to self-identify.	• See comment for Freshmen, but note also that programs attracting fee payers are likely to be professional programs with some kind of applied component that places a demand on class laboratories. While specific locations of lab shortages have yet to be identified, it is safe to assume that general enrollment growth in fee-paying masters students will stress class labs somewhere.	• Utilization of laboratory space during peak hours would be a major issue--scheduling of classes would be affected especially at Chillicothe, Southern, and Zanesville campuses. • Improvements needed in quantity and quality.	• Further exploration into possible on-line laboratories.	• Lack of facilities, especially laboratory space, has caused students to leave Ohio University.
	Utilities		• Utilities	• Utilities	• Utilities	• Utilities		

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Land Use		• Green space/ Student Activities/ Recreation: An increase in enrollment, especially on the undergraduate level, will be manifest in campus green space. Currently, green space for student intramurals is adequate. However, informal, outside activity space is at a premium, and yet, it is this same space that helps define our campus as a beautiful, residential, community-based campus. Preserving existing outside space and creating new space as enrollment grows will be a challenge. • Quality of intramural fields is a problem.	• Green space/ Student Activities/ Recreation: An increase in enrollment, especially on the undergraduate level, will be manifest in campus green space. Currently, green space for student intramurals is adequate. However, informal, outside activity space is at a premium, and yet, it is this same space that helps define our campus as a beautiful, residential, community-based campus. Preserving existing outside space and creating new space as enrollment grows will be a challenge.				

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Faculty / Staff Office and Research Space		• Faculty (and Staff) Offices: The 2004 OBR state-wide capacity study indicated an 8.3% shortfall of office space on the Athens campus. Local corrections to OBR data reduce the shortfall to 5.4%, but this appears to be a real shortage. If enrollment growth translates into staff/faculty growth, office space limitations will be a serious constraint. The university has very little unallocated space that it can bring into service quickly and inexpensively to provide additional office space, and the available space that is substandard and well removed from base operations for the units that need the space. Most of our unallocated space is not really "available" for reallocation because the space is in buildings that require extensive (and expensive) renovation, e.g., President Street Academic Center, the Ridges, and Tupper. • Balance of teaching, research and service.	• Faculty (and Staff) Offices: The 2004 OBR state-wide capacity study indicated an 8.3% shortfall of office space on the Athens campus. Local corrections to OBR data reduce the shortfall to 5.4%, but this appears to be a real shortage. If enrollment growth translates into staff/faculty growth, office space limitations will be a serious constraint. The university has very little unallocated space that it can bring into service quickly and inexpensively to provide additional office space, and the available space that is substandard and well removed from base operations for the units that need the space. Most of our unallocated space is not really "available" for reallocation because the space is in buildings that require extensive (and expensive) renovation, e.g., President Street Academic Center, the Ridges, and Tupper.	• Growth in areas likely to generate grant funds or growth linked to research prominence will generate additional demand for research space. We do not have general assessments of the adequacy of our research space, although we do know that we rank 3rd among Ohio's state universities in quantity of research space and 4th in the percent of net square footage devoted to research. We also know that there are quantitative shortages of space in specific programs and qualitative limitations in others. The Campus Master Plan will include assessment of research space. • Increasing graduate enrollments puts pressure on offices both for the Group 1 faculty (as described to the left), and also increases office space needs for the students themselves.	• Space for additional part time faculty and staff to meet increased demand could be accommodated in the short-term, but hiring long-term full-time staff would create space issues and additional costs associated with renovations.	• Office space will be required for additional staff working on development of new course content	
	Parking and Transportation Services		• More cars are likely to be brought on campus as students become sophomores. Additional capacity will likely involve remote parking and this may, in turn, necessitate reliable shuttle service. • Tighter restrictions on freshmen vehicles on campus. Alternative transportation for students - mass purchase of bus passes by OU through city - resold at low cost to students through parking services? • Campus visit is essential to recruitment; insufficient and inadequately labeled guest parking is a barrier. Could extend freshman parking rule to sophomores.	• More cars are likely to be brought on campus as students become sophomores. Additional capacity will likely involve remote parking and this may, in turn, necessitate reliable shuttle service. • Tighter restrictions on freshmen vehicles on campus. Alternative transportation for students - mass purchase of bus passes by OU through city - resold at low cost to students through parking services?	• More cars are likely to be brought to campus. Additional parking capacity will likely involve remote parking. This may necessitate reliable shuttle service	• Parking could also be impacted by a 10% enrollment increase, especially at Chillicothe, Pickerington, and Southern campuses during peak usage hours.• Lancaster, Eastern, and Zanesville have sufficient parking capacity to accept growth.	• Parking possible for weekend and intensive workshop visitors (in connection with conference center). • Parking intermittent issue - during residencies.	• Increase campus transportation offerings to include regularly scheduled trips to cities outside Athens (to Parkersburg, Lancaster, Columbus, etc.). Could use Transportation Services vehicles to do so.

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
Fiscal	**State Funding (Subsidy)**		• Efforts to focus enrollment growth in program areas with high subsidy rates may be a losing proposition if subsidy continues to decline. The University would also need to determine if it is possible to attract and retain students differentially into those particular areas. • In order to maintain state funding at current funding levels, we must grow at statewide average rate or greater. • Increase # of students who graduate in timely fashion or who are eligible for OIG funds - success challenge. Also applies to transfer and regional students. • If state funding model were to change dramatically (e.g. voucher system) can we compete with other State institutions for enrollments?	• These courses are more likely to be funded at higher SSI levels (Baccalaureate) than Freshmen • Need to keep enrollment up so as not to lose subsidy we already count on. • These courses are more likely to be funded at higher SSI levels (Bacc) than Freshmen.	• The current State Share of Instruction calculations have capped the amount of PhD funding that the University can receive. Therefore, closely than if the University funds additional PhD students by providing stipends and fee waivers we will not recognize any additional revenue and would incur additional costs. The cost effectiveness of these investments will need to be assessed against the amount of additional research or teaching capacity that they will generate.	• The regional campus enrollments have followed statewide enrollment increases more the Athens campus. Therefore, regional campuses, especially Zanesville, Chillicothe, and Southern, are positioned to earn additional subsidy more easily. • Several campuses are off of or close to being off of state funding guarantees, so increased enrollments would translate in to additional state resources.	• Can be insulated from changes in state funding if used to attract more out of state and int'l fee payers. • State funding policy implemented as "stop gap" measure and has not been re-evaluated—could be subject to change.	• Increased persistence by OIG eligible students leading to an increase in graduates could translate in additional Success Challenge Earnings.
	Tuition Revenue (Net of Scholarships)		• Philosophically, most people view undergraduate tuition as being the same for all disciplines, thereby ensuring that cost is not the primary determinant in major selection. • The University needs to ensure that it makes prudent use of its limited Student Financial Aid funding by using financial aid leveraging techniques. The University needs to develop a long-term strategy that balances need and merit awards against the cost to full paying students. • What is the appropriate relationship between Resident, Non-Resident, Undergraduate-Graduate, Instructional -General Fee amounts?	• Would not require the scholarship investment needed for freshmen if we assume that transfer students are not committed to a scholarship elsewhere and are therefore more mobile. • Issue of student financial aid award strategy for transfer students needs to be addressed.	• With fee waivers and stipends required in an environment where subsidy is fixed or declining, the amount of revenue can be severely limited depending on the type of program. We would need to know which programs attract fee payers. • Setting differential tuition rates seems to have the most potential at the graduate level.	• A 10% enrollment increase at current tuition levels would net about $3 million. • Currently adequate.	• Grad students are all fee-payers. Int'l and out-of-state mean additional revenue. • Attraction of out-of-state and international students to enroll in courses without having to travel extensively to campus or stay for long periods of time would mean additional revenue to the university.	

	Challenges / Opportunities Related to Growth		Freshmen	Transfer Students	Graduate Students	Regional Campus	Mixed Media/Distance	Increase Retention
	Student Sensitivity to Tuition/Price		• Opportunity to decrease sensitivity for incoming freshmen with new Gateway Award Program. • Impact of demographics on ability / willingness to pay. Who is not coming and why? • Why are students willing to pay (more) for Ohio University education? What elements provide the "value" of Ohio University undergraduate degree.	• High sensitivity to cost - low institutional dollars expended. • Need to provide seamless transition, minimize duplicative courses.	• Lower sensitivity - have ability to borrow substantially through federal loan programs to assist.	• Regional campus students have a high sensitivity to tuition. They have indicated on numerous surveys over the years that they attend a regional campus because of convenience and cost. A significant percent of regional students are adults (about 40% headcount) and many are place bound by family, work, or limited funds--so they are quite sensitive to tuition and price.	• Highly competitive marketplace may force lower prices; need to market "quality" of OU.	
	Relative Costs for supporting different types of students		• Costs are high for recruiting this type of student—Nat'l average is approximately $500/enrolled student. OU spends significantly less than this amount. • Need to review marketing efforts and the structure / mix of our recruitment activities. Are we optimally using the recruitment resources which are available to us?	• Costs are high for recruiting this type of student– Nat'l average is approximately $500/enrolled student. OU spends significantly less than this amount.	• Graduate programs are the highest cost both in terms of support, faculty needed and facilities.	• If students participate in on-line activities, the cost is quite low; if students want to be on-site and live in the communities, the cost (housing, staff support, etc,…) is similar (higher) to the cost of residential education. • Outlays will not be prohibitive.	• Growth can take place with minimal financial investment • Without new facilities or new full-time faculty, cost per FTE can be kept to a minimum • Hidden costs may surface for additional infrastructure as well as for course development and faculty training	
Other Issues			• Demographics of future student body. • Alumni Education. • Growth strategies should focus on what we want to grow into, rather than focusing on short-term enrollment targets. • Work towards making the community as a whole more desirable to incoming freshmen – what opportunities do we have to enhance recruitment by improving the community. • How can we improve our organizational decision-making framework to support the objectives of the strategic plan? Our organizational culture should support both decision-making and strategic objectives. This requires alignment of organizational structure, organizational culture, performance measures, and performance measurement systems.				• More courses and programs in alternative formats will require some additional course designers and developers. • Library issues will have to be addressed to allow on-line learners to have equal access to resources	• Need to tabulate student exit interview data to better understand why qualified students are leaving

Board of Trustees Presentation

June 24, 2005

Personnel Updates

- Appointment of interim deans in Arts and Sciences and Education
  - Ben Ogles, Professor, Psychology
  - Tom Davis, Professor, Counseling and Higher Education
  - Appointment of Director of Undergraduate Admissions
    - David Garcia

Update on enrollment planning

Class profile 2004		Class profile 2005	
Final admits	3,918	Final admits	4,282
Male/Female	45/55	Male/Female	47/53
Multicultural	6.2%	Multicultural	8.2%
Out-of-state	8.7%	Out-of-state	8.3%
ACT	23.6	ACT	23.3
HS Percentile	71.7	HS Percentile	68.2

Gateway Scholars Report

- Gateway Scholars Program – merit-need approach to recruitment of ACT 25-29
- Launched spring 2005
- Improved yield of merit-need students in ACT 25-29 by 9.4%
- Addition of 233 students over last year's entering class

Enrollment Planning

- Recommendations from First-Year Enhancement Task Force
  - Orientation Committee
  - Advising Committee
  - Assessment Committee
  - Retention Committee
  - Learning Communities Committee

Vision Ohio Process Overview

- Presidential Task Force appointed November 2004
- Established committees around goals and priorities
  - National Prominence
  - Resources
  - Diversity
  - Partnerships
  - Undergraduate priorities
  - Graduate and Research priorities

Vision Ohio Process Overview

- Participation in process
  - 160 faculty, staff, and students involved in committees and advisory groups
  - Open forum discussions
  - Faculty meetings in units
  - Web access to draft documents
  - Meetings with campus and community organizations
    - CRSCA, Graduate Council, Chairs and Directors, Senates, Deans, Graduate and Undergraduate students, RHE, Directors of Centers and Institutes, ICA, Community forum

Vision Ohio Results

- Mission, Vision, and Guiding Principles
- Goals and Metrics
  - Undergraduate education
  - Graduate education
  - Faculty, staff, and student quality and diversity
  - Environment
  - Infrastructure
  - National prominence

Summary of Feedback

- Request for specific focus on arts and humanities as research focus
- Support for and arguments against the four research foci (content versus process)
- Concerns regarding impact of new budget approach
- Need to develop quality metrics
- Need for additional faculty with greater research expectations

Vision Ohio Next Steps

- Implementation structure and process
- Policy development requirements
- Analyses
- Integration into existing initiatives
- Additional Opportunities for Feedback
- Process Deadlines

Implementation structure and process

- Establish implementation team
- Review of unit strategic plans
- Refinement of metrics
- Communication strategies
- Establish processes for selective investments
- Review and modify core curriculum concept
- Specification of resource allocation model and budget process

Policy Development

- Develop tuition policy
- Develop financial aid policy
- Review existing policies (carry forward, position control, workload, P&T)
- Develop policies on resource reductions

Analyses

- Develop better reporting systems to respond to goals of Vision Ohio
- Gather data on comparisons with peer institutions
  - faculty-student-staff ratios
  - compensation
  - graduate stipends

Integration into Existing Initiatives

- Link Vision Ohio and
  - AQIP and accreditation processes
  - Campus Master Plan
  - Capital Plan
  - Space utilization
  - Space renovation
  - IT infrastructure development

Additional Opportunities for Feedback

- Deadline for comments October 15, 2005
- Host additional public discussions over summer and into fall
- Meet with chairs and directors over summer
- Establish web public forum to solicit feedback
- Meet with academic departments and schools during Fall Quarter

Process Deadlines

- Department and school statements due September 30, 2005
- College strategic plans due February 15, 2006
- Departments and school strategic plans due June 2006

Report of the Treasurer

Interim Treasurer Larry Corrigan reviewed for the full Board his earlier presentation to the Audit, Finance, Facilities, and Investment Committee. He noted and thanked members of the Budget Planning Council for their efforts. Mr. Corrigan stated he felt the transparency of the planning effort along with the support of the Trustees enabled the production of a good budget to be produced.

Trustee DeLawder stated his committee appreciated the opportunity to be involved in the process and for the presentation of both macro and micro data. Mr. DeLawder noted moving away from an incremental budget made good business sense. A summary copy of Mr. Corrigan's report is included with the official minutes and note is made of the booklet "Current Funds Budget 2005-2006."

Budget Plan

Budget Planning Council

- Co-chaired by VP for Finance & Administration & Provost
- 21 members representing students, faculty and staff
- Met every 2 weeks from December through early June
- Concentration on budget planning variables, resource generation and usage

Cabinet Actions

- Cabinet approved BPC and Deans' Work Group recommendations as follows:
  - 2% salary increase effective July 1, 2005
  - Allocation of differential budget cuts based on performance indicators for academic units
  - Exclusion of tenure-track faculty salaries from budget cut calculations
  - Use of reserves to offset increases in health care costs

Key Factors – FY06 Budget Development

- Projected enrollment – 16,500 undergrad, (3,800 freshmen, 500 transfer) and 2,640 grad
- Decrease in retention based on current trends
- Governor's budget - decrease in subsidy
- Governor's letter suggesting restraint in proposed tuition increases
- Board of Trustees' desire to keep tuition increases low

Approved Tuition and Fee Increases

- 5+1% undergrad tuition and fees
- 0% non-resident surcharge (Athens undergrads & grads)
- 3% graduate tuition and fees
- 6% College of Osteopathic Medicine
- 3% Regional Higher Education
- 2% residence and dining hall fees

Total University Current Funds Budgeted Resources

(Athens, COM, RHE, Auxiliaries, Restricted)

	FY05 Budget	FY06 Budget	$ Change	% Change
Tuition & Fees	$219.5M	$228.8M	$9.3M	4.2%
State Support	$150.2M	$149.6M	($0.6M)	(0.4%)
Other Government Support	$47.7M	$53.5M	$5.8M	12.2%
Other Revenue	$103.1M	$111.5M	$8.4M	8.1%
Transfers In	$37.8M	$39.6M	$1.8M	4.8%
TOTAL REVENUE	$558.3M	$583.0M	$24.7M	4.4%

Total University Current Funds Budgeted Expenditures

(Athens, COM, RHE, Auxiliaries, Restricted)

	FY05 Budget	FY06 Budget	$ Change	% Change
Academic & Research Programs	$174.4M	$180.5M	$6.1M	3.5%
Admin & Support Services	$101.7M	$108.0M	$6.3M	6.2%
Auxiliaries	$66.4M	$70.2M	$3.8M	5.7%
Regional Campuses and Centers	$53.1M	$56.4M	$3.3M	6.2%
Centrally Budgeted Items	$113.9M	$118.7M	$4.8M	4.2%
Transfers Out	$47.6M	$44.9	($2.7M)	(5.7%)
TOTAL EXPENDITURES	$557.1M	$578.7M	$21.6M	3.8%
Budgeted Change in Fund Balances	$1.2M	$4.3M		

Athens General Fund - Unrestricted Budgeted Resources

	FY05 Budget	FY06 Budget	$ Change	% Change
Tuition & Fees	$172.8M	$180.2M	$7.4M	4.3%
State Support	$95.1M	$92.9M	($2.2M)	(2.3%)
Other Revenue	$43.6M	$46.8M	$3.2M	7.3%
TOTAL REVENUE	$311.5M	$319.9M	$8.4M	2.7%

Athens General Fund - Unrestricted FY06 Budgeted Uses

New & Continuing Initiative Spending	
Scholarships	$3.0M
2% Compensation Increase	$3.1M
Healthcare Costs	$1.4M
Other Compensation Related Costs	$1.2M
POM & Utilities	$1.0M
Departmental Activity	$2.6M
Intercollegiate Athletics	$0.5M
Research Incentive	$0.5M
Other Strategic Investments	$2.4M
Subtotal Initiative Spending	$15.7M
Budget Cuts to Units	($6.3M)
$1M Carry Forward Assessment	($1.0M)
Net Initiative Spending	**$8.4M**

FY06 Reforecast

- FY06 will be reforecast in October based on Fall 2005 enrollment figures
  - Review success of freshman recruiting and retention efforts
  - Estimate unbudgeted net revenues assuming the anticipated enrollment increases are realized
  - BPC has recommended a 1% merit award pool if the reforecast results in sufficient unbudgeted net revenue (~$1.5M net for 1% award pool)

FY07 Considerations

- FY06 reforecast will inform FY07 budgeting
  - Enrollment trends
  - Gateway scholarship impacts
- An additional $30M has been earmarked for Higher Education in FY07 ~ $1.9M to Athens campus based on current distribution method
- Strategic plan recommendations for new budget allocation model will begin to shape budget planning

Budget Book at a Glance

- A – Board Resolutions
- B – Budget Narratives
- C – Definitions
- D – Consolidated Budget Highlights
- E – Budgeted Resources & Expenditures
  - Unrestri cted & Restricted Funds
  - A thens, COM, RHE Budgets
  - S chedule of State Support
- F – Student Tuition & Fees
- G – Auxiliary Operation Budgets
- H – Trend Data

Action

- Request approval for the Current Funds Budget – 2005-2006
  - Full resolution for the Fiscal Year 2005-2006 Operating Budget on Page A.1

ANNOUNCEMENT OF NEXT STATED MEETING

Chairman Walter announced the Board of Trustees would meet next on Wednesday, October 12 and Thursday, October 13, 2005 in Athens, Ohio.

ADJOURNMENT

Determining there was no further business to come before the Board, Chairman Walter adjourned the meeting at 11:35 a.m.

CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975 – 240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

Robert D. Walter
Chairman

Alan H. Geiger
Secretary

COMMITTEE REPORTS

Academic Quality Committee

The committee received one report and recommended five resolutions for approval.

Audit, Finance, Facilities, and Investment Committee

The committee received one report and considered five resolutions.

Student Life, Human Resources and Athletics Committee

The committee received two reports and considered two resolutions.

Executive Committee

The committee considered seven resolutions including salary recommendations for the President's Cabinet.

ACADEMIC QUALITY COMMITTEE

Present: Larry Schey, Greg Browning, Micah Mitchell, Kathy Krendl

Committee Chairman Browning reviewed reports received by his committee and presented resolutions for approval.

On a motion by Dr. Browning and a second by Mr. Schey, the Trustees unanimously approved the following resolutions:

Doctor of Philosophy in Civil Engineering, Russ College of Engineering and Technology:

Dean Dennis Irwin provided an overview:

- The proposed Ph.D. in Civil Engineering is part of the long-term strategic plan of the Russ College of Engineering and Technology.
- This area of investment is aligned with smart civil infrastructure to be a responsive, self-maintaining program.
- Administrative and faculty support are in place to field this program.
- The new Ph.D. will allow wider faculty participation. Mechanical and industrial engineering faculty will continue to participate in the integrated Ph.D. Ultimately the integrated doctoral program will be replaced with this program.
- It is expected that there will be a migration to the new program; there have been planned investments in faculty for it.
- The head of the Higher Education in Ohio is supportive of this program because:
    - Ohio University has been more efficient with their resources than other Ohio institutions. Regent support represents an investment in our track record.
- Civil engineers with PhD's most often work in industry or government rather than teaching. There are lots of opportunities there.
    - There is a healthy, steady demand for this expertise and students with this degree will be more employable that those with the integrated Ph.D.
- Case Western Reserve and Kent State also have this program. We have unique facilities not existent at other campuses and some not existing anywhere else in the US. Our facilities will allow experimental verification of research.

Motion: Larry Schey moved to support development of a doctoral program in civil engineering. Browning seconded, all were in favor and the motion passed.

Bachelor of Arts Degree in Women's Studies.

Dean Leslie Flemming, College of Arts and Sciences, provided an overview.

- This major represents the culmination of a 20 year certificate program.
- There is faculty strength provided through investment, shared appointments, and cross-disciplinary strengths. There is no need for a great deal of additional investment since it is a viable major as it is. Resources are available to support it.
- External reviewers strongly recommended creation of this program.
- Flemming believes it will enhance our baccalaureate programs.

- There are 1000 seats offered quarterly in the introductory women's studies course. There is tremendous demand for the major.
- The certificate program is an interdisciplinary minor which will continue. The major has approximately 50 credits, the minor has about 20.
- This major is structured like other liberal arts majors in Arts and Sciences. As in other liberal arts majors, they have a range of skills applicable to a broad number of career tracks.
- Having the major will increase our ability to attract additional faculty and increase diversity within the faculty.
- All of our institutional peers have Women's Studies programs.
- Vision Ohio calls for strong interdisciplinary foci because problems must be solved today by individuals with broad academic experience. Students today are interested in having broader educational opportunities.
    - We are looking for common themes that cut across boundaries. One area of expertise is a development studies program which will need expertise from a wide number of disciplines, women's studies included.
    - There are global issues that affect women.
- Mitchell said that this type of program will assist with diversity.
- Students want opportunities for personal growth while at college. If they can take courses that are personally meaningful, deeper learning takes place.

Motion: Larry Schey moved to approve the Bachelor of Arts Degree in Women's Studies. Browning second and the motion passed.

Master of Science in Biomedical Engineering, Russ College of Engineering and Technology

Dean Dennis Irwin provided the overview.

- This is a strategic focus in engineering designed as a highly interdisciplinary degree program administered through a department yet to be determined.
- This program was identified as one of the university research priorities.
- They have bridge funding for faculty needed to do this highly cross-disciplinary program with participation in the Russ College, Health and Human Services, Arts and Sciences and Osteopathic Medicine. Thirty faculty will be involved in the program.
- This aligns with the extant draft of Vision Ohio.
- The Bureau of Labor statistics projects that biomedical engineering will be in highest demand over the next 10-15 years.
- We have local biotechnology businesses in Athens. Schey added that when he was involved in the Athens business plan, biotechnology was fundamental for development in our area since a good base already exists. We are ahead of Cincinnati and Kentucky who are also interested in developing this. The valedictorian in Athens is going to Case Western Reserve for this program and another is going to Duke University.
- We are part of the award process for the Russ Prize which is in biomedical engineering. The program will provide excellent recognition and visibility.

Motion: Larry Schey moved to approve the Master of Science in Biomedical Engineering. Browning seconded, and the motion passed.

Joint associate of arts and associate of science programs with Belmont Technical College.

Bill Willan, Assistant V.P. for Regional Higher Education provided the overview.

- Both institutions recognize that cooperation to develop a student base will benefit them.
- Belmont County has 1/3 the rate of baccalaureate attainment of other Ohio counties.
- Belmont Tech. did research indicating students don't have the preparation or confidence to attempt a baccalaureate degree. These students are more comfortable starting at Belmont.
- The joint degree would provide dual pathways to Associate of Arts or Science programs at Ohio University.
    - Students would take 60 credits from Belmont and 36 with OU, well over the minimum for our residency requirement.
- This program has a joint marketing plan approved by the Board of Regents. It is tailored to the Belmont program and is supported by the Regents.
    - Surveys indicated that there is a group that might be interested in transferring if there is a program available. Currently we lose these students to other places.
- The program will be reviewed by the Board of Regents within three years. The oversight is done by our UCC and Belmont Technical college.

Larry Schey moved to approve the joint associate degree program with Belmont Technical College. Browning seconded and the motion passed.

Larry Schey moved to approve the appointment of Daniel Vincent to the Coordinating Council at the Regional Campus of Ohio University, Zanesville. Browning seconded and the motion passed.

A discussion of Promotion and Tenure processes followed.

Two cases were brought forward and approved following normal appeal processes.
Browning asked on average what percentage of faculty who engage in the promotion and tenure process are promoted from assistant to associate professor.

- Over 75 % faculty make it—if after the third year of teaching and research engagement it is apparent that a faculty member is not a good fit, they are counseled to do something else.
- Those who apply for full professor are successful at around 80-85%.
- We are seeing fewer faculty who are content to retire as associate professors.
    - Now you have to be nationally and internationally known to get to full professor, and must attract significant grant dollars.
    - Expectations continue to rise for assistant to associate; they hone research and teaching skills at the associate to full level.

- There are also external reviewers rating the faculty member. In the hard sciences and social sciences faculty are expected to generate one to one and a half times their salary at some institutions.
    - Vision Ohio does not promote this type of research focus at the expense of teaching. Teaching is highly valued at Ohio University.

A discussion of Tier III and General Education Curriculum followed.

Faculty senate passed a resolution to state that individual departments and schools may enact a Capstone Course to substitute for Tier III.

- Twenty-three courses were approved; more will be reviewed after enhancements.
- We hope the capstone availability will relieve Tier III.

Browning asked for the short answer on getting General Education done.

- Vision Ohio provides for a working group on general education. Implementation will be done within institutional policies.
- There were disconnects with the original program regarding UCC approval and lack of faculty buy-in.
    - It was a very complex system and implementation would have been extremely difficult.
    - It was perceived as a top-down effort without discussion as to why we needed a new system.
        - Committee members were not part of the curricular process or didn't have a lot of knowledge about curriculum.
    - Redesign of the curriculum resulted from a study about student satisfaction with the Tier system. Students had and continue to have a strong desire for a new curricular structure.
    - There are elements of the work that will not be lost. The assessment tools and learning outcomes will be retained and have been folded into Vision Ohio. We will build from principles that have been identified on up.

Regarding Capstone courses:

- Does the capstone process solve getting students out in four years? It will help.
- Are the capstones as rigorous as the Tier III? Yes.
- Many majors already had capstones which provide students with a senior experience within their major.
- Tier III was designed to introduce students to really new material which capstones may not do as well. A Tier III has to be totally interdisciplinary.
- A Capstone is within the major and is used to synthesize prior learning to solve problems. Capstones have a number of prerequisite requirements.

DEPARTMENT OF CIVIL ENGINEERING
DOCTOR OF PHILOSOPHY IN CIVIL ENGINEERING

RESOLUTION 2005 – 1989

WHEREAS, the Department of Civil Engineering has proposed the creation of a Doctor of Philosophy degree in Civil Engineering, and

WHEREAS, the development of the degree has the support of the Dean and Faculty of the Russ College of Engineering and Technology and the University Curriculum Council, and

WHEREAS, the degree will prepare graduate students in Civil Engineering to address the complex problems that are currently facing the field in specialized areas such as environmental, geotechnical, structural and transportational engineering, and

WHEREAS, development of the degree will continue to elevate the national reputation of the department and increase the external funding level and the department's ability to attract and retain highly qualified faculty and students,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering the Doctor of Philosophy degree in Civil Engineering.

OHIO
UNIVERSITY
Office of the Provost

Cutler Hall
Athens OH 45701-2979

T: 740.593.2600
F: 740.593.9191

Date: June 1, 2005

To: Roderick McDavis, President

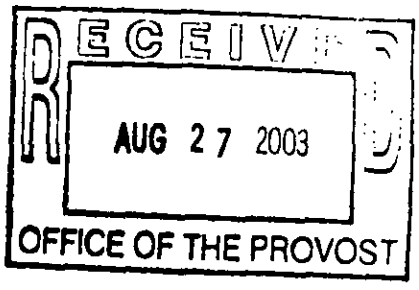
From: Kathy Krendl, Provost

Subject: Doctor of Philosophy degree in Civil Engineering

This memorandum is written to express my support for the development of a new Doctor of Philosophy degree in Civil Engineering. I am convinced this new degree is necessary for the continued growth and advancement of the Russ College of Engineering and Technology and the Department of Civil Engineering. This new degree will prepare Ohio students for careers in the Civil Engineering profession by providing them with the necessary skills to perform research to solve the complex problems that are now being addressed within the Civil Engineering field.

The PhD degree in Civil Engineering will also further elevate the national reputation of the Civil Engineering department, and as a result increase the external funding of the department and help retain and attract highly qualified faculty and high performing students to Ohio University.

APPROVED AS AMENDED
UCC June 10, 2003

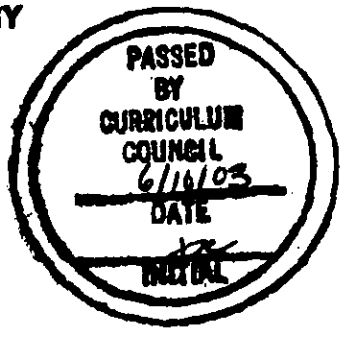


PROGRAM DEVELOPMENT PLAN

PH.D. IN CIVIL ENGINEERING

OHIO UNIVERSITY
RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY
DEPARTMENT OF CIVIL ENGINEERING

April 5, 2003



Proposed Graduate Program Director – "I certify that this new graduate program proposal is endorsed by the proposed program faculty and that they have agreed, in principle, to participate actively in the program."

Name: Shad Sargand, Ph.D. Signature

Department Chair – "The department will provide the departmental resources and support described in this document toward the development of the proposed new graduate program."

Name: Gayle Mitchell, Ph.D. Signature

College Dean – "The college fully supports the development of the new graduate program described in this proposal and will provide college resources as described in this document."

Name: Dennis Irwin, Ph.D. Signature

College Curriculum Committee Chair – "The college curriculum committee fully supports the development of the new graduate program described in this proposal."

Name: Garry Graham, Ph.D. Signature

PROGRAMS COMMITTEE CHAIR
UNIVERSITY CURRICULUM COUNCIL Signature

UNIVERSITY CURRICULUM COUNCIL
CHAIR Signature

OHIO
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http://www.ent.ohiou.edu

January 13, 2005

Kathy Krendl, Ph.D.
Provost
Ohio University
304 Cutler Hall
Athens, OH 45701

RE: Support of a Proposal for a Ph.D. Program in Civil Engineering

Dear Provost Krendl:

This is a letter of support for approval by the Board of Trustees of Ohio University for a Ph.D. Program in civil engineering in the Russ College of Engineering and Technology. In 2003 the Russ College established a strategic plan that is reviewed yearly. In the strategic plan a goal for attaining the next level of excellence in research and graduate education was the establishment of new Ph.D. programs in selected areas. Civil engineering was identified as an area in which a Ph.D. program could dramatically raise the reputation of the Russ College regionally, nationally, and internationally. The Department of Civil Engineering has already gained a national reputation for excellence in research in "smart infrastructures" and for having some of the best facilities in the nation for conducting research, e.g., the Accelerated Pavement Research Facility on the Lancaster Campus, a million pound load frame facility for pipe testing located on the Ridges in Athens, a mobile cone penetrometer, a centrifuge, and ground penetrating radar capability.

Most research in civil engineering is conducted through the Ohio Research Institute for Transportation and the Environment (ORITE). External research expenditures in ORITE currently exceed $1.2 million. In the Department of Civil Engineering an additional $400,000 of external research expenditures is generated by faculty conducting research outside of ORITE, thus, bringing the department total to more than $1.6 million in externally funded research expenditures.

The faculty of the Department of Civil Engineering already have experience advising Ph.D. students through the college-wide Integrated Engineering Ph.D. program that was approved by the Board of Regents in 1991. Because the Department of Civil Engineering faculty have been involved in this program, most courses needed to support the proposed Ph.D. program in the Department of Civil Engineering have been developed previously. Hence, start-up costs for the new program will be minimal.

PROGRAM DEVELOPMENT PLAN
PhD in CIVIL ENGINEERING
OHIO UNIVERSITY
RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY
DEPARTMENT OF CIVIL ENGINEERING
April 5, 2003

Purpose

The PhD in Civil Engineering (CE) has been identified as a critical component of the Russ College of Engineering and Technology (RCENT) strategic plan (January 2003). The new degree will serve many purposes: (1) prepare students for careers in the CE profession by providing them with the skills necessary to perform cutting-edge research and to solve interdisciplinary problems concerning society, (2) provide a mechanism to retain a larger percentage of the OU students who complete the MS in Civil Engineering, (3) attract new doctoral students to OU, (4) build/expand/strengthen Civil Engineering's success in receiving external funding, and (5) facilitate the recruitment and retention of engineering faculty.

Civil Engineering at Ohio University has an excellent national reputation, superb facilities, and has been very successful in obtaining external funding. These factors have attracted outstanding students to the master's degree program in CE. Some stay at OU and enter the Integrated Engineering doctoral program but the majority leaves to seek a PhD in civil engineering. Ohio University would retain a greater number of these students if there were a CE doctorate, and 57% of the MS CE students are Ohio residents. Graduates will go on to advanced positions in industry, government, or tenure-track faculty positions at other universities.

Additionally, the reputation, facilities, and funding when combined with the presence of a CE doctoral program and students would increase OU's ability to attract and retain highly qualified engineering faculty. Ohio University's CE department is competitive in the area of infrastructure research with other Ohio CE departments with doctoral programs. A CE doctoral program at OU will bolster the achievements of the research faculty in RCENT and, in turn, this will strengthen RCENT's contributions to infrastructure research in Ohio.

Admission

An MS degree in Civil Engineering or related field will be required for admission. Students will have excellent academic records, demonstrated skills in oral and written English, and an aptitude for research. GRE results, TOEFL results, transcripts from all previously attended universities, a resume, and letters of reference will be submitted by all applicants for review by the Ohio University CE graduate committee.

Students must maintain a 3.0/4.0 average to remain in the program, and no credit hours with a grade below a "C" may be counted toward the PhD. Consistent with Ohio University requirements, the student must demonstrate a scholarly discipline by satisfying one of the following: a demonstrated reading ability in a foreign language, a demonstrated proficiency in statistical analysis, or other special abilities that are currently accepted by the University.

The student must be classified as a resident in the state of Ohio for at least three consecutive quarters during the PhD program. The maximum time allowed from the date of doctoral graduate work initiation at Ohio University to the completion of the doctorate is seven calendar years.

Curriculum

Ninety credit hours are required beyond the MS level for a doctoral degree. The credit hours are divided evenly between coursework (45 credit hours) and research (45 credit hours). This is the standard pattern for doctoral coursework in engineering. All CE PhD candidates will be required to complete a list of common core courses. Additionally, each student will select one of four focus areas, namely Environmental, Geotechnical, Structures, or Transportation.

Ohio University designates 500- and 600-level courses primarily for MS students with 600- and 700-level courses primarily for PhD students. For a PhD in CE, at least 21 of the candidate's credit hours must be at the 600 level or higher and at least 9 credit hours must be at the 700 level or higher. Up to 16 credit hours of classes outside the CE department will be accepted toward the degree.

Courses required for each specialty are attached. Courses that need to be developed are indicated on this list of courses.

Enrollment

Enrollment in the Integrated Engineering PhD program provides a reliable initial estimate of prospective enrollment in the proposed CE doctorate. Currently, seven students are enrolled in the geotechnical and environmental areas of the Integrated Engineering PhD. All of these students would be enrolled in a CE doctorate if it were available. This number is comparable to that in other CE PhD programs (Case Western at 12, U of Cincinnati at 8, U of Toledo at 9, Ohio State at 28) and provides a sustaining base for the program. Additionally, the number of applicants to the Geotechnical and Environmental areas in the Integrated Engineering PhD has continued to increase which provides additional momentum. Given the addition of the Structures and Transportation areas of focus and the greater flexibility of the CE PhD new applicants to OU are expected.

Based on these data and assuming program initiation in the 2004/5 academic year, PhD enrollments are estimated as follows: 10 in 2004/5; 10 in 2005/6, 12 for 2006/7, 14 for 2007/8; and 15 for 2008/9. Furthermore, with the increased ability to retain MS students for the PhD and because a large portion of these students are Ohio residents, the percentage of Ohio residents in the new CE PhD program is expected to be high (approximately 50%).

Administration and Costs

The major advantage of adding a PhD program in CE at Ohio University is that all of the required elements exist. There will be no additional start-up costs.

The current faculty is sufficient in number and expertise to run the PhD program. Eleven faculty members are available. This is comparable to other Ohio schools (12 at U of Cincinnati, 22 at Ohio State, 12 at Case Western, and 12 at the U of Toledo). Additionally, there is one faculty member hired for fall 2003, one ongoing search, and one early retirement position which lead to 13.3 faculty members in place by the time the program would begin. Projected student growth envisions the need for a faculty position in Year 4 of the program, and it is anticipated that endowed funds will be available to address this need.

The majority of the courses exist with many being taught on an every other year schedule. Two of the four focus areas are available in the Integrated PhD Program and will require the addition of only three courses in each area. Two new focus areas will be added with nine new courses in Structures and three in Transportation. A slight increase in the teaching loads of the faculty is anticipated.

The CE Department has been very successful in attracting external research funds; therefore, no additional graduate stipend funding will be required. There will be an increase in college tuition waivers related to the increase in graduate enrollment. The current facilities are extensive and will require no additional funding. Several of the research facilities are located off campus which lessens the requirement for physical space.

The CE Department currently administers the MS in Civil Engineering. It will pick up the administrative tasks associated with the proposed doctoral program. The CE Department will manage student records, create committees to oversee student research, and determine admissions. Any costs associated with these administrative costs can be absorbed by the CE Department.

1. Designation and brief description of the new degree program

With this document, the Russ College of Engineering Technology's (RCENT) Civil Engineering (CE) Department proposes a new degree to be offered at Ohio University, a Ph.D. in CE. For the student, achievement of this degree will represent the completion of extensive advanced coursework in CE in a specialized area of environmental, geotechnical, structural, or transportation coupled with state-of-the-art research culminating in a written and defended dissertation. This new degree will serve many purposes, first and foremost to prepare advanced Ohio students for careers in the CE profession, to convey the skills necessary to perform cutting-edge research, and to solve complex interdisciplinary problems concerning society. Graduates will go on to advanced positions in industry, government, or tenure-track faculty positions at other universities. A Ph.D. program is necessary for the continued growth of the Ohio University CE. In fact, RCENT currently only has three Ph.D. programs, which is a real and serious limitation on the potential achievements of researchers in the college as a whole. In January 2003, RCENT decided that a Ph.D. program in CE was a critical strategic need, and that Ohio University CE should proceed with a Ph.D. proposal with the full backing of the college. Ohio University CE has a long history dating back to the early 1800s (see Attachment A). Ohio University CE is compelled to seek a Ph.D. program because of the department's high level of external funding, national reputation, and superb facilities. Further, Ohio University CE is competitive with other CE departments with Ph.D. programs in the state and provides a vital service to Ohio infrastructure research. The addition of a Ph.D. degree program will improve the Ohio University CE's ability to attract highly qualified faculty and retain high-performing Ohio students.

2. Description of the proposed curriculum

Admission: An M.S. degree in Civil Engineering or related field will be required for admission. Students should have excellent academic records, demonstrated skills in oral and written English, and an aptitude for research. GRE results, TOEFL results, transcripts from all previously attended universities, a resume, and letters of reference will be submitted by all applicants for review by the Ohio University CE graduate committee. A majority vote on the committee will determine whether the applicant will be admitted, admitted on probation, or denied admission.

Dissertation Advisory Committee: Before earning 15 credit hours of coursework towards the Ph.D., the student's dissertation advisory committee must be formed and a Plan of Study must be submitted. The committee must consist of at least five graduate faculty members, including the student's main advisor and one college representative. The student's dissertation advisory committee oversees all aspects of the doctoral work and is directly responsible for its quality. The primary responsibility for following the policies and procedures lies with the student. A student is expected to work closely with his/her dissertation advisory committee. After the Plan of Study has been approved by the advisory committee and the Dean of RCENT, the dissertation committee is to be kept informed by the student of the progress of his or her research. It is recommended that the student submit regular oral or written progress reports to the dissertation advisory committee.

Qualifying Examination: Prior to earning 15 credit hours of coursework towards the Ph.D., the student must take a written qualifying examination. This will test mastery of the necessary fundamentals to pursue the Ph.D. degree. Remedial courses may be required by the advisory committee before retaking the qualifying exam. The student may only retake the qualifying exam once. The subject areas of the qualifying exam will be determined by the advisory committee based on the student's area of specialization.

Curriculum: Ninety credit hours are required beyond the MS level for a doctoral degree, 45 credit hours resulting from the dissertation and 45 credit hours from coursework. Ohio University designates 500- and 600-level courses primarily for M.S. students and 700- and 800-level courses primarily for Ph.D. students. For a Ph.D. in CE, at least 21 of the candidate's credit hours must be at the 600 level or higher and at least 9 credit hours must be at the 700 level or higher. Up to 16 credit hours of coursework outside the CE department will be accepted. All CE Ph.D. candidates will be required to complete a list of common core courses. A student will select one of four focus areas, namely Environmental, Geotechnical, Structures, or Transportation. Courses required for each specialty area are listed in Attachment B, and new courses

needing development are highlighted. This curriculum is consistent with CE at Ohio State University and University of Cincinnati that both require 45 credit hours from dissertation and 45 credit hours from coursework, on a quarterly basis. This places an emphasis on research in the pursuit of a Ph.D. typical of high-performing programs.

Comprehensive Examination: Following the completion of the majority of the coursework, a student is required to pass a written and oral comprehensive examination. This examination will test the student's knowledge of advanced-level coursework, his/her ability to integrate knowledge from courses, and his/her ability to work independently in the specialty area. The examination will be prepared and administered by the student's dissertation advisory committee. After completion of the comprehensive examination a written research proposal must be submitted to the dissertation advisory committee for evaluation and review.

Dissertation: Half of a Ph.D. candidate's required credits will be in advanced research culminating in a dissertation. Through this endeavor the Ph.D. candidate should be challenged to become a leading expert in a single research topic, become competent in the scientific method for discovery of engineering principles, be able to design and execute experiments in his/her general research area, demonstrate the ability to independently direct research in their area, become conversant in the body of literature describing their area of expertise, and be able to defend their research both in writing and speech. In addition, the research itself must represent novel cutting-edge work and constitute a combination of experimental and analytical study.

A written dissertation must be prepared describing the student's completed research work following the Ohio University "Style Manual" and the Russ College of Engineering's "Guidelines for the Format and Presentation of Theses and Dissertations." At the oral defense the student will present his/her research findings and answer questions from the dissertation advisory committee intended to probe the adequacy and depth of the research. The presentation portion of the defense will be open to the university community. Approval by the advisory committee will not occur if either the dissertation advisor, the College representative, or two of the advisory committee members do not approve the dissertation.

Additional Requirements: Students must maintain a 3.0/4.0 grade point average to remain in the program, and no credit hours below C may be counted toward the Ph.D. Per Ohio University requirements, the student must demonstrate a scholarly discipline by satisfying one of the following: a demonstrated reading ability in a foreign language, a demonstrated proficiency in statistical analysis, or other special abilities that are currently accepted by the University. The student must satisfy Ohio University's residency requirement of full-time registration for at least three consecutive quarters. The maximum time allowed from the date of doctoral graduate work initiation at Ohio University to the completion of the doctorate is seven calendar years.

3. Administrative arrangements for the proposed program

The CE graduate committee will be expanded to administer both the M.S. and Ph.D. programs. The committee will be comprised of members representing each focus area. For the first two years the committee chair will be granted release time to offset time spent initiating the program. As with the M.S. program the CE office will keep student records, dissertation advisory committees comprised primarily of CE faculty will oversee all aspects of the Ph.D. candidates' doctoral work, and the CE graduate committee will determine Ph.D. admission. The Ph.D. program is planned to start in fall 2004, and current integrated Ph.D. students have already expressed interest. The program will be advertised by expanded web pages and production of a new brochure for the department. To evaluate the program, an advisory board will be established with faculty from other universities with respected CE Ph.D. programs. The primary criteria for success will be growth of enrollment, refereed journal publications, and job placement by graduates. Engineering Ph.D. programs are typically not accredited. The accreditation group for engineers, EAC/ABET, currently accredits only the basic or advanced level program in an area. For Ohio University, the undergraduate CE program is accredited by EAC/ABET.

4. Evidence of need for the new degree program

With the goals of increasing external funding, improving the quality of graduate research and education, and recruiting outstanding faculty and students, one priority of Ohio University RCENT is to increase the

number of Ph.D. programs in the college. In fact, RCENT currently only has three Ph.D. programs (chemical engineering, electrical engineering, and integrated engineering), which is a real and serious limitation on the potential achievements of researchers in the college as a whole. In January 2003, RCENT decided that a Ph.D. program in CE was a critical strategic need, and that Ohio University CE should proceed with a Ph.D. proposal with the full backing of the college, while the other interested departments delay their proposals.

Value of Ph.D. Program in CE Ph.D. students provide continuity for sustained and productive research, and reliance solely on M.S. students hampers the ability of the CE department to rise to a higher level. For extended projects, time is lost training new M.S. students when a Ph.D. student could continue without interruption. Further, Ph.D. level research is more suitable for journal publication, conference presentation, and long-term usefulness to society. In sum, Ph.D. students are more efficient researchers, improving the overall performance of the department. Adoption of a Ph.D. program will give faculty more time to pursue scholarly activities and will aid in the recruitment and hiring of talented faculty. In turn, this will increase the prestige and visibility of the CE program and enhance Ohio University CE's ability to bring additional external funding to Ohio.

Comparison with Other Ohio CE Programs In the state of Ohio there are nine universities with CE programs: University of Akron, Case Western Reserve University, University of Cincinnati, Cleveland State University, University of Dayton, Ohio Northern, Ohio State University, Ohio University, and University of Toledo (Table 1 in Attachment C). Only three of the Ohio universities with CE programs offer Ph.D. degrees in CE: Case Western Reserve University, University of Cincinnati, and Ohio State University. The University of Toledo offers a Ph.D. in Engineering, although this program has traditional focus areas such as CE. University of Akron, Cleveland State University, and Ohio University all offer interdisciplinary Ph.D.s in Engineering with nonstandard focus areas. Table 2 in Attachment C compares the number of CE faculty in the CE Ph.D. programs in Ohio. Ohio University's CE program has a similar number of CE faculty as other Ph.D. programs, hence, the human resources needed for a Ph.D. program are already in place. The graduate Ohio University CE program is on par with the other institutions offering a Ph.D. program.

Limitations of the Integrated Ph.D. Program RCENT offers an Integrated Ph.D. program, in which nine students are currently following the geotechnical and environmental track. However because the curriculum is required to be very broad, these students are unable to take sufficient classes to obtain adequate depth in their specialty area. In today's work and academic environment, Ph.D. graduates are expected to have achieved an intense degree of specialization. Without that, graduates from this program are unable to advertise an identity attractive to employers. Integrated Ph.D. graduates who wish to pursue tenure-track faculty positions are particularly hampered, because their degree is too broad to qualify them for any individual discipline. This limits the CE department's ability to attract and place qualified students. Finally, only a portion of faculty in the CE department can participate in the current program since it is limited to geotechnical and environmental areas, which in turn limits the number of students and potential funding.

Ability to Attract and Retain Ohio Students Last year, Ohio University CE was able to recruit 10-20% of its undergraduate students to the M.S. program. These students are overwhelmingly Ohio residents who may otherwise have left the state for graduate education or may not have pursued a graduate degree at all. In addition, a significant number of these students express interest in continuing on to the Ph.D. level, but are discouraged from pursuing that course at Ohio University because of the limitations of the Integrated Ph.D. program. These students typically go on to graduate school out of state, although they would have preferred to obtain a Ph.D. in CE from Ohio University. With the advantage of a true CE Ph.D. program, the Ohio University CE could potentially retain 50% of those M.S. students.

Currently, nine students are enrolled in the geotechnical and environmental focus area of the Integrated Ph.D. program, comparable to other CE Ph.D. programs in Ohio (Table 2 in Attachment C). Thus, the current student enrollment is sufficient to sustain a Ph.D. program in CE at Ohio University, even without projected gains. Further, in the last few years the number of applicants to the geotechnical and environmental area in the Integrated Ph.D. program has continued to increase; hence, a Ph.D. in CE already

has momentum. Currently, 57% of the Ohio University CE M.S. students were Ohio residents when they began their B.S. These high-performing, reliable students are not subject to the wide fluctuations in popular fields typical of international students. However, because of the limitations of the Integrated Ph.D. Program, the Ohio University CE department loses almost all of these students at the Ph.D. level. With a CE Ph.D. program, the Ohio University CE department would be better capable of retaining these students, and providing the highest education possible for Ohio's residents.

5. Prospective enrollment

Enrollment in the Integrated Ph.D. program provides a reliable estimate of prospective enrollment in the Ohio University CE PhD program. Currently, nine students are enrolled and supported in the geotechnical and environmental area of the Integrated Ph.D. program, all would be enrolled in a CE Ph.D. if available. Note that this number is comparable to other programs with a CE Ph.D. Thus, the current number of students available to enroll in a Ph.D. program in CE at Ohio University is sufficient to sustain it. Additionally, the number of applicants to the geotechnical and environmental area in the Integrated Ph.D. program has continued to increase; hence, a Ph.D. in CE already has momentum. With a CE Ph.D. program that allows more flexibility and focus in the curriculum, these numbers should increase further. Based on these data and assuming program initiation in academic year 2004/5, Ph.D. enrollments are estimated at 10 for 2004/5, 10 for 2005/6, 12 for 2006/7, 14 for 2007/8, and 15 for 2008/9. Because of Ohio University CE's increased ability to retain M.S. students for the Ph.D., and because approximately half of those are Ohio residents, the percentage of students in the new CE Ph.D. program that are Ohio residents is expected to be high, approximately 25%.

6. Special efforts to enroll and retain minority students and women

Ohio University CE has in the past been successful at recruiting underrepresented students, which will be continued with the Ph.D. program. Currently, 38% of the masters students and 55% of the faculty are from underrepresented groups. Ohio University supports the recruitment of graduate minority students through the Minority Graduate Student Affairs Office by hosting visits for students from Historically Black Institutions and administering Minority Enhancement Grants and the Student Achievement in Research and Scholarship Program. The Dean's office of Russ College of Engineering and Technology has a $20,000 budget to enhance stipend support for minority graduate students and women. This past year $15,000 of these funds were used to support a female Ph.D. student who is studying in the Geotechnical and Environmental track of the Integrated Engineering Ph.D. program. Ohio University CE will continute to make extra efforts to secure financial support for underrepresented applicants to the Ph.D. program.

7. Faculty and facilities available for the new degree program and their adequacy

The Ohio University CE Department has established itself as an excellent program in the state for both learning and research.

Faculty and external research funds A suitable number of faculty, eleven plus two ongoing faculty searches, typical of other Ph.D. programs in the state (University of Cincinnati 12, Ohio State University 22, Case Western Reserve 12, and University of Toledo 12) are in the CE department (see Attachments C and D). Through the Ohio Research Institute for Transportation and the Environment (ORITE), CE has maintained active externally funded research valued at $5-6 million over the last seven years. From this funding in 2002-03, $275,000 was provided in graduate student stipends. Additionally, the faculty is highly productive with these research initiatives, publishing on average 40 manuscripts annually and delivering 50 scholarly presentations. This high funding level demonstrates the ability of the Ohio University CE department to fund graduate students and maintain a self-sustaining Ph.D. program.

Outstanding research facilities The Ohio University CE program has one of the finest research facilities in Ohio and perhaps the Midwest region, including:

- coordinator of National Ohio Strategic Highway Research Program (OH-SHRP) U.S. 23 test road ($17,000,000)
- 4200 square foot environmentally controlled accelerated pavement load facility ($1,750,000 in consortium with Ohio State University)

- data acquisition systems for infrastructure response, 10 dynamic and 30 static ($1,000,000)
- laboratory equipment for characterization of material properties ($750,000)
- field test site for thermoplastic pipe under deep cover ($500,000)
- non-destructive infrastructure test equipment ($500,000)
- nationally approved National Transportation Product Evaluation Program (NTPEP) Center for Pipe Testing under the ORITE Center for Pipe and Underground Structures (OPUS) - only one of three in the U.S. ($400,000)
- one-million-pound outdoor load frame ($300,000)
- 25-ton cone penetrometer truck ($250,000)
- centrifuge with a 9-foot-diameter arm with capacity to 200 gravities ($250,000)
- environmental analytical equipment, including scanning spectrophotometer, high-performance liquid chromatographer, atomic absorption spectrometer, and ion chromatographer ($200,000)
- Human Factors Research Facility ($150,000)

National recognition In part because of the successes listed above, the Ohio University CE program and particularly ORITE have earned national and international recognition for infrastructure research. The CE faculty continues to win federal and state contracts, including awards from other states, even states with their own large civil engineering departments. Ohio University CE receives a significant amount of Department of Transportation and Federal Highway Administration (DOT/FHWA) research funding. Through this research a vital service is provided to the Federal and Ohio State governments, as well as to the private sector in regard to Ohio's infrastructure. Some of the projects, for example the OH-SHRP U.S. 23 test road, have also demonstrated Ohio University CE's true leadership in Ohio in the transportation area. The Ohio University CE faculty publishes in internationally-recognized journals and has won several awards for outstanding scientific contributions and research publications.

8. Need for additional facilities and staff

One of the advantages of initiating a Ph.D. program in CE at Ohio University is that all of the required elements are already in place, so there will be no additional cost in implementing it. A suitable number of faculty, eleven plus two ongoing faculty searches, typical of other Ph.D. programs in the state are in the CE department (see Attachment C). As detailed in Attachment B, the majority of necessary course are already being taught. Currently, the Ohio University CE program is meeting the demand of its B.S., M.S., and Integrated Ph.D. programs with 11.7 FTE. Two additional faculty members are scheduled to join the Ohio University CE department in Fall 2003 bringing the total number to 13.7 FTE, and a significant endowment to fund a third additional faculty position in 2005 or 2006 should be in place by the time the Ph.D. program begins to grow. With three new faculty members joining the department and several classes required for the CE Ph.D. already being taught, the Ohio University CE department anticipates no substantial increase in teaching loads. The projected ratio of FTE students in the Ph.D. program to FTE faculty is 0.73 for 2004/5, 0.68 for 2005/6, 0.82 for 2006/7, 0.95 for 2007/8, and 1.02 for 2008/9.

9. Projected additional cost associated with the program

Because of the success of the CE department in attracting external research funding, no additional graduate assistant stipend funding should be required. Also, as detailed previously, the CE department's facilities are extensive and require no additional funding. Several of the research facilities are located off-campus which lessens the requirement for physical space. The CE department currently oversees an M.S. program and will now be tasked with administering a Ph.D. program. This is only a slight increase in administration responsibilities and can easily be absorbed by the department. A complete accounting of anticipated costs and revenues is provided in Attachment E. In summary, aside from the expected increase in college tuition waivers for increased graduate enrollment, no additional costs for implementation of a Ph.D. program in Ohio University CE are anticipated.

Attachment A: Heritage and History of Ohio University CE

The history of Ohio University CE extends back to the early beginnings of Ohio University. Courses and degree programs in engineering were among the first professional ones offered by Ohio University. A course in surveying, which is still taught today, was offered in the early 1800's. There were both two- and four-year programs in civil and electrical engineering in the late 1800's and early 1900's. The first listed engineering graduate of Ohio University was William W. Ballard, a civil engineer who graduated in 1851 and died in Athens in 1855. The second person was William D. Porter, also a civil engineer, who graduated in 1883 and worked for the Columbus and Eastern Railroad. Although there was no formal civil engineering program at Ohio University, they apparently practiced civil engineering as a result of work experience or additional education elsewhere. One of the first college level courses was surveying, variously listed as "Mensuration, Gauging, Surveying, and Navigation," "Mensuration and Surveying," or simply "Surveying," is first mentioned in a Board of Trustees meeting for April 1824. A single course called Civil Engineering was listed in the 1857-58 and 1858-59 catalogs, but was omitted in succeeding editions. The 1859-60 catalog listed "Hydrostatics, Pneumatics, and Acoustics" for the first time. All these courses were taught by faculty in mathematics.

A civil and mining engineering program was created in 1904 by action of the Board of Trustees and was directed by Lewis J. Alcott, Professor of Civil and Mining Engineering. The first B.S. degrees awarded to civil engineers of record were given to Karl L. Adams of Cincinnati and James W. Wisda of Ney, Ohio, in June 1909. Both were awarded two-year diplomas in Civil Engineering. The number of graduates in Civil Engineering from 1931 to 1935 ranged from 6 to 17 per year. The B.S. degree has been offered continuously since its beginning in 1904. The program was accredited by the Engineering Council for Professional Development, the early forerunner of the EAC/ABET, in 1952. An M.S. program was initiated also in 1952. Annual graduations from the M.S. program averaged about 3 in the 1960's, 2 to 3 in the 1970's, and 4 in the early 1980's. After that, the program began to expand.

Since about 1985 the M.S. program has averaged about 30 full time students annually with about 6-8 graduates per year. The program grew from about 20 to over 30 M.S. students from the late1980's to 1990's. Growth in the graduate program then stagnated primarily due to lack of a Ph.D. program and good job opportunities for the B.S. graduates. Since about 1990 the majority of the eligible students have received some financial support via a teaching (TA) or research assistantship (RA) with an accompanying tuition waiver. Historically about 2/3 of the students have been supported via external research funds on an RA or equivalent.

Attachment B: Ohio University CE PhD Curriculum

Common Required Courses

CE520 Finite Elements in Engineering (3)
EE571 Statistical Analysis (3) or equivalent

Courses Required for Each Focus Area

Environmental

Required (14 credits):

CE555 Advanced Water Treatment (4)
CE556 Advanced Wastewater Treatment (4)
CE650 Chemical Fate and Transport in the Environment (3)[a]
CE743 Stochastic Modeling (3)

Electives (at least 15 credits):

CE540 Deterministic Approaches in Water Resources (3)
CE541 Stochastic Hydrology (3)
CE542 Applied Hydraulics (3)
CE543 Open Channel Hydraulics (3)
CE545 Design of Hydraulic Structures (3)
CE553 Solid/Hazardous Waste Management (3)[d]
CE554 Pollution Prevention (3)[b,d]
CE558 Water Quality Engineering (3)[d]
CE559 Surface Water Quality Modeling (3)
CE652 Biodegradation and Bioremediation (3)[b]
CE653 Environmental Geotechnology I (4)
CE750 Design of Water Treatment Facilities (3)
CE751 Sludge Treatment Processes (3)
CE752 Industrial Waste Treatment (3)
CE757 Subsurface Remediation (3)
CE853 Environmental Geotechnology II (3)

Geotechnical

Required (12 credits):

CE572 Soil Mechanics I (3)
CE573 Soil Mechanics II (3)
CE575 Advanced Foundation Engineering (3)
CE684 Constitutive Equations (3)[c]

Electives (at least 15 credits):

CE523 Continuum Mechanics (4)[d]
CE525 Advanced Strength of Materials (4)
CE527 Experimental Stress Analysis (3)[d]
CE574 Advanced Soil Mechanics Laboratory (1)
CE576 Soil Stabilization (4)
CE582 Paving Materials and Mixtures (3)[d]
CE583 Principles of Pavement Design (3)[d]
CE588 Soil Dynamics (3)
CE653 Environmental Geotechnology I (4)
CE670 Computational Methods in Geomechanics (3)[a]
CE730 Finite Element Methods II (3)
CE757 Subsurface Remediation (3)
CE771 Engineering Behavior of Soils (3)[a]

CE774 Experimental Soil Mechanics (3)[a]
CE853 Environmental Geotechnology II (3)
CE885 Soil-Structure Interaction (3)

Structural

Required (13 credits):

CE523 Continuum Mechanics (4)[c]
CE527 Experimental Stress Analysis (3)[c]
CE528 Theory of Elasticity and Applications (3)
CE635 Advanced Steel Design II (3)[a] or CE536 Advanced Reinforced Concrete Design (3) or CE738 Advanced Prestressed Concrete Design (3)[a]

Electives (at least 15 credits):

CE525 Advanced Strength of Materials (4)
CE531 Experimental Methods in Structural Dynamics (3)[d]
CE533 Advanced Structural Theory (3)
CE534 Advanced Structural Design (3)[d]
CE542 Advanced Steel Design (3)[a]
CE536 Advanced Reinforced Concrete Design (3)
CE537 Timber Design (3)[d]
CE538 Prestressed Concrete Design (3)[d]
CE539 Computer-Aided Structural Design (3)[d]
CE575 Advanced Foundation Engineering (3)
CE586 Theory of Plates and Shells (3)
CE625 Finite Element Methods in Mechanics (3)
CE630 Active Structures (3)
CE632 Structural Dynamics (3)[c]
CE633 Earthquake Engineering (3)[a]
CE635 Advanced Steel Design II (3)
CE636 Advanced Concrete Design II (3)[a]
CE637 Advanced Timber Design (3)[a]
CE684 Constitutive Equations (3)[c]
CE710 Energy and Variational Principles (3)
CE723 Continuum Mechanics II (4)
CE729 Mathematical Theory of Elasticity (3)[a]
CE730 Finite Element Methods II (3)
CE731 Structural Reliability (3)[a]
CE734 Bridge Design (3)[a]
CE738 Advanced Prestressed Concrete Design (3)
CE885 Soil-Structure Interactions (3)

Transportation

Required (12 credits):

CE566 Transportation Design (3)
CE567 Traffic Studies I (3)
CE861 Traffic Flow Theory (3)[a]
CE866 Transportation Design II (3)[a]

Electives (at least 15 credits):

CE527 Experimental Stress Analysis (3)[d]
CE561 Environmental Analysis of Transportation Systems (3)

CE562 Traffic Engineering (3)[d]
CE563 Traffic Parameters (4)
CE564 Transportation Planning (4)
CE565 Traffic Regulations and Controls (4)
CE568 Traffic Studies II (3)
CE576 Soil Stabilization (4)
CE582 Pavement Materials and Mixtures (3)[d]
CE583 Principles of Pavement Design (3)[d]
CE653 Environmental Geotechnology I (4)
CE863 Traffic Detection and Control (3)[a]
CE885 Soil-Structure Interaction (3)

Notes:

a new courses to be developed
b these courses have been taught experimentally and are currently in the processes of being added to the curriculum
c to emphasize these are graduate level courses, the course numbers will be changed from 500 to 600 or the corresponding dual-listed undergraduate courses will be deleted
d these courses are dual-listed with undergraduate courses

Attachment C: Comparison with Other Ohio Universities

Table 1
Ohio Universities with CE Programs

University	Publicly Funded	B.S.	M.S. in CE	Ph.D. in Engineering[a]	Ph.D. in CE
University of Akron	x	x	x	x	
Case Western Reserve		x	x		x
University of Cincinnati	x	x	x		x
Cleveland State University	x	x	x	x	
University of Dayton	x	x	x		
Ohio Northern		x			
Ohio State University	x	x	x		x
Ohio University	x	x	x	x	
University of Toledo	x	x	x	x	

Note:
a University of Akron, Cleveland State University, and Ohio University offer interdisciplinary Ph.D.s in Engineering with nonstandard focus areas. University of Toledo offers a Ph.D. in Engineering Science with a concentration in CE.

Table 2
Comparison of Ohio University CE with Other CE Ph.D. Programs in Ohio (as of February 2003)

University	Number of CE Faculty[a]	Number of M.S. Candidates	Number of Ph.D. Candidates
Case Western Reserve	12	3	12
University of Cincinnati	12[b]	48[b]	8[b]
Ohio State University	22[c]	52[c]	28[c]
Ohio University	13	29	9[d]
University of Toledo[e]	12	43	9[e]

Notes:
a Data were collected from university websites February 19, 2003 including advertised faculty searches, and excluding emeritus faculty.
b These numbers represent University of Cincinnati's Department of Civil and Environmental Engineering faculty and graduate students involved in the Civil Engineering degree. The department also offers Ph.D. degrees in Environmental Engineering and Environmental Science employing 12 additional faculty, 50 additional M.S. students, and 40 additional Ph.D. students.
c These numbers represent Ohio State University's Department of Civil and Geodetic Engineering faculty and graduate students involved in the Civil Engineering degree. The department also offers a Ph.D. degree in Geodetic Science employing 21 additional faculty and additional graduate students.
d Number of students enrolled in the Integrated Ph.D. program with a Geotechnical and Environmental focus.
e The University of Toledo does not offer a Ph.D. in CE. The number shown here represents candidates for the Ph.D. in Engineering Science enrolled in a CE track.

Attachment D: Abbreviated Curricula Vitae for Ohio University CE Faculty

-note two new faculty members will be added in 2003/2004

BACHELOR OF ARTS DEGREE
IN WOMEN'S STUDIES

RESOLUTION 2005 – 1990

WHEREAS, the College of Arts and Sciences has proposed the inclusion of the Bachelor of Arts in Women's Studies degree in the curriculum, and

WHEREAS, the proposal has the support of the faculty, dean and provost, and

WHEREAS, the proposed program will allow the College of Arts and Sciences to deliver a program that will add curricular strength to Ohio University, and

WHEREAS, there is a strong student demand for the proposed program, both nationally and at Ohio University and

WHEREAS, the proposed program would attract diverse faculty to Ohio University, and

WHEREAS, the proposed program will provide the practical skills necessary for students pursuing professions in women's studies and excelling in an increasingly diverse and international society,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering a Bachelor of Women's Studies degree.

OHIO
UNIVERSITY
Office of the Provost

Cutler Hall
Athens OH 45701-2979

T: 740.593.2600
F: 740.593.9191

Date: June 1, 2005

To: Roderick McDavis, President

From: Kathy Krendl, Provost

Subject: Bachelor of Arts in Women's Studies

This is written to express my support for the Bachelor of Arts degree in Women's Studies. As can be seen from the attached proposal, this program will significantly contribute to the curricular strength and competitiveness of Ohio University.

Women's Studies programs nationwide are growing and all of our peer institutions already offer minors, majors and/or graduate minors or certificates in this field. Our certificate degree program currently has eighty-two students enrolled and attracts some of the most academically gifted students at Ohio University. Two of the recent Mellon fellows were enrolled in the program.

Women's Studies programs provide students with many of the skills necessary to live and work successfully in an increasingly diverse society. In addition, the degree will strengthen academic leadership in international studies.

It is important to note that the University already has the facilities and faculty necessary to offer this degree, therefore the addition of the program will be at no cost to the institution.

Therefore, I recommend that this program go before the Board of Trustees at the June meeting. All documents necessary for the Trustees' review are attached.

PROPOSAL FOR A MAJOR IN WOMEN'S STUDIES
FOR THE BACHELOR OF ARTS DEGREE

Recommended by:		Date:
Program Director:	Susan R. Borque	12/31/03
College Curriculum Chair:	[illegible]	JUN 7 2004
College Dean:	Lydia A. Flemming	JUN 7 2004
Program Committee Chair:	Karen Evans-Romaine	12/31/03
Approved:		
University Curriculum Council:	Margaret A. Appel	Jan. 14, 2005

PASSED BY CURRICULUM COUNCIL
JAN 11 2005
DATE
INITIAL

II. Introductory Descriptive Statement

Women's Studies is planning to launch a Bachelor of Arts degree with a proposed start date of Fall 2004. The new interdisciplinary major in Women's Studies will consist of a minimum of 48 credit hours. These hours will be broken down as follows: at least 28 hours of required core courses in Women's Studies; at least 12 hours of focused study in one of the following three tracks: Global Feminism, Sexuality Studies, or General Women's Studies; and, for breadth, at least 8 hours outside of the selected track. (See pp.9-10 for a graphical summary of these requirements.) Courses will be taught by the 4.65 FTE core Women's Studies instructional faculty, as well as by the over 35 Women's Studies affiliated faculty drawn from 15 departments here at OU. The new major in Women's Studies will foster the goals discussed in President Glidden's mission statement, OU's new General Education Program, the 2002 Report of the University Diversity Council, the College of Arts and Sciences' Goals Statement of 2002-2005, and the recently approved Seven Year Academic Assessment of the Women's Studies Program, as follows:

- **Promoting Student Engagement through Active Learning**
  Women's Studies has long been a leader in developing innovative pedagogies that enhance student engagement and active learning. In 1991, the American Association of Colleges (AAC) identifies Women's Studies as one of twelve learned disciplines most conducive to the promotion of undergraduate liberal learning. Women's Studies at OU bears out this finding by regularly employing proven active learning practices in various Women's Studies classes, including WS 100, our introductory level class. These include Writing to Learn exercises, small group work, and residential learning communities in partnership with University College.

- **Contributions to the New General Education Program**
  Women's Studies expects to offer several core courses for credit in the new General Education program including the following: WS 100 (Introduction to Women's Studies) will be offered as a Breadth of Knowledge course in the Humanities; WS 200 (Issues in Feminism) and WS 210 (Women and Gender in Rock and Roll) will be dedicated as a Cultural Perspective course; WS 350 (Feminist Theory) and WS 450 (Advanced Feminist Theory) will be writing enhanced, as well as Research and Creative Activity enhanced; WS 480 (Capstone in Women's Studies) will be a dedicated course in the Research and Creative Activity domain. (For a full listing see Appendix A). To facilitate this participation in the new General Education Program, the Women's Studies faculty attended a Writing to Learn seminar during Spring 2003, and will attend a follow-up seminar in Spring 2004 entitled, "Writing in the Discipline of Women's Studies," conducted by Professor Sherrie Gradin, Director of Writing Across the Curriculum.

- **Strengthening Academic Leadership in International Studies**
  The new major in Women's Studies will further the College of Arts and Sciences' goal of strengthening academic leadership in international studies by including a track in Global Feminism. To support this goal, Women's Studies has jointly hired faculty experts in British Romanticism and Gender (0.33 FTE Women's Studies / 0.67 FTE English), and is in the process of hiring in the area of Environment, Development and Gender (0.33 FTE Women's Studies / 0.67 FTE Geography).

- **Fostering Diversity**
  The American Association of Colleges report also noted that Women's Studies as a discipline employs a complex matrix of gender, sexuality, class, race, age, ethnicity, and nationality as fundamental categories of social, cultural, and historical analysis. The new major is designed to address the needs of an increasingly diverse student population by including tracks in global feminism and in sexuality studies. In addition to contributing to the new General Education Program's Cultural Perspectives domain, WS 100 and 200 currently fill diversity elective requirements in the colleges of Business, Communication and Engineering.

- **Interdisciplinary Innovation**
  The Women's Studies Program, having offered over 150 interdisciplinary courses through its certificate programs during its 23-year history at OU, is structured so as to integrate core and disciplinary courses into a coherent whole. Accordingly, the new major will comprise a mixture of interdisciplinary core courses and disciplinary courses drawn from over 20 departments and 6 colleges across campus.

III. Need for the Program

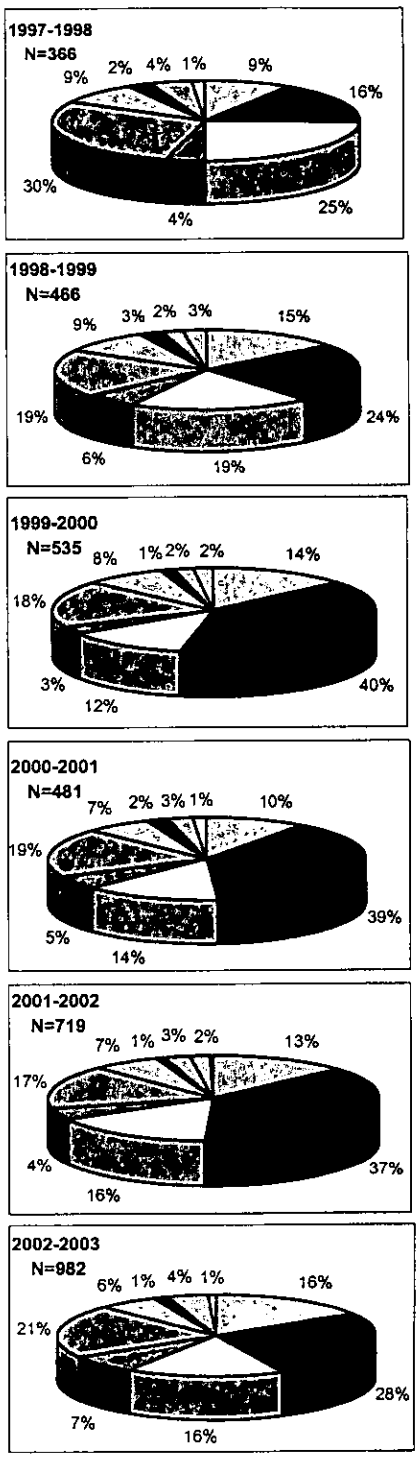
Various internal and external factors support the development of a major in Women's Studies, including the academic excellence and employability of recent Women's Studies students; strong student demand; growing enrollments in the undergraduate certificate program and in Women's Studies core classes; the need to keep pace with peer institutions; the lack of a degree program focusing on women and gender at OU; a broadly developed Women's Studies curriculum; and sustained institutional support.

- **A Broadly Developed Curriculum**
  Since its creation in 1979, the mission of the Women's Studies Program at OU has been to offer individual courses as well as interdisciplinary certificate programs of study that address gender and its intersection with sexuality, race, and other elements of diversity. The interdisciplinary nature of the Program fosters the integration of gender issues across the curriculum, and features core courses that centralize active learning pedagogies to heighten student engagement.

  Women's Studies currently offers over 65 courses for credit. Fifteen of these are core undergraduate courses offered under the Women's Studies curricular code, and the remainder are electives taught by affiliated faculty drawn from 15 departments. (See Appendix B.) Taken together, these courses draw over 2,500 students annually. As external reviewer of the recently conducted seven-year review of OU's Women's Studies Program, Professor Mary Hawkesworth of Rutgers University, noted: "With very few resources, the Women's Studies faculty have developed first rate certificate programs at the undergraduate and graduate levels. They are now poised to expand their academic offerings to include an undergraduate major. They clearly possess the expertise, creativity, and dedication to develop a major that will contribute significantly to the undergraduate programs of the College of Arts and Sciences."

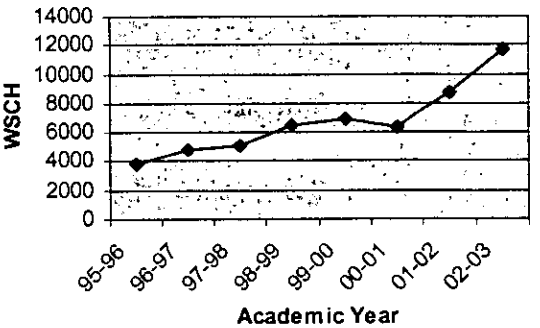
- **Growing Enrollments**
  Enrollments in Women's Studies core courses are strong and growing. Women's Studies currently offers nearly 1,000 seats annually of Women's Studies 100: Introduction to Women's Studies. This represents an increase of 270% over the last seven years. These students hail from a wide variety of colleges (see Table One). Weighted student credit hours for all Women's Studies core courses have increased by over 300% in the last seven years (see Table Two). In addition, enrollment in the Women's

Table One
WS 100 Enrollment
Distribution by College



Studies certificate program has been strong, with a mean of 92 students enrolled annually and 23 graduating annually over the last five years.

Table Two
Women's Studies Core Courses
WSCH 1995-2003



- **Keeping Pace with Peer Institutions**
  Over 700 colleges and universities across the United States currently offer programs in Women's Studies. Five out of six public universities in Ohio that are similar to OU offer undergraduate majors in Women's Studies (See Table Three). Several private liberal arts colleges in Ohio also offer an undergraduate major including Denison and Oberlin. In addition, four out of five regional peer institutions offer undergraduate majors in Women's Studies (see Table Four). Nearly 60% of OU's public peers in the 2000 Carnegie ratings (Doctoral / Research Universities – Extensive) offer an undergraduate major in Women's Studies.

Table Three
Ohio Public Universities

[illegible]	[illegible]
Bowling Green	BA
University of Cincinnati	MA
Cleveland State University	BA
Miami University	BA
Ohio State University	BA
University of Toledo	BA

- **Institutional Support**
  Within the last two years, the College of Arts and Sciences committed resources for an external hire of a tenured Director of Women's Studies, an internal Associate Director, and a joint assistant professor (with English). The Provost also awarded the Program a joint associate professor (with Political Science) and a joint assistant professor (with Geography) through the New Faculty Initiative (NFI) and provided newly renovated space for the Program's offices in Lindley Hall. In addition, the Undergraduate Learning Pool of the 1804 Endowment provided support for the planning of the Women's Studies major.

Table Four
Regional Peer Institutions

[illegible]	[illegible]
University of Delaware	BA
University of North Carolina	BA
University of Virginia	BA
West Virginia University	MA

- **Under-representation of women in higher education**
  The Women's Institute for Policy Research in Washington D.C., found that Ohio ranks 43rd in the U.S. in percentage of women with four or more years of college. The new major may help redress the historic under-representation of Ohio women in higher education.

- **Excellence of Students**
  Students in the Women's Studies undergraduate certificate program are among the best at Ohio University. The University's two recent Mellon Fellows were both Women's Studies certificate students. A recent study indicated that while Honors Tutorial College (HTC) students make up only 1% of OU's undergraduate enrollment, HTC students constitute 8% of Women's Studies undergraduate certificate students. In addition, the 3.26 average cumulative grade point average of Women's Studies undergraduate certificate students compares quite favorably with the aggregate 2.94 cumulative grade point average of the OU student body.[1]

  Undergraduates who have earned Women's Studies certificates are employed in a variety of careers in a number of different locations across the country, and this trend would likely continue for majors in Women's Studies. A survey of Women's Studies undergraduate certificate students graduating from OU between 1996-2000 (conducted by the Office of Institutional Research) indicated that 83%

[1] Data supplied by Office of Institutional Research, Fall 2000.

of OU graduates who earned an undergraduate certificate in Women's Studies between 1996-2000 were employed, with full-time incomes ranging between $12,750 and $65,000 annually. This is comparable to a national survey of Women's Studies majors that also reported an 83% employment rate with salary levels ranging from under $10,000 to $99,000.[2] An additional 4% of these graduates went on to pursue graduate work in Women's Studies and related fields at excellent institutions.

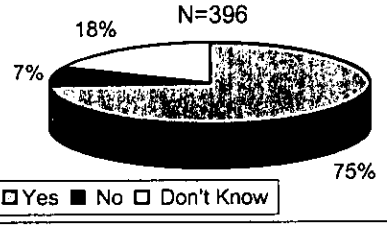
Recent academic and non-academic placements of OU Women's Studies certificate students include:

- Graduate students at:
  - University of California – Los Angeles (UCLA)
  - University of California – Irvine (UCI)
  - University of North Carolina
  - The Ohio State University
- Airline pilot for US Airways
- Archives Research Assistant at the Ohio Historical Society in Columbus
- Middle School and High School Teacher in districts across Ohio
- Litigation Coordinator for the American Civil Liberties Union in Cleveland
- Magazine editor in Boston
- News Writer for CNN in Atlanta
- Naturalist Guide for a company conducting women's wilderness expeditions in Alaska and Canada
- Program Director for the Hofstra Hillel in Hempstead, New York
- Program Instructor at the Close Up Foundation in Washington, D.C.
- Protective Services Investigator at Muskingum County Children Services in Zanesville
- Television Weather Anchor in Cincinnati
- Victim Witness Counselor in the District Attorney's Office in Manhattan
- Web designer for Planned Parenthood in Cleveland

- **Student Demand**

Seventy-five percent of the students requested the development of a Women's Studies major in a survey conducted of 396 students in several Women's Studies core and elective classes during Spring 2003 (See Table Five). A total of 82 students indicated that they would have majored in Women's Studies given the chance to do so at OU. More specifically, 14% (57 students) said that they would have double majored in Women's Studies and their current major if they had had the opportunity to do so, while another 6% (25 students) said they probably would have majored in Women's Studies if they had had the opportunity to do so. These numbers bode well for enrollment in the new major, particularly since they represent only a small portion of students taking Women's Studies classes and an even smaller portion of the entire student body.

Table Five
Do you think that OU should offer a major in Women's Studies?
N=396



- **Anticipated Enrollment**

Given the strength of our enrollments and the demonstrated student demand for the new Women's Studies major, it seems likely that enrollments in the new major will match or exceed the enrollments of departments at OU that are roughly equal in FTE faculty size. Women's Studies anticipates

[2] Barbara Luebke and Mary Ellen Reilly, *Women's Studies Graduates: The First Generation*, New York: Athene Press, 1995, p.9.

launching the new major with approximately 4.32 FTE total instructional faculty. With roughly 5.50 FTE, African American Studies and Classics are the academic units in the College of Arts and Sciences at OU that are closest to Women's Studies in faculty size. African American Studies has enrolled between 1-3 majors during the last five years and has graduated between 0-1 majors each year, while Classics has enrolled between 10-16 majors and has graduated between 1-3 majors each year. (See Table Six.) Allowing for time for the word to get out that the new major in Women's Studies is up and running, it seems reasonable to expect Women's Studies to approach the rate of productivity in African American Studies and Classics during its first 1-3 years of existence.

Table Six
Major Enrollment and Graduation Numbers for Programs with Similar Faculty FTE - 1998 to 2002

	[illegible]	[illegible]	2000	2001	2002
AAS Majors	0	1	3	2	2
AAS Graduates	1	0	1	0	1
Classics Majors	12	12	14	16	14
Classics Graduates	3	3	2	1	6

Miami University, perhaps OU's closest peer institution in the state, has graduated between 1-7 Women's Studies majors annually during the last 3 years. (See Table Seven.) Ohio State, with nearly triple the faculty FTE of OU's Women's Studies Program, has enrolled between 60 and 75 majors during the last five years and has graduated between 19 and 35 Women's Studies majors over the last five years (see Table Seven). Ohio State is one of the largest Women's Studies departments in the United States, with an established national reputation. Given its size and reputation, it is reasonable to expect the Women's Studies Program here at OU to produce at a rate of one-third OSU's rate after the major has been broadly publicized and its reputation solidified. Accordingly, after five years of existence, it will be reasonable to expect OU's Women's Studies Program to produce a minimum of one-third that of OSU, or 20 - 25 majors enrolled with approximately 5-8 majors graduating each year.

Table Seven
Women's Studies Major Enrollment and Graduation Numbers for Peer and Aspirant State Institutions1998 to 2002

[illegible]	[illegible]	[illegible]	2000	2001	2002
Miami Enrollment	NA	NA	NA	6	5
Miami Graduates	NA	NA	1	7	4
Ohio State Enrollment	63	71	67	63	55
Ohio State Graduates	33	25	28	35	19
Toledo Enrollment	4	1	3	6	11
Toledo Graduates	0	0	0	1	3

Table Eight presents an estimate of expected enrollments and graduates during the first five years that the Women's Studies major is up and running here at OU. Table Eight is based on a modest estimate in comparison with our peers. Other evidence suggests that enrollments in the new major at OU may exceed these estimates. In AY 2003, the Program was able to conduct extensive exit interviews with 10 students graduating with an undergraduate certificate in Women's Studies. Eight of these students said that they would have enrolled in the major had it been available during their time at OU. If that rate would hold, we could expect as many as 55 students to enroll in the new major, and even that would account for only those students drawn from our current certificate pool.

Table Eight
Expected OU Women's Studies Major Enrollment and Graduation Numbers – 2005 to 2009

Women's Studies	2005	2006	2007	2008	2009
Major Enrollment	5	10	15	20	25
Major Graduates	0	0	0	5	8

- **Departmental Review of This Proposal**
  The departments of Film, English, Political Science, History, Sociology, Health, and Modern Languages reviewed and responded to this proposal. Their responses are attached in Appendix C. In addition, the Departments of Biology, Communication Studies, Economics, English, History, Music,

Philosophy, Political Science, and Sociology have commented upon individual courses. These responses can be found in Appendix C and with each corresponding course proposal. This proposal also received outside review from Professor Eloise Buker of St. Louis University. Her comments may also be found in Appendix C.

- **Additional Student Profile**
  The experience of other Women's Studies Programs suggests that many students who enroll in the new major will double major. They are likely to be largely drawn from geographic areas that currently typify the majority of students at Ohio University, namely major metropolitan areas across the state of Ohio.

IV. Curriculum

The new major in Women's Studies will consist of a minimum of 48 credit hours. At least 28 of these hours will consist of required core courses in Women's Studies, as well as at least 12 hours of focused study in one of the following three tracks: Global Feminism, Sexuality Studies, or General Women's Studies, and, for breadth, an additional 8 hours outside of the selected track. (Note that courses taken to fulfill Core requirements cannot be taken to fulfill Track requirements.) The global track focuses on the study of women and gender from an international and cross-cultural perspective. The sexuality track focuses on the study of gender and sexuality as categories of social and cultural analysis. The general track offers a variety of courses that address gender and related topics.

Women's Studies brings together a multiplicity of scholarship across various university disciplines to address the influence and meaning of gender in the human experience as it intersects with nationality, sexuality, race, and various other elements of diversity. The major features a global track, a sexuality track, and a general track. The global track focuses on the study of women and gender from an international and cross-cultural perspective. The sexuality track focuses on the study of gender and sexuality as categories of social and cultural analysis. The general track offers a variety of courses that address gender and related topics. Students graduating with a major in Women's Studies will have the ability to understand the well-developed body of feminist theory that grounds the discipline, and the ability to apply those theories to a wide range of contexts and experiences that vary within and across sexual and global cultures. Students are encouraged to complement their major in Women's Studies with minors in other fields and / or double-majors that are consistent with their educational and professional interests.

The major offers a number of core courses in Women's Studies as well as elective courses in African-American Studies, Anthropology, Classics and World Religions, Communication Studies, English, HCCF (Human and Consumer Sciences – Child and Family Studies), History, ILML (International Literature in English: Modern Languages), Linguistics, Physical Education and Sports Science, Political Science, Psychology, Sociology, and Telecommunications. A major in Women's Studies is a liberal arts degree that emphasizes critical thinking and can be applied to a variety of careers. A recent study found at least 38 distinct occupations pursued by Women's Studies students.

One of the many exciting features of the proposed major in women's studies at Ohio University is that it provides a rationalized curriculum with a clear sequence of core courses explicitly designed for Women's Studies. The core sequence begins with the "Introduction to Women's Studies" (WS100). Taught by a variety of instructors, this course includes what most women's studies scholars would consider to be the basic set of questions, approaches and assumptions one would normally have in order to move forward in understanding advanced scholarship in the field. The second tier of the sequence (WS 200: "Issues in Feminism") continues this pedagogy by asking students to focus on a topic or issue that flows out of the broad overview provided in WS 100. It should be noted that WS 100 is not a pre-requisite either formally

or informally for understanding the issues raised in WS 200. Although both WS 100 and WS 200 provide both breadth and depth of knowledge, WS 100 is primarily designed to provide breadth of knowledge and the 200 depth of knowledge. For example, WS 200 is designed to provide students with an opportunity to examine in considerable depth several issues that are central to feminist discourse. Students will be encouraged to look carefully and critically at all sides of an issue and draw conclusions about it. The topics may vary by course but might include things such as violence, non-Western women, education, work, health and reproduction, or politics.

The next tier of study includes courses that are heavily theoretical. WS 350 "Feminist Theory" is an overview of feminist theory in historical context, and traces its theoretical development from the 19th century to the present. Its companion course, WS450 "Advanced Feminist Theory" may be taken next. That course is a serious examination of poststructural feminist theory and its relationship to the allegedly "essentialist" theories of the early "second wave" feminist theory from the 1970's. As an alternative to WS450, students may opt instead to take WS360 "The Women and Work Internship." This course gives students academic credit for an internship seminar in women's studies that relates theory to practice.

Assuming at this point that students now have a good understanding of the breadth, depth and theory of women's studies, they are asked to choose to focus further in either a "Global" or a "Sexuality" track. These areas are central to feminist studies and reflect the strengths of the women's studies faculty. WS 410, "Global Feminisms," looks at the many faces of feminism evident in the international arena. WS 411 "Women and Globalization" considers the current reality of "globalization" with an eye towards the international political economy and its effects on women today. Alternatively, students may choose from a menu of courses offered in the "sexuality track." WS 320 "Sexual Revolutions" looks at the sexual revolution of the 1960's in terms of its relationship to movements for women's and gay liberation. WS 460 "Gender Sexuality and Culture" is devoted to major texts in theories of sexuality (i.e., heterosexuality, bisexuality, transgendered people, etc.), while WS 461 focuses specifically on queer theory. All courses in the global and sexual tracks have a heavy theoretical content and show the evolution of women's studies out of the scholarship and history covered in WS 100, 350, 450. Unlike the 200 level courses, they are not issue specific courses per se, though they do allow for concentrated study involving a language of the discourse needed to understand a very advanced set of concepts prevalent in feminist theory today. Importantly, they link to feminist practice in that sexuality and globalization both represent very real world applications of feminist theory. Students are likely to be able to apply theories they have learned in these courses to their daily lives and may well find themselves using them to analyze events they read about in the newspaper. As noted above, students will also take an additional 12 hours of focused interdisciplinary courses outside the core in the Global or Sexuality tracks (or, for students with other interests, the General Women's Studies track), and, for breadth, an additional 8 hours of interdisciplinary courses outside of the selected track.

Finally, students are asked to round out their intellectual journey by taking either WS 480 "Capstone in Women's Studies" or WS 481 "Writing Gender." Both of these courses serve as "capstones" as they afford students an opportunity to assimilate the information and techniques they have gained as majors while bringing those skills to bear on relatively advanced research and creative activity. The hope is that both courses are an occasion for reflection, assimilation and exciting new learning experiences.

The Women's Studies Program follows the pattern of various disciplines in the humanities which rely largely upon an interpretive paradigm, the exercise of which students practice through classroom discussion focused on critical analysis of theoretically challenging texts, and through regular writing and research projects. Core courses in the Women's Studies major provide students with a variety of opportunities to learn how to conduct research. The two courses in feminist theory (WS 350 and 450) are especially designed to hone critical thinking skills and theoretical sophistication, while the two capstone courses (WS 480 and 481) are designed to train to apply these theories in culminating research projects or

creative activities. In this regard, Women's Studies compares favorably to other disciplines in the humanities here at OU. No humanities department at OU currently offers a course in research methods. This includes the recently developed major in World Religions, as well as more established majors in Modern Languages and Philosophy.

There are ample courses to choose from to complete an undergraduate major in Women's Studies. Moreover, as indicated on page 11 below, the frequency of both core course offerings and courses offered from other departments is sufficient to allow students to finish their major requirements in a timely way. Page 12 shows in addition that the prerequisites for these courses are not onerous and thus will not prevent students from completing the major.

The major is presented schematically below.

Women's Studies Major - Core Requirements

Courses	Prerequisites	Credit Hours
All students must take: - WS 100: Introduction to Women's Studies - WS 200: Issues in Feminism - WS 350: Feminist Theory*	 None None 100 or 200, no credit if 250	12
One of the following: - WS 360: The Women and Work Internship - WS 450: Advanced Feminist Theory*	 100 or 200 350	4
One of the following Global courses: - WS 410: Global Feminisms* - WS 411: Women and Globalization*	 100 or 200 100 or 200	4
One of the following Sexuality Courses: - WS 320: Sexual Revolutions* - WS 460: Gender, Sexuality, and Culture* - WS 461: Queer Theory*	 100 or 200 350 350	4
One of the following: - WS 480: Capstone in Women's Studies - WS 481: Writing Gender*	 12 hrs in WS inc 350, no credit if 400 12 hrs in WS	4
Core Course Credit Hours		**28**
Track Credit Hours (See p. 9) - 12 credit hours from selected track - 8 credit hours outside of selected track		**20**
Total Women's Studies Major Credit Hours		**48**

*New Course

Women's Studies Major - Track Requirements

Students must take 12 credit hours from selected track and 8 credit hours outside of selected track.

Global Track*	Sexuality Track*	General Track*
ANTH 345: Gender in Cross-Cultural Perspective **ANTH 349**: Life History: The Individual and Culture **ANTH 363**: Gender in Prehistory **CLAS 343**: Women in Ancient Mediterranean **HIST 332**: Women in the Middle East **HIST 360A**: Women in Early Modern Europe **HIST 360B**: Women in Modern Europe **HIST 360C**: Women Warriors **ILML 339A**: Russian Literature in English: Women, Transgression, and Crime*** **ILML 339B**: 20th Century Russian Literature in English: Love, Sex, and Gender*** **SOC 421**: Comparative Studies of the Family **WS 410**: Global Feminisms** **WS 411**: Women and Globalization**	**ENG 326**: Lesbian and Gay Literature **HCCF 360**: Human Sexualities **HCCF 462A**: Diversity in Families **ILML 339A**: Russian Literature in English: Women, Transgression, and Crime*** **ILML 339B**: 20th Century Russian Literature in English: Love, Sex, and Gender*** **POLS 319**: Gay and Lesbian Politics **POLS 421**: Politics of Law and Sexuality **PSY 378**: Psychology of Gender*** **TCOM 484 (486A)**: Age, Class, Gender, Race, and Sexuality in the Media **WS 320**: Sexual Revolutions** **WS 460**: Gender, Sexuality, and Culture** **WS 461**: Queer Theory**	**AAS 345**: The Black Woman **AAS 482**: The Black Family **ENG 153A**: Writing and Research: Gender **ENG 306J**: Women and Writing **ENG 325**: Women and Literature **HIST 320A**: Women in American History before 1877 **HIST 320B**: Women in American History after 1877 **HIST 320C**: Women's Health and Medicine in America **HIST 381**: History of the Family **HLTH 210**: Health of Women **COMS 320**: Women and Health Communication **COMS 420**: Gender and Communication **COMS 422**: Communication and the Family **LING 390**: Language of Women and Men **PESS 400**: Women in Sports **POLS 420**: Women, Law, and Politics **POLS 478**: Feminist Political Theories and Movements **PSY 378**: Psychology of Gender*** **SOC 220**: Introduction to the Family **SOC 407**: Feminist Social Theory **SOC 422**: The American Family System **SOC 467**: Violence to Women **SOC 470**: Sociology of Gender **SOC 471**: Gender and Justice **TCOM 481**: Women in Media **TCOM 484 (486A)**: Age, Class, Gender, Race, and Sexuality in the Media **WS 210**: Women, Gender, and Rock & Roll

* No more than 2 courses may be taken in any one discipline to fulfill Track requirements.
** No single course may be taken to fulfill both a Core and Track requirement.
*** No single course may be taken to satisfy more than one track.

Expected Two Year Curriculum - Core Courses in Women's Studies

Course #	Course Name	Term Offered	Assigned Faculty
WS 100	Introduction to Women's Studies	Multiple sections quarterly	Group I, II, III, IV
WS 200	Issues in Feminism	Multiple sections annually	Group I, II, III
WS 320	Sexual Revolutions	Annually	Group I
WS 350	Feminist Theory	Annually	Group I, IV
WS 360	The Women and Work Internship	Annually	Group III
WS 410	Global Feminisms	Every other year	Group I
WS 411	Women and Globalization	Every other year	Group I
WS 450	Advanced Feminist Theory	Every other year	Group I
WS 460	Gender, Sexuality, and Culture	Every other year	Group I
WS 461	Queer Theory	Every other year	Group I
WS 480	Capstone in Women's Studies	Annually	Group I, IV
WS 481	Writing Gender	Annually	Group II

Frequency of WS Core Courses and WS Courses from Other Departments

Global Track

ANTH 345: Gender in Cross-Cultural Perspective	Every other year
ANTH 349: Life History: The Individual & Culture	Every other year
ANTH 363: Gender in Prehistory	Every other year
CLAS 343: Women in Ancient Mediterranean	Annually
HIST 332: Women in the Middle East	Annually
HIST 360A: Women in Early Modern Europe	Annually
HIST 360B: Women in Modern Europe	Annually
HIST 360C: Women Warriors	Annually
ILML 339A: Russian Literature in English	Annually
ILML 339B: 20th C. Russian Literature in English	Every other year
SOC 421: Comparative Studies of the Family	Every other year
WS 410: Global Feminisms	Every other year
WS 411: Women and Globalization	Every other year

Sexuality Track

ENG 326: Lesbian and Gay Literature	Annually
HCCF 360: Human Sexualities	Annually
HCCF 462A: Diversity in Families	Annually
ILML 339A: Russian Literature in English	Annually
ILML 339B: 20th C. Russian Literature in English	Every other year
POLS 319: Gay and Lesbian Politics	Annually
POLS 421: Politics of Law and Sexuality	Annually
PSY 378: Psychology of Gender	Annually
TCOM 484 (486A): Age, Class, Gender, Race, Sexuality	Annually
WS 320: Sexual Revolutions	Annually
WS 460: Gender, Sexuality, and Culture	Every other year
WS 461: Queer Theory	Every other year

General Track

AAS 345: The Black Woman	Annually
AAS 482: The Black Family	Annually
ENG 153A: Writing and Research: Gender	Multiple sections annually
ENG 306J: Women and Writing	Quarterly
ENG 325: Women and Literature	Quarterly
HIST 320A: Women in American History before 1877	Annually
HIST 320B: Women in American History After 1877	Annually
HIST 320C: Women's Health & Medicine in US History	Annually
HIST 381: History of the Family	Last taught '97
HLTH 210: Health of Women	Annually
COMS 320: Women and Health Communication	Annually
COMS 420: Gender and Communication	Multiple sections annually
COMS 422: Communication and the Family	Annually
LING 390: Language of Women and Men	Last taught '99
PESS 400: Women in Sports	Last taught '03
POLS 420: Women, Law, and Politics	Annually
POLS 478: Feminist Political Theories and Movements	Annually
PSY 378: Psychology of Gender	Annually
SOC 220: Introduction to the Family	Multiple sections annually
SOC 407: Feminist Social Theory	Annually
SOC 422: The American Family System	Every other year
SOC 467: Violence to Women	Annually
SOC 470: Sociology of Gender	Annually
SOC 471: Gender and Justice	Annually
TCOM 481: Women in Media	Annually
WS 210: Women, Gender, and Rock & Roll	Annually

Prerequisites for WS Core Courses and WS Courses from Other Departments

Global Track

ANTH 345: Gender in Cross-Cultural Perspective	101 & soph
ANTH 349: Life History: The Individual & Culture	none
ANTH 363: Gender in Prehistory	101, 102, soph
CLAS 343: Women in Ancient Mediterranean	soph or WS 100
HIST 332: Women in the Middle East	jr
HIST 360A: Women in Early Modern Europe	soph
HIST 360B: Women in Modern Europe	soph
HIST 360C: Women Warriors	soph
ILML 339A: Russian Literature in English	none
ILML 339B: 20th C. Russian Literature in English	none
SOC 421: Comparative Studies of the Family	12 hrs soc inc 101
WS 410: Global Feminisms	100 or 200
WS 411: Women and Globalization	100 or 200

Sexuality Track

ENG 326: Lesbian and Gay Literature	one course above Eng 150
HCCF 360: Human Sexualities	jr
HCCF 462A: Diversity in Families	C or above in 371
ILML 339A: Russian Literature in English	none
ILML 339B: 20th C. Russian Literature in English	none
POLS 319: Gay and Lesbian Politics	soph
POLS 421: Politics of Law and Sexuality	none
PSY 378: Psychology of Gender	9 hrs PSY inc 101
TCOM 484 (486A): Age, Class, Gender, Race, Sexuality	jr or sr (nonmajors); jr or sr & C or above in 202 (majors)
WS 320: Sexual Revolutions	100 or 200
WS 460: Gender, Sexuality, and Culture	100 or 200
WS 461: Queer Theory	350

General Track

AAS 345: The Black Woman	soph & perm
AAS 482: The Black Family	None
ENG 153A: Writing and Research: Gender	fr & soph only
ENG 306J: Women and Writing	jr, 1st yr comp
ENG 325: Women and Literature	jr or sr & one course above 199
HIST 320A: Women in American History before 1877	soph
HIST 320B: Women in American History After 1877	soph
HIST 320C: Women's Health & Medicine in US History	soph
HIST 381: History of the Family	soph
HLTH 210: Health of Women	None
COMS 320: Women and Health Communication	None
COMS 420: Gender and Communication	101 or C or above in 206
COMS 422: Communication and the Family	101 or C or above in 206, jr
LING 390: Language of Women and Men	jr or perm
PESS 400: Women in Sports	jr
POLS 420: Women, Law, and Politics	jr or perm
POLS 478: Feminist Political Theories and Movements	jr or perm
PSY 378: Psychology of Gender	9 hrs PSY inc 101
SOC 220: Introduction to the Family	101
SOC 407: Feminist Social Theory	403 or 404
SOC 422: The American Family System	12 hrs soc inc 101
SOC 467: Violence to Women	16 hrs soc
SOC 470: Sociology of Gender	12 hrs soc inc 101
SOC 471: Gender and Justice	12 hrs soc
TCOM 481: Women in Media	jr or sr (nonmajors); jr or sr & C or above in 202 (majors)
TCOM 484 (486A): Age, Class, Gender, Race, Sexuality	jr or sr (nonmajors); jr or sr & C or above in 202 (majors)
WS 210: Women, Gender, and Rock & Roll	None

- **New Courses**
  The following are courses that are new to the Women's Studies curriculum. They have been approved by the Women's Studies Curriculum Committee. Various departments, including Biology, Communication Studies, Economics, English, History, Music, Philosophy, Political Science, and Sociology have commented on individual courses. These comments have been appended to the course approval forms for each course. They are slated to be reviewed by the College of Arts and Sciences Curriculum Committee and the University Curriculum Council during Winter 2004:

  WS 210: Women, Gender, and Rock and Roll, Assoc. Prof. Susan Burgess, Director
  WS 320: Sexual Revolutions, Assoc. Prof. Judith Grant
  WS 410: Global Feminisms, Assoc. Prof. Elizabeth Collins; Prof. Ann Tickamyer
  WS 411: Women and Globalization, Assoc. Prof. Elizabeth Collins; Prof. Ann Tickamyer
  WS 450: Advanced Feminist Theory, Assoc. Prof. Judith Grant
  WS 460: Gender, Sexuality, and Culture, Asst. Prof. Nicole Reynolds
  WS 461: Queer Theory, Assoc. Prof. Mary Beth Krouse
  WS 481: Writing Gender, Asst. Prof. Nicole Reynolds,
  Lynette Peck, Interim Associate Director

  Due to the structure of the new major, we have requested the following new numbers for the courses below:

  Women's Studies 350: Feminist Theory (previously WS 250)
  Women's Studies 480: Capstone in Women's Studies (previously WS 400)

- **Courses from Other Departments**
  There is currently no degree program at Ohio University that focuses primarily on the study of women, gender, and sexuality. The Departments of English, History, Political Science, and Sociology as well as several other departments and schools offer several classes that focus on topics pertaining to women, gender, and sexuality. These classes will be available for track credit to students majoring in Women's Studies, further strengthening the interdisciplinary basis of the degree and capitalizing on the broad integration of gender throughout the curriculum here at OU. There is no danger of program duplication or other curricular conflict. Well over half the credit hours (28 of 48) required by the Women's Studies major will be core courses offered directly through the Women's Studies curricular code. (For a list of core courses please see p.9.) Courses offered by each department or school constitute only a small number of the wide array of courses from which Women's Studies students may choose their track courses. (For a list of track courses please see p. 10.) In addition, it may be advantageous for students who are double majors to fulfill some of their requirements by taking courses that originate in the department of their other major.

Brief Descriptions of Core Courses

WS 100: Introduction to Women's Studies: An interdisciplinary fundamentals course in which students explore a range of perspectives regarding social, political, and cultural constructions of gender, race, and sexuality.

WS 200: Issues in Feminism: Critical analysis of 3 to 4 contemporary issues pertaining to women and gender, such as: work, health and reproduction, politics, education, violence, women in the arts, women in athletics, women in science, and gender and aging.

WS 320: Sexual Revolutions: Course deals with the so-called "Sexual Revolution" of the 1960's. Traces its roots in history and politics of the 1950's. Looks at its role in origins and development of feminist and gay rights movements of the 70's, 80's, and beyond.

WS 350: Feminist Theory: This is an introduction to feminist theory. Course examines feminist theoretical concepts in Europe and the U.S. from their inception in early 20th century through the present. Includes discussions of women and the vote, sexuality, identity politics, and girl culture. Texts are theoretical, historical, and literary. Film and video clips may be used to enhance course lectures.

WS 360: The Women and Work Internship: Includes a two hour seminar and a six hour work experience. The seminar will focus on applying and evaluating ideas learned in Women's Studies courses to the "real world" experience of women's organizations and feminist practice. The seminar and supervised job placement are designed to help students make a successful transition into the competitive work world by testing personal strengths, clarifying preferences, and sharing reflections on work experiences with the instructor and other students.

WS 410/510: Global Feminisms: Critical overview of contemporary global feminisms. Readings and discussion will introduce students to a wide range of theoretical frameworks within which to locate and analyze key issues and debates.

WS 411/511: Women and Globalization: This course explores how globalization has affected the social status of women, their economic resources, their rights, and their opportunities. Readings and discussion will focus on the economic effects of the spread of free market capitalism, in particular on how global markets have differentially impacted women in the poorer nations of the "South" and the richer nations of the "North."

WS 450/550: Advanced Feminist Theory: Assumes basic knowledge of feminist theory and women's studies. Course offers serious examination of poststructural feminist thought (e.g., Irigrary, Cixous, Kristeva, Wittig, Butler, etc) and related theorists (e.g., Freud, Lacan, Derrida, Foucault, and others).

WS 460/560: Gender, Sexuality, and Culture: Course draws upon theoretical, historical, and aesthetic texts in order to discuss the relationship between gender, sexuality, and diverse forms of cultural representation.

WS 461/561: Queer Theory: This course examines the intellectual and activist roots of queer theory, some of its most central and consequential statements, and current issues and debates within this body of literature.

WS 480: Capstone in Women's Studies: This course is designed to aid students in identifying, researching, and writing a major, culminating project in Women's Studies.

WS 481: Writing Gender: A writing course concerning the intersection of writing and politics. Exploration of experiences of gender, race, class, and sexuality. Fiction and non-fiction. Critical skills honed through workshopping of student work and reading published fiction.

Comparison with Other Women's Studies Programs

There are two basic models for Women's Studies majors in the state of Ohio. The first provides a well-developed core and focused areas of study for student electives. Women's Studies at Ohio State University and Miami University exemplify this approach. The second model provides a strong core and

broader student choice in the area of electives. Cleveland State University and the University of Toledo have followed this model.

The Women's Studies major at Ohio State University and at Miami University both include strong core requirements as well as various tracks in which students may focus their studies according to their interests. The core at both OSU and Miami includes at least one introductory course; at least one upper level theory course; at least one upper level course that addresses difference in the context of race, class and gender; and at least one senior-level capstone experience. In addition to these core courses, OSU offers focused areas of concentration in Culture and Representation; Political Contexts and Social Change; and Difference and Diversity. Miami offers major focus areas in Women, Culture, and Representation; Gender, Race, and Nation; and Women, Social Systems, and Sexuality. The strength of this approach is that it provides a strong foundation in its core curriculum as well as structure and focus to student elective choice.

The Women's Studies major at other institutions in Ohio, such as Cleveland State University or the University of Toledo, also require some combination of core and elective classes. However, the core offerings, while strong, are not quite as developed as the core offerings at OSU and Miami. In addition, CSU and Toledo allow their students relatively free range in deciding which electives to take, rather than offering focused areas of concentration as is the case at OSU and Miami. This approach also provides a strong core, and it allows students a great deal of choice and flexibility in selecting their electives.

The new Women's Studies major at OU will largely follow the model of OSU and Miami, offering a well-developed core curriculum as well as specific tracks in Global Feminism and Sexuality Studies to assist students in focusing their elective area of study. These tracks forward University and College of Arts and Sciences goals of strengthening leadership in international studies and fostering diversity in the OU curriculum. We anticipate that most of our majors will choose one of these two tracks. However, a few of our students may have other areas of interest pertaining to women and gender and the breadth of our elective courses certainly allows for several additional areas of emphasis. Therefore, for students with different interests who may prefer a wider field of choice in composing their area of emphasis, the new major will also offer a general track in Women's Studies. Students undertaking the general track will be especially encouraged to consult regularly with their advisors for aid in composing their area of emphasis.

- **Accreditation**
  No formal accreditation exists in this discipline.

- **New Course Approval Forms**
  Please see Appendix G for copies of the New Course Approval Forms associated with each of these courses.

V. Faculty and Instruction

The Women's Studies faculty was found to exceeded expectations in the recently approved seven year review of the Program. A combination of current and new faculty will teach core classes in the major. Women's Studies' total core instructional size is currently 4.32 FTE, with a student-teacher ratio of 36:1. We also anticipate the addition of a new joint faculty member as a result of a search that will be undertaken during AY 2003-2004 (0.33 Women's Studies / 0.66 FTE Geography). As a result, Women's Studies core faculty will be 4.65 beginning in Fall 2004. Joint faculty searches will be conducted in accordance with college norms, with proportionate faculty representation from each participating program represented on search and screen committees. In the case of hires in Arts and Sciences, the College's policy on Guidelines for Interdisciplinary Faculty Appointments will be followed.

In addition to the core faculty, there are over 50 Women's Studies faculty affiliates housed in over 20 departments across 6 colleges who offer over 65 Women's Studies track and elective courses annually (See Appendix D for copies of each Group I core faculty vita, Women's Studies Advisory Committee vita, Women's Studies Curriculum Committee vita, and for the rank and tenure status of all core and affiliated program faculty). Teaching loads for joint faculty will be established in accordance with the norms and policies of Women's Studies and their departmental tenure homes, in accordance with the College of Arts and Sciences' policy on Guidelines for Interdisciplinary Faculty Appointments. Instructional participation of affiliated faculty in the Women's Studies Program will be arranged in accordance with the norms and policies of their home departments.

In accordance with *Faculty Handbook*, the Women's Studies Program has a standing curriculum committee composed of core and affiliated faculty which will continue to govern review and approval of courses that are proposed for inclusion in the new major. The Women's Studies Program will continue to comply with *Faculty Handbook* provisions governing matters relating to faculty, including promotion, tenure, retention, salary matters, and selection of academic administrative personnel.

VI. Admission Requirements

Admission to the B.A. in Women's Studies will follow the admissions criteria of the College of Arts and Sciences, as follows: the student must be in good standing academically with an accumulative g.p.a of no lower than 2.0, and have earned at least 45 hours. Women's Studies will admit all students who meet the criteria outlined above.

VII. Administration

Associate Professor Susan Burgess, the current Director of the Women's Studies Program, will administer the major in Women's Studies. She is tenured in the Department of Political Science, holding a joint position, 0.60 FTE in Women's Studies and 0.40 FTE in Political Science. Burgess was appointed by the Dean of the College of Arts and Sciences, in consultation with the Women's Studies Advisory Committee.

VIII. Timing and Evaluation

As yet, Women's Studies has not generated any external publicity about this program. Pending approval, appropriate internal and external publicity will be undertaken. Pending approval at all appropriate levels, the anticipated launch date is AY 2004-05.

The Women's Studies Program is evaluated at a number of levels. The recently approved seven-year review of the Program found that Women's Studies met expectations in all categories and exceeded expectations in several categories, including Faculty Profile, Students, and Graduates. In addition, the Women's Studies Advisory Committee meets several times a year to assess the Program in relation to its goals. Exit interviews are also conducted annually with graduating seniors to evaluate the Program's effectiveness.

IX. Budget and Financial

No additional funds will be necessary to stage the major. Although some incremental students may be attracted to Ohio University due to the Women's Studies major, the experience of Women's Studies Programs at other universities suggests that many Women's Studies majors are double majors. Consequently, we do not expect to accrue substantial revenues. As President Glidden has noted, undergraduate institutions offering a wide array of degree programs and opportunities are best situated to

attract and retain the highest quality students. The proposed major in Women's Studies is designed to further the President's goal at no additional cost to the University.

RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY
MASTER OF SCIENCE IN BIOMEDICAL ENGINEERING

RESOLUTION 2005 – 1991

WHEREAS, the Russ College of Engineering and Technology has proposed the creation of a Master of Science degree program in Biomedical Engineering, and

WHEREAS, the development of the degree has the support of the Dean and Faculty of the Russ College of Engineering and Technology and the University Curriculum Council, and

WHEREAS, the degree will prepare graduate students for careers in the biomedical sciences, and

WHEREAS, development of the degree will continue to elevate the national reputation of the college for securing external grant funding, and

WHEREAS, the demand for students with graduate level training is extensive at the local, state, and national levels, and

WHEREAS, according to the U.S. Department of Labor the number of biomedical engineering jobs will increase significantly,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering the Master of Science in Biomedical Engineering.

OHIO
UNIVERSITY
Office of the Provost

Cutler Hall
Athens OH 45701-2979

T: 740.593.2600
F: 740.593.9191

Date: June 1, 2005

To: Roderick McDavis, President

From: Kathy Krendl, Provost

Subject: Master of Science in Biomedical Engineering

This memorandum is written to express my support for the development of a Master of Science degree in Biomedical Engineering. Biomedical Engineering is anticipated to be one of the fastest growing sub disciplines in engineering within the next decade. It is predicted that the number of jobs for graduates in this discipline will increase by over 30% within the next five years, compared to the 9.4% average for other engineering positions. In addition, the biomedical engineering discipline is expected to attract a significant increase in external funding, mainly through the National Institutes of Health (NIH) but also from private sources such as the Whitaker Foundation. The United States Congress has recognized the potential contributions of this field by creating a new institute within the NIH with the charge of funding grants specific to the discipline. The interdisciplinary nature of Biomedical Engineering is particularly attractive to the NIH and the offering of a MS degree in the field at Ohio University will add legitimacy to the institution that will dramatically increase the chances of Ohio University securing a share of these grants funds. As you are aware, private companies supported by the university and specializing in improving healthcare by employing biotechnology and bioengineering are rapidly increasing their presence in Southeastern Ohio and beginning to have a major impact on the economy of the region and state. The addition of the MS degree in Biomedical Engineering and the benefits it will bring to the institution will help in making sure these economic benefits will continue into the future.

This interdisciplinary program will be administered between the Department of Chemical Engineering, Mechanical Engineering and the School of Electrical Engineering and Computer Science and will involve faculty from the Russ College, the College of Osteopathic Medicine, the College of Health and Human Services and the College of Arts and Sciences. Anticipated enrollment at the onset of the program is expected to reach at least twenty students.

Because facilities and faculty are in place, added costs associated with the degree are expected to be minimal and will be absorbed within the college budget.

It is my belief that this program will support the research and academic goals of Ohio University and increase the national prominence of both the Russ College of Engineering and Technology and Ohio University.

I. Title Page

Title of Program: Master of Science in Biomedical Engineering

Degree to be Conferred: Master of Science

Administrative Unit Proposing Program: Russ College of Engineering and Technology

Date of Submission: May 24th, 2004

Signatures

Recommend for Approval

_____ (Signature)
Ken Sampson (Print Name)
Chair, College Curriculum Committee

_____ (Signature)
Dennis Irwin (Print Name)
Dean, Russ College of Engineering and Technology

_____ (Signature)
K. Rose-Grippa (Print Name)
Chair, Programs Committee

Approved

_____ (Signature)
Margaret A Appel (Print Name)
Chair, University Curriculum Council

PASSED BY CURRICULUM COUNCIL
11-9-05
DATE
INITIAL

II. Introductory Descriptive Statement

The Whitaker Foundation, a private foundation devoted to biomedical engineering defines biomedical engineering as follows (www.whitaker.org/glance/definition.html): "Biomedical engineering is a discipline that advances knowledge in engineering, biology and medicine, and improves human health through cross-disciplinary activities that integrate the engineering sciences with the biomedical sciences and clinical practice." The current demand for students with graduate level training in biomedical engineering is extensive at the local, statewide, and national levels (see Section III for details). Biomedical engineering is included in the Russ College of Engineering and Technology's strategic plan both as a new degree program and as one of five research focus areas listed in the college's mission statement.

The Russ College of Engineering and Technology (Russ College) at Ohio University proposes the creation of a new Master of Science degree program in Biomedical Engineering to begin in the fall of 2005. This will be an interdisciplinary program administered between the Departments of Chemical Engineering, Mechanical Engineering and the School of Electrical Engineering and Computer Science and involve faculty in The Russ College, The College of Osteopathic Medicine, The College of Health and Human Services and The College of Arts and Sciences. The Biomedical Engineering Committee and the program Director, residing at the college level within Russ College, will administer the program. We anticipate an enrollment of nearly 20 students when the program is fully functional.

The aim of the program is to provide a nationally recognized research-oriented degree program that prepares students for challenging careers in the expanding biomedical and biotechnology industry. This degree program will provide students with a solid foundation in biomedical engineering while simultaneously providing practical and research oriented experiences. A significant, and unique, aspect of the program will be strong interaction between students/faculty in engineering and the students/faculty in The College of Osteopathic Medicine, The College of Health and Human Services, and The College of Arts and Sciences, the Edison Biotechnology Institute and the biotechnology companies located in Athens. The addition of this new degree program will strengthen graduate education at Ohio University and will help contribute to the state's leadership in the expanding field of biotechnology. The graduates of this program will have sufficient knowledge of biomedical engineering to enter the job market or to continue towards a Ph.D. in Biomedical Engineering at other institutions.

III. The Need for the Program

National Need: Engineers have a long history of making significant contributions to the advancement of human health. Recognition of the central role played by engineers and the biological revolution that we are currently experiencing has led to (a) an increased need for biomedical engineers in the workplace and (b) increasing funding opportunities for research that bridges the gap between engineering and biology.

According to the US Department of Labor (a summary of the report can be found at (**www.whitaker.org/glance/outlook.html** and the actual report at www.bls.gov/oco/ocos262.htm), the number of biomedical engineering jobs will increase by

31.4% through 2010 which is double the rate for all other jobs combined. This 31.4% increase in biomedical engineering jobs is over 3 fold higher than the projected growth in engineering jobs in general which is 9.4%. The increased need for biomedical engineers is attributed to the increasing demand for improved medical devices and systems and the aging US population. According to a 2001 salary survey by the National Association of Colleges and Employers cited by the US Department of Labor's report, master's degree recipients in biomedical engineering received starting offers averaging $62,600 a year.

In parallel with this increase in employment opportunities for biomedical engineers has been an increase in the focus of funding for research that spans biology and engineering. Over the last 20 years, The Whitaker Foundation has provided over $700 million dollars for biomedical engineering research and educational programs. While this source of funding will end in the next few years, another private foundation plans to step into its place. In addition to this private source of funding, biomedical engineering research got a major boost when Congress established a new institute, The National Institute of Biomedical Imaging and Bioengineering (NIBIB), at the National Institutes of Health. According to their web page www.nibib.nih.gov, the mission of the NIBIB is to "improve health by promoting fundamental discoveries, design and development, and translation and assessment of technological capabilities. The Institute coordinates with biomedical imaging and bioengineering programs of other agencies and NIH institutes to support imaging and engineering research with potential medical applications and facilitates the transfer of such technologies to medical applications." NIBIB will function as any other NIH institute funding unsolicited grants from independent investigators as well as issuing requests for proposals in specific areas of research.

Not surprisingly, given the industrial and research outlook described above, there has been an increased enrollment in bioengineering over the past decade. Data posted at www.whitaker.org/glance/enrollments.html#graduate reveal that while graduate engineering enrollment has increased by a modest 17% over the past decade, graduate enrollment in bioengineering has increased by 57% over the same time period. In addition, several engineering colleges around the country have started Biomedical Engineering Departments or Biomedical Engineering Programs.

Ohio Need: In the 1996 Ohio Board of Regents Master Plan for Higher Education it is stated that "In the past two decades, an explosion in new high tech industries, resulted in even greater demands for the knowledge generated by university researchers, as well as for more employees with advanced degrees." The report also highlights the crucial role technologies such as biomedical engineering will play in the Ohio economy of the 21st century: "Businesses and industries that create new technologies or use progressive methods of production or service will require employees with advanced degrees to lead research, design, and development, as well as highly skilled technicians to operate and troubleshoot complex systems and implement sophisticated quality improvement technologies." More recently, the Ohio Board of Regents identified Biotechnology/Bioengineering as one of three focus areas that will be part of the foundation for future technology and economic growth in Ohio (see e.g. www.regents.state.oh.us/hefc/2000ohioplan.html) Thus, innovative high technology and an appropriately skilled work force are critical for the future growth of Ohio. The Ohio Board of

Regents has identified Bioengineering as one of three technology focus areas on which to build solid economic growth in Ohio.

Innovative biotechnology in the biomedical area and students with advanced skills at the interface of biology and engineering will be generated, in large part, by biomedical engineering graduate programs. Currently, the following schools in Ohio offer graduate programs in biomedical engineering or related fields (numbers in parentheses indicate current enrollment if known): Case Western Reserve University offers BS, MS and PhD (146 MS and PhD combined) in Biomedical Engineering through the Department of Biomedical Engineering; Cleveland State University offers a PhD (25) in Applied Biomedical Engineering through the Chemical Engineering Department. Ohio State University offers MS (20) and PhD (25) in Biomedical Engineering through the Biomedical Engineering Center; University of Akron offers BS, MS (38) and PhD (3) in Biomedical Engineering through the Department of Biomedical Engineering; The University of Cincinnati offers BS, MS (0) and PhD (10) in Biomedical Engineering through the Department of Biomedical Engineering; University of Toledo offers BS and MS (48) in Bioengineering through the Department of Bioengineering; Wright State University offers BS and MS (35) in Biomedical Engineering through the Department of Biomedical, Industrial and Human Factors Engineering.

Local Need and Economic Development in Southeast Ohio: It is well documented that the Appalachian region of Ohio lags the rest of the state economically. For example, 24 of the 29 Appalachian counties have poverty levels above the Ohio average, and the adjusted gross income per taxpayer is $8,500 below the State average. A statement from the Ohio Appalachian Center for Higher Education Report summarizes the situation: "the dilemma faced by Ohio Appalachia: the region must equip its youth with the skills necessary for employment opportunities, while simultaneously revitalizing the economy to create new jobs. The failure to achieve both of these objectives will cause Ohio Appalachia to lag further behind."

As the only comprehensive doctoral granting university in the region, Ohio University is uniquely positioned to provide support for the economic development of Southeast Ohio. Indeed, over the past decade Ohio University has been the driving force behind a growing biotechnology cluster in Southeast Ohio. Currently this region is home to several mid-size and start-up biotechnology companies. For example, Diagnostic Hybrids, Inc. (DHI) is engaged in the development, manufacture and marketing of innovative molecular diagnostic products. Revenues for DHI have increased more than 5 fold from a base of $1.5 M two years ago and are expected to continue growing in upcoming years. Other smaller biotechnology companies include DiAthegen, Interthyr Corporation, and MetaCor Pharmaceuticals. Several of these companies are housed in the new 35,000 foot, $5.8 million Ohio University Innovation Center that opened in the summer of 2003.

For the region to remain attractive for the biotechnology industry, there must be a readily available pool of highly trained professionals in the bioengineering area. This pool of professionals, while growing, is not substantial at the present time. This lack of skilled labor is part of the reason several biotechnology companies have left the region subsequent to a successful start in Athens. Recently the Director of the Edison Biotechnology Institute and faculty from the Russ College and the College of Osteopathic Medicine applied to the National

Science Foundation's Partnerships in Innovation Program for a grant entitled "Enhancing the Emerging Biotechnology Cluster in Southeastern Ohio". The main thesis of the grant application was that: there is a growing biotechnology cluster in Appalachian Ohio that could fuel economic development in the region. A significant barrier to the growth is a lack of skilled labor. As a way to address this issue, the applicants proposed to have faculty from the Colleges of Engineering and Medicine at Ohio University train undergraduate students, graduate students and Post-doctorates to work on problems of interest to the biotechnology industry in Southeastern Ohio.

The fact that the grant application was funded by the National Science Foundation for $600,000 for 3 years is a testament to the fact that (a) the emerging biotechnology cluster in Southeastern Ohio holds great promise for economic growth in Appalachian Ohio; (b) a barrier to this growth is a lack of workers skilled in biotechnology and bioengineering and (c) a remedy to this problem is for Ohio University to focus on generating a highly skilled workforce for the biotechnology industry. The MS in BME program would contribute to the development of this skilled work force. In addition, the fundamental and applied research conducted by the BME faculty will provide knowledge for the continued growth and development of the emerging biotechnology industry in Southeast Ohio.

Relationship to other Ohio University Programs: Ohio University has a rich and growing environment upon which to build a biomedical engineering program. The Russ College has several faculty members doing biomedical research. These faculty members are in the Department of Chemical Engineering, the Department of Mechanical Engineering and the School of Electrical Engineering and Computer Science. Importantly, biomedical engineering is included in the Russ College of Engineering and Technology's strategic plan both as a new degree program and as one of five research focus areas listed in the college's mission statement. Evidence of support from the Russ College for biomedical engineering comes from previous endowments established within the Russ College. Over the past 10 years, Dr. Fritz Russ has made substantial donations to support bioengineering. This endowment now generates ~$25,000 in income per year that is used to support research in biomedical engineering. In 2001, Dr. William Konneker donated $25,000 to the Russ College. Income from the endowment is used to support undergraduates conducting research in biomedical engineering. In addition to direct support, the recently established Russ Prize also demonstrates the Russ College's commitment to biomedical engineering. The Russ Prize was established by Dr. Fritz Russ to recognize outstanding achievement by engineers. The Russ Prize, akin to the Nobel Prize in science, gives $500,000 to the recipient of the award. The first two prizes have been awarded to biomedical engineers for the development of the pacemaker and the kidney dialysis machine, respectively. It is anticipated that the next several awards will also be given to biomedical engineers who have contributed substantially to the advancement of human health. Thus, the Russ College and benefactors of the Russ College (a) have a significant appreciation of the contribution biomedical engineers have made to the betterment of society; (b) have identified biomedical engineering as an area of growth for the future; and (c) have a significant track-record of supporting biomedical engineering. Clearly, the growth of biomedical engineering is central to the Russ College's mission and has strong support from the Russ College as well as the benefactors of the Russ College.

Outside of the Russ College, several units are active in biomedical research. These include The College of Osteopathic Medicine, The College of Health and Human Services, The Department of Chemistry and Biochemistry, The Department of Biological Sciences, The Department of Physics and Astronomy and The Edison Biotechnology Institute. In addition to the rich biomedical academic environment at Ohio University, there are several small biotechnology companies located in Athens. The best known is Diagnostic Hybrids, Inc. which is routinely highlighted by Governor Taft as a successful biotech company that grew out of close interactions between academia and private industry.

Thus, Ohio University and the Athens community have a rich and growing presence in biomedical research and the development of biotechnologies. Despite these facts, Ohio University has no formal educational program in biomedical engineering. While students can conduct biomedical engineering research within the existing graduate programs, this arrangement is not ideal for numerous reasons including the following: (a) students take several required courses not related to biomedical engineering to complete their degrees in other programs, (b) students do not have time to take in depth courses in biomedical engineering and indeed few are offered, (c) students gain only tangential knowledge of the local and national biomedical engineering community, (d) students have no central focus (no home) for their biomedical engineering education and (e) a lack of a central focus hampers the ability of students to gain national recognition in biomedical engineering. A lack of a formal degree program also (a) limits the ability of Ohio University to gain national recognition in biomedical engineering, (b) limits the ability of faculty to recruit top-notch students in biomedical engineering and (c) limits the growth of interactions between Ohio University faculty engaged in biomedical engineering research.

In the winter of 2004, the Deans of The College of Osteopathic Medicine, The College of Arts and Sciences, The College of Health and Human Services and The Director of the Edison Biotechnology Institute met with the Dean of the Russ College to review the proposed MS BME program. The responses were quite favorable and each college and the Director of the Edison Biotechnology Institute have provided letters indicating their strong support for this program (see attached letters in Appendix A). The Biological Sciences curriculum committee also reviewed the proposed courses and program. A letter indicating their endorsement is also given in Appendix A.

We anticipate each student will take 2 years to complete the program and we anticipate a total enrollment of nearly 20 when the program is fully functional. As stated above, there is no formal educational program in Biomedical Engineering at Ohio University even at the undergraduate level. Since faculty from The Russ College have noticed that around 20 undergraduate students per year express an interest in biomedical engineering, we anticipate that nearly ½ of our enrollment in the graduate program will be undergraduate Ohio University engineering students. The remainder of the students will be graduates from other institutions throughout the nation and world. We anticipate that the majority of the students that enroll will be new (incremental) students since there is currently no Biomedical Engineering program at Ohio University.

IV. Curriculum

Students will be required to complete 43 hours of coursework and research credits culminating in a thesis. This program is designed to be completed in 6 quarters (two academic years) by a graduate student on assistantship. As shown in Figure 1, the program is divided into 3 components: Biomedical Engineering Foundation Courses; Depth in Selected Area; and Research.

As is true for most graduate programs, certain students that enroll may have taken courses that are similar to the ones offered at Ohio University prior to enrolling in the MS BME program. In such cases the students may petition for transfer credit. All petitions will be made in writing by the student and include a copy of the syllabus for the course taken at another university. The Biomedical Engineering Committee will review the petition and, if appropriate, approve transfer credit. The actual transferring of the credit will be conducted according to procedures routinely followed throughout the Russ College.

A. Foundations

Students will complete 5 courses (17 credit hours) that cover the analytical and technological foundations of Biomedical Engineering, namely: Overview of Biomedical Engineering; Anatomy and Physiology for Biomedical Engineering; Biomechanics; Cellular and Molecular Engineering; and Medical Informatics. Brief descriptions of these courses follow. More detailed course descriptions can be found in Appendix B, which is a compilation of the new course approval forms for the core courses and new elective courses listed below. Further details of existing courses can be found in the graduate catalog.

BME601 (1 credit) – Introduction to biomedical engineering. Overview of the different areas of biomedical engineering. Careers in biomedical engineering.

BME602 (4 credits) – Anatomy and Physiology for Biomedical Engineering – Human anatomy and physiology. Musculoskeletel system; Neural control and regulation; Cardiovascular system; Respiratory system; Endorcrine and digestive systems. Emphasis on engineering models and analysis.

BME603 (4 credits) – Biomechanics – Application of mechanics to the musculoskeletel system. Design of artificial joints. Tissue biomechanics.

BME604 (4 credits) – Cellular and Molecular Engineering – Fundamental molecular and cellular biology. Genomics and proteomics. Tissue engineering. Introduction to engineering molecular thereapeutics. Emphasis on quantitative models.

BME605 (4 credits) – Medical Informatics – Medical information processing, including databases, online patient records, biosignal analysis, medical imaging, medical knowledge acquisition, clinical decision support systems, and human-computer interaction in health care.

B. Electives Students will complete an additional 15 credit hours. One course must be a biomedical engineering course within the area of their thesis topic, an additional course must be in biomedical engineering. The remaining hours can come from any approved elective. The 3 areas of research are:

I. Cellular and Molecular Engineering
II. Biomechanics
III. Biomedical Information Processing

A sample list of the possible course selections for each area is provided in Figure 1. Although numerous course selections are possible, a given selection of courses is subject to the approval of the student's major advisor and graduate chair who will ensure that the selected courses are synergistically related.

C. Research A research experience will be an integral component of the graduate program. Students will complete 11 credit hours of thesis research credits (BME695) culminating in a masters thesis. It is anticipated that students will conduct research that warrants publication in a scholarly peer-reviewed journal. In addition to the above course work and thesis, students will compete 2 credits of the graduate research seminar (BME698).

Figure 1 - The proposed Master of Science in Biomedical Engineering Program
Note: * indicates a course to be developed *de novo*; #indicates modification of an existing course; %indicates taught in conjunction with faculty outside The Russ College

Core Courses (17 Credit Hours)

FIVE courses required

Course Title	Number	Hours
Overview of Biomedical Engineering*%	BME 601	1
Anatomy and Physiology for Biomedical Engineering*%	BME 602	4
Biomechanics*	BME 603	4
Cellular and Molecular Engineering*%	BME 604	4
Medical Informatics*	BME 605	4

Electives (15 Credit Hours)

Course Title	Number	Hours
Cellular and Molecular Engineering Area		
Vascular Engineering#	BME 583	3
Bioinformatics for Engineers*%	BME 622	3
Drug Design and Delivery*%	BME 623	3
Biochemical Engineering	CHE 581	3
Topics in Bioseparations	CHE 582	3
Development and Applications of Biomaterials#	BME 632	4
General Biochemistry	CHEM 590	4
Physical Chemistry of Macromolecules	CHEM 571	4
Protein Chemistry	CHEM 711	4
Biophysical Chemistry	CHEM 712	4
Bioenergetics and Structure and Function of Biological Membranes	CHEM 713	4
Control and Regulation in Molecular Biology	CHEM 714	3
Enzymology	CHEM 716	4
Molecular Basis of Cancer	CHEM 715	3
Advances in Signal Transduction	MCB 710	5
Molecular Biology	MCB 720	4
Advanced Cell Biology	MCB 760	4
Developmental Biology	BIOS 507	4
Human Neuroscience	BIOS 513	4
Molecular and Cellular Neurobiology	BIOS 514	4
Neural Basis of Sensation and Movement	BIOS 515	4
Cognitive Neuroscience	BIOS 517	4
Methods in Computational Neuroscience	BIOS 518	4
Mechanisms of Gene Regulation	BIOS 527	3
Principles of Physiology I	BIOS 542	3
Principles of Physiology II	BIOS 543	3
Advanced Topics in Physiology	BIOS 556	4
Cell Chemistry	BIOS 563	4
Current Topics in Biological Transport	BIOS 653	3
Cardiovascular Physiology	BIOS 655	3
Biological Instrumentation	BIOS 609	5
Advances in Signal Transduction	BIOS 710	5
Neuroscience Methods	BIOS 711	4

Electives (15 Credit Hours), continued

Course Title	Number	Hours
Biomechanics Area		
Advanced Biomechanics*	BME 630	3
Development and Applications of Biomaterials#	BME 632	4
Vascular Engineering #	BME 583	3
Finite Element Applications in Biomaterials*	BME 759	4
Comparative Vertebrate Anatomy	BIOS 503	6
Comparative Vertebrate Biomechanics	BIOS 520	4
Cardiovascular Physiology	BIOS 655	3
Continuum Mechanics	ME 523	4
CAD/CAM I	ME 557	4
Advanced CAD	ME 751	4
Non-Newtonian Fluid Dynamics	ME 762	5
Biomedical Information Processing Area		
Biomedical Instrumentation*	BME 640	3
Medical Image Analysis*	BME 641	4
AI in Medicine*	BME 642	4
Bioinformatics for Engineers*%	BME 622	3
Artificial Intelligence	CS 580	4
Computer Vision	CS 690	4
Computer Graphics and Visualization	EE 665	4
Digital Image Processing	EE 664	3
Data Mining	EE 666	4
Neural Networks	EE 667	3
Introduction to Bioinformatics	MATH 586	3

Research (11 Credit Hours – BME 695)

*course to be developed
#modification of existing course
%course taught in conjunction with faculty outside The Russ College

We do not anticipate that our students will cause an undue burden on existing courses. Typically graduate enrollments for the courses listed are rather small and we anticipate that most faculty will appreciate the additional students our program may provide for their course. The curriculum we developed is similar to that offered at other universities such as The University of Memphis http://memphis.mecca.org/bme/course_req.htm#master and The University of Virginia http://www.med.virginia.edu/medicine/basic-sci/biomed/grad_ms_req.htm. There is no agency that provides accreditation for MS BME programs. A new course approval form is included for each new course (Appendix B).

V. Faculty and Instruction

As stated above, the MS BME program will sit at the college level within The Russ College of Engineering. Faculty from the Departments of Chemical and Mechanical Engineering and the School of Electrical Engineering and Computer Science will participate in the program. In addition, faculty from outside of The Russ College will also be active participants in the program. The participation of faculty outside of Russ College is critical to the success of the program. Indeed, the depth of Ohio University faculty engaged in biomedical research is part of the foundation on which we plan to build this program. The participating faculty will teach graduate level courses and/or mentor graduate students. Faculty from The Russ College and The College of Arts and Sciences are members of the graduate college of their respective academic units. Note that The College of Osteopathic Medicine does not have a graduate program. This fact provides further motivation for The College of Osteopathic Medicine faculty to be involved in the BME program. The qualifications of the participating faculty are outlined below. A copy of each participating faculty member's vitae has been included in the proposal (see Appendix C). (Note that since this is a rather large stack of documents, only one copy has been provided.)

Within Engineering

Name	Degree	Major	Institution	Year	Appointment and Rank
Douglas J. Goetz	PhD	CHE	Cornell	1995	CHE; Assoc., tenured
Ting Gu	PhD	CHE	Purdue	1990	CHE; Assoc., tenured
Darin Ridgway	PhD	CHE	Florida St.	1990	CHE; Assoc., tenured
Mehmet Celenk	PhD	EECS	Stevens Inst. Tech	1983	EECS; Assoc., tenured
David Chelberg	PhD	CS	Stanford	1989	EECS; Assoc., tenured
Jeff Giesey	PhD	Bioeng.	U. Michigan	1989	EECS; Assoc., tenured
David Juedes	PhD	CS	Iowa State	1994	EECS; Assoc., tenured
Jundong Liu	PhD	CS	U. Florida	2002	EECS; Asst., untenured
Cindy Marling	PhD	CS	Case	1996	EECS; Asst., untenured
Costas Vassiliades	PhD	EE	Miss. State	1988	EECS; Assoc., tenured
Maarten Uijt de Haag	PhD	EE	Ohio Univ.	1999	EECS; Asst., untenured
Gursel Suer	PhD	IE	Wichita St.	1989	ISME; Assoc., tenured
Bhavin Mehta	PhD	Interdis.	Ohio Univ.	1992	ME; Assoc., tenured
Robert Williams	PhD	ME	Virginia Tec	1988	ME; Assoc., tenured

Outside Engineering					
Name	**Degree**	**Major**	**Institution**	**Year**	**Rank**
Steve Bergmeier	PhD	Chemistry	U. of Mich.	1991	Chem; Assoc. tenured
Bonita Biegalke	PhD	Microbio.	U. of Wash	1986	COM; Assoc., tenured
Audrone Biknevicius	PhD	Cell Biol. and Anat.	Johns Hopkins	1990	COM; Assoc., tenured
Jack Blazyk	PhD	Biochem.	Brown	1975	COM; Full, tenured
Xiao Chen	PhD	Biochem.	OU	1988	COM; Assoc., tenured
Peter Coshigano	PhD	Biology	MIT	1991	COM; Assoc., tenured
Ralph A. DiCaprio	PhD	Physiology	U. Alberta	1976	BIOS; Full, tenured
Janet S. Duerr	PhD	Biology	Princeton	1987	BIOS; Asst., untenured
Susan Evans	PhD	Chemistry	U. Texas	1994	CHEM; Asst.,untenured
Brooke Hallowell		Speech-Lang Path.	U. Iowa	1991	HHS; Assoc., tenured
Jennifer Hines	PhD	Chemistry	U. of Mich.	1991	Chem; Assoc. tenured
Kenneth Holroyd	PhD	Clinic. Psy.	U. of Miami	1975	Psychology; Full, tenured
Scott Hooper	PhD	Biology	Brandeis U.	1986	BIOS; Assoc., tenured
Frank Horodyski	PhD				COM;
Winfried Just	PhD	Math	U. Warsaw	1987	Math; Full, tenured
David Kurjiaka	PhD	Physiology	Penn State	1994	BIOS; Asst., untenured
Leonard D. Kohn	MD	Medicine	Columbia	1961	COM; Watson Chair and Distinguished Senior Scientist
John Kopchick	PhD	Virology-Biomedical Sciences	U. Texas	1980	COM; Eminent Scholar
Tadeusz Malinski	PhD				CHEM; Full, tenured
Ellengene Peterson	PhD	Physiology	U. Cal. Riverside	1976	BIOS; Full, tenured
Robert F. Rakowski	PhD	Physiology	U. Rochester	1972	BIOS; Full, tenured
Steve Reilley	PhD	Zoology	S. IL. Univ.	1986	BIOS; Assoc., tenured
Betty Sindelar	PhD	Bioeng.	U. of Wash	2000	Phy. Ther.; Asst. untenured
David Tees	PhD	Physics	McGill U.	1996	Physics; Asst., untenured
Larry Witmer	PhD	Cell Biol. and Anat.	Johns Hopkins	1992	COM; Assoc., tenured
Shiyong Wu	PhD	Chemistry	U. of Nebraska	1992	Chem; Assoc., untentured

As described in section IV, 12 new courses would need to be developed and 2 existing courses would need to be modified to mount this program. To a certain extent the 2 existing courses will require no additional staff. However, the 12 new courses will clearly require additional staffing. These 12 new courses are divided roughly between the three branches of engineering engaged in this program (i.e. Chemical, Mechanical and Electrical Engineering/Computer Science). Thus, we will need one additional faculty member in each of the Department of Chemical Engineering, the Department of Mechanical Engineering and the School of Electrical Engineering and Computer Science.

Hiring new faculty with the understanding that they will contribute significantly to the MS BME program and who have aspirations to develop a nationally recognized biomedical engineering research program will give us the best chance to develop a vigorous MS BME program at Ohio University. Note that we anticipate that the new faculty appointments would be in an established engineering department. Thus, the faculty member would need to teach two courses for the home department, in addition to the responsibilities to the BME program (one core BME course and 2 elective courses). Thus the 4 core BME faculty would teach 5 courses.

The minimal qualifications expected for an instructor of a core BME course is a PhD in engineering. For non-core courses, the minimal qualification would be a PhD in the appropriate discipline. New faculty hired into the program will be selected via a faculty search committee in accordance with established university and college guidelines. The projected ratio of FTE students to FTE faculty is ~5. The Program Director and the Biomedical Engineering Committee will ensure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook. The degree program will adhere to the policies and procedures of the University Curriculum Council and the Graduate Council of Ohio University.

VI. Admissions Requirements

The criteria for admission to the program will be a BS in engineering. Students with a non-engineering degree will be accepted on a case-by-case basis and would, most likely, be required to complete additional course work. In addition, students will be required to take the GRE and their scores will be factored into the admission decision. Students from outside the US will meet all university requirements regarding English language proficiency. If the number of students seeking admission exceeds budget projections, the program will limit admission by raising admission standards.

VII. Administration

Ohio University's Russ College of Engineering and Technology will oversee the degree of Master of Science in Biomedical Engineering. Biomedical Engineering is interdisciplinary in nature. It applies engineering analyses and techniques to the study of the human condition and the development of novel therapeutics for disease. To (a) capture the interdisciplinary nature of biomedical engineering, (b) capitalize on Russ College's expertise in mechanical, electrical and chemical engineering, (c) gain a broad base of support from the entire college and (d) synergize

with the biomedical community outside of Russ College, it was decided that the administration of the program should be at the college level rather than within a single department or school and that faculty from Russ College as well as faculty from the Colleges of Osteopathic Medicine, Health and Human Services and Arts and Sciences should participate in the program. Thus, we propose to (a) have The Biomedical Engineering Committee and the Biomedical Engineering Program Director, residing at the college level within Russ College, be responsible for the administration of the MS in BME and (b) have faculty from across the campus participate in the program.

The chief administrative officer will be the Biomedical Engineering Program Director. The Director will be a tenured faculty member with rank of Associate Professor or higher in either Chemical Engineering, Mechanical Engineering, or the School of Electrical Engineering and Computer Science. The director will chair the Biomedical Engineering Committee that will oversee the administration of the MS in BME program. At least one faculty member from each of the Departments of Chemical and Mechanical Engineering and the School of Electrical Engineering and Computer Science will serve on the committee as well as at least one faculty member from the Colleges of Osteopathic Medicine, Health and Human Services and Arts and Sciences. The make up of the committee will be determined by the Dean of the Russ College in consultation with the Biomedical Engineering Program Director. The Biomedical Engineering Program Director will be appointed by the Dean. Should the Biomedical Engineering Program Director need to be hired from outside the university, a search committee will be appointed by the Dean.

VIII. Timing and Evaluation

We anticipate starting this program fall of 2005. Since the program has yet to be approved, no publicity has been generated regarding the MS program. However, Drs. Goetz (Russ College) and Blazyk (College of Osteopathic Medicine) ran a Biomedical Engineering Seminar Series from the Fall of 2000 through the Spring of 2002. Approximately 10 outside speakers, with expertise in Biomedical Engineering, visited Ohio University and gave seminars. The audience for these seminars (which typically numbered about 30 students and faculty) consisted of students and faculty from The Russ College, The College of Osteopathic Medicine, The College of Arts and Sciences and The Edison Biotechnology Institute.

We plan to have the program evaluated every 5 years by an external advisory board. This board will consist of 5 faculty (at the rank of Associate Professor or higher) of Biomedical Engineering Departments and Programs throughout the country.

IX. Budget and Financial

Table 1 gives the budget analysis for the program. As shown, we anticipate that program income will exceed costs in year 3 and subsequent years. Only incremental costs that directly result from the BME program are listed. It is assumed that the new faculty members for the BME program will come from reallocation within the Russ College. Thus, these salary lines already exist within the Russ College and do not represent an incremental cost due to the new BME program. Start-up funds for the new hires will come through the usual sources (e.g. Russ College Endowment earnings, funds from the Vice President for Research). Since start-up funds are needed for new hires to the Russ College regardless of the presence of the BME program, these do not represent incremental costs due to the BME program. It is assumed that the BME Program Director will, at least initially, be a faculty member already within the Russ College. A salary increment is budgeted to compensate the faculty member for assuming the responsibilities of director. The administrative assistant will help with a variety of tasks involved with developing and running the program including: recruiting faculty and students, maintaining student records, communication (answering phone and email), managing the budget, grant applications, and grant management. The travel budget is for faculty to travel to biomedical engineering conferences and to meet with representatives from industry and government funding agencies. Equipment is for the instructional component of the program. It is front-end loaded since more of the costs will be incurred during the initial start-up of the program. The office equipment is for such items as desks, chairs, fax machine, etc. Since the tuition is listed as a cost, the subsidy is listed as income. Stipends are not listed since the stipend income would be offset by the cost of the stipend. Stipends will come from endowment earnings, internal grants and external grants. We are reasonably optimistic that stipends for students in the program will be covered by these sources.

All expenses are assumed to increase 4% per year for inflation except for insurance which is anticipated to increase at 10% per year. Tuition is a non-fixed cost and would scale with the number of students. Salary for the director and administrative assistant are fixed. Travel, phone, office supplies and library would scale with the size of the program.

Table 1. Financial Analysis

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Full Time Students	6	12	14	16	17
Costs					
Dir. Incremental Salary and Benefits	18,570	19,313	20,085	20,888	21,724
Admin Asst. Salary + Benefits	34,611	35,996	37,436	38,933	40,490
Admin Asst. Insurance	8,292	9,121	10,033	11,037	12,140
Travel	12,000	12,480	12,979	13,498	14,038
Phone	5,500	5,720	5,949	6,187	6,434
Copier	2,100	2,184	2,271	2,362	2,457
Library	1,000	1,040	1,082	1,125	1,170
Instructional Equipment	40,000	32,000	25,600	23,040	18,432
Office Equipment	15,000	0	0	0	0
Office Supplies + Mailing	1,500	1,560	1,622	1,687	1,755
Tuition Scholarships	42,480	88,358	107,208	127,425	140,804
Graduate Student Benefits	660	1,373	1,666	1,980	2,188
Total Costs	**181,713**	**209,145**	**225,931**	**248,162**	**261,632**
Income					
Subsidy	96,000	199,680	242,278	287,965	318,202
Total Income	**96,000**	**199,680**	**242,278**	**287,965**	**318,202**
Income - costs	**-85,713**	**-9,465**	**16,347**	**39,803**	**56,569**

OHIO
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College of Health and
Human Services

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School of Health Sciences
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School of Hearing, Speech
and Language Sciences
Grover Center W218
T: 740.593.1407

School of Human and
Consumer Sciences
Grover Center W324
T: 740.593.2880

School of Nursing
Grover Center E365
T: 740.593.4494

School of Physical Therapy
Grover Center W290
T: 740.593.1224

School of Recreation and
Sport Sciences
Grover Center E160
T: 740.593.4656

Division of Campus Recreation
Ping Center
T: 740.597.CREC

WellWorks
Grover Center E124
T: 740.593.2093

To Whom It May Concern:

I am writing in enthusiastic support of the proposed Biomedical Engineering program. Biomedical Engineering is an area of tremendous growth in the health professions. Its interdisciplinary nature and its promise to promote health align naturally with our mission in the College of Health and Human Services (CHHS).

Through our campus-wide work in the Appalachian Rural Health Institute, the Diabetes Center, and the Diabetes Research Initiative, we have already enjoyed wonderful collegial relationships with several individuals from the Russ College of Engineering and Technology who will play important roles in the proposed program. Additionally, Drs. Mehta and Goetz have been already been vitally involved in research collaborations with CHHS faculty members.

There are numerous faculty members and students within the CHHS with interests that will directly complement teaching, research and service in Biomedical Engineering. Examples of complementary expertise in CHHS include:

- Audiology
- Augmentative communication systems.
- Automatic speech recognition and speech synthesis
- Balance assessment
- Biological systems modeling
- Biomedical engineering design projects for persons with disabilities
- Cardiovascular disease risk factors
- Cardiovascular rehabilitation
- Digital signal processing
- Exercise physiology
- Fibrinogen, Blood Lipids/Lipoproteins, and C-Reactive Proteins as they relate to several disease states
- Gerontology
- Health policy and health administration
- Hearing aid signal processing, implantable hearing aids, cochlear implants, and bionic ears
- Hearing science related to evoked potentials, otoacoustic emissions and Middle ear immittance measures
- Indoor and outdoor air quality
- Instrumentation for acoustic analysis of speech in individuals with velopharyngeal insufficiency (VPI) and instrumentation to facilitate reduction of excessive nasal sound pressure (hypernasality) in speakers with VPI/cleft palate
- Lipid metabolism
- Lower back pain
- Muscle and tendon interaction during functional movement using ultrasound imaging.
- Neurophysiology
- Nutrition and dietetics

- Physical therapy
- Psychophysics
- Speech-language pathology
- Stroke, head injury, and neurological rehabilitation
- Temporomandibular joint syndrome
- Therapuetic recreation
- Use of eye tracking technology
- Use of splints

Our CHHS faculty regularly teach and publish research in these areas, and several have external funding to support their work in these highly relevant areas. We would welcome increased collaboration with others across campus through the proposed Biomedical Engineering program.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Gary S. Neiman, Ph.D.
Dean

GSN/db

OHIO
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Office of the Vice President
for Research

Edison Biotechnology Institute
Konneker Research Laboratories
The Ridges
Athens OH 45701-2979

T: 740.593.4713
F: 740.593.4795

To: Douglas J. Goetz, Chair
Biomedical Engineering Steering Committee

From: David C. Wight, Director of the Edison Biotechnology Institute

Re: Proposed Master of Science in Biomedical Engineering

Date: April 15th, 2004

Dear Dr. Goetz,

I am writing this letter to confirm my strong support for the proposed Master of Science in Biomedical Engineering Program. As you are aware, there is a very active biomedical research community at Ohio University and a growing biotechnology industry in Athens. This rich environment provides an excellent foundation upon which to build a nationally recognized biomedical engineering program at Ohio University.

As you are also aware, we have already had significant success with collaborative efforts between faculty from engineering, the life sciences and the Edison Biotechnology Institute. Perhaps the most dramatic example is our recent receipt of a major grant from The National Science Foundation. Faculty from the College of Osteopathic Medicine, the Russ College of Engineering and Technology and the Edison Biotechnology Institute teamed up for a grant application to the National Science Foundation. The main purpose of the grant was to help catalyze the emerging biotechnology industry in Southeastern Ohio by enhancing biotechnology educational/research opportunities at Ohio University. The grant application was funded for $600,000 over 3 years upon our 1st submission. The success with this application is a testament to the potential for this region to participate in the biotechnology revolution and the need to develop a biotechnology/biomedical work force in Southeastern Ohio. The Master of Science in Biomedical Engineering would provide an excellent educational opportunity for Ohio University students and help in the growth of the biotechnology/biomedical industry in this region.

In summary, based on the growing importance of biomedical engineering and biotechnology at the local and national level, the rich biomedical and biotechnology environment present at Ohio University and Athens, and the significant contribution engineers have already made to life science research and educational efforts at Ohio University, I enthusiastically support your efforts to develop a Master of Science in Biomedical Engineering at Ohio University.

Best Regards,

David C. Wight, PhD
Director of the Edison Biotechnology Institute

OHIO
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Office of the Dean
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Athens OH 45701-2979

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May 4, 2004

Professor Bhavin V. Mehta
Department of Mechanical Engineering
Russ College of Engineering and Technology
Stocker Center
Ohio University
Athens, OH 45701

Dear Professor Mehta:

I have reviewed your proposal for the creation of a Master of Science in Biomedical Engineering in the Russ College of Engineering and Technology. It presents a strong case for the establishment of such a degree program at Ohio University. It is readily apparent that curricular support for the degree will involve and require faculty from the College of Arts and Sciences from the Departments of Biological Sciences, Chemistry and Biochemistry, Mathematics, and Physics and Astronomy.

I recognize the value of such a degree as it provides opportunities for students in Southeast Ohio and beyond to respond to new and emerging technological opportunities. Many faculty members in the mathematical and science disciplines in the College of Arts and Sciences are actively engaged in nationally funded research in fields directly related to your program proposal.

Thus I am happy to offer my strong support for a Master of Science in Biomedical Engineering.

Sincerely,

Leslie A. Flemming
Dean

Biomedical Sciences
Grosvenor Hall
Athens, Ohio 45701

Phone 740-593-2530
Fax 740-593-1730

Ohio University College of Osteopathic Medicine

13 May 2004

To the members of the University Curriculum Council,

Biomechanical engineering is a rapidly expanding field of research, yielding exciting advances in medical procedures and basic sciences alike. For this reason, the Department of Biomedical Sciences supports, in concept, the proposal forwarded by the Russ College of Engineering to develop a Master's degree program in biomedical engineering. The Department will encourage the planning process, including some of our Biomedical Sciences faculty, which should identify the roles and benefits of each college. Details of our potential involvement in the program have yet to be fully formulated. Therefore, the Department of Biomedical Sciences and the College of Osteopathic Medicine have the expectation that the availability of biomedical and clinical faculty, resources required for our participation, and compensatory benefits to the medical school will be negotiated as the process unfolds.

Sincerely yours,

Edwin C. Rowland, PhD
Chair, Dept. Biomedical Sciences

Ohio University

Department of Biological Sciences
Ohio University
Irvine Hall
Athens, Ohio 45701-2979
740-593-2290
FAX: 740-593-0300

College of Arts and Sciences

Memorandum

To: University Curriculum Committee

From: Laura DiCaprio, Chair
Biological Sciences Curriculum Committee

Date: 05/21/2004

Re: Biomedical Engineering

The curriculum committee in Biological Sciences has reviewed the proposal for the Master of Science in Biomedical Engineering. We have no objections to the development of the proposed courses; they will not have an impact on BIOS curriculum or class enrollment.

Two concerns were raised, but there was insufficient detail in the proposal to render an opinion. One was whether the two course proposals with greatest biological content (Anatomy and Physiology for Biomedical Engineering BME602 and Cellular and Molecular Engineering BME 604) will best serve these students as an introduction to biology. The other was the role for affiliated faculty outside the College of Engineering. However, those issues may be outside our purview.

REGIONAL HIGHER EDUCATION

JOINT ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREE PROGRAMS WITH BELMONT TECHNICAL COLLEGE

RESOLUTION 2005 - 1992

WHEREAS, Ohio University Eastern has proposed creation of joint Associate of Arts and Associate of Science degree programs with Belmont Technical College, and

WHEREAS, the proposal has the support of the Eastern Campus dean, the campus faculty, the Regional Coordinating Council, and the Vice President of Regional Higher Education, and

WHEREAS, the proposed program will allow the Eastern Campus to deliver a program that will potentially expand educational opportunities in its service area,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering a joint Associate of Arts and Associate of Science degree

OHIO
UNIVERSITY
Eastern Campus

45425 National Road
St. Clairsville OH 43950

T: 740.695.1720
F: 740.695.7076

May 18, 2005

Charles Bird, Ph.D., Vice President
Regional Higher Education
206 Cutler Hall
Ohio University
Athens, Ohio 45701

Dear Dr. Bird:

The Eastern Campus of Ohio University and Belmont Technical College have entered into discussion for the development of a partnership to offer a joint Associate of Arts or Associate of Science degree. During my presentation to the Ohio University Eastern Regional Coordinating Council meeting on May 2, 2005, the Ohio University Eastern-Belmont Technical College Partnership was presented. The Coordinating Council viewed the joint degree initiative as an excellent opportunity for the two institutions to partner to serve this region of Ohio. Both institutions are committed to providing a variety of educational opportunities for the citizenry of Southeastern Ohio. Once approved, a student matriculating in the joint degree program would complete 60 credit hours at Belmont Technical College, and 36 credit hours at Ohio University Eastern. Upon graduation, the degree would carry the names of both institutions. A student who has completed this program will have the opportunity to continue his/her education in a baccalaureate degree program.

This partnership demonstrates the commitment on the part of the Eastern Campus to fulfill the goal of President McDavis to increase partnerships in the region, throughout Ohio, and throughout the nation.

Sincerely yours,

Paul E. Bibbins, Jr., Ph.D., Campus Dean
Ohio University Eastern

Ohio University – University Curriculum Council

Belmont Technical College – Ohio University Eastern

Joint Degree Pilot Program

In spring 2004, Belmont Technical College (BTC) submitted a proposal to the Board of Regents that would allow them to become a community college. The rationale was that there was an underserved population within Belmont and the surrounding counties. Ohio University questioned this premise and opposed the change. Meetings were held with representatives from the Board of Regents, Ohio University Eastern, and Belmont Technical College.

The resolution was the development of a pilot project that would lead to an Associate of Arts (AA) or Associate of Science (AS) degree conferred by both institutions. Students will take courses at both institutions, degree requirements will mirror those required for the respective degree at Ohio University Eastern, and the names of both institutions will appear on the diploma. An example of what the Associate of Arts, Social Sciences degree as preparation for a baccalaureate in Communication Studies would be can be found in Attachment A of this summary. The degree would meet OU's 96-hour requirement. BTC courses that will be utilized have already been evaluated regarding equivalency to OU courses. Any newly developed courses will be sent through the existing course-equivalency review process.

The outcomes for the pilot project are:

1. Develop mechanisms to implement an explicit transfer mission for BTC in conjunction with OUE.
2. Increase the number of area citizens participating in higher education and increase the number of citizens attaining their educational goals by improving student retention, persistence, and transfer/articulation options between BTC and OUE.
3. Optimize state resources by developing a resource sharing plan to be implemented by both institutions.
4. Impact regional economic development and standard of living by developing a more highly educated, self-sufficient workforce, and increasing the number of associate and bachelor degrees.
5. Evaluate the success of the pilot project.
6. Evaluate the need for further changes to the pilot and to the BTC transfer mission.

A Steering Committee and/or subcommittees will address the development and coordination of:

- Curricular matters
- Resource-sharing plan
- Articulation and transfer options
- Financial aid
- Advising
- Collaborative marketing plan
- Residency protocols
- Tuition options
- Research protocols to measure pilot project desired outcomes

Questions that were asked at the first reading in April with responses can be found in Attachment B.

April 18, 2005

MEMORANDUM

TO: UCC Members

FROM: Programs Committee
K. Rose-Grippa, Chair

RE: Belmont Tech/OU, Eastern Joint Degree Pilot Project

At the April UCC meeting several requests for additional information were raised. This memo will address those items.

1. **How will the credits from Bel Tech appear on the OU transcript?**

   They will appear as transfer credits.

2. **What are residency credits for the AA degree?**

   30 quarter credits must be taken at OU to satisfy the residency requirement. There are 40 credits outlined in the sample COMS program that are OU courses only.

3. **What does the little "B" in the first column signify?**

   Nothing, they should have been deleted. They appear on the lines of those courses at OU for which Bel Tech has no equivalent course. If you use the far right-hand column you can determine courses that are available only at OU.

4. **What is the structure of the AA degree at OU, E?**

   The actual question was: What is the structure of the AA degree in COMS? Since there is no AA in COMS I couldn't answer that question. The heading on the sample sheet should have read "Advising Sheet for those seeking AA in Social Sciences and planning to do the baccalaureate in COMS." Students will complete the AA degree in Social Sciences between Bel Tech and OU,E. Those students planning to complete the bachelor's in COMS would take courses that would meet requirements for both degrees. For example, the COMS degree requires COMS 110, 205, and 206. These three courses are built into the AA in Social Sciences.

Overall requirements for the AA, Social Sciences (AA1100) are:

ξ Arts & Humanities (must include Tier I English)	15
ξ Natural Science, Applied Science, & Quantitative Skills (must include Tier I quantitative skills)	15
ξ Social Science	30
ξ Electives	36
ξ **Minimum required for graduation**	**96**

For a list of courses possible in each of the above areas see page 224 in the *Undergraduate Catalog.*

OU, Eastern offers all of the associate degrees (AA, Arts; AA, Social Science; Associate of Science) and transfer work for pre-professional math and science areas, e.g. environmental science, engineering, physical therapy, medicine, dentistry, pharmacy, and veterinary science.

5. **How many credits in workshops are allowed for a degree?**

The catalog is silent on workshop credits.

Attachment A
Advising for AA, Social Science with intent to seek BA, COMS

				AA/AS Areas			OU Gen Ed Areas					
BTC	**OUE**	**BTC Des**	**Hr**	**H**	**SS**	**NS**	**2A**	**2C**	**2H**	**2N**	**2S**	**W**
ENG 101	ENG 151	A&H Elective	4	4								B4
PSY 105	PSY 101	SS Elective	4		4						4	B4
CPT 111	CS 120	NS Elective	4			4						B4
Tech?	COM Tech	Elective	4									B4
ENG 105	ENG 152	A&H Elective	3	3								B3
SOC 101	SOC 101	SS Elective	4		4						4	B4
MAT 116	MATH 250	NS Elective	4			4				4		B4
Tech?	COM Tech	Elective	4									B4
PHL 212	PHIL 130	A&H Elective	4	4					4			B4
BIO 100	BIOL 101	NS Elective	4			4				4		B4
SOC 121	**SOC 201**	SS Elective	4		4							B4
COM 105	COM 103	Elective	4									B4
PHL 210	PHIL 101	A&H Elective	4	4					4			B4
PSY 110	**PSY 273**	SS Elective	4		4							B4
	COMS 110	Elective	4									O4
	PSY class	SS Elective	4		4							O4
PSY 113	**PSY 233**	SS Elective	4		4							B4
	COMS 205	Elective	4									O4
	SW 101	SS Elective	3		3						3	O3
	SOC 220	SS Elective	4		4							O4
	workshop	Free Elective	1									O1
	COMS 206	Elective	4									O4
	SW 290	SS Elective	4		4							O4
	stu choice	NS Elective	4			4						O4
	stu choice	Free Elective	4									O4
	workshop	Free Elective	1									O4
TOTALS			96	15	35	16			8	8	11	

Tips & Challenges

Students could choose 5-hour free or Natural Science electives rather than workshops
Tech Courses need to be exact equivalents to meet COMS Tech requirement

April 18, 2005 **ATTACHMENT B**

MEMORANDUM

TO: UCC Members

FROM: Programs Committee
K. Rose-Grippa, Chair

RE: Belmont Tech/OU, Eastern Joint Degree Pilot Project

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ξ Social Science	30	
ξ Electives		36
ξ **Minimum required for graduation**		**96**

   For a list of courses possible in each of the above areas see page 224 in the *Undergraduate Catalog.*

   OU, Eastern offers all of the associate degrees (AA, Arts; AA, Social Science; Associate of Science) and transfer work for pre-professional math and science areas, e.g. environmental science, engineering, physical therapy, medicine, dentistry, pharmacy, and veterinary science.

5. **How many credits in workshops are allowed for a degree?**

   The catalog is silent on workshop credits.

Appointment to Regional Coordinating Council

RESOLUTION 2005 – 1993

BE IT RESOLVED BY the Board of Trustees of Ohio University that the following person be appointed to membership on the Coordinating Council at the Regional Campus of Ohio University Zanesville.

Ohio University - Zanesville

Daniel Vincent	For a nine-year term beginning February 15, 2005, and ending at the close of business June 30, 2013, vice Barbara Murrell, whose term expired.

T:\Resolutions\Resolution CC June 2005.wpd

Daniel M. Vincent
2325 Erin Place
Zanesville, OH 43701
(740) 455-3355

EXPERIENCE

Project Consultant – August 1997-present
Genesis HealthCare, Nursing Administration
Skills strengthened in this position: Project planning, coordination and management, team leadership, public speaking, goal setting and time management.

- Coordinates Nursing Retention and Recruitment Council, recognition programs, and recruitment plans.
- Conducts special projects as directed by the Vice President of Nursing and Director of Clinical Resources.
- Negotiates education and donor organization contracts for state and federal compliance.
- Serves as hospital liaison to six nursing schools, and coordinates student clinical and preceptor experiences.
- Serves on nursing school advisory boards for Ohio University, Central Ohio Technical College, Mid-East Career and Technology Centers, Hocking College, and previously chaired Ohio University-Zanesville's Nursing Advisory Board.
- Serves as hospital liaison to organ, tissue and eye donor organizations and arranges education programs, conducts awareness programs, and assures federal and state regulatory compliance.
- Co-edited, authored content, and provided photography for quarterly production of nursing newsletter, *PRN.*

Council-at-Large –January 2002- present
City of Zanesville
Skills strengthened in this position: Developed skills to deal with public issues and policy, refined negotiation skills for problem resolution.

- Developed and recommended idea to save the city over $650,000 in interest through bond refinancing.
- Elected by Council as *Pro Tem*, to run Council meeting in President's absence.
- Serves on Ways and Means Committee, Crime and Violence Committee, and chairs Public Safety Committee.

Charge Nurse – *Genesis HealthCare Psychiatric Unit*, March1991-August 1997
Skills strengthened in this position: Leadership, management and supervisory skills and quality improvement.

- Coordinated in-patient adult psychiatric care.
- Lead a Continuous Quality Improvement Team in developing an Emergency Department based psychiatric patient evaluation program that reduced admission times, improved appropriate treatment/placement and increased patient satisfaction.
- Conducted quality monitors for unit, developed and implemented improvement strategies.
- Managed shift staff, schedules, performance reviews, work improvement plans, hiring and terminations.

Staff Nurse – *Genesis HealthCare Psychiatric Unit*, July 1986-March 1991
Skills strengthened in this position: Communications skills, nursing practice, time management and supervisory skills.

- Provided shift leadership as "relief charge nurse" in regular charge nurse's absence.
- Developed time saving processes and forms.
- Served as CPR instructor and customer service skills instructor.

EDUCATION

Associate Degree in Nursing, Ohio University-Zanesville, 1986.

Pursuing Bachelor of Science in Nursing, Ohio University, Senior status, inactive at present.

TRAINING AND OTHER PROFESSIONAL AFFILIATIONS

Certified as a Psychiatric and Mental Health Nurse by the American Nurses Association January, 1989 to December 2004.

Council member for the Muskingum County Community Foundation.

National Ski Patrol Southern Division, basic patroller 1987 to present.

References will be furnished upon request.

AUDIT, FINANCE, FACILITIES AND INVESTMENT COMMITTEE

Present: Chairperson C. Daniel DeLawder, President Roderick McDavis, C. David Snyder, C. Robert Kidder, Micah Mitchell, Interim VP Corrigan, and Provost Krendl.

Committee Chairman DeLawder brought matters before the committee. He thanked Interim Treasurer Corrigan and Provost Krendl for their work in preparing budget materials. Mr. DeLawder also noted his appreciation of President McDavis' moving the University away from the practice of incremental budgeting.

- ❖ Welcome to Micah Mitchell, the new student trustee.
- ❖ Congratulations on a well done, professional budget book. The quality and clarity of the information is exceptional.

I. ACTION ITEMS

BUDGET PLAN

- The Budget Planning Council (BPC) consisted of 21 members from various groups across campus who met every 2 weeks from December 2004 through June 2005. The council was co-chaired by the Interim VP for Finance & Administration and the Provost.
- The Cabinet approved the BPC and Deans' work group recommendations including: 1) a 2% salary increase effective July 1, 2005, 2) exclusion of tenure-track faculty salaries from budget cut calculations, and 3) use of reserves to offset increases in health care costs.
- 5 + 1% undergraduate tuition and fees were approved to keep increases as minimal as possible and scholarships increased as fees increased
- The total university current funds budgeted resources are $558.3 M for FY05 and $583.0M for FY06
- There was a (2.3%) state support change in Athens General Fund – Unrestricted Budgeted Resources
- BPC has recommended a 1% merit award pool in January 2006 provided the reforecast of FY06 based on Fall 2005 enrollment figures project sufficient unbudgeted net revenue
- An additional $30M has been earmarked for Higher Education in FY07 ($1.9M to the Athens Campus based on the current method of distribution)
- The new Strategic plan will assist in shaping budget planning in the future
    - Differential approach in colleges is very promising
    - Deans have worked with the Provost Office to make the effort rational and transparent
    - This is a pre-cursor, not a final step; it is also a more predictable approach
    - Incremental approach to budgeting vs. differential
- The Budget Book includes resolutions, budget narratives, definitions, consolidated budget highlights, budgeted resources and expenditures, student tuition and fees, auxiliary operation budgets and trend data (sections A-H respectively)
- Action required – request approval for the Current Funds Budget 2005-2006 resolution on page A.1

MILL STREET LEASE AGREEMENT

- Approval is requested to extend the original lease for the Mill Street Apartments (30 years) for an additional 10 years due to economic factors.

AMENDMENTS TO THE OHIO UNIVERSITY FOUNDATION CODE OF REGULATIONS

- These amendments deal with the initial membership and the length of terms of service on the Ohio University Foundation Board; proposal is three – three-year terms with a one-year trial period.

APPROVAL TO HIRE CONSULTANTS AND DEVELOP CONSTRUCTION CONTRACTS

- Lin Hall Second Floor Renovation – to accommodate the art education program, library space, and two additional galleries for the Kennedy Museum of American Art. The identified funding ($425,000) through private gifts is on hand.
- Lausche Heating Plant Rehabilitation – Final Phase— two boilers were renovated in previous phases leaving one to renovate in this final phase. The funding is from current and future capital bills.
- Lancaster Community Events and Conference Center – the conference, seminar and exhibit spaces will integrate the campus with the Lancaster business community providing business and industry training space, while freeing up traditional classroom space on campus. The funding identified is from state, federal and private sources. (This is part of the six-year master plan created every two years and the UPI area will return to the Board for approval before construction).

INTERNAL AUDIT

- The proposed FY 06 Audit Plan for July 2005 through June 2006 includes eleven (11) scheduled audits, five (5) of which are follow up audits.
- Two changes include the addition of Procurement Services and replacing the Chillicothe campus audit with the Lancaster campus.
- The resources are in place to complete this plan; however, with more resources (another auditor and a support staff) additional high risk assessment could be accomplished.
- The audit plan was presented at the Deans Meeting on June 23, 2005.

II. INFORMATIONAL ITEMS

TREASURER'S REPORT

- The relationship with the Foundation Board consultant ended in November 2002
- The Management Committee meets monthly to direct investment of long-term assets
- The Foundation Board Investment Committee discussed hiring a consultant at the February 4th meeting and issued an RFP. Twelve firms responded and five finalists will

be interviewed in Baltimore on June 28 with a goal to have three present at the Foundation Board Meeting in San Francisco in July.

- Expenses for the consultant range from $125,000 to $450,000.
- The Management Committee will continue monthly conference calls to monitor investment progress.

On a motion by Mr. DeLawder and a second by Mr. Snyder, the Trustees voted unanimously to adopt the following Budget Resolution

FISCAL YEAR 2005-2006
OPERATING BUDGET

RESOLUTION 2005 – 1994

WHEREAS, the Ohio University Board of Trustees has reviewed the Fiscal Year 2005-2006 Ohio University Current Funds Budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2005-2006 budgets of expected resources and expenditures for the Athens Campus General Funds, Regional Higher Education and the College of Osteopathic Medicine as attached are hereby approved subject to the following provisions:

1. The Vice President for Finance and Administration, in conjunction with the Provost and with approval of the President, may 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.

It is found and determined that all formal actions of the Ohio University Board of Trustees concerning and in relation to the adoption of this resolution were adopted in open meeting of the Ohio University Board of Trustees and that all deliberations of the Ohio University Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.

On a motion by Mr. DeLawder and a second by Mr. Kidder, all Trustees voiced approval of the resolution.

REVISED LEASE FOR MILL STREET APARTMENTS

RESOLUTION 2005 – 1995

WHEREAS, Wesam Construction, Inc. had made a proposal to lease the Mill Street Apartments for thirty (30) years with scheduled fixed payments to the University with annual increases based on the Consumer Price Index (CPI) after fiscal year 2015, plus 10% of net operating income, with a $300,000 initial payment and a commitment to extend the University's electric service to the property, and

WHEREAS, Wesam Construction, Inc. has sought financing in the marketplace and has determined that a forty (40) year lease term is preferable to bond underwriters, letter of credit providers and their family investor group, and has requested a renewal option to extend the lease for an additional ten (10) years, and,

WHEREAS, the incremental return to the University over the last ten (10) years of the lease equates to an estimated $6 million, and cash flows will continue to fund replacement reserves that will be spent to improve the property based on mutual consent of University and Wesam.

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby authorizes the lease of the Mill Street Apartments to Wesam Construction, Inc. or its defined affiliate or subsidiary, for thirty (30) years with a renewal option for an additional ten (10) years in accordance with Section 123.77 ORC, and its previous Resolution 2005-1974.

BE IT FURTHER RESOLVED, that the President is hereby authorized to give final approval to the terms and conditions of the lease and to authorize his designee to arrange for execution in accordance with Ohio law.

OHIO UNIVERSITY

Interoffice Communication

Date: June 14, 2005

To: The President and Board of Trustees

From: Larry A. Corrigan, Interim Vice President for Finance and Administration and Treasurer
John F. Burns, Director of Legal Affairs

Re: **REVISED LEASE FOR MILL STREET APARTMENTS**

At the February board meeting, the Board of Trustees approved the staff's recommendation of Wesam Construction, Inc. to renovate and manage Mill Street Apartments. At that time, Wesam's recommended proposal included a thirty (30) year lease term. In recent months, Wesam has investigated conventional financing opportunities with local banks and has decided to work with an underwriter and issue taxable bonds to finance construction of the project. Based on their discussions with bond underwriters, letter of credit providers and their family investor group, Wesam has requested a renewal option to extend the lease for an additional ten (10) years. The extension of the lease term to a total of forty (40) years will provide Wesam with a higher economic return and make it easier for them to obtain financing.

Other than the change in the lease term, there have been no substantive changes to the lease terms that were approved at the February board meeting by Resolution 2005-1974. Incremental revenue to the University associated with the longer lease term is estimated at $6 million. An additional $2 million will be added to replacement and other reserves in the last ten (10) years of the lease, and the complex will be returned to the University at the end of the forty (40) year lease term. The staff recommends this extension be granted.

The attached resolution has been prepared for your review and we would ask for your approval to revise the lease term, which will finalize negotiations related to the lease. We will be available to answer any questions about this matter at the Board of Trustees meeting.

Cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees

Mr. DeLawder moved approval of the resolution with a second by Mr. Schey. All voted yes.

AMENDMENTS TO THE OHIO UNIVERSITY FOUNDATION CODE OF REGULATIONS

RESOLUTION 2005 – 1996

WHEREAS, The Ohio University Foundation desires to amend its Code of Regulations, to change the length and number of the initial terms for a new trustee, and the length of term for the officers of the Ohio University Alumni Association.

WHEREAS, The Ohio University Foundation Code of Regulations Article VI. Amendments Section 1. calls for the Ohio University Board of Trustees to review and comment on the proposed amendments prior to final approval.

NOW THEREFORE, BE IT RESOLVED, The Ohio University Board of Trustees hereby concurs in the proposed amendments to The Ohio University Foundation's Code of Regulations.

OHIO UNIVERSITY

Interoffice Communication

Date: June 15, 2005

To: The President and Board of Trustees

From: John F. Burns, Director, Office of Legal Affairs

Re: Approval of The Ohio University Foundation Code of Regulations Amendments

In accordance with Article VI. Amendments Section 1., amendments to The Ohio University Foundation's Code of Regulations will be submitted to the Ohio University Board of Trustees for their review and comment prior to the final approval of The Ohio University Foundation Board of Trustees.

During the past few months The Foundation trustees and staff have reviewed a number of issues that have led to the amendments. These amendments deal with initial membership with the primary one being that new trustees of The Foundation can serve three sequential one (1), year terms, then two two (2) terms and one three (3) year term, so that the initial shorter terms will provide a "trial" period for a new trustee and The Ohio University Foundation. Also, another amendment will be that the former officers of the Ohio University Alumni Association will serve a one (1) year term, rather than a two (2) year term as trustee of The Foundation.

The trustees of The Ohio University Foundation and the staff of the University concur in the efforts of The Ohio University Foundation to amend their Code of Regulations for these purposes, and the attached resolution has been prepared for your review and consideration to approve these amendments.

JFB:pjd

Enclosures

cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees
Mr. Leonard R. Raley, Executive Director of The Ohio University Foundation
The Honorable Charlotte C. Eufinger, Chairperson, The Ohio University Foundation

On a motion by Mr. DeLawder with a second by Mr. Lawrie, the resolution was unanimously approved.

APPROVAL TO HIRE CONSULTANTS AND DEVELOP CONSTRUCTION DOCUMENTS

RESOLUTION 2005 – 1997

WHEREAS, a number of capital improvements projects have been planned and programmed, and are ready for commencement of design and development of construction documents, and

WHEREAS, discussions with appropriate University Personnel and with the Ohio Board of Regents have identified the following projects:

A. Lin Hall Second Floor Renovation -- Part of the second floor of Lin Hall will be renovated to accommodate educational program and library spaces for the Kennedy Museum of American Art, and funding has been identified by the Dean of the College of Fine Arts through private gifts, and

B. Lausche Heating Plant Rehabilitation – Final Phase – Rehabilitation of the facility will be completed, and funding has been identified from current and future State capital appropriations, and

C. Lancaster Community Events and Conference Center – Conference, seminar and exhibit spaces will be constructed to serve both the Lancaster Campus of Ohio University and the Lancaster business community, and funding has been identified from state capital appropriations, Federal grant monies and by the Dean of the Lancaster Campus through private gifts.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the hiring of consultants and the development of construction documents for the Lin Hall Second Floor Renovation, the Lausche Heating Plant Rehabilitation – Final Phase, and the Lancaster Community Events and Conference Center.

OHIO UNIVERSITY

Interoffice Communication

Date: June 10, 2005

To: The President and Board of Trustees

From: Larry A. Corrigan
Interim Vice President for Finance and Administration and Treasurer

Re: **RESOLUTION FOR PROJECT APPROVAL AND AUTHORIZATION TO HIRE CONSULTANTS AND DEVELOP CONSTRUCTION DOCUMENTS FOR THREE PROJECTS**

Three capital improvements projects have been identified and the staff is ready to hire consultants and prepare construction documents. The Lin Hall Second Floor Renovation and the Lausche Heating Plant Rehabilitation – Final Phase are on the Athens Campus. The third project is the Lancaster Community Events & Conference Center, located on the Lancaster Campus.

The Kennedy Museum of American Art is housed in Lin Hall at the Ridges. The Lin Hall project will renovate a portion of the second floor for the establishment of a small library and the relocation of the education program that is currently being conducted in the basement of Lin Hall. The spaces in the basement currently used for the education program will be used to expand the museum's curating operation. The library area is new program space for the museum. Funding for this project is to be provided through private gifts to the Ohio University Foundation of $425,000.

The Lausche Heating Plant Rehabilitation – Final Phase is the continuation of the ongoing rehabilitation of the University's 38-year old heating plant, which provides steam for heating University buildings and domestic water, and operation of steam-driven chillers for air conditioning. Previous phases have rehabilitated boilers number two and three, plus associated mechanical, electrical, and plumbing equipment. This phase includes rehabilitation of boiler number one, coal and ash handling systems, plant-wide electrical systems, water treatment laboratory equipment, addition of an emergency power system, addition of a control room and staff support spaces, addition of a freight elevator, and rehabilitation of other support systems and equipment. The project budget of $8,275,000 will be funded with State capital funds from the current and future biennial appropriations.

The Lancaster Community Events and Conference Center will serve as a training and conference center with seminar and exhibit space for business and industry. The project is being done with the support of both Ohio University Lancaster and the Lancaster business community. The facility is intended to foster economic development, and provide space for job training programs and large community events. The total project budget is $4,266,500, with funding from a current State capital appropriation ($500,000), a federal EPA grant ($520,000), gifts ($1,575,500), and future State capital appropriations ($1,671,000).

All three of these projects are ready to proceed into design and the preparation of construction documents phase. Toward that end I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of June 24, 2005, which seeks approval to hire consultants and prepare construction documents for these projects.

If you have questions or need information, please contact me.

Cc: Dr. Alan H. Geiger
Mr. John K. Kotowski

On a motion by Mr. DeLawder, with a second by Dr. Browning, all voted yes to approve the resolution.

INTERNAL AUDIT
ANNUAL AUDIT PLAN

RESOLUTION 2005 - 1998

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 2005 through June 2006, 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.

OHIO
UNIVERSITY
Internal Audit

HDL Center Suite 275
Athens OH 45701

T: 740.593.1865
F: 740.597.1842

DATE: June 13, 2005

TO: Alan Geiger, Assistant to the President and Secretary to the Board of Trustees

FROM: Kathryn Gilmore, Director Internal Audit

SUBJECT: Office of Internal Audit 2006 Audit Plan

The following is the Office of Internal Audit's proposed FY 2006 audit plan for presentation to the Ohio University Board of Trustees:

Assurance Audits

University Hiring & Termination Process (cont'd)
Telecommunications Center (cont'd)
Dining Services
Intercollegiate Athletics Business Operations
Lancaster Business Operations
Procurement Services

Assurance Follow-Up Audits

Employee Recognition Policy
Employee Management System - Payroll System
Graduate Appointments - Payroll System
Therapy Associates
Workforce - Payroll System

STUDENT LIFE, HUMAN RESOURCES & ATHLETICS COMMITTEE

Present: M. Marnette Perry-Chairwoman; J. Michael Lawrie; Susan J. Ackerman, Alumni Association Representative; Terry Hogan, Dean of Students; Nicolette Dioguardi, Associate Director, Office of Legal Affairs; Jim Hintz, Program Coordinator, Off-Campus Living Office

The meeting was called to order by Chairwoman, Perry, at 5:00 p.m.

Chairwoman Perry reported the Committee received two reports. The first was a revised policy on sexual harassment to be implemented Fall Quarter 2005. The new policy expands both additional education and reporting requirements. The second report was an update on initiatives the Off-Campus Living Office intends to utilize Fall Quarter 2005. The initiatives deal with fire safety, trash, etc.

PRIORITY AGENDA – ACTION ITEMS

Proposed Amendments to Student Code of Conduct: Policy Section

- Review and Standards Committee proposed amendments to ensure that policies continue to allow the university to sufficiently address conduct issues.
- New wording would allow the provost (or the vice president for finance and administration, in the absence of the provost) to impose a presidential interim suspension if the president is away from campus.
- The university issues about one Presidential Interim Suspension a year.

Adoption of HIPA Agreement

- Ohio University, being a single legal entity, performing both covered and non-covered functions as part of its business operations, has elected to be a hybrid entity.
- If an entity that meets the Privacy Rule definition as a covered entity does not declare itself a hybrid entity, all parts of the entity must comply with all sections of the Privacy Rule. As a hybrid entity, only those identified components are required to comply.
- Currently, a university HIPAA Committee, the Office of Legal Affairs, and Human Resources are responsible for the training of appropriate staff members.
- Unsure if this will be audited through internal process. We need a way to formally ensure we are compliant.
- The plan will be reviewed and a report will be presented at the February Board meeting.

PRIORITY AGENDA – INFORMATIONAL ITEMS

Sexual Harassment Policy Update

- New Sexual Harassment/Harassment Policy to be implemented at Ohio University before September 2005.
- Campus-wide training planned for employees.

- Office of Communication and Marketing will assist with communication and education campaign.
- Comprehensive search of policies at other universities was completed and the best components of each were used to create our new policy.
- Policy applies to all University students and employees, including faculty, administrators, classified non-bargaining and bargaining units, as well as student employees. It applies to all vendors, contractors, subcontractors and others who do business with the university. The policy applies to all visitors or guests on campus if there is an allegation of harassment made by them against university students or employees.
- On average, approximately 15 reports are received yearly in the Office for Institutional Equity. New policy will hopefully create a decrease in this number.
- Policy is in Student Handbook, it will be electronically distributed each quarter to all students through the Code of Conduct, and a portion of precollege orientation and opening weekend is devoted to the contents of the Code of Conduct.
- Any member of the University community who receives a complaint of sexual harassment from a student or other member of the University community is directed and required to report the behavior to the Office for Institutional Equity or the Office of Legal Affairs.
- Office of Institutional Equity is the central reporting area and completes investigations. If case goes to litigation, Office of Legal Affairs is then involved.

Update on Off-Campus Living

- At February Board meeting, the Community Assistant Program was explained and reviewed. Since that time, the Provost has agreed to support the program and students are currently being recruited to serve in this role. Community Assistants will serve as liaisons between the university and off-campus students.
- The Off-Campus Living Office will continue to work with the Off-Campus Life Commission of Student Senate to seek their support on ideas and projects.
- Two of the goals of the Off-Campus Living Office are to increase safety in off-campus living and to educate students to make them better consumers. Ways of doing this include:

a. Property and/or Property Manager Rating System

Option 1: Housing Registry Rating System

- Create database to allow students to rank property on-line.

Option 2: Student Senate Pick-a-Property Rating System

- Establish a survey-style rating system through Student Senate (on hold until it is determined if option 1 is viable).

b. Athens City Housing Code Availability

- Athens City Housing Code has been updated on the City of Athens web site and linked to Off-Campus Living web site.

c. Educational Housing Code Inspections

- Train students (Community Assistants and other volunteers) to conduct educational housing code inspections to inform students about common violations and encourage students to report them.

d. **Publication of Housing Code Inspections Results**

Step 1: Inform students code inspection results can be reviewed at Athens City Code Office.

Step 2: Work towards publicizing results of housing inspections via the web.

e. **Living Safely Off-Campus Web Site**

- Web site to address various off-campus student health and safety issues, including fire safety, mold and food safety.

f. **Put your Finger on It! Program**

- Campaign to distribute fire safety information and test smoke detectors.

g. **Off-Campus Living Programs**

- Off-Campus Living Office programs (i.e. Transition Programs, Resource Fair, House Parties, and Neighborhood Visits) include information on how to address housing quality concerns

President McDavis recently received a letter from United States Senator, Mike DeWine, informing him of fire prevention funding that is now available to colleges and universities through the FIRE Grant program, authored by Senator DeWine in 2000. The program was created as a result of 12 Ohio college and university students being killed in fires in privately owned off-campus housing and/or fraternities or sororities in the past five years. The Off-Campus Living Office is already looking into obtaining this grant funding.

Ms. Perry presented and moved approval of the resolution. Mr. Lawrie seconded the motion. All agreed.

Proposed Amendments to Student Code of Conduct: Policy Section

RESOLUTION 2005 – 1999

WHEREAS, *The Ohio University Student Code of Conduct: Review and Standards Committee* completed its annual review of the Ohio University Student Code of Conduct, and

WHEREAS, the Review and Standards Committee has proposed amendments to ensure that Student Code of Conduct policies continue to allow the University to address sufficiently the range of student conduct issues that may face the University community, and

WHEREAS, the proposed amendments will allow the provost (or the vice president for finance and administration in the absence of the provost) to impose a *Presidential Interim Suspension,* when necessary to maintain the good order and discipline of the university, should the president of the university be away from campus or otherwise unavailable, and

WHEREAS, the proposed amendments clarify that a presidential interim suspension shall be deemed not to have occurred in the event the charges of misconduct leading to the suspension are not proven, and

WHEREAS, the proposed amendments of the Student Code of Conduct effectively balance legal requirements of fairness and due process with the philosophy of educational discipline.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees accept and adopt the proposed amendments to the Student Code of Conduct policy *Presidential Interim Suspension.*

Section 7: Presidential Interim Suspension - Current

When the actions of a student threaten the good order and discipline of the university, the president may interimly suspend the student, pursuant to Section 3345.24(B) of the Ohio Revised Code, pending a prompt hearing by a University Hearing Board. The president will also determine whether the interimly suspended student may or may not remain on university property pending the completion of the hearing process.

1. The vice president for student affairs initiates a presidential interim suspension by providing the president with information of: a) the events causing the threat to exist; b) the name of the student and actions allegedly violating university regulations; and c) a statement of the university regulations allegedly violated by the student.

2. If the president suspends a student, the director of University Judiciaries will immediately notify the student of the interim suspension and an upcoming procedural interview. The judicial process shall occur expeditiously in accordance with the Ohio University Student Code of Conduct Procedures.

3. If the final decision is to suspend or expel the student, the sanction takes effect from the date of the presidential interim suspension. If the decision is a reprimand or disciplinary probation, for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision in accordance with the Ohio University Student Code of Conduct Procedure Section 7: Appeals.

Section 7: Presidential Interim Suspension - Proposed

When the actions of a student threaten the good order and discipline of the university, the president may interimly suspend the student, pursuant to Section 3345.24(B) of the Ohio Revised Code, pending a prompt hearing by a University Hearing Board. The president will also determine whether the interimly suspended student may or may not remain on university property pending the completion of the hearing process. ***In the event the president is away from campus or otherwise unavailable, the provost (or the vice president for finance and administration in the absence of the provost) may impose a presidential interim suspension consistent with the following procedure.***

1. The vice president for student affairs initiates a presidential interim suspension by providing the president with information of: a) the events causing the threat to exist; b) the name of the student and actions allegedly violating university regulations; and c) a statement of the university regulations allegedly violated by the student.

2. If the president suspends a student, the director of University Judiciaries ~~will~~ immediately ~~notify~~ ***notifies*** the student of the interim suspension and an upcoming procedural interview. The judicial process shall occur expeditiously in accordance with the Ohio University Student Code of Conduct Procedures.

3. If the final decision is to suspend or expel the student, the sanction takes effect from the date of the presidential interim suspension. If the decision is a reprimand or disciplinary probation, ***or if the charges are not proven,*** for purposes of the record, the interim suspension will be deemed not to have occurred. The student has the right to appeal the final decision

Ms. Perry presented and moved approval of the resolution. Mr. DeLawder seconded the motion. The motion was approved with Dr. Browning abstaining.

Ohio University
Declaration of Hybrid Status
Health Insurance Portability and Accountability Act:
Privacy Rule

RESOLUTION 2005 - 2000

WHEREAS, the Health Insurance Portability and Accountability Act of 1996 (HIPA) was signed into law on August 21, 1996, and

WHEREAS, the law defines, pursuant to Section 164.504 – Uses and Disclosures: Organizational Requirements 1.) a Hybrid Entity, and hybrid entities include universities and colleges, and

WHEREAS, under the December 2000 Privacy Rule, a hybrid entity is required to define and designate those parts of the entity that engage in covered functions, and to include in the health care components of the entity any other components of the entity that support the covered functions in the same way such support may be provided by a business associate (for example, Legal Affairs).

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of Ohio University, that Ohio University, based on information as promulgated by the Department of Health and Human Services in the Federal Register on Wednesday August 14, 2002, Part V, 45 CFR Parts 160 and 164, Standards for Privacy of Individually Identifiable Health Information; Final Rule, declares itself a Hybrid Entity. Ohio University, being a single legal entity, performing both covered and non-covered functions as part of its business operations, has elected to be a hybrid entity. In declaring itself a hybrid entity, Ohio University designates the following health care components (including components whose functions would make the component a business associate) within its organization:

- University Medical Associates
- Therapy Associates
- Hearing, Speech, and Language Clinic Program
- Counseling and Psychological Services
- Bursar's Office (Student Ins. Enrollment Lists)
- Psychology and Social Work Clinic
- Student Health Service
- OUCOM/Community Services
- Human Resources, Benefits
- Legal Affairs

OPEN MEETINGS: This Board finds and determines that all formal actions of this Board relating to the enactment of this Resolution were taken in an open meeting on this Board, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were in meetings open to the public in compliance with all legal requirements, including Section 121.22 of the Ohio Revised Code.

OHIO
UNIVERSITY
Division of Student Affairs

Student Health Service
2 Health Center Drive
Athens OH 45701-2991

T: 740.593.1660
F: 740.593.0179

DATE: April 27, 2005
TO: Ohio University Board of Trustees
FROM: Jacqueline M. Legg, MBA, Business Manager Student Health Service
SUBJECT: Resolution Declaring that Ohio University is a Hybrid Entity Pursuant to Health Insurance Portability and Accountability Act (HIPAA) Guidelines

The Health Insurance Portability and Accountability Act of 1996 (HIPA) was signed into law on August 21, 1996. The law defines, pursuant to Section 164.504 of the Privacy Rule – Uses and Disclosures: Organizational Requirements 1.) what is called a "Hybrid Entity". A hybrid entity is any covered entity [for HIPAA purposes Ohio University is a covered entity (see Ohio University Resolution 2002-1853)] that is a single legal entity and that performs both covered and non-covered functions. This entity may choose whether or not to be a Hybrid Entity for purposes of the Privacy Rule. Under this rule any covered entity can be a hybrid entity regardless of whether the non-covered functions represent the entity's primary function, a substantial function or even a small portion of the entity's activities. Examples of hybrid entities are: 1) corporations that are not in the health care industry, but that operate on-site health clinics that conduct the HIPAA standard transactions electronically; 2) universities and colleges; and, 3) insurance carriers that have multiple lines of business that include both health insurance and other insurance lines, such as general liability or property and casualty insurance.

A hybrid entity is required to define and designate those parts of the entity that engage in covered functions, and also include in the health care components any other functions of the entity that support the covered functions in the same way such support may be provided by a business associate (for example, Legal Affairs). For purposes of the Resolution declaring Ohio University a Hybrid Entity, "health care components" include: 1) Any component that would meet the definition of a covered entity if that component were a separate legal entity., and 2) Health care components that conduct covered functions or perform activities that would make the component a business associate (as defined by HIPAA) of the entity if it were a legally separate entity.

If an entity that meets the Privacy Rule definition as a covered entity does not declare itself a Hybrid Entity, all parts of the entity must comply will all sections of the Privacy Rule. As a hybrid entity only those identified components are required to comply.

Ohio University, being a single legal entity, performing both covered and non-covered functions as part of its business operations, must purposefully elect to be called a Hybrid Entity. The following resolution will satisfy the requirements of the guidelines set forth in under the Privacy Rule.

Ohio Univeristy
Declaration of Hybrid Status
Health Insurance Portability and Accountability Act:
Privacy Rule

Ohio University, based on information as promulgated by the Department of Health and Human Services in the Federal Register on Wednesday August 14, 2002, Part V, 45 CFR Parts 160 and 164, Standards for Privacy of Individually Identifiable Health Information; Final Rule, declares itself a Hybrid Entity.

Pursuant to Section 164.504 – Uses and Disclosures: Organizational Requirements 1. Hybrid entities: the Privacy Rule, as published in December 2000, any covered entity that is a single legal entity and that performs both covered and non-covered functions may choose whether or not to be a hybrid entity for purposes of the Privacy Rule. Under this rule any covered entity can be a hybrid entity regardless of whether the non-covered functions represent the entity's primary function, a substantial function or even a small portion of the entity's activities. In order to be a hybrid entity under, a covered entity would have to designate its health care components. If you do not specifically declare health care components, the entire entity will be a covered entity and therefore be subject to the Privacy Rule. Examples of hybrid entities are: 1) corporations that are not in the health care industry, but that operate on-site health clinics that conduct the HIPAA standard transactions electronically; and 2) universities and colleges; 3) insurance carriers that have multiple lines of business that include both health insurance and other insurance lines, such as general liability or property and casualty insurance.
Under the December 2000 Privacy Rule, a hybrid entity is required to define and designate those parts of the entity that engage in covered functions as one or more health care components. A hybrid entity must also include in the health care components of the entity any other components of the entity that support the covered functions in the same way such support may be provided by a business associate (for example, Legal Affairs).

For purposes of this document health care components include any component that would meet the definition of a covered entity if that component were a separate legal entity. Health care components must also include any component that conducts covered functions or performs activities that would make the component a business associate of the entity if it were a legally separate entity.

Ohio University, being a single legal entity, performing both covered and non-covered functions as part of its business operations, has elected to be a hybrid entity. A covered function is any function the performance of which makes the performer a health plan, a health care provider, or a health care clearinghouse. In declaring itself a hybrid entity, Ohio University designates the following health care components within its organization:

University Medical Associates
Therapy Associates
Hearing, Speech, and Language Clinic
Student Health Service
Counseling and Psychological Services
Psychology and Social Work Clinic
Human Resources, Benefits
Legal Affairs
Bursar's Office (Student Insurance Enrollment Lists)
OUCOM/Community Services Program

Executive Sessions

The Audit, Finance, Facilities, and Investment Committee met on Thursday, June 23, and on a motion by Mr. DeLawder with a second by Mr. Kidder, voted to go into executive session for purposes of meeting with the Internal Auditor Kathy Gilmore. On a roll call vote Trustees DeLawder, Kidder, Snyder, and Mitchell voted aye. No action was taken during the session and the meeting adjourned following the session.

On Friday, June 24 with a motion by Mr. Snyder and a second by Mr. Kidder, the Ohio University Board of Trustees resolved to hold an executive session to consider personnel matters as permitted by Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation or threat thereof under Section 121.22(G)(3), of the Ohio Revised Code and for meeting with the Internal Auditor as permitted by the Code on the 24th day of June 2005.

On a roll call vote Dr. Browning, Mr. DeLawder, Mr. Kidder, Ms. Perry, Mr. Schey, Mr. Snyder, and Mr. Walter voted yes.

Attending the session in addition to Trustees were President Roderick J. McDavis, National Trustee Michael Lawrie, Student Trustee Micah Mitchell, and Susan Ackerman, Vice Chair, National Alumni Board of Directors.

The only matters considered were those relating to personnel.

a. A performance review by the President of his cabinet members for the purpose of compensation which was set at 2% for all members.
b. The President's performance was reviewed and goals were set for next year. He was given a contractual 2% increase with an additional 1% for merit The bonus provision of his contract is being reviewed for FY 2004/05.

EXECUTIVE COMMITTEE

The Board of Trustees met as a Committee-Of-The Whole for purposes of the Executive Committee meeting. Chairman Walter chaired the meeting and offered the following resolutions for consideration.

Mr. DeLawder moved and Mr. Kidder seconded approval of the following resolutions. All voted aye.

Election of the Treasurer, Resolution 2005 – 2001
Election of the Secretary, Resolution 2005 – 2002

Mr. Schey moved with a second by Ms. Perry to approve the following resolutions. Approval was unanimous.

Election of the Vice Chairman, Resolution 2005 – 2003
Election of the Chairman, Resolution 2005 – 2004

ELECTION OF TREASURER

RESOLUTION 2005 - 2001

RESOLVED that Larry A. Corrigan be elected Treasurer of Ohio University for the period beginning July 1, 2005, and ending June 30, 2006.

ELECTION OF SECRETARY

RESOLUTION 2005 - 2002

RESOLVED that Alan H. Geiger be elected Secretary for the Board of Trustees for the year beginning July 1, 2005 and ending June 30, 2006.

ELECTION OF VICE CHAIRMAN

RESOLUTION 2005 - 2003

RESOLVED that C. Daniel DeLawder be elected as Vice Chairman of the Board of Trustees for the year beginning July 1, 2005 and ending June 30, 2006.

ELECTION OF CHAIRMAN

RESOLUTION 2005 - 2004

RESOLVED that R. Gregory Browning be elected Chairman of the Board of Trustees for the year beginning July 1, 2005, and ending June 30, 2006.

On a motion by Mr. Kidder and a second by Mr. DeLawder, the Board of Trustees by acclamation voted to re-elect President Roderick J. McDavis

ELECTION OF PRESIDENT

RESOLUTION 2005 - 2005

RESOLVED that Roderick J. McDavis be elected President of Ohio University for the year beginning July 1, 2005 and ending June 30, 2006.

Mr. Browning moved approval of the resolution. Mr. DeLawder seconded the motion. All voted aye.

COMPENSATION FOR PRESIDENT AND CABINET OFFICERS 2005-2006

RESOLUTION 2005 - 2006

WHEREAS, in executive cabinet session in Committee of the Whole there was a review of the performance of executive officers and a presentation of salary recommendations by the President based on this review, and a discussion of compensation for the President.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees authorize the salaries for the President's Cabinet for FY 2005/06. The Cabinet shall each receive a 2% increase and the President 2% plus 1% for merit. The President's contract calls for a bonus for FY 2004/05 which is to be determined later.

On a motion by Dr. Browning with a second by Mr. Schey, Trustees voted unanimously to adopt the following meeting dates.

MEETING DATES FOR SUCCEEDING YEARS

Designation of Stated Meeting Dates for Years Beginning July 1, 2005 and Ending June 30, 2006

RESOLUTION 2005 - 2007

RESOLVED that the following dates be designated the stated meeting dates for the year beginning July 1, 2005, and ending June 30, 2006.

October 12 and 13, 2005	COMMENCEMENT
December 16, 2005 (Retreat/Mini Meeting)	June 9 and 10, 2006
March 1 and 2, 2006	June 8 and 9, 2007
April 13 and 14, 2006	
June 22 and 23, 2006	

RESOLVED further that, if conditions dictate, the Executive Committee be authorized to change the date of the stated meetings.

Promotion and Tenure 2005

College of Arts and Sciences

Name	Promotion and/or Tenure Decision	Dept./School
Mary Chamberlin	Full Professor	Dept. of Biological Sciences
Scott L. Hooper	Full Professor	Dept. of Biological Sciences
Donald B. Miles	Full Professor	Dept. of Biological Sciences
Paul Gregory Van Patten	Associate Professor with Tenure	Dept. of Chemistry and Biochemistry
Joan Connor	Full Professor	Dept. of English
Jeremy W. Webster	Associate Professor with Tenure	Dept. of English
Yeong-Hyun Kim	Associate Professor with Tenure	Dept. of Geography
Elizabeth H. Gierlowski-Kordesch	Tenure	Dept. of Geological Sciences
Peter John Brobst	Associate Professor with Tenure	Dept. of History
Vladimir V. Uspenskiy	Full Professor with Tenure	Dept. of Mathematics
Molly Morrison	Associate Professor with Tenure	Dept. of Modern Languages
Jorg Waltje	Associate Professor with Tenure	Dept. of Modern Languages
Mark LeBar	Associate Professor with Tenure	Dept. of Philosophy
Carl R. Brune	Associate Professor with Tenure	Dept. of Physics and Astronomy
Jean Joseph Heremans	Associate Professor with Tenure	Dept. of Physics and Astronomy
Saw-Wai Hla	Associate Professor with Tenure	Dept. of Physics and Astronomy
Peter Jung	Full Professor	Dept. of Physics and Astronomy
Brian R. McNamara	Full Professor	Dept. of Physics and Astronomy
Joseph C. Shields	Full Professor	Dept. of Physics and Astronomy
Susan Burgess	Full Professor	Dept. of Political Science
DeLysa Burnier	Full Professor	Dept. of Political Science
Christine Ann Gordon	Associate Professor with Tenure	Dept. of Political Science
Judith Grant	Full Professor	Dept. of Political Science
[redacted]thy G. Heckman	Full Professor	Dept. of Psychology
[redacted]nas Vander Ven	Associate Professor with Tenure	Dept. of Sociology and Anthropology

College of Business

Name	Promotion and/or Tenure Decision	Dept./School
Wayne W. Huang	Full Professor	Dept. of Management Information Systems
Catherine N. Axinn	Full Professor	Dept. of Marketing
Chris Moberg	Associate Professor with Tenure	Dept. of Marketing
Connie Esmond-Kiger	Associate Professor with Tenure	School of Accountancy

College of Communication

Name	Promotion and/or Tenure Decision	Dept./School
Mary Rogus	Associate Professor with Tenure	E. W. Scripps School of Journalism
Christina S. Beck	Full Professor	School of Communication Studies
Mia Consalvo	Associate Professor with Tenure	School of Telecommunications
Karen E. Riggs	Full Professor	School of Telecommunications

College of Education

Name	Promotion and/or Tenure Decision	Dept./School
Patricia M. Beamish	Full Professor	Dept. of Counseling and Higher Education
William Marc Cutright	Associate Professor with Tenure	Dept. of Counseling and Higher Education

College of Fine Arts

Name	Promotion and/or Tenure Decision	Dept./School
Robert Lazuka	Full Professor	School of Art
Andre Gribou	Full Professor	School of Music
Jason Smith	Associate Professor with Tenure	School of Music
[redacted]el Denhart	Tenure	School of Theater

Promotion and Tenure 2005

[redacted]ege of Health and Human Services

Name	Promotion and/or Tenure Decision	Dept./School
Timothy J. Ryan	Associate Professor with Tenure	School of Health Sciences
Li Xu	Associate Professor with Tenure	School of Hearing Speech and Language Sciences
James David Matthews	Associate Professor with Tenure	School of Human and Consumer Sciences
V. Ann Paulins	Full Professor	School of Human and Consumer Sciences
James S. Thomas	Associate Professor with Tenure	School of Physical Therapy
James Reese	Associate Professor with Tenure	School of Recreation and Sport Sciences

College of Osteopathic Medicine

Name	Promotion and/or Tenure Decision	Dept./School
Mark Berryman	Associate Professor with Tenure	Dept. of Biomedical Sciences
Mario Grijalva	Associate Professor with Tenure	Dept. of Biomedical Sciences
Lawrence M. Witmer	Full Professor	Dept. of Biomedical Sciences

Russ College of Engineering and Technology

Name	Promotion and/or Tenure Decision	Dept./School
Sang-Soo Kim	Associate Professor	Dept. of Civil Engineering
David W. Matolak	Associate Professor with Tenure	Dept. of Electrical Engineering and Computer Science
Maarten Uijt de Haag	Associate Professor with Tenure	Dept. of Electrical Engineering and Computer Science
David Bayless	Full Professor	Dept. of Mechanical Engineering
Robert Williams	Full Professor	Dept. of Mechanical Engineering

Regional Higher Education

Name	Promotion and/or Tenure Decision	Dept./School
Ruth A. Pontius	Associate Professor with Tenure	Ohio University Chillicothe
Lisa A. Wallace	Associate Professor with Tenure	Ohio University Chillicothe
[redacted]a McMurray-Schwarz	Associate Professor with Tenure	Ohio University Eastern
[redacted]Mark Waters	Associate Professor with Tenure	Ohio University Eastern
Kaye Martin	Tenure	Ohio University Lancaster
Alan Middleton	Associate Professor with Tenure	Ohio University Lancaster
James Summerford	Associate Professor with Tenure	Ohio University Lancaster
Deborah Henderson	Full Professor	Ohio University Zanesville
Pramod Kanwar	Associate Professor with Tenure	Ohio University Zanesville
Frank M. LoSchiavo	Associate Professor with Tenure	Ohio University Zanesville
Rita Ng	Associate Professor with Tenure	Ohio University Zanesville

Promotion and Tenure Historical Data	Awarded 2005	Awarded 2004	Awarded 2003
Tenure Only	3	5	8
Full Professor	23	12	15
Full Professor with Tenure	1	1	2
Associate Professor	1	3	5
Associate Professor with Tenure	36	35	30
Assistant Professor	0	0	0
Assistant Professor with Tenure	0	0	1
Total Faculty Earning New Rank	64	56	61
Total Earning "Tenure" Regardless of Rank	40	41	41
Total Earning Professor Rank with or without Tenure	24	13	17
Total Earning Associate Professor Rank with or without Tenure	37	38	35
Total Earning "Assistant Professor Rank with or without Tenure	0	0	1

OHIO
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Date: June 15, 2005

To: The President and Board of Trustees of Ohio University

From: Nicolette Dioguardi, Associate Director, Office of Legal Affairs

Subject: New Sexual Harassment/Harassment Policy

Dear Board Members,

Following is the new policy in the final stages of review, of the University's new Sexual Harassment/Harassment Policy. As you may know, we have had some recent first hand experiences with the issues involved in sexual harassment. I and others have spent a considerable amount of time researching, not only case law, but other university sexual harassment policies, and at the same time, keeping in mind the needs and organizational structure of Ohio University in the development of this new policy. We plan to implement the new policy before this September. We have an all campus wide training planned about the policy, and the office of Communication and Marketing will be assisting with the communication and education campaign. I will be available for questions at the Board meeting.

ND:tjp

Attachment

OHIO UNIVERSITY SEXUAL HARASSMENT AND HARASSMENT POLICY

INTRODUCTION

Ohio University recognizes the human dignity of each member of the Ohio University community and believes each member has a responsibility to promote respect and dignity for others. The University strives to foster an academic, work and living environment that is free from harassment. The University's goal is to provide an environment where students, faculty, and staff can thrive, and that is welcoming, and free of fear.

It is the policy of Ohio University to provide equal opportunity to make the benefits and services of the University's educational programs and employment opportunities available to students and employees without discrimination on the basis of certain protected traits. These traits include race, religion, color, national origin, ancestry, age, gender, gender preference, or veteran status. Harassment is a form of discrimination and, therefore, harassment directed toward an individual or group, or experienced by an individual or group (based on membership in a protected trait) violates this policy.

POLICY APPLICATION

This policy applies to all aspects of Ohio University's operations and programs including regional campuses. It applies to all University students and employees, including faculty, administrators, classified non-bargaining and bargaining units, as well as student employees. It also applies to all vendors, contractors, subcontractors and

others who do business with the University. It applies to all visitors or guests on campus to the extent that there is an allegation of harassment made by them against university students or employees. This policy does not apply to individuals who are accused of sexual harassment who are not students, employees, affiliates or agents of Ohio University.

HARASMENT – DEFINITION

Harassment is defined as any conduct directed toward an individual or group based on one or more of the previously listed traits and is severe enough so as to deny or limit a person's ability to participate in or benefit from the University's educational and employment environments, or activities and/or is severe enough that it creates an intimidating, offensive or hostile environment.

SEXUAL HARASSMENT – DEFINITION

Because sexual harassment has been more thoroughly defined in the law than harassment based on a protected trait, the following definition of sexual harassment is included in this policy.

Quid Pro Quo- is the Latin term for "this for that" and occurs when there is a demand for a sexual favor in exchange for employment/ academic benefit.

Hostile Environment- exists when the harassing behavior unreasonably interferes with a student's academic or employee's work performance and creates a hostile, intimidating, or offensive academic/ work environment.

Sexual Harassment in the higher education setting is defined as any unwelcome sexual advances or requests for sexual favors made by employees or agents of the University, including all faculty and staff, students and student employees, to a student, or employee of the University, and is conduct of a sexual nature exhibited by such person(s) toward another when such conduct substantially interferes with the person's educational or work performance or creates an intimidating, hostile, or offensive educational or work environment.

EXAMPLES OF SEXUAL HARASSMENT IN ANY SETTING

- Unwelcome or uninvited sexual comments or innuendo
- Oral, written, or electronic communications that are sexually explicit in nature
- Sexually explicit questions, jokes, anecdotes about gender specific traits
- Sexually suggestive sounds, gestures, gifts, visual materials such as magazines, pictures, posters, photos, cartoons, or drawings
- Direct or indirect threats based on sexual favors or the refusal to consent to sexual favors
- Sexual leering, uninvited touching, stroking, or gestures
- Communication of unsought sexual propositions, requests for dates, sexual favors, or lewd remarks or sounds
- Coerced sexual intercourse
- Sexual assault or abuse

EXAMPLES OF SEXUAL HARASSMENT IN THE CLASSROOM OR INSTRUCTIONAL SETTING

- Pattern of conduct that is not legitimately related to the subject matter of the course and causes discomfort or embarrassment for the student to the degree that it interferes with learning. Such conduct may include, touching, patting, hugging, brushing up against a person's body, and repeated or unwanted sexually oriented stares.
- Remarks about sexual acts, experiences, or orientation in the classroom when such discussion is not reasonably and legitimately related to the subject matter of the course.
- Display of inappropriate sexually oriented material when such material is visible to others and unreasonably interferes with a person's learning, and is not legitimately related to the subject matter of the course.

The classroom or other instructional setting (e.g. studio, laboratory) presents special issues because academic freedom protects the expression of ideas, even where the idea or its expression is perceived to be offensive. Accordingly, if the complaint of conduct occurs in an instructional context, its investigation will be subject to very strict scrutiny.

Please note that Ohio University forbids amorous relationships between faculty and students, when the faculty member has grading or other advisory authority over the student. Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The

disparity of power between persons involved in amorous relationships of a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit makes them susceptible to exploitation. Those who abuse their power in such a context violate their duty to the University community.

Relationships between faculty and students are particularly susceptible to exploitation. The respect and trust accorded a member of the faculty by a student, as well as the power exercised by faculty in giving grades or recommendations for future study and employment, make voluntary consent by the student suspect.

SEXUAL HARASSMENT IN THE STUDENT EMPLOYMENT SETTING

Student employment, at both the undergraduate and graduate levels is intended to assist students in covering the cost of their education while engaging in work that will contribute to their training and development. These activities may include supervisory responsibilities. All student employees are subject to this policy.

FACTORS THAT ARE CONSIDERED IN EVALUATING SEXUAL AND OTHER HARASSMENT

- Degree to which a person or group is affected.
- Type, frequency, duration of alleged conduct.
- Relationship between alleged harasser and subject of the harassment.
- Location and context in which the alleged conduct occurs.
- Other or corroborating incidents.

DUTY TO REPORT

Federal and state law and regulations place certain requirements on the University concerning the reporting of sexual harassment. Any member of the University community who receives a complaint of sexual harassment from a student or other member of the University community is directed and required to report the behavior to the Office For Institutional Equity or the Office Of Legal Affairs.

If any member of the University Community has a question about their responsibilities under this policy, they are advised to call the Office For Institutional Equity or the Office Of Legal Affairs.

COOPERATION WITH INVESTIGATION

The complainant has the burden of proof to show harassment. It is an expectation that he/she will actively provide information that will support their complaint in the time and manner deemed necessary and appropriate to conduct the investigation. Failure to cooperate with the investigation process in a timely manner may negate the university's obligation to continue with the investigation.

CONFIDENTIALITY AND PRIVACY

The Office For Institutional Equity and the Office Of Legal Affairs, when conducting a sexual harassment or, in some cases, other harassment investigations is designated by the Ohio University Board of Trustees with quasi criminal investigative

authority. During the investigation of an applicable complaint, the records generated will be argued to be exempt from disclosure as an exception to the public record's law. Once the investigation is complete, the records are open pursuant to Ohio Revised Code 149.43 (A)(1)(h).

Student names are protected at all times from public disclosure pursuant to the Family Education Rights to Privacy Act (FERPA), unless waived by the student. However, names may be released to others for the purpose of conducting an investigation.

Medical information, if any, will be protected pursuant to the Health Information Portability and Accountability Act whenever appropriate.

ANONYMOUS COMPLAINTS

Anonymous complaints will be accepted, however, Ohio University may be limited in its options in investigating and/or resolving anonymous complaints because of the unique challenges they present. There is no way to assess the author's veracity and no ability to obtain additional information from the complainant if the complaint is unclear or confusing. However, if the anonymous complaint contains sufficiently detailed information which, if true, would constitute a crime, then the complaint will be forwarded to Ohio University Police for appropriate action, or a violation of this policy, the complaint will be investigated to the best of the Office's ability given the anonymous nature of the complaint. A record will be kept of all anonymous complaints.

For more detailed information on how a harassment complaint or report will be investigated and/ or resolved, the reader is advised to contact the Office For Institutional Equity.

FILING A FALSE COMPLAINT

Knowingly filing a false harassment complaint is prohibited and shall be a violation of this policy and shall constitute misconduct subject to disciplinary action.

RETALIATION

Retaliation against one who in good faith brings a complaint of sexual harassment or who in good faith participates in the investigation of a sexual harassment complaint is prohibited and shall be a violation of this policy and shall constitute misconduct subject to disciplinary action.

SANCTIONS

An individual or group of individuals found to have violated this policy will be subject to disciplinary or remedial action, up to and including termination of employment or expulsion from the University.

EMPLOYEE INDEMNIFICATION

At any time, should Ohio University be named a defendant in a law suit alleging sexual harassment, the entire record of any complaints and investigation shall be held and managed by the Office Of Legal Affairs. Ohio University may request that it be released

from indemnifying or defending any faculty, staff, or student who is named as a defendant in a sexual harassment lawsuit.

TIME LIMITS

A complaint of harassment, including sexual harassment must be filed no later than 180 days from the date of the last occurrence of the alleged harassing behavior.

FILING A REPORT

All complaints/ reports should be made to the Office For Institutional Equity and directed to the **The Executive Assistant to the President, or Office For Institutional Equity.**

WALK IN: Office For Institutional Equity
101 Crewson House on South Court Street
Athens, Ohio University

MAIL TO: Office For Institutional Equity
101 Crewson House
Ohio University
Athens, Ohio 45701

PHONE IN: 740-593-2620

FAX TO: 740-593-0790

E-FILE TO: fahey@ohio.edu

For E-Mail Complaints, Use Form (H- E-C)

ADDITIONAL RESOURCES

Complainants are also advised that they have the right to file with an outside agency such as the Equal Employment Opportunity Commission (for applicants, or employees of the University and/or visitors), the Office of Civil Rights of the U.S. Department of Education (for students), or with the Ohio Civil Rights Commission.

DISTRIBUTION OF POLICY

Copies of this policy shall be furnished to all current and future employees and students at Ohio University, and will be made available on line at: or in alternative format upon request. Any person involved in the process under this policy needing accommodations for a disability should notify the Office For Institutional Equity.

Questions about this policy can be directed to Nicolette Dioguardi, Associate Director, Office of Legal Affairs