THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF SEPTEMBER 30, 1994, MEETING

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MINUTES OF THE MEETING OF
THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

2:00 p.m., Friday, September 30, 1994
McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION
(Friday, September 30, 1994, 12:15 p.m.)

On a motion by Charles Emrick, and seconded by Paul Leonard, the Ohio University Board of Trustees resolved to hold an executive session to consider personnel matters under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and legal matters under Section 121.22(G)(3) of the Ohio Revised Code. On a roll call vote all members present, namely: Chairman Thomas S. Hodson; Gordon F. Brunner; Charles R. Emrick, Jr.; Charlotte Coleman Eufinger; N. Victor Goodman; Brandon T. Grover; Paul R. Leonard; Ralph E. Schey; and J. Craig Strafford, M.D., voted aye.

Trustees reviewed legal issues and related procedural matters. Personnel matters and practices were considered.

I. ROLL CALL

All members were present, namely: Chairman Thomas S. Hodson, Gordon F. Brunner, Charles R. Emrick, Jr.; Charlotte Coleman Eufinger; N. Victor Goodman; Brandon T. Grover; Paul R. Leonard; Ralph E. Schey and J. Craig Strafford, M.D. Student Trustees Amanda L. Arnovitz and Melissa A. Cardenas were also present. This constituted a quorum.

This was the first meeting as trustee for Mr. Gordon Brunner, Mr. Victor Goodman, and Ms. Melissa A. Cardenas. Mr. Brunner's nine year appointment ends May 12, 2003, vice Jeanette Grasselli Brown whose term expired. Mr. Victor Goodman completes the unexpired term of former trustee Howard E. Nolan which ends May 12, 2001. Ms. Melissa Cardenas' appointment as student trustee ends May 12, 1996, vice William Reimer whose term expired.

President Robert Glidden and Secretary Alan H. Geiger were also present.

Mr. Terry E. Trimmer, president, Ohio University National Alumni Board of Directors, also attended. This was Mr. Trimmer's first meeting as president of the Alumni Board. The president of the Alumni Association sits by invitation of the Board of Trustees.

II. APPROVAL OF THE MINUTES OF THE
MEETING OF JUNE 25, 1994
(previously distributed)

Dr. Strafford moved approval of the minutes as distributed. Mr. Leonard seconded the motion. All agreed.

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III. COMMUNICATIONS, PETITIONS, AND MEMORIALS

The secretary reported none had been received.

IV. ANNOUNCEMENTS

Secretary Geiger stated there were no announcements.

V. REPORTS

Chairman Hodson invited President Glidden to present persons for reports. The president introduced, in turn, J. David Stewart, Provost; Gary B. North, Vice President for Administration; A. Michael Williford, Director of the Office of Institutional Research; and William Y. Smith, Executive Assistant to the President for Affirmative Action.

All materials presented with the reports are included with the official minutes. Therefore, only an overview of each report is provided herein.

A. ENROLLMENT REPORT
J. David Stewart, Provost

Provost Stewart reported the university has again met its freshman enrollment projections. Overall preliminary total enrollment for fall 1994 is 27,528; 310 greater than the fall 1993 figure. Of this number, 18,853 are located on the Athens Campus and 8,100 on the regional campuses. This is a modest increase on the Athens Campus of 369 students. The provost noted minority enrollment remains above 4.0 percent and outlined steps being taken to attract and retain minority students.

Dr. Stewart commented that the entering freshman class size has been between 3,050 and 3, 305 for the past ten years. He noted our overall growth has been largely due to increasing retention rates.

B. RESIDENCE AND DINING HALL SYSTEM REPORT
Gary B. North, Vice President for Administration

Vice President North provided an overview of the system, including ending fund balances, occupancy, food service levels, and planned capital improvements. Dr. North indicated the system is able to accommodate all those wanting university housing. He stated the overall residence hall housing occupancy level for fall 1994 at 6,894, an increase of 51 over the previous fall, and they are operating at 98% capacity.

Dr. North described the television and data backbone network being installed in the residence halls. He outlined in some detail the recently completed study of system renovations and noted the estimate of $108 million needed to completely upgrade all facilities to meet academic and projected living needs for the next 25 years.

C. OFFICE OF INSTITUTIONAL RESEARCH
A. Michael Williford, Director

Dr. Williford began his presentation by briefly reviewing the seven major areas of the university's Institutional Impact Study. He commented his remarks would be limited to the College Outcome Measures Project of the study and described the content and process areas of the project. Dr. Williford cited five year comparative data for each subset of the content and process areas.

He noted the positive effect of the "Tier III" requirements on outcome measures and the stable or increased total scoring, with the minor exception of "clarifying values" by freshmen in the second five year test period. A complete copy of Dr. Williford's data is included with the official minutes.

D. AFFIRMATIVE ACTION REPORT
William Y. Smith
Executive Assistant to the President
for Affirmative Action

Mr. Smith had earlier provided trustees with an executive summary of his report and, therefore, commented primarily on minority enrollment and employment matters. Mr. Smith noted the good retention rate for minority students but cited the need to develop new initiatives to attract more minority students. He provided a "snap shot" view of the university's work force, concentrating his remarks on subsets of employment categories and noted strengths in female and veteran hires.

Mr. Smith concluded by outlining activities intended to increase minority availability and participation rates. A copy of Mr. Smith's report is appended to the official minutes.

VI. NEW BUSINESS

Chairman Hodson reported that board committees had, at their respective meetings, discussed matters being presented to the board. Items for action will be presented by the committee chairman or a committee member as designated by the chairman and will be presented by reference rather than reading the ocmplete resolution as has been past practice. Mr. Hodson noted full sets of the resolutions to be considered are available to those in attendance.

A. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chairman Charles Emrick reported that Treasurer and Controller William Kennard has provided a summary report of the university's financial condition. A copy of the report is included with the official minutes. Mr. Kennard indicated an audited financial statement would be presented to the trustees for their consideration at the winter meeting. Mr. Emrick noted the committee will be reviewing the university's investment policies and programs. He stated that the committee, with the assistance of Mr. Kennard, will report its findings to the full board at its winter retreat.

Mr. Emrick proposed the establishment of a trustees investment committee and Mr. Schey noted the need for a marketing committee. Trustee Chairman Hodson agreed to develop a proposal and mission statement for each prospective committee for review at the winter retreat.

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Craig Strafford, M.D., presented and moved approval of the resolution. Gordon Brunner seconded the motion. All agreed.

NAME CHANGE -- OHIO UNIVERSITY-IRONTON CAMPUS TO OHIO UNIVERSITY-SOUTHERN CAMPUS

RESOLUTION 1994 -- 1380

WHEREAS, the Ironton Coordinating Council and Dean have recommended the changing of the campus name to better identify its service area and more clearly focus on its academic and community mission, and

WHEREAS, the campus draws a majority of its students from communities within the most southern region of Ohio.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees formally changes the name of the Ironton Campus to the **Ohio University-Southern Campus.**
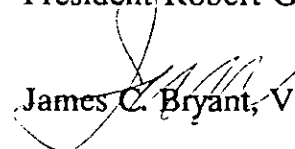
Ohio University

Date: September 8, 1994

To: President Robert Glidden

From: James C. Bryant, Vice Provost, Regional Higher Education

PRESIDENTS OFFICE

SEP 8 1994

Subject: Name Change - Ironton Campus

This memo is written in support of the name change of the Ironton
Campus to Ohio University-Southern Campus. The activities of the
campus have expanded beyond the City of Ironton especially in the Scioto
County and Chesapeake areas. With an expanding student base beyond the
City of Ironton, it is appropriate that this change be reflected in the
campus name. This change would also remove some of the confusion in
university publications and promotional materials for the campus which use
both Ironton and Southern Campus to identify the institution. The
Coordinating Council enthusiastically supports this change.

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Paul Leonard presented and moved approval of the resolution. Charles Emrick seconded the motion. The motion passed. It was noted there is strong support for the name change within the greater Ironton area.

NAMING OF SOUTHERN CAMPUS BUILDING

RESOLUTION 1994 -- 1381

WHEREAS, Ohio Speaker Vernal G. Riffe, Jr. will retire from the Legislature on December 31, 1994, after serving the longest term as Speaker in the history of Ohio, and

WHEREAS, Speaker Riffe has provided extraordinary leadership to the State of Ohio which yielded numerous benefits to Ohio University, the citizenry of Ohio, and the community as a whole, and

WHEREAS, these great strides in the development of the community of Ohio have led to an accelerated development and maturation of the quadrant of Ohio often referred to as Appalachian Ohio, a region that is synonymous with the primary service area of Ohio University, and

WHEREAS, these great strides in the development of the community of Ohio have led to the enhancement of the quality of life by expanding opportunities for higher education which as "education softens poverty and adorns riches," is keystone of a productive and peaceful society, and

WHEREAS, these accomplishments should not go unnoticed, but should be revered for the time, loyalty, and dedication shown to Ohio University and the citizenry of Ohio, and

WHEREAS, the university is constructing a new academic center at Ironton, and

WHEREAS, the Southern Campus Coordinating Council on July 21, 1994, went on record as recommending this new center be named for Vernal G. Riffe, Jr.

NOW, THEREFORE, BE IT RESOLVED that the new facility currently under construction on the Ohio University Southern Campus is hereby named the **Vernal G. Riffe, Jr. Center.**

Ohio University

Ohio University Southern Campus
1804 Liberty Avenue
Ironton, Ohio 45638-2214

614-533-4600

Ironton

DATE: August 23, 1994

TO: Alan Geiger, Assistant to the President

FROM: Bill Dingus, Dean, Southern Campus at Ironton

SUBJECT: Naming of New Southern Campus Building

Please find attached a copy of the resolution that was passed by the Southern Campus Coordinating Council at its July 21, 1994 meeting. The naming of this building will be the centerpiece of an area event this Fall at which time we would hope that President Glidden or you might be able to bestow this honor on Speaker Riffe.

Attachment

cc   Keith Molihan

Ohio University

Ironton

Ohio University Southern Campus
1804 Liberty Avenue
Ironton. Ohio 45638-2214

614-533-4800

Resolution

Passed July 21, 1994

Ohio University Southern Campus Coordinating Council

Dick Meyers moved that the Ohio University Southern Campus
Coordinating Council request that the Ohio University Board of
Trustees name the new Southern Campus building currently
under construction in honor of Vernal G. Riffe, Jr. and that
such naming be the focal point for a "Tribute to the Speaker"
evening planned for this fall.   John Galloway seconded the
motion. All votes were cast affirmative.

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Ralph Schey presented and moved approval of the resolution. Craig Strafford, M.D., seconded the motion. All voted aye.

PROCEDURES FOR LOCALLY ADMINISTERED PROJECTS

RESOLUTION 1994 -- 1382

WHEREAS, the 120th General Assembly, Regular Session, 1993-1994, introduced and approved Amended Substitute House Bill Number 790, and

WHEREAS, Amended Substitute House Bill Number 790 modified Chapter 3345.50 of the Ohio Revised Code, and

WHEREAS, Chapter 3345.50 of the Ohio Revised Code, as modified, allows each state institution of higher education, to which capital funds are appropriated in Amended Substitute House Bill 790 and future capital improvements bills, to locally administer projects for construction, reconstruction, improvement renovation, enlargement, or alteration of a public improvement under its jurisdiction for which the total amount of the funds either appropriated or expected to be appropriated by the General Assembly does not exceed $1,500,000, and

WHEREAS, locally administered projects do not require the supervision, control, or approval of the Department of Administrative Services, Division of Public Works, Office of the State Architect and Engineer, and

WHEREAS, such administration is permissible if the Ohio Board of Regents is notified of the university's intent to locally administer a project which will utilize $1,500,000 or less of capital improvement funds within 60 days of the effective date of the Capital Improvements Bill and if the University adopts rules to govern the process of local administration.

NOW, THEREFORE, BE IT RESOLVED, that the Vice President for Administration agrees to comply with Chapters 123 and 153 of the Ohio Revised Code which specify procedures for project administration.
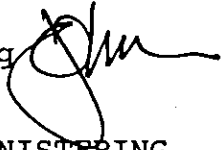
BE IT FURTHER RESOLVED, that the Vice President for Administration will ensure that the university complies with all laws that govern the selection of consultants, preparation and approval of contract documents, the receipt of bids, the award of contracts, and the on-going supervision of locally administered construction/renovation projects through completion and occupancy.

UNIVERSITY FACILITIES PLANNING

Interoffice Communication

September 13, 1994

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: ESTABLISHMENT OF PROCEDURES FOR LOCALLY ADMINISTERING PROJECTS FUNDED IN THE STATE CAPITAL IMPROVEMENTS BILL

The current State Capital Improvements Bill, Amended Substitute House Bill Number 790, grants a state university the authority to "locally administer a project for the construction, reconstruction, improvement, renovation, enlargement, or alteration of a public improvement under its jurisdiction for which the total amount of funds to be expected to be appropriated by the general assembly does not exceed one million five hundred thousand dollars ($1,500,000.00) without the supervision, control, or approval of the department of administrative services" provided two conditions are met. First, Ohio University must, within sixty days after the effective date of the Act (the effective date of Am. Sub. H.B. 790 is September 22, 1994), notify the Ohio Board of Regents as to which projects it intends to administer locally. Second, the Ohio University Board of Trustees must adopt rules to ensure that the institution complies with all laws that govern the selection of consultants, preparation and approval of contract documents, receipt of bids, and award of contracts with respect to the project(s) locally administered. Ohio University intends on taking advantage of this opportunity and is presently working with the Ohio Board of Regents on the development of a list of projects to be locally administered.

I have enclosed a resolution for consideration by the Board of Trustees at their September 30, 1994 regular meeting which is intended to meet the second condition for local administration. If I can be of further assistance or answer any questions regarding this matter, please let me know. Thank you.

JKK/slw/LOCL9401.GBN

enclosure

Ohio University

Vice President for Administration
Cutler Hall 209
Ohio University
Athens, Ohio 45701-2979
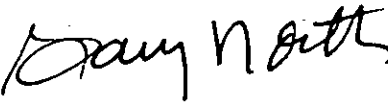
614/593-2556

September 13, 1994

Dr. Robert Glidden, President
Ohio University
Athens, Ohio 45701

Dear Dr. Glidden:

John Kotowski has proposed the establishment of procedures for his office to locally administer certain renovation and construction projects funded in the State Capital Improvements Bill.

I recommend approval.

Sincerely,

Gary North

GBN/rs

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Ralph Schey presented and moved approval of the resolution. Craig Strafford, M.D., seconded the motion. All agreed.

GORDY HALL REHABILITATION AND ADDITION PROJECT

RESOLUTION 1994 -- 1383

WHEREAS, the 120th General Assembly, Regular Session, 1993-1994, introduced and approved Amended Substitute House Bill Number 790, and

WHEREAS, Amended Substitute House Bill Number 790 included $11,455,000 for the Gordy Hall Rehabilitation and Addition Project, and

WHEREAS, $10,620,000 of this appropriation will be used for the Gordy Hall Rehabilitation and Addition Project, and

WHEREAS, Ohio University has received the permission of the Department of Administrative Services, Division of Public Works, Office of the State Architect, and the Ohio Board of Regents to interview and select a project architect to develop plans and specifications for the project, and

WHEREAS, the Department of Administrative Services, Division of Public Works, Office of the State Architect is developing a roster of consultants to be interviewed and this roster should be available and the interview process begun shortly.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select a consulting architect for the Gordy Hall Rehabilitation and Addition Project and recommend the selected firm to the Deputy Director, Division of Public Works.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Gordy Hall Rehabilitation and Addition Project.

Interoffice Communication

September 13, 1994

    TO: Dr. Gary B. North, Vice President for Administration

  FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT
          FOR THE GORDY HALL REHABILITATION AND ADDITION PROJECT

    Amended Substitute House Bill Number 790 provides a capital appropriation totaling $11,455,000.00 for the Gordy Hall Project. This project will involve the razing of the Old Natatorium located to the South of the building; the renovation of Gordy Hall which presently contains 28,040 gross square feet of space on three floors; the construction of a three or four story addition to the facility containing approximately 41,324 gross square feet of space; and construction of an addition at the Music Building, which will contain about 6,720 gross square feet of space, to accommodate the Marching Band. The fourth component of this project, the Music Building addition, will be handled independently of this project and utilize $835,000.00; leaving a total of $10,620,000.00 for use at Gordy Hall. The renovated and expanded Gordy Hall will house Linguistics and the Ohio Program in Intensive English (OPIE); two units currently in Gordy Hall and Modern Languages; a unit which is presently located in Ellis Hall. Philosophy, which is also located in Gordy Hall will be temporarily re-located during construction and will move on a permanent basis to Ellis Hall after Modern Languages has moved to Gordy Hall.

    Ohio University has received authorization from the Department of Administrative Services, Division of Public Works, Office of the State Architect and Engineer and the Ohio Board of Regents to proceed with consultant selection. Presently, the Office of the State Architect and Engineer is finalizing the roster of consultants to be interviewed. It is expected that the interview process will be completed by the first week of November, 1994.

    In order that I may proceed, I have enclosed a resolution for consideration by the Board of Trustees at their September 30, 1994 meeting which seeks authority to interview and select a consulting architect, and develop construction documents on the Gordy Hall Project. If I can be of further assistance or provide additional information regarding this matter, please let me know. Thank you.

JKK/slw/GRDY9401.GBN
enclosure
pc: Dr. Harold Molineu, Acting Dean, Arts & Sciences

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Ohio University

Vice President for Administration
Cutler Hall 209
Ohio University
Athens, Ohio 45701-2979
614/593-2556

September 13, 1994
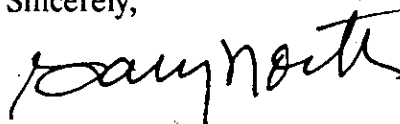
Dr. Robert Glidden, President
Ohio University
Athens, Ohio 45701

Dear Dr. Glidden:

John Kotowski has requested authorization to hire a consulting architect for the Gordy Hall rehabilitation and addition project.

I recommend approval.

Sincerely,

Gary North

GBN/rs

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Ralph Schey presented and moved approval of the resolution. Craig Strafford, M.D., seconded the motion. Approval was unanimous.

TEMPLETON BLACKBURN ALUMNI MEMORIAL AUDITORIUM REHABILITATION PROJECT

RESOLUTION 1994 -- 1384

WHEREAS, the 120th General Assembly, Regular Session, 1993-1994, introduced and approved Amended Substitute House Bill Number 790, and

WHEREAS, Amended Substitute House Bill Number 790 included $3,286,000 for the Templeton Blackburn Alumni Memorial Auditorium Rehabilitation Project, and

WHEREAS, Ohio University has received the permission of the Department of Administrative Services, Division of Public Works, Office of the State Architect, and the Ohio Board of Regents to interview and select a project architect to develop plans and specifications for the project, and

WHEREAS, the Department of Administrative Services, Division of Public Works, Office of the State Architect is preparing a roster of consultants to be interviewed.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select a consulting architect for the Templeton Blackburn Alumni Memorial Auditorium Project and recommend the selected firm to the Deputy Director, Division of Public Works.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Templeton-Blackburn Alumni Memorial Auditorium Rehabilitation Project.

Interoffice Communication

September 12, 1994

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT FOR THE TEMPLETON BLACKBURN ALUMNI MEMORIAL AUDITORIUM PROJECT

Amended Substitute House Bill Number 790 provides a capital appropriation totaling $3,286,000.00 for the renovation of the Templeton Blackburn Alumni Memorial Auditorium. This building contains 46,846 gross square feet of space on three floors. Under previous projects the roof was replaced, the building was tuck pointed, the exterior stairs on the College Green were re-furbished and an air conditioning system added. In addition, a renovation plan for the entire building was developed. This project will continue the renovation of the facility and will look at how to make the stage more functional, improve the dressing rooms, give attention to the orchestra pit, replace the exterior stairs on the facilities East side, look at the seating presently found in the house and improve the building's finishes, mechanical, electrical and plumbing systems, make the entire building ADA accessible.

Ohio University has received authorization from the Department of Administrative Services, Division of Public Works, Office of the State Architect and Engineer and the Ohio Board of Regents to proceed with consultant selection. Presently, the Office of the State Architect and Engineer is finalizing the roster of consultants to be interviewed. The interview team for the University will be made up of myself, Ms. Gretchen L. Stephens and Mr. John W. Gilmore representing Public Occasions, and Mr. C. Robert Antle representing the Physical Plant. The four of us will join at least one representative of the State Architect's Office here on campus for the interviews. It is expected that the interview process will be completed the third week of November, 1994.

In order that I may proceed, I have enclosed a resolution for consideration by the Board of Trustees at their October 29, 1994 meeting which seeks authority to interview and select a consulting architect, and develop construction documents on the Templeton Blackburn Alumni Memorial Auditorium Project. If I can be of further assistance or provide additional information regarding this matter, please let me know.

JKK/slw/MEMA9401.RES
enclosure
pc: Mr. Joel S. Rudy

/7

Ralph Schey presented and moved approval of the resolution. Craig Strafford, M.D., seconded the motion. The motion passed.

LIBRARY ANNEX REHABILITATION, PHASE II PROJECT

RESOLUTION 1994 -- 1385

WHEREAS, the 120th General Assembly, Regular Session, 1993-1994 introduced and approved Amended Substitute House Bill Number 790, and

WHEREAS, Amended Substitute House Bill Number 790 included $1,300,000 for the Library Annex Rehabilitation Project, and

WHEREAS, Ohio University has split the Capital Appropriation so that the project could be developed in two phases, $640,000 of which will be utilized for the second phase of the remote library storage facility project, and

WHEREAS, the university has received the authorization of the Department of Administrative Services, Division of Public Works, Office of the State Architect, and the Ohio Board of Regents to administer the Library Annex Rehabilitation, Phase II Project locally, and

WHEREAS, Ohio University has developed a roster of consulting architects to be interviewed to provide consulting services and develop construction plans and specifications for the work.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select a consulting architect for the Library Annex Rehabilitation, Phase II Project and recommend the selected firm to the Director of Material Management and Purchasing.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Library Annex Rehabilitation, Phase II Project.

Interoffice Communication

September 13, 1994

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT
FOR THE LIBRARY ANNEX REHABILITATION, PHASE II PROJECT

Amended Substitute House Bill Number 790 provides a capital appropriation totaling $1,300,000.00 for the renovation of the former Gibson Ford Dealership Building into a remote library storage facility. The University has broken this appropriation into two phases in order to more quickly implement the project. The first phase is utilizing $660,000.00 of the Southeast Library Warehouse Appropriation. In addition, $50,000.00 in local funds was added to the phase one budget permitting construction documents to be developed for the first phase in advance of the actual capital appropriation. The first phase involves the renovation of the main bay area in the building. The University is presently advertising the work and is hoping to be under construction by the end of October, 1994.

This project, the second phase of the Gibson Building rehabilitation work, will utilize the remainder of the appropriation, or $640,000.00, and will renovate all areas of the facility untouched by phase one, including the former sales display area, the parts area, and the body shop and truck bay. Ohio University is handling this phase of the renovation project locally. The short list of consultants to be considered has been developed and the University is preparing to begin the interview process.

I have enclosed a resolution for consideration by the Board of Trustees at their September 30, 1994 regular meeting which seeks authority to interview and select a consulting architect, and develop construction documents on the Library Annex Rehabilitation, Phase II Project. If I can be of further assistance or provide additional information regarding this matter, please let me know. Thank you.

JKK/slw/LIBR9401.GBN

enclosure

pc: Dr. Hwa-Wei Lee, Dean, University Libraries

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Vice President for Administration
Cutler Hall 209
Ohio University
Athens, Ohio 45701-2979

614/593-2556

September 13, 1994

Dr. Robert Glidden, President
Ohio University
Athens, Ohio 45701

Dear Dr. Glidden:

John Kotowski has requested authorization to hire a consulting architect for the Library Annex rehabilitation, Phase II, project.

I recommend approval.

Sincerely,

Gary North

GBN/rs

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Melissa Cardenas presented and moved approval of the resolution. Paul Leonard seconded the motion. All voted aye.

CHUBB HALL HVAC AND EMERGENCY LIGHTING IMPROVEMENTS

RESOLUTION 1994 -- 1386

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992, has introduced and approved Amended Substitute House Bill Number 904, and

WHEREAS, the Amended Substitute House Bill Number 904 included $3,752,937 for Basic Renovation Projects on the Athens Campus, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting on April 17, 1993, approve the use of $500,000 of these funds for heating, ventilating, air conditioning, and emergency lighting improvements, and

WHEREAS, the university has identified an additional $88,000 from the Energy Management Account, bringing the total available for the Chubb Hall Project to $588,000, and

WHEREAS, the Ohio University Board of Trustees also authorized the President or his designee to hire a consulting engineer and the firm selected for the work was Stan Associates, Inc., and

WHEREAS, final plans and specifications have been prepared and the university is ready to advertise the project.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve plans and specifications for the Chubb Hall HVAC and Emergency Lighting Improvements Project.

BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby authorize the advertisement and receipt of construction bids for the Chubb Hall HVAC and Emergency Lighting Improvements Project and does hereby empower the President or his designee to recommend the award of contracts, provided the total bids do not exceed available funds.

UNIVERSITY FACILITIES PLANNING

Interoffice Communication

September 13, 1994

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
CHUBB HALL HVAC & EMERGENCY LIGHTING IMPROVEMENTS PROJECT

Amended Substitute House Bill Number 904 provided a capital appropriation totaling $3,752,937.00 for basic renovation work on the Athens Campus. The Ohio University Board of Trustees approved, at their regular meeting of April 17, 1993, the utilization of $500,000.00 for heating, ventilating, air conditioning and emergency lighting improvements. In addition, the University has identified an additional $88,000.00 from the Energy Management Account for this work, bringing the total available for use at Chubb Hall to $588,000.00.

The firm of Stan Associates, Inc. of Dayton, Ohio has been hired to develop construction documents for the project. Involved will be the replacement of mixing boxes and the addition of an emergency generator at the building. The appropriate control work at each mixing box will also be a part of the project. This work will be phased so that the facility can remain in operation throughout the duration of construction.

The development of plans and specifications for the Chubb Hall project is complete. I have enclosed a resolution for consideration by the Board of Trustees at their September 30, 1994 meeting which seeks approval of construction documents and permits the recommendation of contract award so long as total bids received do not exceed total funds available. I will provide a set of construction documents the week prior to the meeting for use by the Board. Please let me know if there is anything else that I can do to assist on this matter.

JKK/slw/CHUB9302.GBN

enclosure

Ohio University

Vice President for Administration
Cutler Hall 209
Ohio University
Athens. Ohio 45701-2979
614/593-2556

September 13, 1994

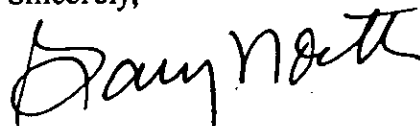Dr. Robert Glidden, President
Ohio University
Athens, Ohio 45701

Dear Dr. Glidden:

John Kotowski is seeking approval of plans and specifications for the Chubb Hall HVAC and emergency lighting improvement project. He has also requested authorization to award a contract for the project.

I recommend approval.

Sincerely,

Gary North

GBN/rs

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Melissa Cardenas presented and moved approval of the resolution. Craig Strafford, M.D., seconded the motion. Approval was unanimous.

ELECTRICAL DISTRIBUTION SYSTEMS IMPROVEMENTS

RESOLUTION 1994 -- 1387

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992, has introduced and approved Amended Substitute House Bill Number 904, and

WHEREAS, the Amended Substitute House Bill Number 904 included $3,752,937 for Basic Renovation Projects on the Athens Campus, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting on April 17, 1993, approve the use of $400,000 of these funds for the Electrical Distribution Systems Improvements Project, and

WHEREAS, the Ohio University Board of Trustees also authorized the President or his designee to hire a consulting engineer and the firm selected for the work was Philip Absi and Associates, Inc., and

WHEREAS, final plans and specifications have been prepared for advertisement on the project.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve plans and specifications for the Electrical Distribution Systems Improvements Project.

. BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby authorize the advertisement and receipt of construction bids for the Electrical Distribution Systems Improvements Project and does hereby empower the President or his designee to recommend the award of contracts, provided the total bids do not exceed available funds.

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U N I V E R S I T Y   F A C I L I T I E S   P L A N N I N G

Interoffice Communication

September 13, 1994

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
ELECTRICAL DISTRIBUTION SYSTEMS IMPROVEMENTS PROJECT

Amended Substitute House Bill Number 904 provided a capital appropriation totaling $3,752,937.00 for basic renovation work on the Athens Campus. The Ohio University Board of Trustees approved, at their regular meeting of April 17, 1993, the utilization of $400,000.00 for the replacement of the overhead power distribution line from the main electrical substation at the Physical Plant to the Old Heating Plant. At that same meeting, the Board of Trustees authorized the selection of a consulting engineer and the development of construction documents.

The University has hired Philip Absi and Associates, Inc. and the development of plans and specifications for the Electrical Distribution Systems Improvements Project is complete. The overhead feeder will be replaced with an underground primary cable. This replacement will be with a larger cable that provides more capacity to the main area of campus. A manual transfer switch will be located at each end with an automatic transfer switch also located at the Old Heating Plant.

I have enclosed a resolution for consideration by the Board of Trustees at their September 30, 1994 meeting which seeks approval of construction documents and permits the recommendation of contract award so long as total bids received do not exceed total funds available. I will provide a set of construction documents the week prior to the meeting for use by the Board. Please let me know if there is anything else that I can do to assist on this matter.

JKK/slw/ELEC9302.GBN

enclosure

Ohio University

Vice President for Administration
Cutler Hall 209
Ohio University
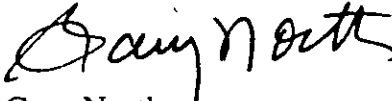Athens, Ohio 45701-2979
614/593-2556

September 13, 1994
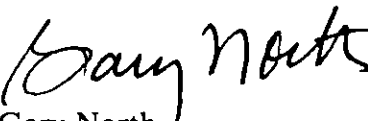
Dr. Robert Glidden, President
Ohio University
Athens, Ohio 45701

Dear Dr. Glidden:

John Kotowski is seeking approval of plans and specifications for the elctrical distribution systems improvements project and has requested authorization to award a contract for the project.

I recommend approval.

Sincerely,

Gary North

GBN/rs

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B. EDUCATIONAL POLICIES COMMITTEE

Committee Chairman Tad Grover noted his appreciation for the reports given to the committee. Mr. Grover indicated the committee suggested when undertaking program review that personnel matters be reviewed as well. President Glidden and Provost Stewart indicated this matter would be included in the discussion on evaluation planned for the winter retreat.

Mr. Grover indicated the committee's desire to see an understanding of business and finance matters integrated into the child development curriculum. In addition, the committee asked for an updated report at the winter meeting on the issue of staff comparable compensation.

Mr. Grover thanked Joe Welling, Director of the Telecommunication Center, for his report on the service and coverage of WOUB AM, FM, and TV systems.

Charlotte Eufinger presented and moved approval of the resolution. Tad Grover
seconded the motion. All agreed.

MAJOR AND DEGREE PROGRAM REVIEW

RESOLUTION 1994 -- 1388

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio
University accepts the 1993-1994 review and approves the recommendations for
academic programs.

DATE: August 15, 1994

TO: Robert Glidden, President

FROM: David Stewart, Provost

SUBJECT: Five-year Program Reviews

      Attached are summaries of the five-year reviews of academic programs completed in 1993-1994 by the University Curriculum Council.

      These summaries give evidence of the seriousness with which we regard program review and provide a useful self-examination of our curricular programs.

DS/jt

1993-94 Program Reviews

Program	Goals	Quality/Mix of Students	Quality of Curriculum	Scholarly Activity	Success of Graduates	Quality of Facilities	Future of Program	Overall Evaluation
Associate Degree in Office Management Technology (Lancaster)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets expectations	Meets Expectations	Meets Expectations
Individual Interdisciplinary Programs	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Social Work	Meets Expectations	Meets expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Associate Degree in Nursing (Zanesville)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations
Asociate Degree in Radio-Television (Zanesville)	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations

October 6, 1993   Ohio University
                           University Curriculum Council
                          Five Year Review of the Associate in
                           Office Management Technology
                                    Lancaster
                                   Spring 1993
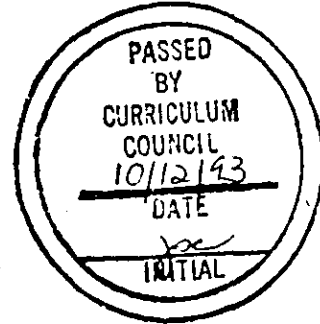
<u>Goals and Overview:</u>

The Associate program in Office Management Technology at the Lancaster campus appears to be well designed to achieve its goals. It provides a two-year degree for students who wish to study applied business subjects. It, like the original Chillicothe program, was once called the General Secretarial Technology program.

The program description reported matches the catalog description. Both describe the program as leading to a two-year associate degree and state:

> This program is designed to train people desiring positions as professionals with knowledge in many phases of business. The program prepares a person to hold a variety of jobs such as administrative assistant, word processing specialist, and office manager.

Between ninety-six and 100 credit hours are required in the two-year Associate of Arts certificate program. Twenty-six courses are required in the program including relevant Tier I requirements. Students wishing to become legal or medical secretaries take the appropriate terminology courses and arrange special assignments related to that goal in other courses.

The director of the program presents two goals for the future of the program. First, core courses will be restructured in a way that will attract students from other business related curricula such as accounting, computer technology, and business by offering contemporary versions of business mathematics, business English, workplace literacy, and job-seeking skills. Second, the program is developing a proposal to offer a new associate degree and a one year certificate in cooperation with Lancaster-Fairfield Community Hospital. Both the certificate and associate degree would be adapted to the health care business with a broad range of courses from Benefits Administration to Verbal/Written Communications with patients, third-party payers, etc. While most courses would be business oriented, some courses would be consumer oriented, e.g., Understanding Health Care Billing.

Quality and Mix of Students

The Office Management Technology program is an "open" admission program. Anyone who holds a high school diploma or a G.E.D. certificate may enroll in the program.

The date of the last review of the program was May, 1984. At that time there were approximately 70 students enrolled during each year of the review period, with approximately 8 degrees awarded annually. Without the 1987-88 review, it is difficult to determine the reason for the decline in enrollment that has taken place. The Lancaster OMT program continues by filling Lancaster's need for service courses in this area. The years in which ACT scores were higher than the system average provide a reason for the higher than system average grades, though as entrance scores declined to well below the system average, GPA figures remained relatively high.

Majors Actually Enrolled:

87-88: 45 88-89: 50 89-90: 39 90-91: 47   91-92: 43

Degrees Awarded:

87-88: 14   88-89: 8   89-90: 11 90-91: 6   91-92: 13

A second indication of the quality and mix of students comes from an examination of the is average ACT, SAT, and OU GPA for OMT students in the past five years. As tables 1 and 2 indicate, while entrance scores of students in OMT are lower than the system-wide regional higher education averages, the performance of the students appears to be higher than that of the system as represented by GPA.

TABLE 1
REGIONAL HIGHER EDUCATION
ACT, SAT, & GPA'S

	87-88	88-89	89-90	90-91	91-92
REGIONAL ACT COMP	18	17.8	17.8	18.5	19
REGIONAL SAT	849	851	851	843	846
REGIONAL GPA	2.83	2.84	2.85	2.88	2.89

TABLE 2
OFFICE MANAGEMENT TECHNOLOGY
ACT, SAT, AND GPA'S

	87-88	88-89	89-90	90-91	91-92
OMT ACT COMP	22	21	13	16	16.3
OMT SAT			540	540	540
OMT GPA	3.00	2.98	2.86	2.88	3.10

TABLE 3
MINORITIES, WOMEN, NON-TRADITIONAL, AND
INTERNATIONAL STUDENTS

	1987-88	1988-89	1989-90	1990-91	1991-92
Minorities	0	0	0	1	1
Females	--	--	--	--	--
Non-trad.	--	--	--	--	--
Int'l.	0	0	0	0	0

There is little reason to expect international enrollment in this program in the near
future. The number of minority students in the area served by the Lancaster campus is few.
It is the belief of the campus that they are prohibited from recruiting in the Columbus area
where there are many minority students. No special summer or other area outreach
programs designed to encourage minority enrollment were reported.

Quality of Curriculum and Instruction:

Unlike the parent program at Chillicothe, there was little regular influence from or
involvement with the high school and vocational teachers, nor was there mention of a
business based advisory council. At the same time, casual contacts with high and vocational
school counterparts and participation in professional meetings coupled with a required
internship during the program are cited as giving both students and faculty up-dated
information about expectations for the graduates of the program. Advising takes place each
quarter with the two full-time faculty members. With respect to student evaluations the self-
report states:

There has been much criticism and resentment concerning the use and overuse
of evaluation forms. Yet, a conscientious faculty member cannot overlook

constructive criticism and suggestions. The Office Management faculty have tried to be responsive to students' needs.

The nature of the program requires the occasional hiring of part-time faculty. The only criteria established for hiring are a master's degree for full-time faculty with experience desirable, but presumably not necessary. For part-time faculty, a bachelor's degree is required, again with work experience desirable, but not necessary.

Success of Graduates:

The internship program before graduation, informal follow-ups after graduation, and the Lancaster Placement Office follow-ups are the means used to measure program success.

TABLE 4
EMPLOYMENT AND CONTINUING EDUCATION
OF GRADUATES

	1987-88	1988-89	1989-90	1990-91	1991-92
EMPLOYMENT	100%	77%	60%	100%	--
EDUCATION	100%	31%	25%	50%	--

Quality of Scholarly and Creative Activity:

The quality and level of scholarly and creative activity appears to be reasonable for a technical program. Each of the two full-time faculty members teach 36 quarter hours per academic year on the average. Each has 9 preparations. A third full-time faculty member served a three-year term at the beginning of the review period, but was not continued beyond the term. The two full-time faculty members are professionally active. Each attended seven professional meetings during the review period, each worked on five grants, had a professional presentation, and one presented a paper at a professional meeting, while the other published one book, and two articles in non-referred journals. One faculty member has taken a professional leave during the period to develop an original notetaking system. The promotion and tenure document of the campus does not recognize the many of the faculty activities required for successful technical programs. Unless the promotion and tenure document at Lancaster is revised, full-time faculty in technical programs who wish to participate fully in the promotion and tenure process will need to expand their research and writing as well as increase the number of papers presented at professional meetings.

Quality of Facilities:

The quality of the facilities available to the program is good to excellent. Library, computer facilities in the library, computer equipment, teaching equipment and supplies are

all rated excellent by the faculty, while carrel and study facilities, computer maintenance, and secretarial services are all rated good.

Judgment of Future of Program:

The future of the program as a program is difficult to predict. A department focused on curriculum development, recruiting and serving majors as well as continuing a strong service component for other programs should have a bright future. The OMT program is encouraged to maintain its current balanced approach to curriculum development, its majors, and service.

RECOMMENDATIONS:

1. The program should establish clear goals that balance its excellent curricular development and service to other programs with concomitant efforts in recruiting and serving majors.

2. The program should continue to up-date its catalog descriptions, course titles, and course descriptions so that catalog and other written materials correspond more closely to the current state of the program.

3. The program should devise and implement a minority recruiting program.

4. The program should consider one of two courses of action with respect to its name and curriculum. 1. It should identify and focus upon the unique aspects of the interaction between the program and the Lancaster-Central Ohio area it serves. That course of action would support a unique name for the program, regionalized names and descriptions for its courses. 2. It might make efforts to coordinate its name and course names and descriptions with the Office Administration Technology program in Chillicothe and with subsequent programs that develop at other Regional Campuses. For the most part, common names and descriptions where identities or near identities exist would be preferable and helpful.

5. The promotion and tenure criteria for Lancaster do not recognize nor speak to the criteria by which faculty in technical programs should be tenured and promoted. Given the success of the programs and the dedication of the faculty involved in those programs, the promotion and tenure documents for the campuses should clarify the expectations with respect to promotion and tenure for faculty in technical programs.

6. There is no need for further review until the next regularly scheduled five-year review.

INDIVIDUAL INTERDISCIPLINARY PROGRAMS
Five-Year Review, 1993
University Curriculum Council
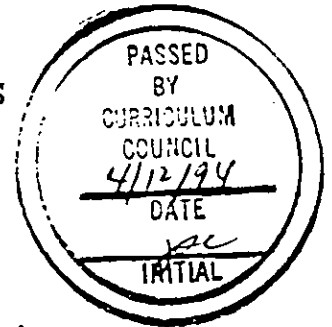
Goals and Overview

The Individual Interdisciplinary Programs (IIP) operate at both the master's and doctoral levels. The clearly stated goal of both programs is "to provide flexibility in graduate education by promoting an interdisciplinary approach when such an approach is not available in an existing program" (External Reviewer, 1993).

The course of study is individualized for each accepted student. Students apply to the program through the Office of Graduate Students Services which handles the administrative details of IIP. An individual student pursues work in at least three fields of study. At least two of the three departments must offer the degree being sought. The details of each student's program are developed by a faculty Advisory Committee (representative of the three disciplines) and the Director of IIP.

Quality and Mix of Students

The number of student enrolled in IIP has ranged from 11 to 21 during the Five-Year Review period with the range of new admissions being from 0 to 5 during the same period. These numbers are comparable to those reported in the 1988 Five-Year Review.

Master's degrees awarded have ranged from a high of 6 in 1987-88 to 3 in both the 1988-89 and 1990-91 academic years. Doctoral degrees awarded have ranged from 1 (1988-89) to 3 in both 1987-88 and 1989-90. Again, these numbers are comparable to those noted during the 1988 Five-Year Review.

The criteria for admission are as follows:

Master's Degree: Applicants should have at least a 3.3 undergraduate grade point average. The student is also subject to any other admission criteria of the major area/college which will award the degree. In addition to the standard application procedures, each applicant must submit: (a) a two-page statement detailing the applicant's goals and the rationale for pursuing an IIP degree which includes an explanation as to why the degree goals are not available through an existing advanced degree program at Ohio University, and (b) a tentative plan of study.

Doctoral Degree: Applicants should have at least a 3.3 undergraduate or a 3.6 graduate grade point average to pursue the PhD degree. Doctoral students are also subject to any other application criteria of the major area/college which will award the degree. Doctoral applicants are also required to submit: (a) a two-page statement describing the applicant's goals and the rationale for seeking an IIP degree including the reasons why the degree goals are not available through an existing advanced degree program at Ohio University, and (b) a tentative plan of study.

The average number of hours completed by master's students is 92 while the average number of hours completed by doctoral students is 177. The average GPAs of both groups of students can be found in Table 1.

Table 1: Average Grade Point Averages

	Undergrad GPA	Grad GPA	GPA at Graduation
Master's			
Completed	3.14*	3.70	3.696
Current	3.35	3.62	n/a
Doctoral			
Completed	3.20*	3.69	3.747
Current	3.05	3.71	n/a

*Under special circumstances, some are accepted into the program with less than a 3.3 undergraduate gpa.

The number of minority students has been either 1 or 2 during the Five-Year Review period. Given that the maximum number of students enrolled at any one time has been 21 this represents between 5% and 18% of the total enrollment compared to a 3% minority student enrollment on the main campus for the fall of 1991. See Table 2.

The number of women enrolled in IIP has ranged from 5 to 11 during the five-year period. These numbers constitute an average percentage of women at 46% over the five-year period (range 37.5% to 52.4%) while the Ohio University average of women enrolled in graduate study for the fall of 1991 was 44%. See Table 2.

International students have been well represented in the IIP with a range of 2 to 6 students per year which is 23% of the total IIP enrollment. During the fall of 1991 Ohio University's international student enrollment was 33% of the graduate student enrollment. See Table 2.

Table 2: Minorities, Women and International
Students Compared to Total Enrollment

	1987-88	1988-89	1989-90	1990-91	1991-92
Total enrolled	16	11	16	21	20
Minorities	2	2	1	2	1
Females	8	5	6	11	9
International	4	2	6	4	3

Quality of Curriculum and Instruction

There is no specific curriculum in IIP since, by definition, the degree programs are individualized. The process for approving the programs is clear and provides sufficient mechanisms for the creation of a program of study that would be the rigor desired by the discipline granting the degree.

The process consists of the following steps:

1. Inquiries are sent to the Office of Graduate Studies. The move from "inquiry" to "applicant" is not automatic. Careful scrutiny of the prospective student's background by each of the respective departments to assess basic preparation in the disciplines and considerable discussion proceed the formal application to IIP.

2. Applicant receives and completes the standard application plus
   a. a statement of goals and rationale for pursuing study in IIP
   b. A tentative plan of study

3. Director of IIP reviews materials to determine
   a. The student's qualifications
   b. The compatibility between the student's goals and the University's capabilities
   c. the unavailability of the proposed program in an existing department.

4. If the requirements are met, the student's credentials are forward to the Graduate Committee Chairperson in the respective departments/schools for evaluation and recommendation.

5. With positive feedback from the Graduate Committee chairs an advisory committee is appointed from the appropriate disciplines.

6. The Advisory Committee and the Director of IIP meet for a final review of the program of study.

7. Following approval by the Advisory Committee, the Director of IIP, and the relevant dean the student is admitted.

8. The chairperson of the Advisory Committee serves as the student's advisor and tracks progress through grade reports, DARS reports, and annual reviews.

In addition each special committee (comprehensive, thesis, dissertation) for the IIP is approved in the same manner as it is for all students in that department/school. The external reviewer speaks positively of the "degree of oversight" and the "number and coherence of courses taken by students."

To provide a clearer sense of the direction of individualized programs three areas of information follow: (a) excerpts from the goals statements, (b) a listing of the disciplines currently participating on master's degree committees, and (c) a listing of the configuration of disciplines by individual student of the doctoral degree committees.

Excerpts from Goal Statements

1. "It has long been a desire of mine to become an educator of future athletic trainers. . . .it is necessary to develop a scientifically based body of knowledge unique to the profession. . . .As no program exists leading to the PhD in athletic training, a combination of coursework from the departments of Zoological and Biomedical Sciences, Applied and Behavioral Sciences and Educational Leadership, and Health and Sport Sciences will provide . . . Zoological and Biomedical Sciences will provide a strong background in the understanding of musculoskeletal and neurological sequelae of athletic injury and how to measure these sequelae. SABSEL will provide the background in research design and analysis and Health and Sport Sciences will provide the academic and fieldwork based experiences most closely associated with athletic training. . . "

2. "What I have been training for since my senior year is a career in the 'Business of Theater.' Theater, whether commercial or not-for-profit, is a business. [Coursework will include] all different aspects of production and theater management courses in the School of Theater; Human Resource Management courses in the area of labor relations and other personnel matters; and courses in the School of Journalism in public relations and copywriting."

3. "My goal is to teach special education courses at the college level. An advanced degree program in Special Education is not available at OU at this time. . . .Curriculum and Instruction courses will deal with the handicapped child, curriculum and instructional principles and strategies for working with the school system. Human Development will provide background information on the child and the impact of family dynamics on student behavior. Counseling courses will furnish techniques for working with the student and the family. Emphasis will be on the adolescent, career education, and rehabilitation."

4. ". . .I gained a much clearer understanding of what I need in order to begin a successful career in dance. First, I need a stronger base in music. . .working as an accompanist I soon realized I would need a stronger grasp of classical piano, electronic music and percussion. Second, . . .to move into performing professionally in dance, I need more intensive work on dance technique. . . .Finally, in order that I might attain my final career objective of choreography, work on staging, costuming, and directing is essential. Only the School of Theater can give me an adequate background. . ."

Disciplines Represented on Master's Degree Committees

The following disciplines are listed alphabetically and represent the committees of 11 master's degree students. The number in parentheses following a discipline name indicates the number of committees with a member from that discipline. The absence of a number indicates participating on one committee.

Art (3)	Marketing
Dance	Music (3)
English (2)	College of Medicine (2)
Film (3)	Physiology
Health Services (3)	SABSEL (2)
Health and Sport Sciences	TComm (3)
History	Theater (3)
INCO (2)	Vis Comm (2)
Journalism (2)	Women's Studies

Disciplines Serving on Doctoral Degree Committees by Individual Student

The disciplines represented on nine doctoral degree students in IIP are listed below:

1. Zoology; SABSEL; Health & Sport Sciences, Recreation; Zoology
2. Curriculum & Instruction, Education; Comparative Arts; Music
3. SABSEL; Zoology; Health Services Administration
4. Mathematics; Education; Linguistics; Electrical Engineering
5. Economics Education; Economics; SABSEL
6. Health Sciences; Zoology; SABSEL
7. TComm; Journalism; Film
8. SABSEL; INCO; Environmental Studies
9. Mechanical Engineering; Mathematics; Chemical Engineering

Students (2 who have graduated and 2 current) expressed great satisfaction with the program. One IIP doctoral graduate stated: "It was the greatest. Of all my degrees this is the one that is mine."

A concern lies in the program's reliance on the Director of IIP. The person is both the negotiator and the catalyst for the program. Different individuals in this position could drastically alter the nature and quality of IIP.

Very little formal, student input regarding teaching, advising is received specific to IIP. The evaluations are completed but they become part of the bulk of evaluations completed in the specific disciplines.

Success of Graduates

Informal feedback from graduates indicate that the degree is well utilized following graduation. Data from OU Institutional Research indicate that 61.6% of the graduates were "very" or "extremely" satisfied.

The Director of IIP recognizes that more detailed information from student and graduates would be helpful in identifying areas of strength and areas of concern. The resources have not been available to do so. The university's new SIS will allow better tracking of students while they work toward the degree.

Quality of Scholarly and Creative Activity

There are no specific faculty for IIP. The faculty who have served on the Advisory Committees (approximately 100 from 33 departments/schools) are selected with their consent by the graduate chairpersons in each department or school involved. The dean of the college issuing the degree participates in the committee selection.

Faculty are assumed to have met the Graduate Faculty Criteria established in their respective colleges since their appointment is made by the participating programs.

Quality of Facilities

There are no instructional facilities devoted to IIP.

Judgement of Future of the Program

The program's future should reflect its past, i.e. provision of a small but important component of graduate education at Ohio University. All universities have graduate students whose goals do not fit neatly into prestructured program packages. The presence of a structured way to address the needs speaks well for Ohio University.

Recommendations

1. Collect consistent data from the students and graduates of the IIP. IIP is encouraged to seek ways to collect student input while in the program and to collect follow-up data after graduation.

2. Consider way in which the wealth of information held by the current Director of IIP could be made available to future directors.

PROGRAM REVIEW SUMMARY

EVALUATION OF Individual Interdisciplinary Programs

Date: March 14, 1994

RATING:	FAILS TO MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Goals of the Program		X	
Quality and Mix of Students		X	
Quality of Curriculum and Instruction		X	
Quality of Scholarly and Creative Activity		X	
Success of Graduates		X	
Quality of Facilities		X	
Judgement of Future of Program		X	
Overall Evaluation		X	

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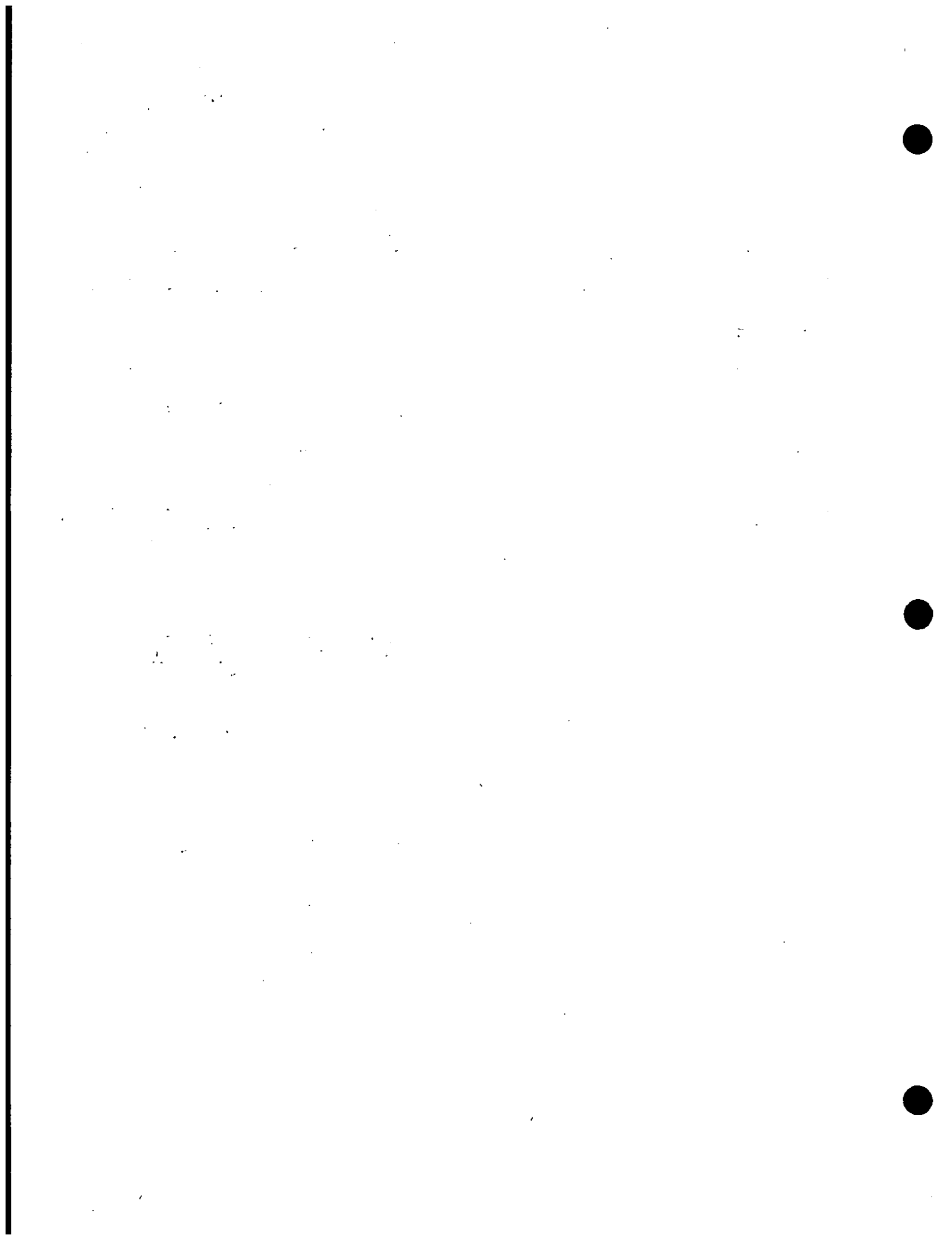
Department of Social Work
University Curriculum Council
Five-year Review-1993
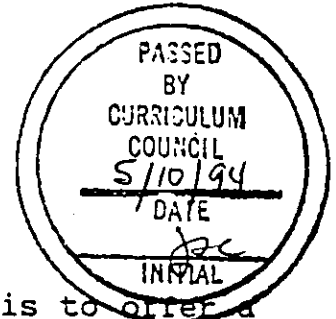
Goals and Overview

The Department of Social Work states that its goal is to offer a
program of study culminating in the A.B. degree with a major in
social work. The program, accredited by the Council on Social Work
Education, prepares students for beginning social work practice and
for graduate study.

Although the department does not state it as a goal, it should be
noted that a social service minor is also available for students
pursuing careers in social service organizations. The chair
reported that there have been at the most, only one or two students
who have pursued this minor during the review period.

Also, the department fulfills a service role for non-majors. The
demand for social work courses is high, as illustrated by the fact
that in Winter Quarter, 1993 60% of the department's credit hours
were generated from non-majors. The department does not include
this service role in its goal statement.

Quality and Mix of Students

The number of majors ranged from 102-106 during the first four
years of the review period and increased to 118 in 1992-93. Table
1 includes these figures along with data on admissions and degrees
awarded. The number of freshmen enrolling each year ranges from 7-
15. Comparison of freshmen enrollments with total enrollments and
degrees awarded suggests that approximately 50-60% of the students
enter the program as transfer students or by change of major.

TABLE ONE
Social Work Freshman Admissions, Majors and Degrees Awarded

	1988-89	1989-90	1990-91	1991-92	1992-93
Freshman Applications	48	43	39	38	55
Offers of Admission	28	22	27	28	29
Freshmen Enrolled	13	7	15	8	10
Total Majors	106	102	104	106	118
Degrees Awarded	25	27	21	36	

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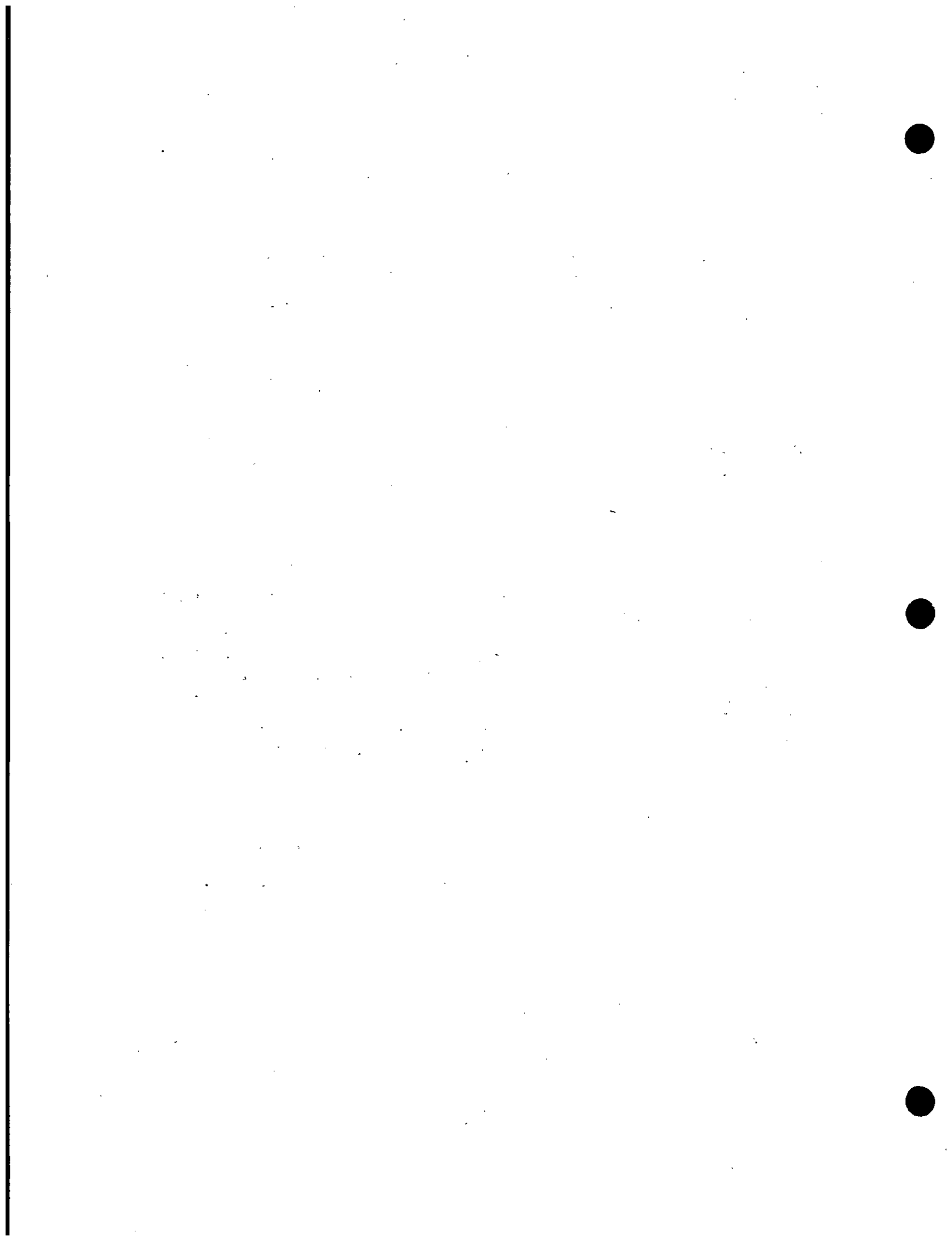
Table 2 compares the average GPA, ACT, and SAT scores for social work students with university-wide averages. The quality of social work students, according to these indicators, has improved during the past five years. However, social work students continue to fall below university-wide averages, which have also increased during this same time period.

TABLE TWO
Social Work and University-Wide Average GPA, ACT, and SAT Scores

	1988-89	1989-90	1990-91	1991-92	1992-93
GPA					
Social Work	2.7	2.7	2.7	2.8	2.9
University	2.8	2.8	2.8	2.9	2.9
ACT					
Social Work	18.4	19.3	19.7	20.1	20.9
University	20.7	21.2	21.7	22.1	22.5
SAT					
Social Work	886	913	853	876	890
University	937	950	960	968	977

The percentage of social work students who are women, minorities and international students is shown in Table 3. Most of the majors are women (91.5%). The department did not express concern about the relatively few men in the program or any plan to recruit more men. Minority student enrollment has ranged from 3.9% to 5.9%. The department reports that they would like to have more minority students but that they do not have the time or resources to participate in recruitment activities. They rely on the university-wide minority recruitment efforts and programs.

TABLE THREE
Percentage of Social Work Students
Who are Women, Minorities, International

	1988-89	1989-90	1990-91	1991-92	1992-93
Women	88.7%	92.2%	87.5%	89.6%	91.5%
Minorities	6.6%	3.9%	4.8%	7.8%	5.9%
International Students	0	0	0	1.0%	2.5%

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Quality of Curriculum and Instruction

The department has four full-time faculty, three of whom are tenured. Two faculty are male, two are female, and there are no minority faculty. In addition to the full time faculty, .17 FTE part-time faculty teach two elective courses. The typical teaching assignment for full-time faculty has been nine courses per year. Effective for 1993-94 the department has added a .75 FTE Field Coordinator who serves as field liaison and teaches the senior integrative practice seminars. According to the chair, this permits the faculty to have a more typical course load of six per year.

Students are advised of their progress toward graduation at least once each quarter. Faculty advisors are either selected by the students or assigned.

Class size ranges from approximately 250 students in introductory courses to 25-35 in upper division courses that are limited to majors. The demand for social work courses from non-majors is high and the department has been able to meet this demand.

The program has met the criteria for accreditation from the Council on Social Work Education. The next accreditation review will be in 1995 and work on the self-study is underway.

The department regularly monitors curriculum and instruction using a number of mechanisms including student evaluations of courses, input from the Student Social Work Association, feedback from field supervisors, input from the Program Advisory Committee, and graduate survey data.

During the review period there have been two curriculum changes. The first was to delete Sociology 361 (Deviant Behavior) as a requirement. This was done because the Sociology Department now has a prerequisite of 8 hours in Sociology. The Social Work department chair reported that the content on deviant behavior that is essential for social work majors is integrated into Social Work 393 and 394.

The second curricular change has been elimination of Sociology 351 (Elementary Research Techniques) as a requirement. A new course more specific to the needs of social work students has been developed. The course is Social Work 350 (Research Methods in Social Work).

A group of twelve seniors was interviewed by the reviewer. All students were well satisfied with the program. They found faculty to be knowledgeable, helpful and available. Students made special note of the fact that the faculty all had social work experience. The curriculum, according to students is fairly challenging and well organized. They reported that there were numerous writing

-3-

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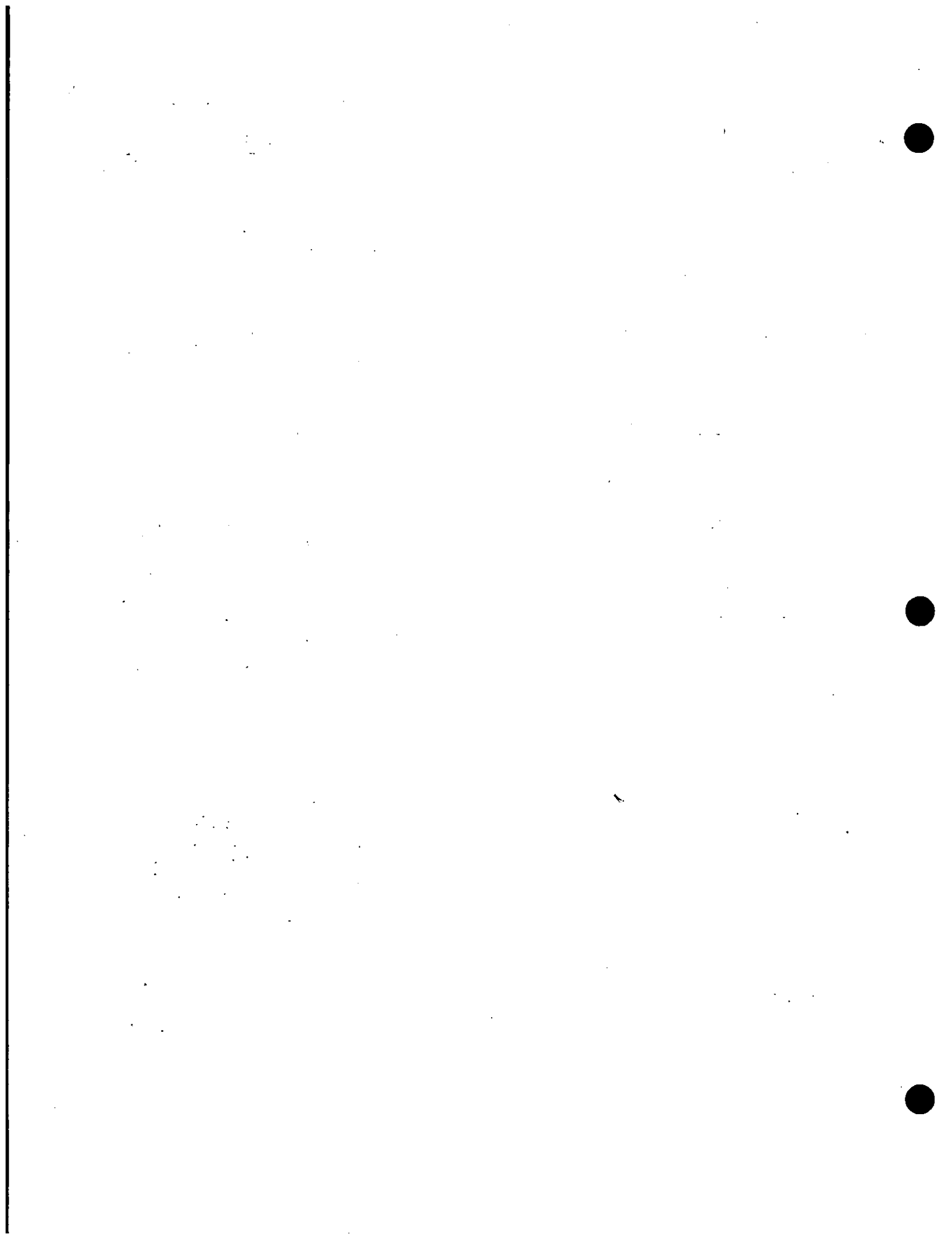
assignments.   Students voiced some complaints about the senior
integrative practice seminars. The complaints, they said, were not
major. Examples included: seminars sometimes lacks focus, needs
more structure, the weekly two hour seminars could be shortened to
one hour.

It should be noted that the senior integrative seminars are taught
by the new Field Coordinator and this is her first time teaching
the course.   Students reported that the instructor was very
receptive to constructive criticism.

It appeared to the Review Committee that the senior integrative
seminars serves as a capstone experience for social work majors.
If this in fact is the case, the Committee questioned the rationale
for assigning these seminars to a part-time faculty member rather
that the full-time faculty in the program.

Quality of Scholarly and Creative Activity

Two of the full-time faculty have been in the department for the
entire five-year review period and the other two have both been
here for three years. All faculty have had articles published in
refereed journals during the review period.   The total refereed
articles for the department is 15, with the number for individual
faculty ranging from 1-6.   All faculty have presented papers at
state, regional, and national professional meetings, with the
departmental total being 44.   The number of papers for individual
faculty ranged from 6-15.   Two faculty received grants during the
review period. A total of $194,867 in grant funding was received.
Funding sources reported by the department included Ohio University
1804, Ohio University Research, Ohio University House Bill-870, and
Hocking Technical College. All faculty have attended professional
meetings and conferences.

Success of Graduates

The program prepares students to take the social work licensing
examination, which is required for practice in 31 states. Seniors
tend to take the Ohio licensing examination prior to graduation.
Although there is no formal reporting of scores to the department,
students often tell faculty of the results. The faculty are aware
of only one student who failed the examination during the years of
the review period. Students who intend to practice in a state that
does not require licensure and students going on to graduate study
often do not take the licensing examination.

Data gathered from surveys of graduates indicate that the
percentage going to graduate school ranges from 26%-33%.
Approximately 67% of the graduates who responded to the surveys are
employed as social workers. Graduates report overall satisfaction
with the program.

-4-

Quality of Facilities and Services

All facilities and services were reported to be adequate. These include library books and journals, computers and software, teaching equipment and supplies, and secretarial support.

Judgment of Future of the Program

The department identifies achieving reaffirmation of accreditation in 1995 as its immediate goal. No other goals, immediate or longer term, were communicated in the departmental self-study.

The curriculum appears to be well planned and regularly reviewed, faculty carry out scholarly work and are active in professional associations, students are positive about their classes and faculty, and graduates are satisfied with the program. Based on these findings it would appear that the department is well positioned for continued accreditation.

Recommendations

1. The department's stated goals do not encompass the full range of students being served. The goals should reflect the fact that a minor that is offered and that the department serves a large number of non-majors.

2. The department needs to work with the University Admissions Office to develop and implement a plan to increase the number of minorities and men in the program. With the addition of the new part-time faculty member, the full-time faculty could be more available for recruitment activities.

dded: 3. No need for further review until the next regularly scheduled five-year review.

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EVALUATION OF Department of Social Work

Date: May 3, 1994

RATING:	FAILS TO MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Goals of the Program		X	
Quality and Mix of Students		X	
Quality of Curriculum and Instruction		X	
Quality of Scholarly and Creative Activity			X
Success of Graduates		X	
Quality of Facilities		X	
Judgment of Future of Program		X	
Overall Evaluation		X	

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Associate Degree Nursing Program
Ohio University-Zanesville
Five-Year Review, 1988-1993

PASSED
BY
CURRICULUM
COUNCIL
5/31/94
DATE
INITIAL
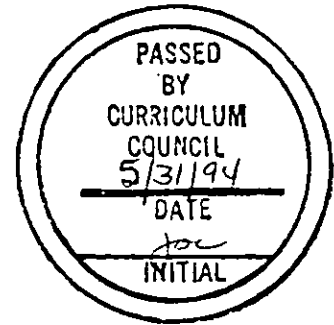
Overview of Program

Established in September, 1968, the Ohio University-Zanesville Associate Degree Nursing Program leads to the Associate of Applied Science Degree in Nursing. Students take sixty percent of the program's 110 credit hours in nursing, including participating in clinical experiences at local hospitals and agencies throughout Muskingum County. Since its establishment, the program has graduated 1202 students. Upon completion of their associate degree, students take the National Council Licensing Examination leading to Registered Nurse licensure; some enter a B. S. in Nursing program on the Zanesville or Athens campus. Until 1993, ninety students were admitted each fall, but to create smaller classes the program now admits 54 in the fall, 54 in the spring. Currently, 229 students are enrolled in the program.

Nine Group I faculty, four Group II faculty, and eleven Group III faculty make up the teaching staff. Group III faculty are exclusively clinical supervisors. The Group I and II faculty are involved in many professional activities and voluntarily continue clinical practice to maintain their clinical competence.

During the review period, the program underwent three reviews: one a 1991 self-study mandated by the National League for Nursing, another an on-site five-year review by the Ohio Board of Nursing (1990), and the third, an on-site eight-year review by the National League for Nursing (1991).

Some of the strengths of the program identified in the 1990 evaluation report of the Ohio Board of Nursing are as follow:

1. The Board of Trustees and administrative officers of the university and Zanesville campus are wholly supportive of the nursing program.

2. The plan of organization and administration for the university and nursing program has been revised since the 1985 survey visit.

3. The Director of the program facilitates and coordinates activities related to the program and provides support and direction for the faculty.

4. The faculty is experienced and dedicated and works well together. It demonstrates a high level of interest and involvement and works together refining and evaluating the new curriculum.

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5. The philosophy, objectives and conceptual framework of the educational program is being reviewed by the faculty.

6. The number and type of clinical learning sites provide sufficient opportunity for students to meet the objectives of the program.

7. The program evaluation process provides for both faculty and student input.

8. Admission, promotion, continuation and graduation policies are comprehensive and are distributed to students.

9. The facilities for the school offices, classrooms and laboratories are satisfactory, and the library, shared with the Muskingum Technical College, is excellent.

10. Secretarial services and other supporting services appear to be adequate at this time.

The June 1991 report of the Board of Review of the League for Nursing noted that not all full-time and part-time faculty have the required master's degree with a major in nursing and recommended that that situation be changed. The Director of the OU-Z program reported difficulty in recruiting master's degree holders, but said that improvement has been made. The Board also recommended that faculty conduct periodic evaluations of resources, facilities and services. This recommendation has been implemented.

During the review period, $300,000 of Academic Challenge Grant funds (received in 1987) were used to upgrade the nursing department laboratory and media facilities and to hire a nursing laboratory supervisor. In addition, a satellite associate degree nursing program was established on the Chillicothe campus, and an OU-Z faculty member relocated in Chillicothe to direct the program.

The reviewer's interviews with the Director, two Group I faculty, and four seventh-quarter students indicated great satisfaction with the program.

The Program's Goals

A long-range goal has been to decrease class size, yet maintain adequate enrollment. At present, the Director, faculty, and students are satisfied with class size and the student-teacher ratio.

Continuing efforts are being made to recruit master's degree holders; several current faculty have been, with the help of flexible scheduling, working toward their master's at OSU. In 1995 all new hires must have master's degrees. (Current faculty with B. S. degrees will not be affected by this mandate.)

Quality and Mix of Students

The 1993 self-study report includes a table of GPA, ACT, and SAT scores, which are included in the table below. However, until this year, students who were admitted were not differentiated from those who actually enrolled. Institutional Research now identifies the two groups, so future scores will represent that change.

Table 1. GPA, ACT, and SAT Scores of Nursing Majors

	88-89	89-90	90-91	91-92	92-93
GPA	2.6	2.8	2.8	2.8	2.9
ACT	17.9	17.8	17.6	17.9	18.7
SAT	841	913	854	805	815

The table below provides more accurate information regarding the quality of students admitted to the nursing program. As the self-study explains, " All students are required to take the National League for Nursing Pre-Admission RN Examination prior to admission to the nursing program. . . . Since there has been a larger pool of prospective students, the Selection Committee has been more selective and we believe better qualified students . . . have been admitted." The national mean score for this test is 100.

Table 2. National League for Nursing Pre-Admission RN Examination Scores

	1988 (Fall)	1989 (Fall)	1990 (Fall)	1991 (Fall)	1992 (Fall)	1993 (Spring)
MEAN	109.8	109.8	111.34	110.18	115.83	114.74
RANGE	84-152	76-156	82-157	86-142	91-151	101-135
% > 90	96.3%	92.5%	95.5%	98.9%	100%	100%
% > 100	78%	72.5%	75.3%	79.8%	96.7%	100%
	N = 82	N = 80	N = 89	N = 89	N = 90	N = 54

In addition to the scores summarized in Tables 1 and 2 , the program requires students to demonstrate through their transcripts Cs or better in biology, chemistry, and algebra. Admission also requires a 500-word essay in which prospective students are asked to present themselves to the faculty.

Minority enrollment is small, despite efforts to recruit minorities through high school guidance counselors and the Director's participation in career days. The majority of nursing students are women, and while no special efforts are made to recruit men, 20% of the current students are male, compared to the 4% average nationally. The program has had one international student in the review period.

Quality of Instruction and Curriculum

Course and faculty evaluations are completed quarterly. In addition, a formal student evaluation of the curriculum is solicited from students six months after their graduation. Students have rated the the classroom, clinical, and clinical laboratory experiences and facilities as good to exceptional. Student participation is encouraged as evident in their participation in the following committees have included students: Retention Committee, Recognition Day Planning, Search Committee for an Assistant Director of Student Services. Nursing Advisory Committee, and Nursing Policy Committee.

During the spring quarter Nursing 205 class, students identify changes they would like to see made in the program. The informal process has resulted in curriculum changes such as "moving content on intravenous (IV) therapy from seventh quarter to fourth quarter and arranging a hands-on IV skills lab in Nursing 104 and IV insertion."

Workshops, independent study courses, and course credit by examination (for example, the ACT-PEP Test in Fundamentals of Nursing) are offered in the department. In addition, each spring students are given opportunities to practice for the computerized licensing examination. All of these courses can apply toward elective credit for the degree.

The Director is active in professional organizations both at the state and national level: for example, she serves on the Board of Nursing through an appointment by the governor and has served on an on-site visit team at the request of OBOR.
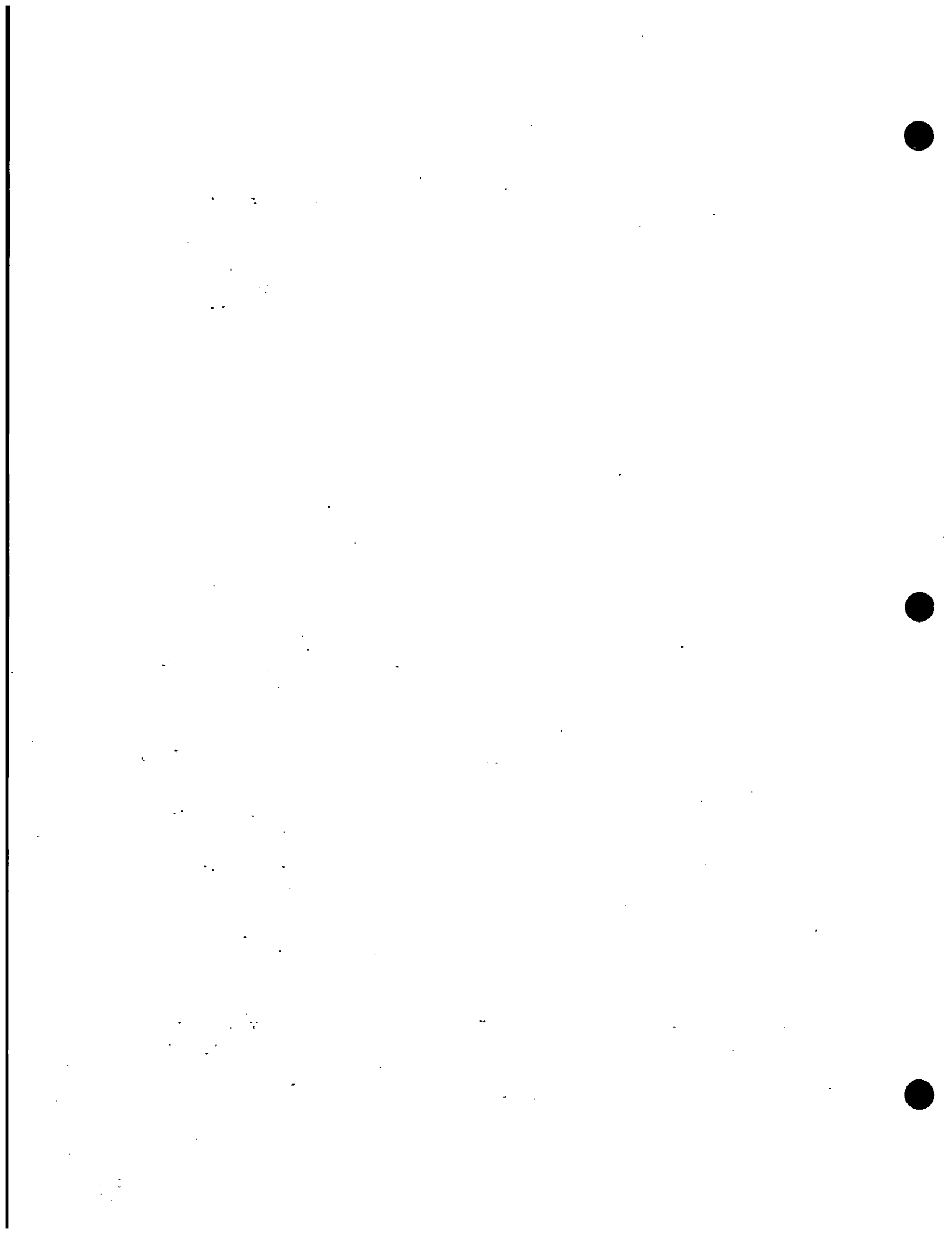
Success of Graduates of the Program

Graduates are surveyed each year after they have been out of the program for six month. The director reported that the 1993 survey return rate of 38% was slightly lower than usual. In the overall evaluation of the program, nearly 11% found the program exceptional; 68%, good; 21%, adequate; none, inadequate. The clinical facilities were evaluated as exceptional to adequate by all of the former students. Their clinical experiences were rated inadequate by 18% of the former students. Their comments precipitated curricular changes.

Table 3. Success of Graduates

	88-89	89-90	90-91	91-92	92-93
Employment	92%	100%	100%	100%	100%
Education	9%	37%	22%	18%	14.3%

Graduates of the nursing program must pass the National Council Licensure Examination for Registered Nurses. The success of the students taking the test for the first time has consistently been above the state and national averages, except for 1992-1993, an exception explained below the printed scores.

88-89 <u>100%</u>   89-90 <u>96.3%</u>   90-91 <u>92.2%</u>   91-92 <u>97.2%</u>   92-93 <u>71.6% (90.5%)</u>*

* Of the 21 students who failed the examination the first time they took it, 14 passed the exam the second time they took it. (The 90.5% represents the scores for the second time the students took the exam.) Because during the previous five years only one of 224 graduate had failed the test, and because the program is required to analyze results if the success rate falls below 85%, the Director and her staff did a thorough analysis of the results and the history of the test takers. Since this was the last of the 90-student classes admitted (Fall of 1991) perhaps the drop was due to class size: the student-teacher ratio was higher for this class. The larger the class, the lower the pass rate? Also, in 1991 Ohio UniversityZanesville's admissions requirement for the the National League for Nursing's scores was a composite score of 90. It was raised the following year to a composite score of 100. Faculty agree that reading abilities of these students were noticeably lower than those of previous and subsequent students.

Graduates have been successful in finding employment in nursing. For the past four years, as the following table shows, 100% of the graduates were employed. The figures in the second row, under Education, represent the percentage of students who are working at the same time they are going to school, probably toward a bachelor's of science in nursing.

Summary

This is an impressive program with, according to the director, no recruiting problems. According to the students interviewed, the program has a deservedly excellent reputation. They are pleased that their input is taken seriously, and they are extremely complimentary about their advising. The morale of the faculty is very good. They feel as if they are given the opportunity to shape the curriculum and that their supervisor is sympathetic to their heavy workloads and to the necessity of some of them to take courses toward their master's. The facilities, newly reconfigured though an Academic Challenge Grant, are excellent.

Recommendations

1. Maintain efforts to recruit minority students.

2. The review committee shares the director and faculty's alarm about the single occurrence of low scores on the National League for Nursing Pre-Admission RN Examination, commends them for their persistence in determining the causes of the unusual drop, and encourages them to maintain their vigilance.

3. No interim review is necessary.

EVALUATION OF Associate Degree Nursing Program -- Zanesville

Date: May 1994

RATING:	FAILS TO MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Goals of the Program		X	
Quality and Mix of Students		X	X
Quality of Curriculum and Instruction		X	
Quality of Scholarly and Creative Activity		X	
Success of Graduates			X
Quality of Facilities			X
Judgment of Future of Program		X	
Overall Evaluation			X

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RADIO-TELEVISION ASSOCIATE DEGREE PROGRAM
Five-Year Review, 1993
University Curriculum Council

Goals and Overview

The Radio-Television Program awards a two-year Associate of Applied Science (A.A.S.) degree at the Zanesville Regional Campus. The program's goal has been widened from its original purpose, the preparation for entry-level positions in radio and television stations, to include cable TV and media production. After two years in Zanesville, roughly two-thirds of the students choose to pursue a four-year degree in Telecommunications in Athens, most without completing all the requirements for their A.A.S. degrees. (See Table 2, below.)

Quality and Mix of Students

Table 1 shows student test scores and grade-point averages (GPA). Although the GPAs are respectable, the faculty's acknowledged tough grading standards (See Quality of Instruction) definitely affect them. During the last five years, two of the five outstanding graduating seniors from the Athens TCOM program began their studies in Zanesville. Over 90% of the students who choose to pursue a four-year degree complete their degree within three years after leaving Zanesville.

Table 1: Average Student ACT and SAT Test Scores and GPAs

Year:	88-89	89-90	90-91	91-92	92-93
ACT:	18	17.6	18.6	17.9	19.7
SAT:	846	856	814	850	867
GPA:	2.5	2.4	2.5	2.7	2.9

The enrollment figures show a slow decline that is not explained by any obvious defect in the program. Proposed explanations include possibly ineffective advertising and students' perception that more than an A.A.S. degree is necessary for career success. It does appear that the 93-94 data may reverse this downward trend. The low graduation numbers reflect the large number of students electing to pursue four-year degrees without finishing their A.A.S.

Table 2: Applications, Actual Enrollments, and Degrees Awarded

Year:	88-89	89-90	90-91	91-92	92-93
Applications	30	25	22	26	20
Enrollments	45	48	47	44	42
Degrees	8	10	9	8	7
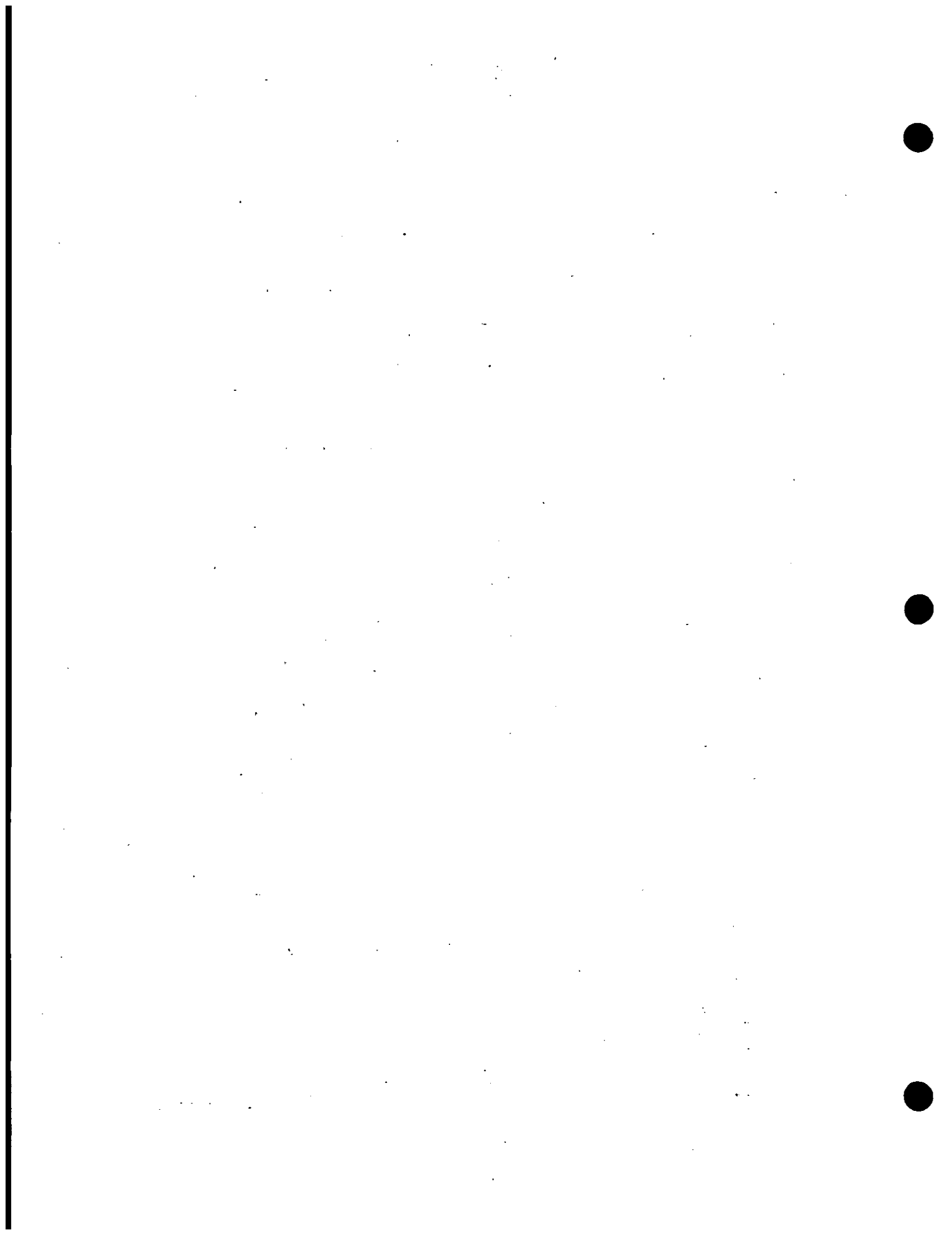
Minority-student enrollment has been low and international enrollment nonexistent. This is not particularly surprising, given the service area of the program. Female enrollment has been much higher, but has never reached parity with the male enrollment. Table 3 shows these figures.

Table 3: Minority and Female Enrollments

Year:	88-89	89-90	90-91	91-92	92-93
Minority:	2	3	1	1	0
Female:	21	17	14	9	13
Total student enrollment:	45	48	47	44	42

Quality of Curriculum and Instruction

The two faculty members in the program are active professionally and also actively involved in curricular development. This seems particularly commendable for the one faculty member who has a Group II appointment, given the limited University support for these activities by Group II faculty.

By qualitative and quantitative measures, instruction is of very high quality. Students consistently rank both instructors between 4 and 5 on a 5 point scale, and characterize both as being simultaneously "very demanding" and "very caring" in interviews. Students report that the faculty are often available during the evenings and on weekends. The only problem noted by students is that the small class sizes prevent comments on teaching evaluations from being truly anonymous.

The acting director of TCOM on the Athens campus has written a supporting letter detailing the extensive work that the Zanesville faculty have done to ensure smooth articulation for those students who go on to pursue a 4-year degree.

Quality of Creative and Scholarly Activity

The Group I faculty member (who also directs the program) has published two articles, written a grant, attended 4 professional meetings (he presented a paper at one of these) since the last five year review. During the same time period he taught 60 courses and finished his Ph.D.

The Group II faculty member reports no similar activities as yet, but he has been with the program for only a year.

Success of Graduates

Figures for the number of graduates who are known to have gone on to continue their education or become employed are shown in Table 4. It has been a difficult task to track students' success in obtaining employment, because many of them continue their education before seeking employment,

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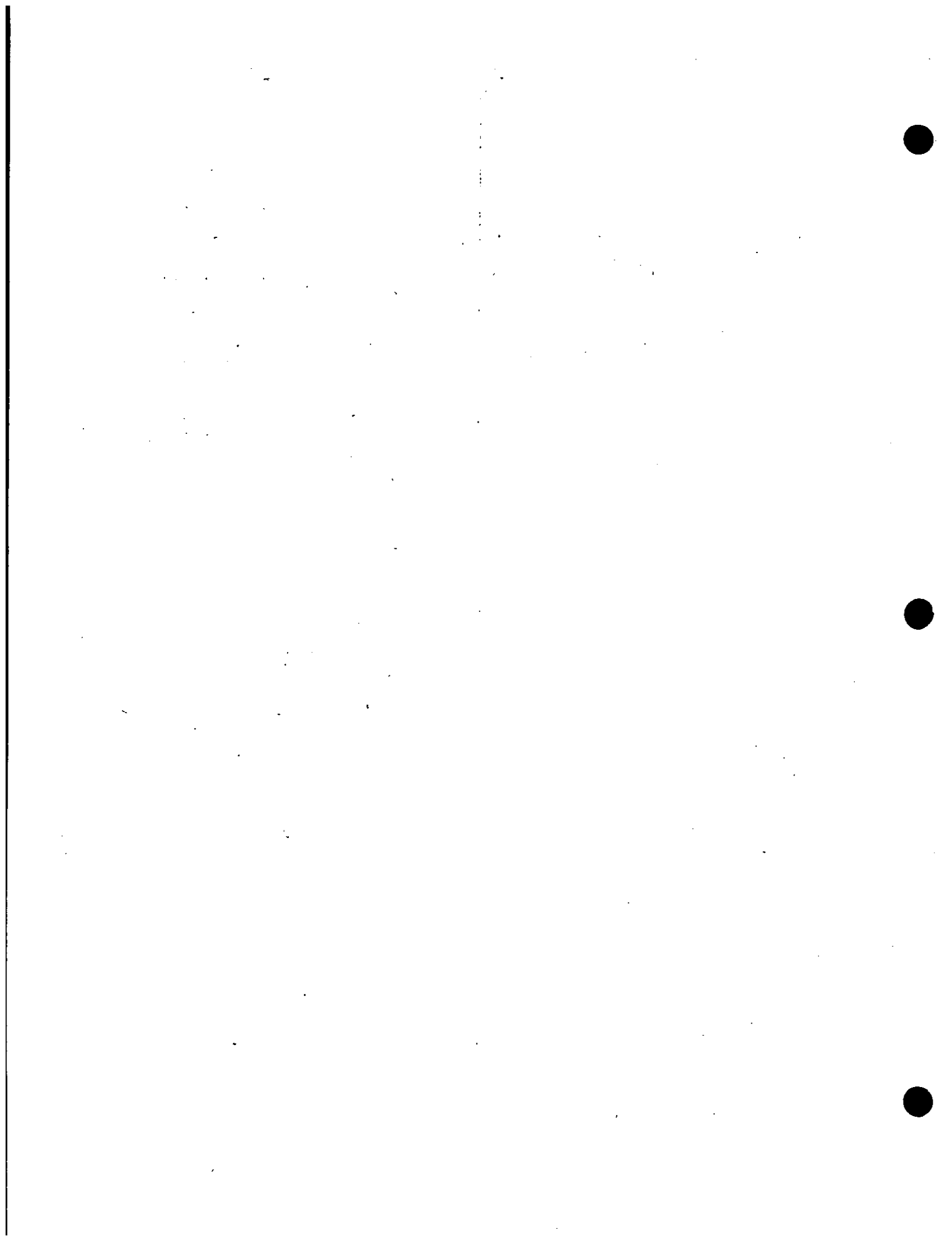
(most before finishing their A.A.S. degrees) and many also do not remain in contact with the Zanesville campus.

Table 4: Graduates Obtaining Employment or Continuing their Education

Year:	88-89	89-90	90-91	91-92	92-93
Employment	3 (9)	6 (12)	4 (7)	2 (6)	3 (7)
Education	5 (11)	4 (15)	5 (10)	6 (12)	4 (9)

(Numbers in parentheses include students who leave without A.A.S. degrees)

Quality of Facilities

A recent Academic Challenge grant has allowed for the purchase of excellent laboratory equipment. The start up of the radio fm station WOUZ has also helped. Students appear to have unusually high access to the laboratory equipment.

Although the current facilities are more than adequate, there is no continuing source of funds for the replacement of obsolescent equipment. In this rapidly advancing field, equipment becomes obsolete quickly.

Judgement of the Future of Program

The Radio-Television Program has excellent faculty, modern equipment, and an enthusiastic student body. The program's great challenges are low enrollments and equipment replacement.

The enrollment problem may be on the verge of dissipating, though a four-year program would appear to attract a larger student body than the program could easily handle. Because the enrollment decline may be ending, and equipment replacement is not an immediate critical need; there appears to be little necessity to examine the program before its next scheduled review.

Recommendations

1. The program should be marketed more aggressively. The proposed name change to "Electronic Media" may help.
2. Sources of equipment funding should continue to be sought from state and private sources.
3. Alumni of the program (including those who go on to 4-year degrees without finishing their A.A.S) should be tracked more formally. Alumni contacts could help in increasing enrollments and in locating new equipment.
4. Exit interviews are suggested as a way of obtaining frank evaluations from the small student body.
5. There is no need for review before the next scheduled program review.

EVALUATION OF Radio-Television Associate Degree -- Zanesville

Date: May 1994

RATING:	FAILS TO MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Goals of the Program		X	
Quality and Mix of Students		X	
Quality of Curriculum and Instruction			X
Quality of Scholarly and Creative Activity		X	
Success of Graduates		X	
Quality of Facilities			X
Judgment of Future of Program		X	
Overall Evaluation		X	

Victor Goodman presented and moved approval of the resolution. Tad Grover
seconded the motion. All agreed.

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 1994 -- 1389

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

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

WHEREAS, Section 67 of House Bill 694 provides for the review and
evaluation of all programs of instruction conducted by state institutions.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of
Ohio University accepts the 1993-94 Reviews of Centers and Institutes, which recommend
that the following centers and institutes be continued:

Academic Advancement Center

Institute for Telecommunications Studies

Center for Automatic Identification Education and Research

Child Development Center

DATE: September 7, 1994

TO: Robert Glidden, President

FROM: David Stewart, Provost

SUBJECT: Centers and Institutes

      Ohio University has long had a policy requiring that centers and institutes be reviewed every five years and that such reviews are to recommend either the continuation or termination of the center or institute. The reviews included here cover a one-year period and recommend the continuation of four centers and institutes.

      I am convinced that the reviews and accompanying recommendations were carefully done. I support the proposed actions and recommend them to you for board approval.

DS/jt
Enclosure

Research and Graduate Studies
Ohio University
Research and Technology Center 101
Athens, Ohio 45701-2979

614-593-0371

Office of the Vice President

DATE: July 18, 1994

TO: J. David Stewart, Provost

FROM: T. Lloyd Chesnut, Vice President
Research and Graduate Studies

SUBJECT: **Review of Centers and Institutes - 1993-94**

Reviews conducted during 1993-94 included:
Academic Advancement Center
Institute for Telecommunication Studies
Center for Automatic Identification Education and Research
Child Development Center

Attached are reports for these reviews. A brief summary is as follows:

Academic Advancement Center

The purpose of the Academic Advancement Center (AAC) is to promote the retention and graduation of undergraduate students. The common base of all AAC programs is to provide students with basic skills and support so that they might succeed academically. In fulfilling the mission of AAC, a variety of programs and services have evolved since its initial OBOR funding in 1969. In general, with the exception of the Access Program, the programs administered by AAC should continue to be available to undergraduates. The Review Committee commends the Academic Advancement Center for its continuous examination of the effectiveness of its programs. Especially impressive is the staff's focus on students' needs, resulting in solid but flexible programs. Clearly, the demand for its services is great and its delivery of those services seems excellent. The committee made several recommendations in addition to recommending the continuation of the Center.

Recommend continuation of the Center.

Institute for Telecommunication Studies

The Institute was initiated in the 1960s as the Broadcast Research Center, the name was changed in 1983 when the School changed its name from Radio-Television to Telecommunications. The Institute operates within three basic objectives: 1) to initiate and seek funding for research, production, training or development projects that will significantly and meaningfully involve the faculty and students of the School in the practice of telecommunications; 2) to provide administrative and clerical support in the implementation of research, production, training and development projects involving School faculty and students, and 3) to promote faculty and student involvement in research and publicize their activities. The review committee found the Institute for Telecommunications Studies to be a valuable resource for the School of Telecommunications. The ITS provides a high profile means of furthering the school's mission in the areas of research and service to the profession, while enhancing the image and reputation of the school and Ohio University nationally and worldwide. The committee unconditionally endorses the continuation for the ITS.

Recommend continuation of the Institute.

Center for Automatic Identification Education and Research

The Center is the nation's only university based research and education center devoted solely to automatic identification technologies, including bar coding, voice data entry, magnetic stripe, optical character recognition, and radio frequency identification. The Center was established in 1988 in recognition of the increasing use of these technologies which are being applied in many business environments to increase data accuracy and improve productivity. The mission of the Center is to provide an unbiased, non-profit organization in which to conduct contract basic and applied research and educational activities to support the use of automatic data collection. The center has established credibility in its field and has brought together a laboratory. The review committee made several recommendations in addition to recommending the continuation of the Center.

Recommend continuation of the Center.

Child Development Center

The Center provides a teaching site for students majoring in Early Childhood Education and Early Childhood Education-Primary, as well as for students from other disciplines and health care professions. Students in the Colleges of Health and Human Services and Education obtain experiences necessary to meet teacher certification standards for the state of Ohio. The committee made several recommendations in addition to recommending the continuation of the Center.

Recommend continuation of the Center.

I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations be presented to the Board of Trustees for their action at their September/October meeting.

bv

Enclosures

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Ohio University

Date: June 16, 1994

To: T. Lloyd Chesnut, V.P., Research and Graduate Studies

From: Patricia Richard, Dean, University College

Subject: Review of Academic Advancement Center

    Attached are documents prepared according to the established procedures for the review of centers and institutes for the review of the Academic Advancement Center: the self-study report, the review committee report, the cover letter that accompanied the report, and my recommendations and additional information.

    In the fall, I appointed a four person review committee chaired by Betty Pytlik, Department of English, and with Eliot Jacobson, Department of Mathematics, Calvin James, Department of Biological Sciences, and Mary Keifer, Department of Management Systems as members. Carolyn Henderson, director of the AAC, submitted a self-study, as well as additional requested materials, to the committee. The committee has now completed its report which I have reviewed. I now await your summary report and its recommendations.

cc: Carolyn Henderson, Director, Academic Advancement Center

att. (4)

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JUN 20 1994

V.P RES. & GRAD. STUDIES
OHIO UNIVERSITY

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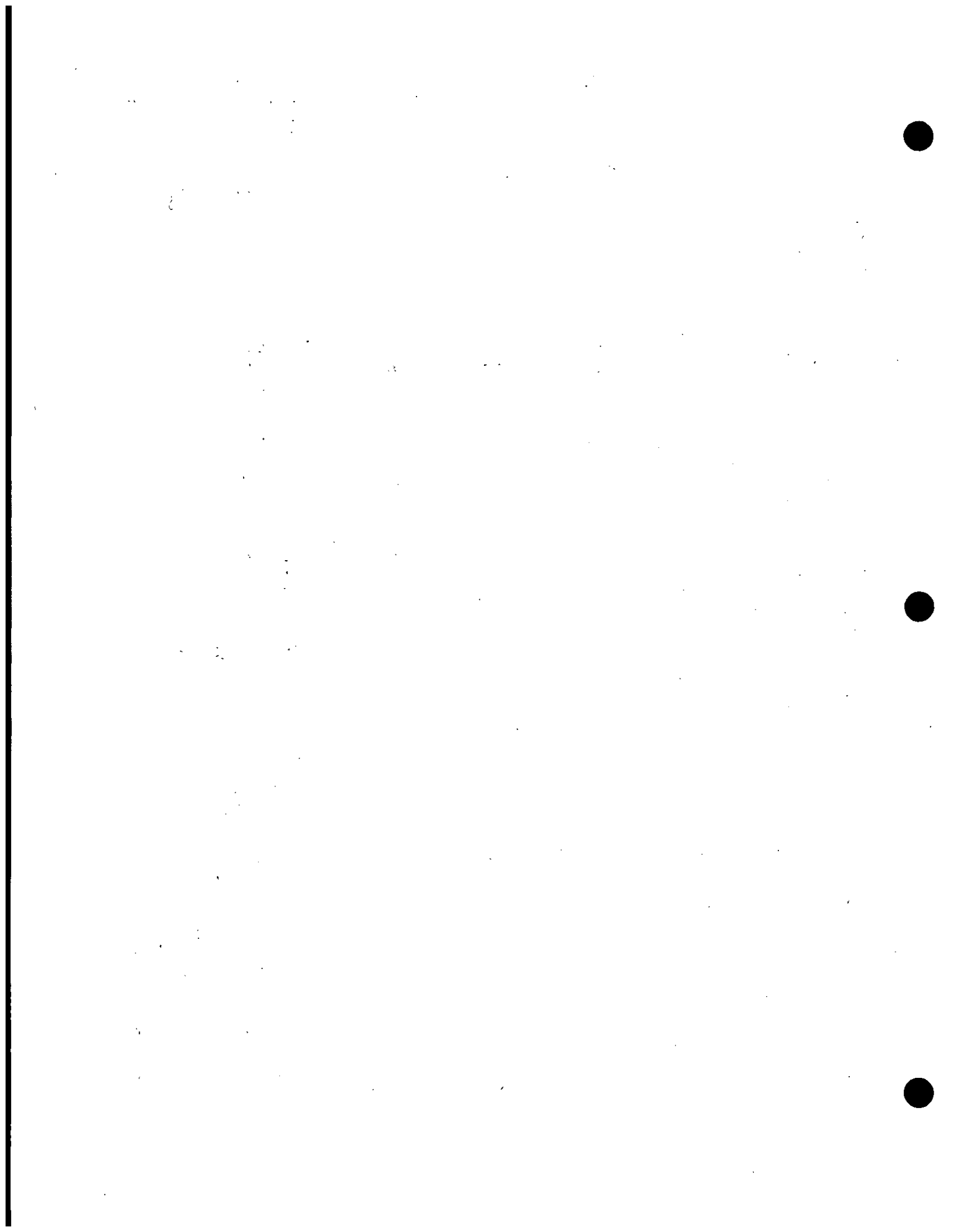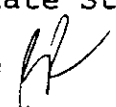
Ohio University

Interoffice Communication

Date: June 16, 1994

To: T. Lloyd Chesnut, V.P., Research and Graduate Studies

From: Patricia Richard, Dean, University College

Subject: Additional Information for the Academic Advancement
          Center Review and Recommendations

    I would like to provide additional information and comments
to supplement the Academic Advancement Center's self-study and
the review committee's report, as provided for in the procedure
for the review of centers and institutes.

    I strongly concur with the review committee's main finding:
that <u>the AAC serves a critical role in the retention and
graduation of undergraduate students.</u> Through the Center's array
of programs, students enhance their academic skills such as
reading speed and comprehension, writing, and study skills, their
learning in specific courses, their information base for career
planning, and their wise selection of academic coursework, among
other things. Moreover, as the report demonstrates, the use of
AAC services has increased over the period reviewed while the
already low cost per student has declined.

    I would also highlight the central role the Center plays in
the <u>orientation</u> of every entering student through its
administration of <u>placement tests</u> in reading, writing, and
mathematics. Almost 4,000 sets of placement tests are given each
year, most during the summer Precollege period, but each quarter
during the academic year as well.

    It is important to note that <u>a substantial portion of AAC
funds are externally generated by the Center.</u> For 15 consecutive
years, the AAC has sought and received grants from the federal
government to support the College Adjustment Program, which
targets potentially at-risk students. In 1994-95 the Student
Support Services grant from the Department of Education will be
almost $200,000.   The AAC will also receive $50,000 from a
Center of Excellence grant from the Department of Health and
Human Services to provide Supplemental Instruction for courses in
the pre-med curriculum. In addition, during the review period,
the Center received funds from the Ohio Board of Regents for one
of eight Access and Success Programs in the state (these programs
aided students relocating to main campuses and fostered
matriculation of high school students into institutions of higher
education).

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Since the final year of the review period, 1992-93, <u>the Center has become involved with a new effort to improve teaching at the university.</u> Last year, an 1804 Fund grant provided support for a Freshman Year Experience program, one component of which was the creation of a Center for Instructional Enhancement. The newly initiated CIE is physically housed in the AAC in order to promote collaborative efforts to advance teaching and learning. We expect a synergistic effect from the interaction of AAC staff, who are experts in issues of learning, and the CIE director, who is organizing programs for faculty.

I want also to comment on some of the review committee report's recommendations.

1. Access Program

The report expresses concerns over the Access program, both for its costs per student and its location in the AAC. (The Access program aims to improve historically low matriculation rates to institutions of higher education by students in Appalachian Ohio.) I share the committee's concerns. Indeed, as a result of similar discomfort over the expense of the program relative to the number of students served, I worked with the Access director to restructure the program. In 1993-94 the Access program provided outreach to all five Athens county high schools (in the past, it had worked with only three) and its programs were open to all students (in the past a small group of targeted students were served by the Ohio University student mentors). As a result, the program reached several times as many students, reducing its per student cost considerably.

The review committee suggested that the Access program might better fit administratively with Admissions than the AAC. I had reached a similar position. In the current cycle of 1804 Fund proposals, I encouraged a joint proposal by the program's director, Admissions, and University College for funds to continue the program. If the proposal is funded, we will assess the most effective organizational location for the Access program.

2. Staff Salaries

AAC staff Salaries have been a long-standing source of concern. The situation has numerous elements. For example, many of the staff perform instructional duties, yet are classified as administrators; limited promotional ladders within the AAC exist; the nine month contracts for some staff members exacerbate the sense of being underpaid. The Personnel office recently commissioned the William Mercer Company to conduct an external salary comparison to help determine the competitiveness of AAC

salaries. Unfortunately, the results were inconclusive because certain significant factors were omitted from the analysis, such as length of service.

Not in dispute is that the staff feel undervalued and that this may result in moral problems. While the review committee's recommendation that funds be sought to increase salaries is one more easily made than accomplished, the AAC director and I will continue to seek reclassification of positions, which the current AAC staff reorganization may facilitate, as one route to enhance salaries.

3.   Supplemental Instruction in Mathematics Courses

The review committee advises the AAC to reconsider the use of Supplemental Instruction in mathematics courses. The Centers of Excellence grant which funds this activity, however, specifies that these math courses be provided with SI. Additionally, it is too soon to measure adequately the success of SI in these courses since we have only two quarters experience. The SI director consistently evaluates the effectiveness of SI sessions and makes adjustments for improvement. We expect that alterations in student assignment and delivery will result in greater and better usage of SI in the math courses.

Finally, I would like to suggest a needed service that the AAC does not currently provide: writing assistance for international graduate students. The AAC staff find that such these graduate students as well as their departments' faculty are frustrated by the absence of this service. In order to offer such assistance, additional funds and potentially staff might be required.

Recommendation

Overall, I enthusiastically recommend the continuation of the Academic Advancement Center and recognition of the many important services it provides that improve student learning, accomplishment, retention, and graduation rates.

cc: Carolyn Henderson, Director, Academic Advancement Center

Department of English Language and Literature
Ellis Hall
Ohio University
Athens. Ohio 45701-2979

College of Arts and Sciences

June 8, 1994

Patricia Richard, Dean
University College
Chubb Hall

Dear Dean Richard:

Here is the report of the Academic Advancement Center Review Committee that you requested in the spring of 1993. Eliot Jacobson, Calvin James, Mary Keifer (who was forced to withdraw from the Committee for family reasons), and I had excellent cooperation from faculty members who refer students to AAC and from Carolyn Henderson, Betty Hollow, Lee Kliesch, and Jean Cunningham.

In general, we cannot imagine Ohio University's maintaining its excellent retention of undergraduates without the services of the Academic Advancement Center. Because we see that AAC provides an indispensable service to the University, we are concerned--more than the report might reflect--about the effects that low salaries and internal inequities are having on the morale of the Center's staff. We hope that your efforts to remedy this situation continue.

We also hope the University will take seriously our concern about the Access Program. It seems to be an aberration, a sore thumb, among the other programs in AAC; its goals are not consistent with those of AAC, and it would be more appropriately administered by Admissions.

Thanks for the opportunity to work with Eliot, Mary, and Calvin and for the chance to understand AAC's operations better. If the Committee can be of further service please let us know.

Sincerely,

Betty P Pytlik
University Composition Coordinator

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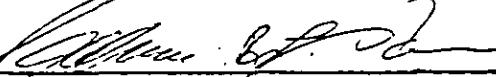
Submitted by

Betty P. Pytlik

Betty P. Pytlik, Chair, English

Eliot Jacobson

Eliot Jacobson, Mathematics

Calvin James

Calvin James, Biological Sciences

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Evaluation of the Current Viability of the Academic Advancement Center

The purpose of the Academic Advancement Center (AAC) is to promote the retention and graduation of undergraduate students. The Center currently manages several essential programs consistent with this goal. The common base of all AAC programs is to provide students with basic skills and support so that they might succeed academically. Interviews conducted with University faculty and AAC staff and reports prepared by AAC confirm that the services provided by the AAC are in high demand and that the programs have been well received and are for the most part successful. A summary of the programs administered by AAC follows:

. The Supplemental Instruction Program (SI) provides support to students in courses with large enrollments. The program's goal is to develop study skills in content courses. The demand for the services provided by this program is extremely high. For example, a 1992-1993 survey of the program showed enrollment of over 2000 students from three large enrollment classes in Economics, Chemistry, and Biological Sciences. Students using this service reported that they had benefited from and were pleased with the services provided.

. Help Sessions, designed to strengthen content understanding in designated courses, continue to serve large numbers of students (1989-1990: 1877 students; 1993-1994: 1807 students). It also serves as a clearinghouse for private tutor referrals. One thousand and ninety-two students were referred to private tutors in 1989-1990, 1354 students in 1993-1994. This program also serves handicapped students.

. The College Adjustment Program (CAP) is funded by and has a mandate from the Federal Government to serve a minimum of 300 students per year. CAP identifies at-risk students using criteria set forth in the Student Support Services grant. Staff members, student tutors, and advisors develop basic skills necessary for successful completion of the college curriculum. At-risk students are encouraged to participate in this program through credits in courses for Effective Study Skills and College Reading Skills (US 110 and UC 112, respectively).

. The AAC continues to administer, distribute, and record results in reading, writing, and mathematics. These tests remain essential tools for advising and for insuring accurate course placement.

. The AAC also provides services to many students (2868 students in 1993-1994) seeking individualized instruction in keyboarding and word processing. In addition, this learning laboratory provides software to help in career planning. The staff of the learning laboratory also provides workshops to campus groups.

. The Access Program and Success Program, both begun in 1989, provide transition services to students relocating from the regional campuses to the Athens campus. The goal of these programs is to foster matriculation in institutions of higher education by Athens County high school students, especially in area high schools where college attendance rates are traditionally low.

Evaluation of the Academic Advancement Center on Current Cost/Benefit Basis

In fulfilling the mission of AAC, a variety of programs and services have evolved since its initial OBOR funding in 1969. Analysis of the cost effectiveness of these programs can never capture the special needs each program addresses, and hence its particular demand for fiscal resources. However, the Review Committee believes that the most important ongoing mechanism in AAC should be a continuous monitoring of the efficiency, necessity and appropriateness of each program and service. To that end, the following tables outline the costs of the basic services offered by AAC over two different survey years, 1989-1990 and 1992-1993.

COST/BENEFIT BASIS (1989-1990)

Program	Number Served	Contact Hours	FTE Staff	Program Expenses	Cost per Student	Cost per Cntct hr.
College Adjustment Program (CAP)	336	9,489	4.6	$186,862	$562	$20
Basic Skills Instr. (Other than CAP)	369	12,665	1.5	$48,000	$130	$4
Learning Laboratory	915	1,140	2.5	$41,444	$45	$36
Tutoring (Other than CAP)	2,993	2,808	1.5	$28,271	$9	$10
Supplemental Instruction	466	N/A	0.4	$13,182	$28	N/A
Placement Testing	3,644	N/A	0.25	$5,000	$1	N/A
TOTALS:	8,723	26,102	10.75	$322,759	$37	$12

COST/BENEFIT BASIS (1992-1993)

Program	Number Served	Contact Hours	FTE Staff	Program Expenses	Cost per Student	Cost per Cntct hr.
College Adjustment Program (CAP	332	7,175	4.6	$216,548	$652	$30
Basic Skills Instr. (Other than CAP)	431	12,930	1.5	$51,000	$118	$4
Learning Laboratory	2,868	3,495	2.5	$41,269	$14	$12
Tutoring (Other than CAP)	3,196	2,485	1.5	$25,046	$8	$10
Access Program	30	810	1.75	$33,360	$1,112	$41
Supplemental Instruction	1,350	N/A	0.5	$30,601	$23	N/A
Placement Testing	3,894	N/A	0.25	$5,500	$1	N/A
TOTALS:	12,101	27,165	12.6	$403,324	$33	$14

As is apparent from the bottom line in each table, the total students served by AAC during the three-year period represented by these tables increased by 39%. This level of growth has been accompanied by a net reduction in the cost per student, while the cost per contact hour has remained basically unchanged. Thus, overall, AAC has increased in efficiency at the same time it has increased its clientele.

Several services immediately strike the Review Committee as commendably cost effective. These include the Basic Skills Instruction Courses (UC 110, 110A, 112, 112B and 114), the Learning Laboratory, and especially the non-CAP Tutoring. Of these three, only non-CAP Tutoring has the capability for immediate and significant expansion.

In our interviews with students and faculty, references to the inadequacy of one-on-one tutoring services available through the AAC were common. Indeed, students are frequently referred to private tutors by the AAC, which keeps a notebook of community members willing to offer such services. Apparently, the main reason for this deficit is the inadequate and non-uniform salary scale. At $4.50 cents per hour for undergraduate tutors and $4.75 for graduate tutors, AAC will not attract the quality and number of tutors needed to meet the demand. AAC's director, Carolyn Henderson, notes that "While tutoring fees on this campus generally are low compared to other campuses, $5.00 per hour for many students is just not feasible. A potentially costly endeavor, free private tutoring would, however, move the University toward equity in student services and make a difference in student achievement." The Review Committee sees one-on-one non-CAP tutoring as one of the most efficient and cost effective services offered by the AAC and strongly urges its expansion, but with increased funding so as to attract more and better tutors and to offer tutoring to more students who cannot pay for tutoring.

At the other end of the spectrum is the Access Program, which strays from the general mission of the AAC, that of helping to retain students. The Review Committee recommends the program be removed from the domain of AAC and be placed--more appropriately--under the control of Admission. At a cost of over $1000 per student, it is by far the most cost inefficient program offered by AAC. For example, in 1992-1993, this program consisted of a weekly 45-minute meeting with 10 students at each of three different schools for the duration of the school year. Each of these 45-minute sessions cost on average $310. For the same amount, AAC could have provided 65 students with an hour of one-on-one (non-CAP) tutoring with a graduate students.

Falling between the two extremes of cost effectiveness are several positive programmatic decisions that have insured effectiveness. The Review Committee is impressed with the ongoing internal scrutiny of many programs and services. In particular, we note the following positive cost-effective measures:

1. Some help sessions have come and gone. Attendance has been monitored and only those sessions that are well attended (e. g., Math) continue.

2. Lab software purchases are often based on explicit departmental needs.

3. PPST Test workshops that were not well attended were discontinued; at present only the writing workshop remains.

The only other program that may be problematic on a cost/benefit basis is the expansion of SI into Mathematics. Several SI leaders of Mathematics courses reported that attendance was very poor. Two leaders have had at least four sessions for which no one showed up. Since SI leaders get paid regardless of attendance, this otherwise successful program needs careful monitoring. SI works very well for large single session courses, but does not work well in courses like Math 263A , where there are 12 sections, each with 40 students. Therefore, the Review Committee strongly urges reconsideration of the expansion of SI into Mathematics.

In general, AAC is spending its resources very wisely. Its continuous internal monitoring has kept most of its services to a minimum of cost and a maximum of benefit. We urge expansion of one-on-one non-CAP tutoring (with a review of the pay scales of these tutors), a shift of the Access Program to the Office of Admissions, and a careful review of SI expansion to Mathematics.

Evaluation of the Potential Future Viability of the Academic Advancement Center

Faculty members who refer students to AAC report that the services provided will continue to be in demand. The Office of Affirmative Action, for example, uses the services of the AAC to provide tutoring to disabled students (four hours per course per week for each disabled student). In addition, the SI Program and Help Sessions have benefited students in large enrollment classes. The willingness of instructors to encourage student participation in these two programs and the acceptance of these programs by students (those doing well along with those who are having difficulty with course content) suggest that these programs will continue to be useful to students. Further, the Center of Excellence staff has solicited the help of AAC in meeting its long-term needs for tutoring of premedical students in their program. The Center of Excellence request is an important development, since it demonstrates the importance of the tutoring services of AAC. This development is also critical to the long-term survival of the Center because of the financial support for the Center's services.

One-on-one tutoring appears to be the preferred method of tutoring by a large number of students. However, due to a lack of funds, AAC can not keep pace with the demands
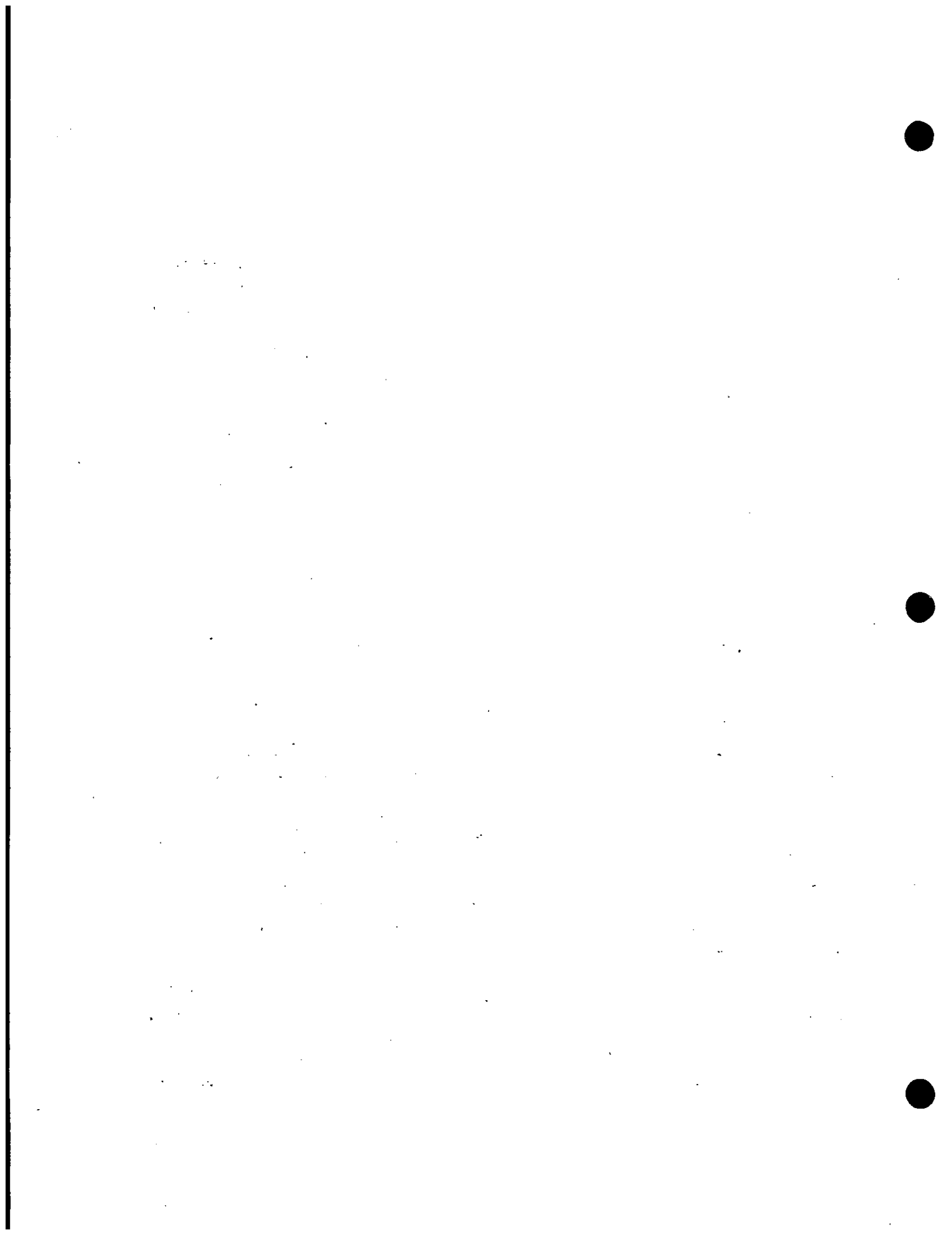
for these tutors. Unless some other sources of funding becomes available, this program will continue to be inadequately staffed.

The staff of AAC has recognized that the needs of students will continue to change. As a result, they have remained flexible, demonstrating that AAC attempts to meet the needs of students. The Review Committee notes, however, that the Center would probably be even more effective in its long-term and short-range planning if the effectiveness of each program were measured more rigorously. Data collection and studies of the efficacy of the programs are critical to the long-term success of AAC, particularly in obtaining funding for the numerous programs.

Based on the current demands for services and the fact that student enrollment continues to increase, the Committee believes that the services provided by AAC will continue to be in demand. For example, services such as the placement tests in mathematics and writing will remain important because they help academic advisors and student plan academic programs.

Evaluation of the Academic Advancement Center on the Basis of Future Costs/Benefits

The fiscal future of AAC is dependent on its maintaining excellent services and programs with sound sources of funding. This is especially critical with new programs and with those programs undergoing rapid expansion. The three programs meeting these criteria are the Learning Laboratory, which has tripled its contact hours in the last three years, the Access Program, which was newly conceived in 1989, and the Supplemental Instruction courses, which have undergone substantial expansion into Chemistry and Mathematics.

The Learning Lab has increased its clientele from 915 in 1989-1990 to 2868 in 1992-1993 without increasing the FTE staff of the overall program. Several professors praised students' experiences in the Learning Lab. This level of positive growth demands an increase in funding, especially to hire additional staff. Because the funding for the Learning Lab appears to come from the general OU operating account, additional sources of funding may be necessary if the need for these services is to be met for the next five years.

The Access Program is supported primarily by an 1804 Fund grant. Although Access is a worthy program, it is hard to justify the expense this program incurs, especially since there appears to be excessive middle management in the disbursement of these funds, from coordinator, to student mentors, to costs for travel and other basic operating costs.. Should 1.75 FTE staff be assigned to service 30 non-OU students?

Access services students who have not yet matriculated at OU. Furthermore, because its goals are more consistent with those of Admissions, perhaps the program should be administered by the Office of Admissions.

Supplemental Instruction is another success. This program served 466 students in 1989-1990 compared to 1350 served in 1992-1993. This year there will be an even more dramatic increase in SI's total attendance by virtue of its expansion into Chemistry and Mathematics. All of this is taking place at what must be considered a moderate price, and hence benefits must be measured in each new area served. This year a statistical analysis is being done, normalized by SAT and ACT scores, to determine the effectiveness of SI (and other AAC programs). The Review Committee suspects that data will prove the program a success. However, even a charismatic and dynamic section leader can achieve little if no one shows up at his or her session. It is important that AAC measure the positive effect that SI has on those in attendance as well as consider the expense per student per section. These data should be considered with the renewal of the program's grants, and cost inefficient sections should be eliminated.

One other major aspect of cost/benefit is the salary levels for the professional staff in AAC. The Review Committee finds that the AAC programs are being offered by an exceptionally dedicated, hard-working, and competent staff. For the tremendous work they do on behalf of the University, they are significantly underpaid. Several efforts have been made on behalf of AAC to bring this matter to the attention of the College and Univerity. The Committee supports these efforts and urges that salary inequities be addressed.

During the review period, the Administrative Senate Compensation Committee asked the University Personnel Service to review AAC's situation, taking into account the group request for reclassification and noting that "when these positions [administrators who are inappropriately classified as "administrator"] are factored using administrative criteria they tend to be assigned to lower pay grades than comparable positions in the community would earn" (March 10, 1993, memo from Assistant to the Director of Residence and Auxiliary Services Gordon Pettey to Jim Kemper, Assistant Director of University Personnel). AAC staff asked that they be reclassified to "professionals" to take into account the uniqueness of their roles.

A 1993-1994 AAUP study of academic salaries of all tenure-track faculty, phone survey of instructors whose status in their units might be comparable to those of AAC's staff, and a commissioned report on comparable salaries confirm that the staff of AAC is underpaid.

Some relief has been attained: the Provost provided a one-time-only sum, and an FTE position was eliminated. In addition, the position of a retiring assistant director will not be filled. But the number of undergraduates served by AAC continues to

increase, putting additional burdens on already demoralized instructors.

In addition to the detailed comments above, several other lesser points are nevertheless important:

. Additional funds should be sought for non-CAP tutors.

. AAC should set a standard salary for all its tutors, regardless of funding sources.

. Journals to which the AAC subscribes should be discontinued if they are duplicated in Alden.

. The Committee does not recommend the addition of a Learning Disabled specialist to the AAC staff, as was recommended in the last five-year review.

Summary and Recommendations

In general, with the exception of the Access Program, the programs administered by AAC should continue to be available to undergraduates. The Review Committee commends the Academic Advancement Center for its continuous examination of the effectiveness of its programs. Especially impressive is the staff's focus on students' needs, resulting in solid but flexible programs. Clearly, the demand for its services is great and its delivery of those services seems excellent. We do, however, recommend the following:

1. One-on-one non-CAP tutoring be increased.

2. The Access Program be moved to Admissions, whose goals are more in line with the objectives of the Program.

3. The Academic Advancement Center reconsider the expansion of the Supplemental Instruction Program into Mathematics.

4. Salaries of tutors be increased to encourage more qualified undergraduate and graduate tutors to apply for positions.

5. Funds be sought to increase salaries of AAC staff, thereby circumventing major staff morale problems.

ACADEMIC ADVANCEMENT CENTER REPORT
FOR THE
CENTER REVIEW COMMITTEE
1993-1994

In accordance with the guidelines provided for the review of centers and institutes at Ohio University, this report will address the items requested by the Provost.

A. Academic Advancement Center.

B. Carolyn Henderson, Director, reports to the Dean of University College.

C. Center purpose and objectives.

1. The Academic Advancement Center promotes the retention and graduation of undergraduate students by developing the skills, understandings, habits and attitudes necessary for academic success.

2. Program objectives:
   a. To provide supplementary writing skills assistance to under-graduate students requiring such assistance beyond that available from the instructor in any course requiring written work.
   b. To provide reading instruction to students needing or desiring to develop vocabulary, comprehension skills, or reading rate.
   c. To provide study skills instruction to students needing or desiring to develop skills in note-taking, time management, organization, test preparation, test-taking, library usage, and general study habits.
   d. To provide course-specific assistance, supplementary to the instructor, in as many undergraduate courses as feasible. Formats include--
      (1) Referrals to private tutors in most undergraduate courses.
      (2) Help sessions in designated courses for strengthening content understanding.
      (3) Supplemental Instruction (SI) in designated courses for developing study skills within content course context.
   e. To alert matriculating freshmen to the academic demands of college study, particularly those identified as being at risk based on high school rank or board scores.
   f. To assist incoming freshmen and transfer students, and their academic advisors, to determine selection of courses consistent with skills development through the coordination, administration, and permanent recording of placement tests in reading, writing, and mathematics.
   g. To provide the specialized services of Project CAP, the College Adjustment Program, to students meeting federal eligibility criteria.
   h. To encourage participation in higher education among area high schools where college attendance rates are traditionally low, through the Access Program.
   i. To provide in a learning lab facility a range of educational materials, including computer software, to develop keyboarding career decision-making skills, as well as basic academic skills.
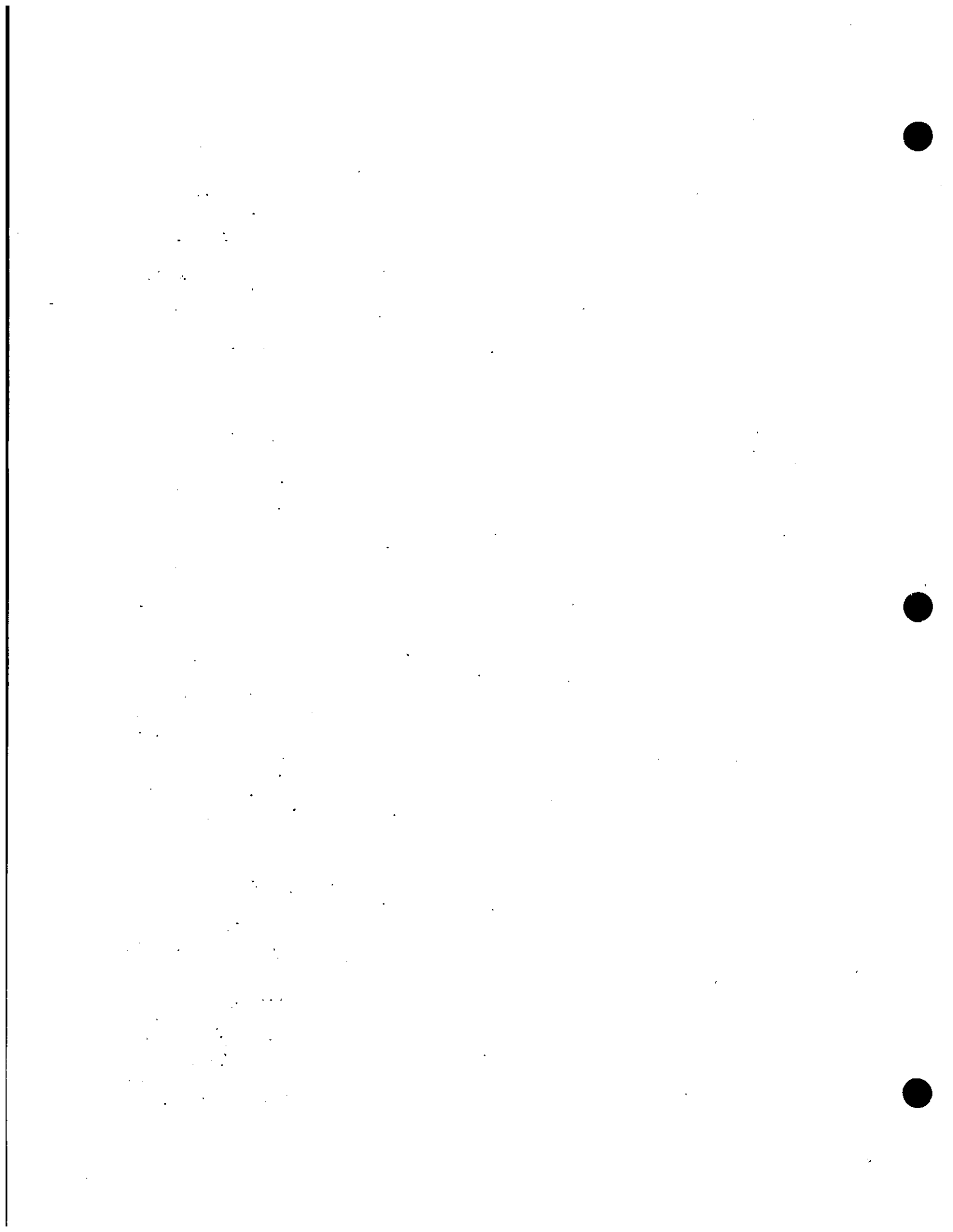
D. Brief History:

In response to concern for the success of students admitted to state supported institutions under the open admissions policy, the Ohio Board of Regents set aside funds beginning in 1969 to be used for academic support services. At Ohio University, the University College was designated to administer these "Developmental Education" grant funds. Thus was developed the mission of what is now the AAC: "The Academic Advancement Center promotes the retention and graduation of undergraduate students by developing the skills, understandings, habits and attitudes necessary for academic success." These new funds were initially used for tutoring and a reading lab. In 1972 writing and study skills components were added to the reading lab facility. In 1974 these services moved into new facilities on the first floor of Alden Library as the Student Development Center.

To aid accurate course placement and improve advising, placement tests were initiated in 1976. In cooperation with the English and Mathematics Departments, the center continues to administer tests in writing, math, and reading to all new freshmen and transfer students. Training is provided to advisors in the use of test results.

1977 saw the transition in emphasis from lab-type instruction in reading and study skills to formal, credit-bearing classroom instruction with the approval of UC 110 and 112. Because Developmental Education funds could not be used for credit instruction, 1977 marked the beginning of University financial support to the center.

Seeking a more holistic approach to addressing the needs of new students, the AAC sought and received grant funds in 1979 for the College Adjustment Program (CAP). Continuously funded since then, primarily by a Student Support Services grant from the U.S. Department of Education, the CAP program combines basic skills development, tutoring, and advising and counseling to those interested and eligible. Participants must meet one academic criteria (<50 percentile in high school rank, <20 composite ACT, or <950 total SAT), must be first generation college students and/or with family income not to exceed 150% of poverty level, or be handicapped/ learning disabled.

Beginning in 1981, Developmental Education funding from the state suffered reductions. The grant was chopped by 59% in 1981, 40% in 1990, and finally in 1991 all Developmental Education grants were eliminated statewide. These losses were significantly offset by UPAC awards and by donations from the Provost and University College. The services which had been supported by the DE grant continue under University funding.

1982 marked the beginning of efforts to offer skills instruction by various modes. Since that year some skills classes have been taught to coordinate with specific sections of specific courses, such as Psychology or Sociology 101. In 1987 approval was given to divide the content of both UC 110 and 112 into one credit courses with more limited focus. Since that time, therefore, 110A, 110B, 112A, and 112B have periodically been

offered. These one credit options appeal to students looking for develop-
ment of specific skills, such as speed reading, but who do not need all
topics covered in the two credit course. Since 1991 110 and 112 course-
work has also been available on a self-paced, flexible enrollment basis.

Supplemental Instruction (SI), which teaches the process of learning
and targets high-risk courses rather than high-risk students, began on
this campus in 1989. After two years, SI gained an 1804 Fund grant, which
stabilized the program. In 1993, the SI program was expanded due to two
new grant funds: 1804 Fund, "The Freshmen Year Experience and Special
Recruitment Efforts" through the University College, and the "Centers of
Excellence" grant from the U.S. Department of Health and Human Services,
through the College of Osteopathic Medicine.

In 1989, the AAC received startup funds from the Ohio Board of Regents
for an Access and Success Program, one of eight in the state. This
program began with two foci, providing transition services to students
relocating to Athens from a regional campus, and fostering matriculation
into institutions of higher education by Athens County high school
students. Although intended to be a ten-year project, the OBR cancelled
the statewide program in 1992. 1804 Fund monies have supported the high
school Access program since then, first in a separate grant, in 1993-94 as
part of "The Freshman Year Experience and Special Recruitment Efforts for
Appalachian Ohio," sponsored by University College.

In cooperation with the Office of Affirmative Action, the AAC began in
1990 to receive institutional funds to provide tutoring services at no
cost to students with handicapping conditions. Although the coordination
of special accommodations for handicapped students remains with the
Affirmative Action Office, the AAC offers academic support upon request.

E. Current activities and status

1. CAP: College Adjustment Program
   (Primary funding is from a U.S. Department of Education grant called
   Student Support Services.)
   a. Components
      (1) Basic Skills Instruction: UC 110 "Effective Study Skills"
                                                    (2 credits)
                                     UC 112 "College Reading Skills"
                                                    (2 credits)
                        or UC 114 "College Reading and Study Skills"
                                                    (4 credits)
      (2) Tutoring in content courses
      (3) Academic advising and non-academic counseling

   b. Staff: 4.6 FTE plus student tutors and advisors.

   c. Students served, contact hours, and costs.
      The grant specifies that 300 students be served by CAP each year.
      In recent years, about 100 are freshmen and 200 are returning
      students. Usage and costs for 1992-93 follow.

	# Served	Contact Hrs.
UC 110, 112, 114	95	4,290
Tutoring	93	1,089
Counseling	300	1,796

      Program Cost for 1992-93 was $165,192 plus $51,356 contributed
             in staff salaries and operating costs.

2. Basic Skills Instruction (other than CAP)

   a. An average of nine two-credit courses taught per quarter,
      including UC 110, 110A, 112, 112B, 114.

   b. Staffing for these courses averages 1.5 FTE per year.

   c. For 1992-93, 431 students were served, with 12,930 contact
      hours, with personnel costs of $51,000.

3. Learning Laboratory

   a. Individualized instruction in basic skills, plus keyboarding,
      word processing, Discover (career planning software), plus the
      provision of workshops to campus groups.

   b. Staff includes 1.2 FTE in professional staff time plus 1.3 FTE
      in student staffing.

   c. In 1992-93, 2868 students participated in some way, with 3,495
      contact hours, at personnel cost of $41,269.

4. Tutoring (other than CAP)

   a. Components
      1) Help sessions in 15-20 freshmen level courses per quarter
      2) Private referrals (most undergraduate courses, student paid)
      3) Private tutoring, readers, etc., for handicapped students

   b. Staff time provided by .5 FTE professional, 1 PACE assistant, and 50-60 part-time tutors annually.

   c. For 1992-93:

	# Served	Hours
1) Help sessions	1807	1972
2) Private referrals	1354	NA
3) Handicapped students	35	513

   Total Cost $25,046

5. Supplemental Instruction

   a. SI sessions held for 4-5 freshmen level courses per quarter; courses selected are those identified as high-risk by >30% grades D, F, or W. (Number of courses has doubled to 8-10 for the current year.)

   b. Staff time included .5 FTE professional staff plus 8-9 Student Leaders per quarter. (For 93-94, staff has increased to 1.5 FTE professional staff plus 16-20 Student Leaders.)

   c. For 1992-93, SI sessions served 1,350 students at a total personnel cost of $30,601.

6. Access Program

   a. Weekly programs were held for participating students at three Athens County high schools: Nelsonville-York, Trimble, and Federal Hocking. Junior students at each school who had begun the program the previous year participated. They had originally been nominated to participate based on their potential for higher education and lack of evident interest. (For 93-94 Athens and Alexander schools were included, and the program was no longer limited to invited students.)

   b. Staff time included a full-time Coordinator plus .75 FTE in Student Mentor assistance.

   c. For 1992-93, the Access Program served 30 students at a total personnel cost of $33,360.

7. Placement Testing

   a. Administration, distribution, and recording of test results in
      reading, writing, and math. Three tests are given to all
      incoming freshmen; transfer students must test in English and
      math unless transfer credit is approved to satisfy the Tier I
      requirement.

   b. Staff time needed approximates .25 FTE plus part-time student
      assistance during the summer.

   c. Students tested for 1992-93:

fall quarter	3,511
winter	168
spring	90
summer session	50
special groups	75
TOTAL	3,894

   d. Costs for 1992-93 estimated at $5,500 for AAC activities.
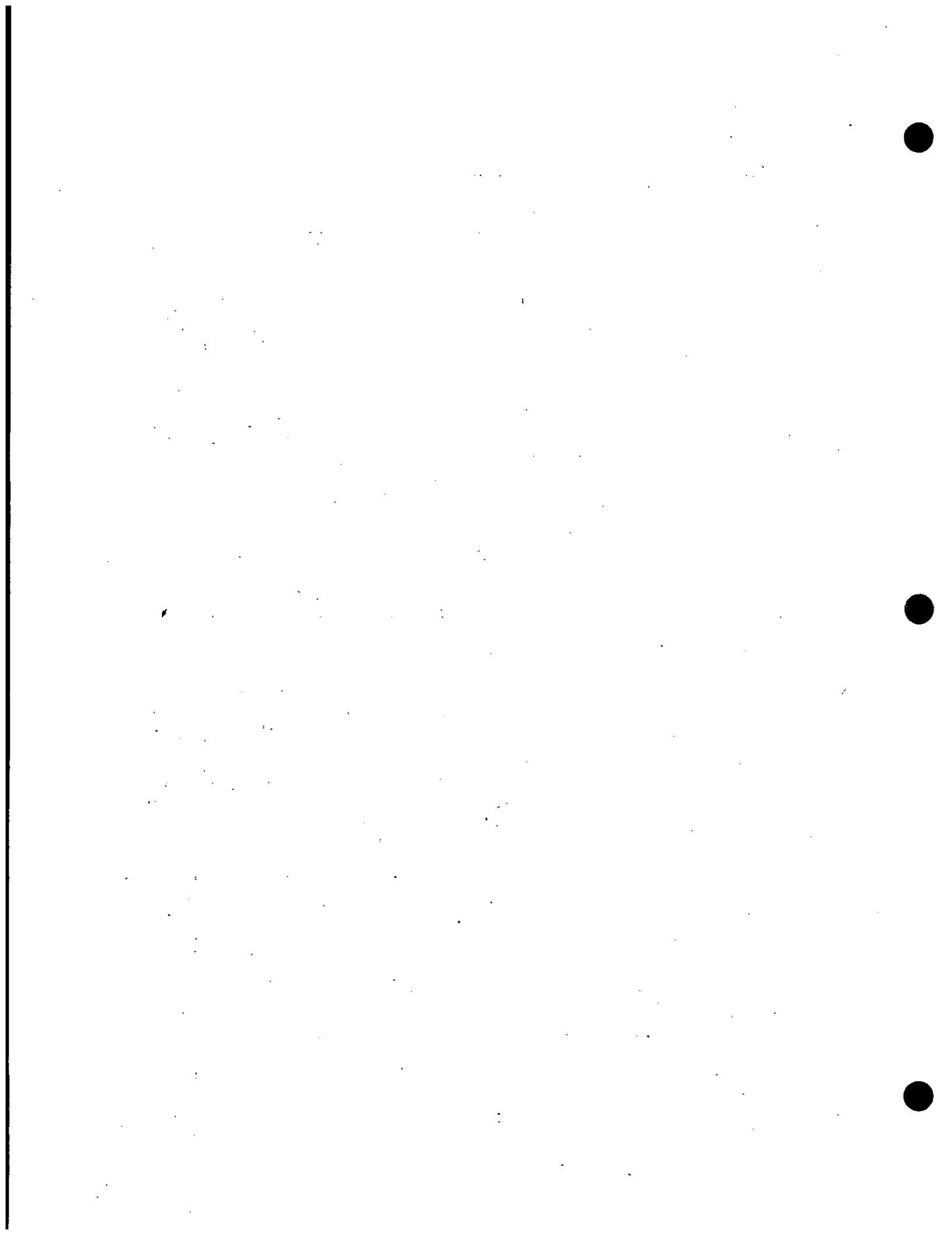
F. Anticipated future·

The Academic Advancement Center will maintain its focus on the academic support needs of undergraduate students; it will remain in the business of developing the skills, knowledge, habits, and attitudes necessary for academic success. As student needs change, however, so must the center's programming be flexible to meet those needs. As technology and available materials develop, so must the staff keep pace.

Need for the center continues. As revealed in the annual ACT Profile report, more than a third of entering freshmen indicate need for math and study skills support. Although test scores and class rank of freshmen classes have improved in recent years, demands for services have not diminished. Requests for tutoring assistance remain at a high level, and help sessions continue to draw heavily. The expansion of Supplemental Instruction complements these previously available tutoring services in content courses, but does not take their place. Math skills needs remain high. Tutoring requests for private tutors and attendance at help sessions in math continue to exceed those in other areas. Enrollments in study skills classes also remain high. More sections of both study skills and reading courses could be filled in fall quarter.

Anticipating the future of the AAC is complicated by the very nature of its role. The center must have enough vision of the future to plan programs and secure funding for those efforts, while the ebb and flow of existing funding dictates the depth and breadth of services possible in the present. However, some directions for change and improvement are clear:

1. The staff will continue to seek additional means of delivery of reading and study skills through credit options. Currently both UC 110 and UC 112 are delivered as two-credit courses, as two one-credit courses, and as an arranged class, that is, meeting with an instructor period-ically for an otherwise self-paced, independent study course. Additional one-topic, one-credit mini-courses attractive to a range of skill levels would be desireable, such as critical reading for the humanities (or for the social sciences, or for the natural sciences) or study skills for math.

2. Enhancements to the Learning Lab are planned. Better quality software programs in the basic skills are becoming commercially available, so that more attractive, more useful computer-based assistance will be available on more and better computers in the near future. These additions should make the center more helpful to students preparing for PPST exams in the College of Education, to those needing background work in mathematics, and those needing more experience in composition and critical reading skills. In addition, more internal coordination of delivery systems and cross-training of staff in these areas will facilitate student use.

3. More needs to be done to inform undergraduate students of the services available and to make participation both pleasant and immediately profit-able. This goal requires multi-faceted approaches and innovative ideas. Discussion will continue on means to that end, but the need for skills

enhancement revealed through placement tests and through grades received by students is substantial. We must do a better job of engaging students in achieving. The location of the new Center for Instructional Enhancement within the AAC may assist the staff in working in closer partnership with teaching faculty, which may help in this task.

4. The current arrangement of the CAP program needs to be analyzed for possible improvements. The essential components of basic skills, tutoring, advising and counseling for freshmen through juniors has served many students well for fifteen years. With increasing frequency, however, students who could benefit from the program are unable to participate due to stringent federal eligibility guidelines. Although virtually all in the program take the study skills course, fewer are in need of the reading course. While many would improve grades by consistent use of the tutoring provided by the program, too many don't follow through despite staff urging them to do so. Just as advising is crucial to academic success for all students, the advising part of CAP is important to keeping students on track to graduation. However, advisors only advise--they don't dictate-- and watching students self-destruct by ignoring advise is discouraging. No easy answers exist to improving these frustrating areas, but this program is due for examination. This program has brought many dollars to campus and much cause for celebration through student success, and the intent is to improve upon that strong record.

G. Funding commitments and needs; Sources of funding.

1. OU operating account - $221,460 for 1993-94.
   This is the center's non-program-specific money. All but
   $6-8,000 is used for personnel costs. Most instructional
   and administrative staff receive at least some university money;
   funds also are used for help sessions, handicapped student
   tutoring, basic skills tutors.

2. Student Support Services Grant - U.S. Department of Education -
   $183,460 for 1993-94.
   This grant is the primary support for CAP, and it must be used
   exclusively for that program. It supports portions of instruc-
   tors' salaries, all of the counselor and graduate student salaries,
   plus peer advisors, tutors, and some operating costs.

3. 1804 Fund - "The Freshman Year Experience and Special Recruitment
   for Appalachian Ohio," sponsored by Dean Patricia Richard, Univer-
   sity College.
   This "umbrella" grant includes two programming efforts of AAC.
   The 1804 money will expire after the 1994-95 year.

   a. Access Program - $31,750 (supplemented by $4864 in carryover
   funds from previous OBR grant)
   Funds support the Coordinator, student mentors, travel, and
   operating costs.

   b. Supplemental Instruction - $60,300
   These SI funds support a .5 FTE Assistant Coordinator, all
   Student Leader wages, some operating costs.

4. Centers of Excellence Grant, sponsored by the College of Osteo-
   pathic Medicine, funded by the U.S. Department of Health and
   Human Services through 1997.
   The AAC received $53,600 for 1993-94 to support Supplemental
   Instruction in specified pre-medicine required courses. Funds
   support the SI Coordinator, equipment and supplies, travel,
   and operating costs.

A primary funding concern is finding on-going replacement for the 1804
funds now supporting Access and almost half of SI. Both are worthy
programs. UPAC funds will be requested in the 1994-95 cycle.

A second funding concern lies with the overall compensation level of
staff. The unit has always paid toward the low end of the pay scale.
Recent efforts, including not filling an instructional position, have
partially alleviated this situation.

Additional programming for which funds are needed include private
tutoring, in that only certain program participants now have access to
free private tutoring. Another unmet need concerns the writing problems
of graduate level international students. A third area requiring funding
is critical reading skills beyond the level of sophistication now
addressed in UC 112.

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Date: 5/12/93

To: Carolyn

From: Will

Subject: People to refer to in the Center evaluation process

Name	Deptartment	Phone
Sue Boyd	Adult Learning Services	2150
Kim Brown	Athletics	1172
Finnie Murray	Biological Science	2401
Karen Eichstadt	Chemistry	1739
Lauren McMills	Chemistry	1740
Jan Palmer	Economics	2032
Evelyn Reid	Education	0118
Mark Rollins	English	2794
Susan Wagner	Handicapped Student Services, Affirmative Action	2620
Doug Baxter	History	4354
June Varner	Human and Consumer Services	2877
Drew Evarts	Journalism	2599
Tim Smith	Library Instruction, Alden	2697
Don Norris	Math	1261
Jack Humbles	OPIE	4586
Arthur Zucker	Philosophy	4596
Chuck Brient	Physics	1973

Hiring and Training Tutors in the Tutoring Office at the Academic Advancement Center

Jean Cunningham
Tutoring Coordinator

The Tutoring Office hires qualified peer tutors throughout the academic year in order to cover requests for high demand courses, such as math, chemistry, or physics, and to meet exceptional requests. We currently have approved 176 tutors to cover approximately 250 undergraduate courses.

Hiring Tutors

Potential tutors are solicited through job postings at the Student Financial Aids Office. However, because the response to job postings is sometimes slow, we often recruit qualified tutors by contacting graduate students through their departments or by acquiring lists of qualified students from course instructors. Other organizations, such as the Accounting Honorary, may also be contacted in an effort to fill a request. In short, every effort is made to locate a qualified tutor as quickly as possible.

Once potential tutors are located, they must complete an application form. The completed application, which includes recommendations from faculty and an essay on relevant experience and tutoring philosophy, is reviewed by the Tutoring Coordinator. The Tutoring Coordinator relies totally on faculty recommendations to verify an applicant's knowledge of course content. Hiring is based on whether the applicant has earned a B or above in the course to be tutored, and can provide a good recommendation from a faculty member. If these criteria are met and if the applicant is articulate and indicates sensitivity to the needs of the student client, then he or she is approved.

Applicants may be rejected if they fail to provide recommendations, if they lack proficiency in English, or if there are already enough tutors to cover a course. If the applicants wish to tutor courses which are already adequately covered, their applications may be placed in a hold file.

Training

Methods of tutor training have varied over the years. Currently, tutors attend an orientation and

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training session during Fall Quarter. Some of the topics covered in the training session are: how to identify students with poor study skills, how to use questioning techniques, when to make referrals, how to identify problems in the learning process, etc. In addition to the training session, new tutors are given a copy of the Tutor Handbook. This booklet provides a written reference of the Tutoring Office's policies and procedures as well as information on tutoring techniques.

The goal of the Tutoring Coordinator is to institute an expanded training program that will result in tutors gaining certification under the College Reading and Learning Association's certification program.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES
for Academic Advancement Center Staff

1. In the past five years three staff members have pursued coursework for advanced degrees. Additional staff have taken courses for their development not connected to degree programs.

2. All staff have opportunities to attend and/or make presentations at professional conferences or workshops in the areas of developmental education, teaching basic skills, tutoring, services to handicapped students, assessment, counseling strategies, grant writing, financial aid, TRIO program administration, University College concerns, first year programming. Some years budgets allow more travel than others; this year all but one staff member has attended at least one event. Additionally, staff frequently avail themselves of local opportunities for professional growth.

3. All staff attempt to keep up with new information and findings through reading of journals, etc. The AAC subscribes to The Chronicle of Higher Education, the Journal of Developmental Education, Equality, Research in Developmental Education, The National Teaching and Learning Forum, the Aid for Education Report, and Recruitment and Retention in Higher Education. Other findings are also passed around through staff mailboxes on a regular basis.

PRECOLLEGE 1994
FACULTY AND DEANS

ARTS AND SCIENCES
Student Program:
Art Wooley (Humanities, Undecided)
Phyllis Field, Doug Baxter (Social Sciences, Undecided)
Marvin Fletcher (Social Sciences, Undecided)
Siegfried Maier (Preprofessional Sciences: Biology & Chemistry)
Gerald Svendsen (Preprofessional Sciences: Biology & Chemistry)
Patricia Humphrey (Preprofessional Sciences: Biology & Chemistry)
Herb Graffius (Natural & Physical Sciences, Undecided)

Parent Program:
Harold Molineu
Kathy Schumacher
Karen Dahn

BUSINESS ADMINISTRATION
Student Program:
Joan Gail
Valerie Perotti
Teresa Tedrow
Jeff Manzi
Elizabeth Blair
Juanita Grueser

Parent Program:
Steve Hyle
Mary Keifer
Tim Hartman
Gary Coombs
Mary Ellen Taylor
Carl Bridges

COMMUNICATION
Student Program:
Amy Thieme (Interpersonal Communication)
Tom Hodges (Journalism)
Vibert Cambridge (Telecommunications)
Chuck Scott (Visual Communication)
Phyllis Bernt (Communication Systems Management)

Parent Program:
Sandra Haggerty

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EDUCATION
Student Program:
Merle Graybill
Michelle Smith
Mark Johnson-Barbier

Parent Program:
H. Wells Singleton
Keith Hillkirk
Karen Viechnicki
Valaira McCabe

ENGINEERING AND TECHNOLOGY
Student Program:
Roger Radcliff

Parent Program:
Joe Essman

FINE ARTS
Student Program:
Dianne Bouvier (Art)
Gladys Bailin (Dance)
Harold Robison (Music)
William Fisher (Theater)
Chuck Scott (Visual Communication)

Parent Program:
Bert Damron

HEALTH AND HUMAN SERVICES

Student Program:
Sharon Noel (Health Sciences and Recreation and Sport Sciences)
Dean Christopher (Hearing and Speech Sciences)
Sky Cone (Human and Consumer Science)
Margy Goodwin, Nashid Fahkrid-Deen (Undecided)

Parent Program:
Barbara Chapman
Lee Cibrowski

HONORS TUTORIAL COLLEGE
Margaret Cohn
Ann Brown

Ohio University

TO: Dr. Lloyd Chesnut, Vice President for Research and Graduate Studies **RECEIVED**

FROM: Paul Nelson, Dean

RE: Request that the College of Communication Institute for Telecommunications
          Studies be continued

Accompanying this memo is the Five Year Review for the Institute for Telecommunications
Studies.

The Institute was examined by a four-person ITS Review Committee appointed by Acting
Director, Dr. David Mould.

Dr. Vibert Cambridge:	Associate Director and Assistant Professor in the School of Telecommunications
Dr. Anne Cooper-Chen:	Associate Professor and Director of Center for International Studies in the E. W. Scripps School of Journalism.
Dr. Claudia Hale:	Associate Professor in the School of Interpersonal Communication
Dr. George Korn:	Associate Professor in the School of Telecommunications

The final report was written by Dr. Don Flournoy, Director of the Institute for
Telecommunication Studies. Dr. George Korn wrote the ITS Review Committee Report.

The College of Communication, the School of Telecommunications, and the ITS Review
Committee are unified in their recommendation that the Institute for Telecommunications
Studies continue as the research and external relations arm of the school. Under Dr. Flournoy's
directorship, ITS has flourished: grants and projects, papers and presentations, and cooperative
research ventures have increased and provided the institute with a strong purpose and solid
accomplishments at low to no cost.

We hope that you and the Board of Trustees will agree to the importance of continuing the
Institute for Telecommunication Studies.

xc: Dr. Don Flournoy, Director, ITS
        Dr. Drew McDaniel, Director, TCom

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Five Year Review of the Institute for Telecommunications Studies

School of Telecommunications
Ohio University

Report of the Review Committee
July 1994

Submitted to
Paul Nelson, Dean
College of Communication
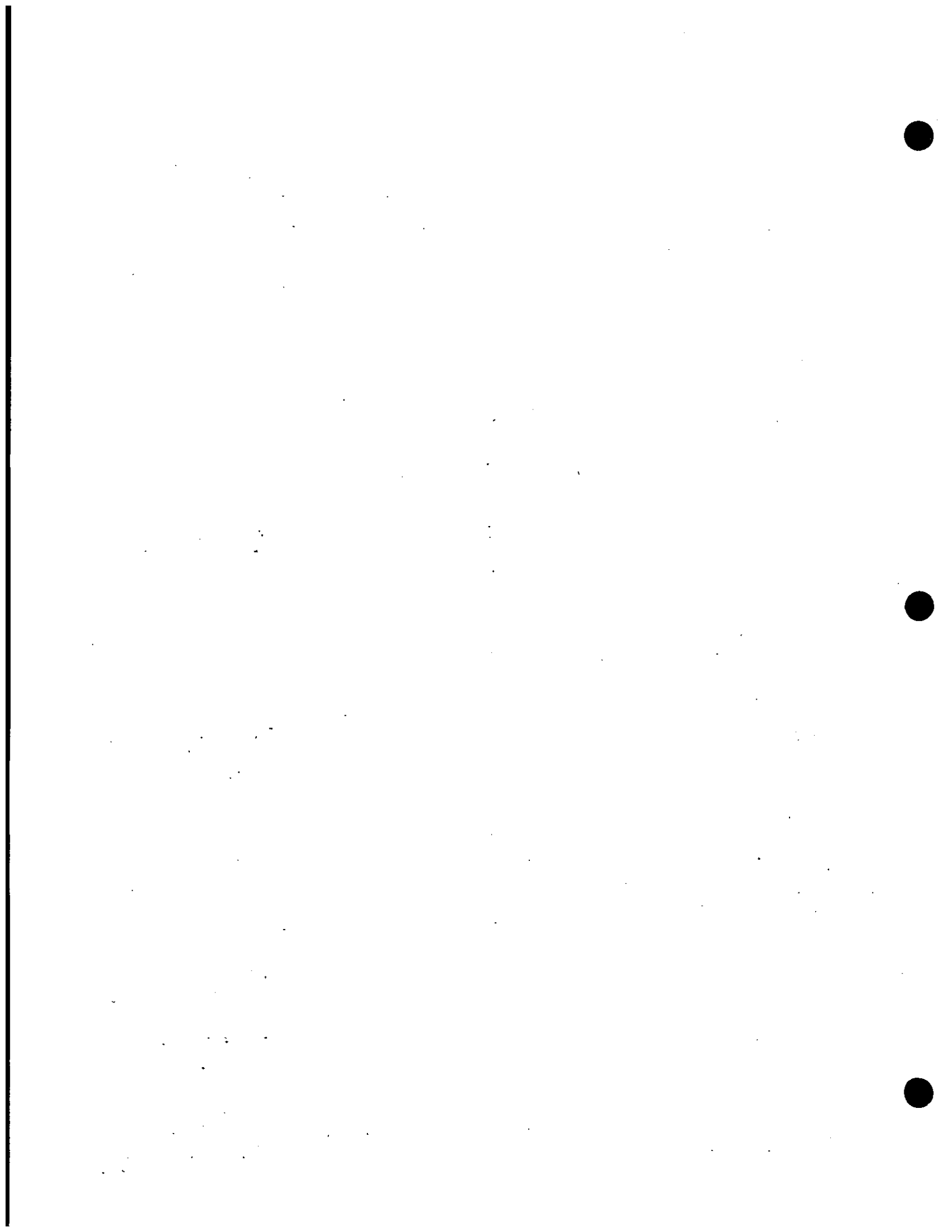
The Review Committee

In March 1994, a committee of four was named to conduct the five year review of the Institute for Telecommunications Studies (ITS), a research and service institute in the School of Telecommunications. The members of the committee were:

Vibert Cambridge, Assistant Professor & Associate Director
School of Telecommunications

Ann Cooper-Chen, Associate Professor
E. W. Scripps School of Journalism

Claudia Hale, Associate Professor
School of Interpersonal Communication

George Korn, Associate Professor (chair)
School of Telecommunications

The committee reviewed the self-study document prepared by the director of the ITS, Don Flournoy, and met with him to discuss the activities of the institute in greater detail.

A. Evaluation of the Current Viability of the ITS

The Institute for Telecommunications Studies is making a valuable contribution to the School of Telecommunications by serving as a focal point for faculty initiated research and professional service to the field. The institute has shown a steady growth in activities since the appointment of Don Flournoy as director in September 1990 and has reached a new level of stability due largely to the energy and enthusiasim he brings to the task. The committee finds the ITS to be not only viable but quite healthy.

The ITS deserves particular recognition for its international involvement and focus on the issues and research questions surrounding new technology. As societies around the world begin the task of sorting out the implications of multimedia and the "information highway" for their own well-being and development, the ITS has positioned itself to take an active role in the research and consulting that will be part of this process. For example, the ITS has assisted faculty members in extending the School of Telecommunications' already formidable international presence into the Baltics, southern Africa, and the Caribbean. These international activities, especially those oriented toward media education, have helped further the school's relationships with Voice of America and the United States Information Agency. The ITS' focus on the new communication technologies has resulted in collaborative research projects on the new generation of ACTS satellites, multimedia production, and distance education. Through these efforts, partnerships have been developed with external agencies such as NASA and with other units on campus including the School of

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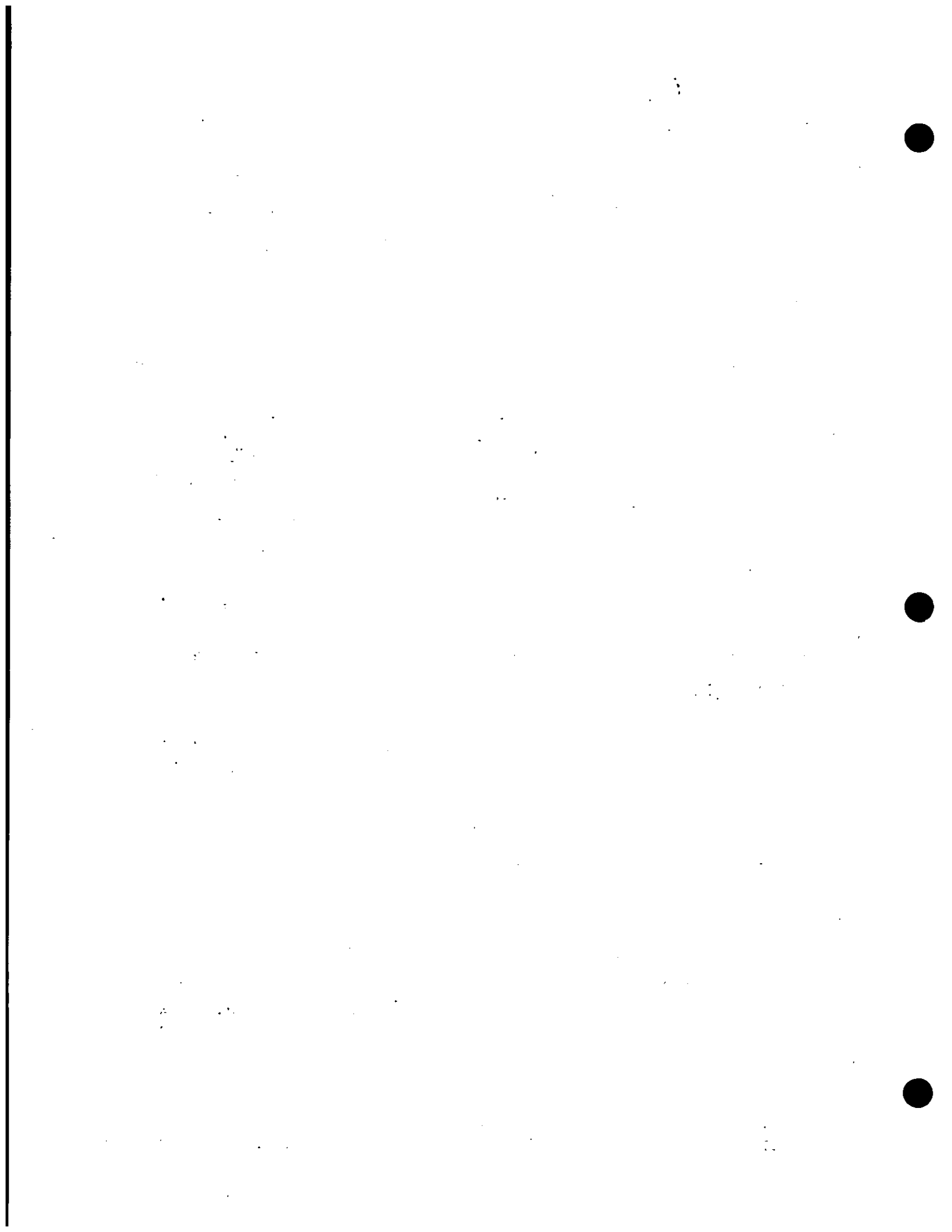
Communication Systems Management, College of Engineering, and University Relations.

Regarding service to the profession, the ITS' relationship with CNN is a noteworthy example of the kind of linkages that are possible with members of the professional community.

B. Evaluation on a Current Cost/Benefit Basis

The 1988 Review of the Institute for Telecommunications Studies noted that, on the basis of the cost/benefit ratio, "ITS is more than paying its way." Based on the data made available to the committee, that statement still appears to be an accurate reflection of the situation. However, we must acknowledge the fact that the majority of the ITS program costs are "hidden"--included within the general operating costs of the School of Telecommunications. Specifically, the costs associated with ITS are described as 1) one-course release per academic year for the director of the institute and 2) materials which are covered under the School of Telecommunications' operating budget. It is reasonable to believe that there are costs, in terms of direction and faculty time, material resources, etc., which extend beyond what is mentioned in the ITS self-study document.

With respect to the issue of the benefits derived from the presence of ITS, we were provided with an impressive list of external grants which have been received and of grant-seeking activity. ITS has clearly enjoyed a measure of success in assisting faculty in their efforts to obtain external funding for projects. ITS projects have provided research opportunities for both faculty members and graduate students, and have created links between the School of Telecommunications and a variety of corporations, professional agencies, and countries. These benefits, in light of what appear to be minimal costs, suggest that in terms of a cost/benefit ratio, the ITS is a highly successful operation.

C. Evaluation of Potential Future Viability

The fact that the ITS has survived more than 10 years speaks well for its future potential. It has visibility and a track record, as well as continuity of leadership from a director who has been at the helm since September 1990.

The self-study document shows a steady and consistent record of projects--two to four every year--which bode well for future productivity momentum. It also lists a number of proposals, currently in various stages of development, that are likely to bear fruit sometime in the future, such as the Ohio Multimedia Lab. The track record of cooperation with other units in the College of Communication (e.g. the Scripps School of Journalism on the 1991-92 Canadian project) and units in other colleges (e.g. Center for International Studies and Modern Languages) indicates the likelihood of future collaboration. Overall, the future viability of the ITS looks excellent.

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D. Evaluation of Future Cost/Benefit Basis

What better ratio can a university ask for than outstanding benefits to the institution for virtually no cost? No dollars are allocated to the ITS, but it brings in dollars (e.g. $13,500 from the Ebert Foundation in 1992). The ITS has no staff, no space, no equipment, and no budget of its own. When the benefits of the ITS are considered, the release of one course per year for the director seems like a bargain.

The ITS has a marvelous cost/benefit track record, and the committee finds no reason to doubt that this very positive cost/benefit ratio will continue.

E. Committee Recommendation

The committee has found the Institute for Telecommunications Studies to be a valuable resource for the School of Telecommunications. The ITS provides a high profile means of furthering the school's mission in the areas of research and service to the profession, while enhancing the image and reputation of the school and Ohio University nationally and worldwide. This review has failed to uncover any significant areas of concern regarding the operation of the ITS. The committee unconditionally endorses the continuation of the ITS.
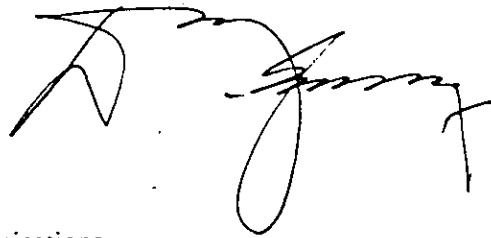
Ohio University

Institute for Telecommunications Studies
School of Telecommunications
Radio-Television-Communication Building
Ohio University
Athens, Ohio 45701-2979

614-593-4866
FAX: 614-593-9184

March 18, 1994

TO: David Mould, Acting Director
           School of Telecommunications
           Paul Nelson, Dean
           College of Communication

FROM: Don Flournoy, Director
           Institute for Telecommunications Studies

RE: 1994 ITS Review

Name: Institute for Telecommunications Studies

Supervisory Organization: School of Telecommunications

Purpose: The Institute operates within three basic objectives:
      1. to initiate and seek funding for research, production, training or development projects that will significantly and meaningfully involve the faculty and students of the School in the practice of telecommunications;
      2. to provide administrative and clerical support in the implementation of research, production, training and development projects involving School faculty and students, and
      3. to promote faculty and student involvement in research and publicize their activities.

History: Initiated in the 1960s as the Broadcast Research Center, the name was changed in 1983 when the School changed its name from Radio-Television to Telecommunications. In 1994, the School of Telecommunications has established itself as one of the top 10 academic programs in the United States, a School with a strong international orientation. The research and development activities of ITS are intended to support and enhance the School's expanded mission.

Activities: Listed below are some of the projects that have been undertaken by ITS since September 1990, when Don Flournoy was appointed its director:

      - With funding from the Ohio University Research Committee, in 1990 and 1991, Robert Stewart of Journalism and Don Flournoy of Telecommunications carried out ITS-managed research on the topic: "CNN World Report: An Organizational Analysis." The grant was for $4163. Out of this research grew 7 papers, 3 published articles and a book.

      - In January 1992, the ITS submitted to the Japan Foundation Center for Global Partnership a proposal for "Regional Television Production for Improved Cross-cultural Understanding." The $22,300 pilot project was not funded.

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-In 1991, Joe Rota did a survey of Latin American Communications Scholars with Ph.D. student Elizabeth Lozano which led to one book chapter, one journal article and four co-authored papers.

- In 1992-93, with Ph.D. student Clemencia Rodrigues, Josep Rota conducted an ITS-assisted survey of international communications scholars. The study was funded by the School and had the backing of the International Association of Mass Communication Research (IAMCR). Three papers resulted, one of which is being revised for publication.

- In 1992, the Library Resources Division of the United Stated Information Agency commissioned a 200-title annotated bibliography entitled "Communications/Mass Media Books: A Core List for Eastern European Media Persons and Students." $1500 was paid the ITS for this service.

- Under sponsorship of the Voice of America, the ITS hosted training programs for radio-TV broadcasters from the Baltic states of Estonia, Latvia and Lithuania in April 1992 and April 1993. In the summer 1992, Joe Slade and Don Flournoy traveled to the Baltics to conduct workshops. The ITS also arranged for VOA sponsorship of Estonian broadcasters Nele Laanejarv (1992-93), Margus Hunt (1993-94) and Hando Sinisalu (1994-95) to enroll as graduate students.

- In 1993, the ITS was awarded a two-year training and development project aimed at nurturing "free and independent media in the Baltic states" and building closer linkages between the universities and emerging commercial sectors. The proposal included $100,000 of audio and video production equipment for each Baltic university by the International Media Fund and $169,000 to Ohio University for training and curriculum development by the United States Information Service.

- Upon request of TVRI, the national TV network of Indonesia where the TCOM School has several highly-placed graduates, a "Survey of TV Viewing Habits of Indonesians in the USA" was conducted by the ITS in 1992 as a way to guide TVRI purchases of American TV programs. Students were involved in the design and implementation of this survey; no charges were assessed.

- With the Center for International Studies and the Modern Languages Department, the ITS in 1993 wrote a proposal for a two-year grant entitled "Language Proficiency and Internationalization: An Institutional Strategy" which will help the School implement an undergraduate international certificate and internship program and provide faculty stipends and travel. The U.S. Department of Education (Title VI) proposal was accepted for first-year funding in April 1993 at $98,820. Only six of these were awarded in the USA. A second year renewal request has been submitted.

- In a joint project with the Bush Center, Guido Stempel and Don Flournoy carried out a research project in 1991 and 1992 entitled "Canadian Images in the U.S. Media." The project, which involved both graduate and undergraduate students, was commissioned by the Canadian Consulate at a cost of $19,925. A research monograph and several papers resulted.

- In January 1991, the ITS submitted a competitive proposal to the International Television Association (ITVA) to carry out research on teaching, courses and curricula involving corporate or "non-broadcast" communication in American colleges and universities. The proposal was not funded.

-In May 1991, the ITS managed a training program for 16 young "African leaders in radio and television" under sponsorship of the United States Information Agency and the Delphi International Education and Training group of Washington D.C. The project increased international exposure to students and faculty of the School.

- In October 1991, Vibert Cambridge, Don Flournoy, Roger Good and William Miller submitted to the CCK (Taiwan) Foundation a proposal to conduct a study of "Taiwanese Broadcasting in the USA: A Study in Cultural Transmission." The $91,911 project was not funded.

- In 1992, Josep Rota and graduate student Mahmood Hammood conducted a study of uses/perceptions of the mass media and national identity by Palestinians living in the Middle East, Europe and the USA. The ITS-supported project was funded by the Frederich Ebert Foundation of Germany ($13,500); a dissertation and several papers resulted.

- During 1991 and 1992, Vibert Cambridge carried out research on the topic "Immigration and Multicultural Broadcasting in the United States." This survey research was funded by the O.U. Research Committee and aided by the ITS. The results are to be published by Greenwood Press during 1994 in a book by the same name.

- Karin Sandell during 1992 and 1993 conducted studies under contract to the Better Business Bureau of Central Ohio entitled "Audience and Client Perceptions of the Role and Value of the BBB." These projects trained and funded undergraduate students to conduct survey research to poll past, present and potential members of the Better Business Bureau.

- The ITS provided assistance to Sheva Farkas for several audience research studies she and her undergraduate students conducted during 1991 and 1992 for clients WTAP-TV, WXYX-radio and others.

- In cooperation with the College of Engineering and the School of Communication Systems Management, the ITS was chosen by NASA to run a "Disaster Recovery, Backup and Communication Augmentation" experiment on a new high technology satellite launched in September 1993. Huntington Bank has funded the project and is permitting use of its network. NASA is providing equipment and other assistance. Undergraduate students of TCOM, COMT and ENT are funded through this grant.

- Funding is being sought to establish the Ohio Multimedia Lab, a research, training and electronic publishing center whose goal is to involve University faculty, students and community in "rural regeneration" and "Third World Development" projects. Efforts to attract support as an Apple New Media Center failed but approaches are being made to other vendors.

Future: The ITS looks for ways to link with other departments and schools within the University to get our students and faculty involved in research. Future strategies are to focus on cross-disciplinary and international research and training.

Funding: The ITS operates with no space, equipment, secretarial staff or budget, other than that designated for instructional purposes within the School. Any expected future funding will be that raised by the Institute for the management of specific projects. It does not have a budget of its own. Currently, it contributes more resources to the School than it uses, as it should.

Staffing: Other than the Director, who is given a compensatory one-course release each academic year, the ITS has no staff of its own. The ITS Director reports directly to the School Director and indirectly to the faculty.

OHIO UNIVERSITY

Russ College of Engineering & Technology

DATE: July 6, 1994

TO: Lloyd Chesnut, Vice President, Research & Graduate Student Studies

FROM: T. R. Robe, Dean

SUBJECT: Five-Year Review of Center for Automatic Identification Education and Research

Attached is the Five-Year Review of the Center for Automatic Identification Education and Research.

The review clearly recommends continuation of the Center and its activities. I concur and recommend the continuation of the Center for another five years with a review in 1999.

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Attachment

xc: James Fales, Director

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Five-year Review

of the

Center for Automatic Identification

Education and Research

Review Committee Report

June, 1994

I. INTRODUCTION

The committee consisted of:

Robert W. Lilley   Director, Avionics Engineering Center (chair)
Henryk J. Lozykowski   Professor, Electrical and Computer Engineering
E. Ralph Sims, Jr.   Associate Professor, Industrial and Systems
                                   Engineering
John E. Stinson   Professor, Management Systems

The review process included the following steps:

1. Each committee member reviewed the Center Review Report (self-study document) for the Center for Automatic Identification Education and Research, written by Dr. James F. Fales, Director.

2. Committee members prepared written or oral comments for use during the review meeting.

3. The committee met to discuss the Center Review Report, formulate findings and recommendations and to determine whether questions should be directed to Dr. Fales.

4. The committee then met with Dr. Fales for detailed questions and answers plus discussion on issues raised by the Center Review Report.

5. The chairman prepared this report, and sent draft copies to each committee member for review and comment.

6. After incorporation of members' comments and requested changes, the final report was submitted to the Dean with copies to the committee members.

II.   DISCUSSION

Discussion among committee members was based first on Dr. Fales' self-study report on the center, and later on the committee's personal meeting with Dr. Fales.

The committee commends Dr. Fales and his group for recognizing the importance of the automatic identification/data collection technologies and the potential for a center dedicated to education and research relating to them. The center was established with industry encouragement and with borrowed start-up funding made available by the Office of Research and Sponsored Programs under University policy.

In its relatively short existence, the center has carried out definitive studies (the "Ohio University studies" as referenced in texts) on bar-code integrity and has placed a number of graduates in the field domestically and abroad. Repeated successful educators' institutes indicate that the center has developed credibility among practitioners in the field. ,

The committee members each noted the very low level of external support for the center and the fact that Dr. Fales is essentially alone in promoting its work while also serving as chairman of Industrial Technology. Even so, promotional ideas are present and proposals have been submitted for externally-supported projects which have the potential for six-figure, "critical-mass" budgets.

Given the evident success with students both in IT and in other areas (notably ISE graduate students), the Automatic Identification Center certainly enhances curricula within the College, offering an up-to-date specialty area for undergraduate and graduate students. To date, of course, graduate programs must be interdisciplinary, drawing on students and advisors from other programs.

It was noted by the committee that other centers which have grown more rapidly toward self-sufficiency have done so in part by identifying government agencies which provide technical or standards services or which regulate technologies which are of interest to the center. It appears that continuous support at some level may then be marketed successfully. Sponsors of this type have not yet been detected in the automatic ID field.

The committee's discussion with Dr. Fales centered on promotional ideas and on basic needs for the coming five-year period. Promotion with government or standards organizations was encouraged, as opposed to individual manufacturers. (In this field at present, many manufacturers tend to be small and specialized, with little funding available for outside contract work.) One non-governmental source, however, is different. There is a connection with a company involving a College Board of Visitors member, which could use the technology and also help develop it.

Government or standards organizations need research and development work on reading bar codes contaminated by dirt or grime; there are other coding schemes which might enhance integrity. There are technologies other than bar code (radio transponders and

/03

future optical possibilities, for example) which can offer good thesis and project opportunities if stable support can be obtained.

There was some discussion of the Kelang Port project, a future possibility in Malaysia. This work is being pursued by the Office of Research and Sponsored Programs, but is delayed at present by Malay politics.

The Uniform Code Council Board of Governors (the standards council for bar-code use in industry) seems a natural source of information, if not outright support.

The National Institute of Standards and Technology (NIST) was mentioned, along with the ODOT Bureau of Public Roads and other possible sources. Also, the ethical and sociological issues related to automatic data collection on individuals will need work as this technology matures.

This promotional discussion was well-received by Dr. Fales, but one outcome was the realization that these ideas further increase the time pressures on him. The committee recognized the need for continuing subsidy from some source if this center is to continue.

The longer-term outlook is considered to be brighter; the technology is growing, graduates seem to be in demand, and there are opportunities for research to advance/improve operation of the systems. Continued cooperation among IT, ISE and ECE will provide opportunities for sponsored advanced-degree work in the field.

In the past the center has included in its staff structure various research associates seeking advanced degrees, and has assigned them center-related duties. Continuation of this practice, recruiting persons motivated to do promotional work, may be a low-cost move toward self-sufficiency.

The committee did not determine the degree to which the center relies on the Office of Research and Sponsored Programs for various services (proposal processing, etc.). Such services should be used fully, as they are cost-effective.
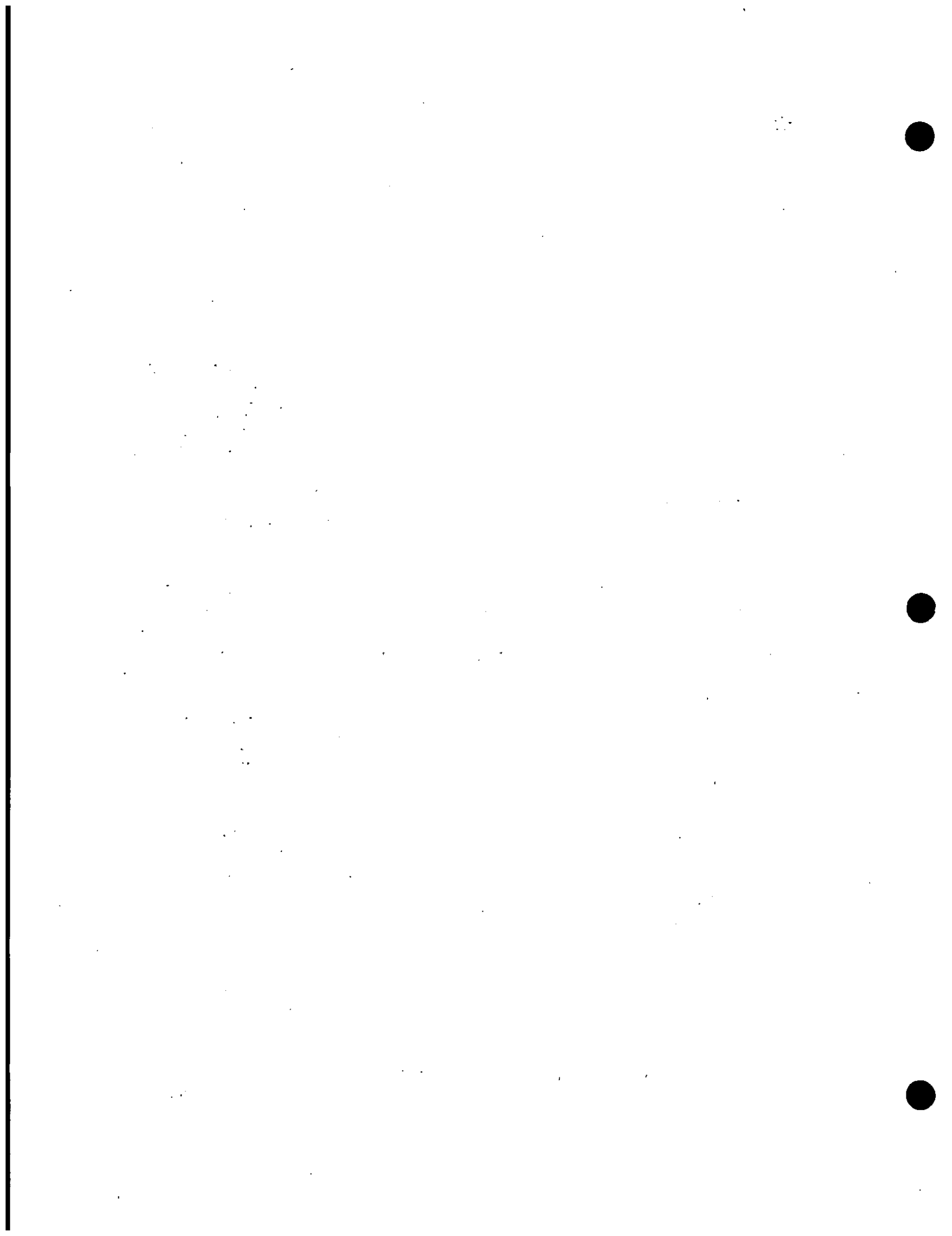
III. FINDINGS and RECOMMENDATIONS

Current viability: This center will require support during the coming review period, in order to retain its identity as a center. Without at least a small subsidy, the area will likely become a specialization area within the curriculum, with only partial or occasional external sponsorship.

Current cost/benefit basis: Today, the center operates projects which support some of its operations. Placements of student graduates show that the specialty area is in demand.

Potential future viability: Proposals have been submitted in appropriate places which, if successful, will give the center a period of relative independence. The center has established credibility in its field and has brought together a laboratory. The field itself is growing. Even though it is likely a period of subsidization and borrowing of talent and facilities lie ahead, the committee feels the center can achieve self-sufficiency in time.

Future cost/benefit basis: Increased external support will permit a higher level of operations, promotion and update of facilities. A larger number of students can be involved in the work.

The committee recommends the Center for Automatic Identification Education and Research continue its quest for a critical mass of external support. Recognizing that the center has previously received start-up funding and is working to pay back the Office of Research and Sponsored Programs, the committee does not recommend further borrowing now. Rather, the committee encourages the Russ College of Engineering and Technology to support two graduate M.S. positions (Stocker R.A.s?) to provide manpower for center activities while also supporting their educational goals. If these RAs are carefully chosen, motivated people, they may materially assist with center growth and maturity by helping to multiply Dr. Fales' efforts or free up his time somewhat.

Contacts should be sought with government and standards groups in technology and applications areas. Proposals for sustaining funding or task-ordered "umbrella" contracts should be sought, permitting center funding over an extended period as sponsor requirements arise. Promotional and marketing assistance should be sought from other centers or departments, in the form of shared travel, for example.

During the coming review period, it is important for the center to retain its identity, in order to enhance promotion success. Costs of telephone/fax and secretary might be shared with the IT department's operations, but center-specific items including stationery, brochures and copying/mailing should be supported by the College, until the center's research incentive funds can take over.

It is, of course, imperative that the center retain its working relationships with other ENT departments and to foster the undergraduate and graduate interest in the

automatic data collection technology and applications. This is one of the present strong points, and it should be continued.

During the discussion with Dr. Fales, it was brought out that the industry is evolving toward the name Automatic Data Collection, rather than Automatic Identification. The center might consider a name change to reflect this more general scope of applications.

IV.   APPENDIX

Self-Study Report, Center for Automatic Identification Education and Research

Ohio University

Center for Automatic Identification
Education and Research
119 Stocker Center
Ohio University
Athens. Ohio 45701-2979

614-593-1452
FAX: 614-593-4684

College of Engineering and Technology

Office of the Director **CENTER REVIEW REPORT - MAY 1994**

CENTER NAME

Center for Automatic Identification Education and Research

OPERATIONAL RESPONSIBILITY

James F. Fales, Director

T. R. Robe, Dean, Russ College of Engineering and Technology

MISSION

The Center is the nation's only university based research and education center devoted solely to automatic identification technologies, including bar coding, voice data entry, magnetic stripe, optical character recognition, and radio frequency identification. The Center was established in recognition of the increasing use of these technologies which are being applied in many business environments to increase data accuracy and improve productivity.

The mission of the Center is to provide an unbiased, non-profit organization in which to conduct contract basic and applied research and educational activities to support the use of automatic data collection.

BRIEF HISTORY

The Center was conceived of and proposed by Dr. Fales in 1987 after discussions with industry leaders. It was recognized that there was no testing and research facility focused on automatic identification. With the encouragement of the industry, Dr. Fales proposed the Center and its creation was authorized by the OU Board of Trustees in July 1988. A list of selected past and present Center personnel is included in Appendix A.

Educational activities have included (see Appendix B for selected details):

- *Understanding & Using Bar Coding,* a series of two day workshops at OU for business and industry personnel, clients have included BP Oil, Columbia House, Ashland Oil, Westinghouse, Volvo, GM Corporation, Wheeling Pittsburgh Steel, Mt. Carmel Medical Center, Roadway Express, and Pierre Frozen Food.
- *Bar Coding, A key to improving productivity;* a one day workshop conducted for NCR Corporation personnel on site at an NCR plant in Veroqua, Wisconsin.
- *Automatic Data Collection Educators Institutes,* funded by AIM USA, to educate and help university and community college professors implement auto ID subject matter in their respective disciplines and universities. Over 300 professors from the US. and other countries have attended the past seven institutes.
- *Automatic Identification Educators Institutes* (Atlanta-1990, Dallas-1991, Los Angeles-1992, and Philadelphia-1993) a conference for professors teaching automatic identification, held in connection with ScanTech, the major annual auto ID conference.

Technology transfer projects have included:

- Flxible Corp. (Atlas-Automotive), Delaware, OH, conceptual design of a radio frequency bar code data collection system for a bus parts warehouse.
- TTI TS Trim, Athens, OH, design and implementation of a bar coded incoming raw materials tracking system.
- Parkersburg Public Warehouse, Parkersburg, WV, design and implementation of a bar code system for tracking inventory.

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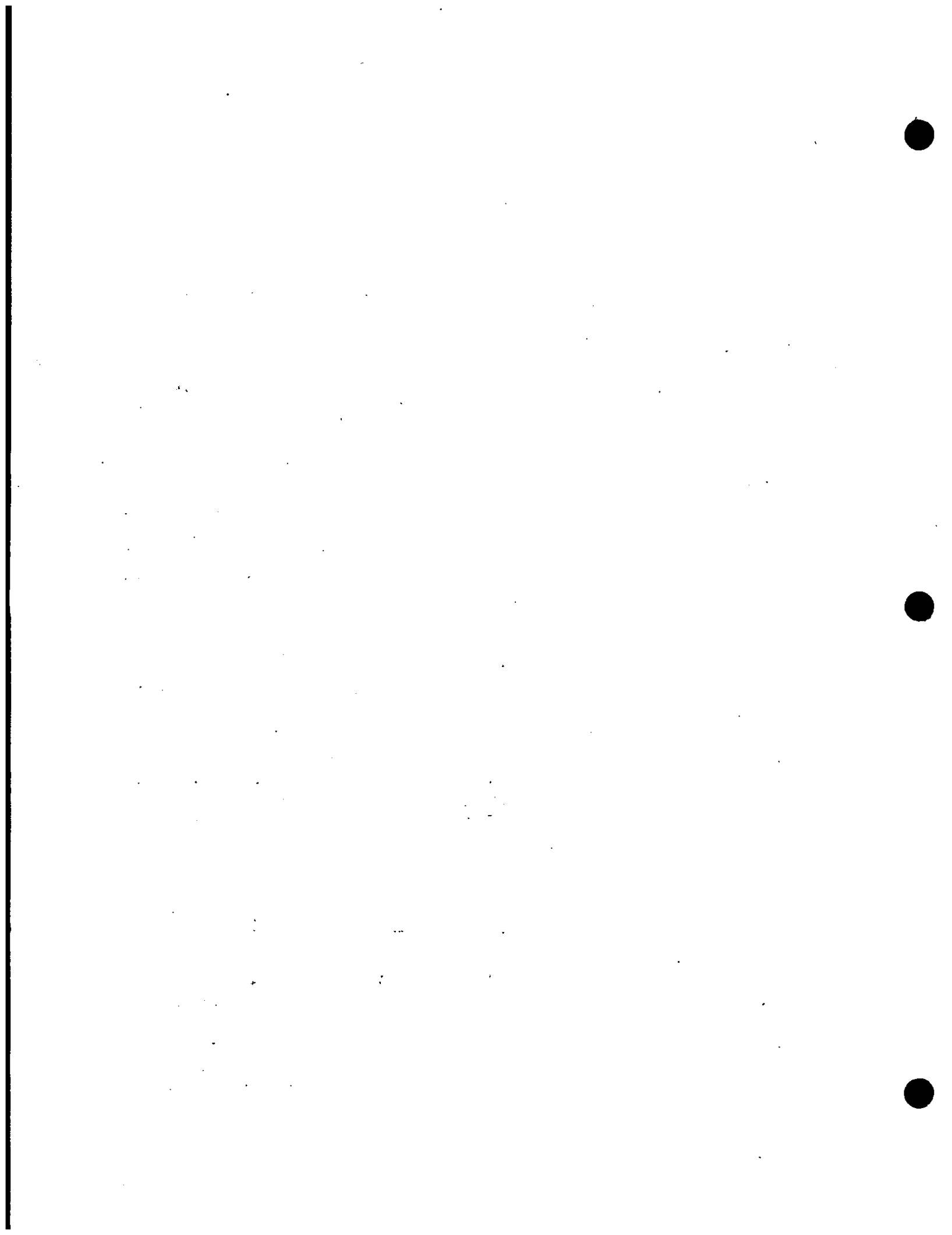
<u>Research activities</u> have included (see Appendix C for executive summaries):
- Code 16K and Code 49 Data Integrity Test, funded by AIM USA, $32,147; 1991
- DataMatrix and PDF 417 Data Integrity Test, funded by Oak Ridge National Labs, $114,958; 1992

<u>Theses and graduate student projects</u> have included:
- Salcedo (MSISE, 1990) "Design and Plot Test of a Bar Code System for Inventory Control"
- Cheok (MSISE, 1990) "Design and Implementation of a Micro Computer for Improving Warehouse Information, Handling and Cost Control"
- Dias-Saavendera (MSISE, 1990) "Design and Development of a Voice Interactive Personnel Banking System"
- Rahardjo (MSEE, 1990) "Radio Wave Propagation Measures at 469.8375 MHz in the Stocker Building"
- Hooks, (MSISE, 1994) "Enhancing Computer Aided Inspection through the Integration of Quality Control and Computer Aided Design; a Frame Work"
- Vincent, (MSISE candidate) "Using Taguchi Quality Engineering Techniques to Improve Bar Code Print Quality"

<u>Undergraduate projects</u> have included:
- Prosch, (1990) a fire extinguisher tracking system for the OU Office of Environmental Health and Safety
- Clift, (1993-94) a bar code tool tracking system for IT labs
- Berisso, (1994) a document tracking system for the OU Office of Financial Aid
- Cofer, (1994) a classification of ScanTech proceedings from 1992-1993

CURRENT ACTIVITIES AND STATUS

The eighth Annual Automatic Data Collection Educators Institute is scheduled for July 17-22, 1994. Approximately 30 professors from various universities are expected to attend. The Fifth Annual Automatic Identification Educators Conference will be held later this Fall. Currently, preliminary discussions are on-going with Welch Allyn, Inc. for a symbology testing project.

ANTICIPATED FUTURE

It is anticipated that the Center could continue to function and be of service to the discipline. AIM USA has committed to continued funding for ADCEI indefinitely. Discussions continue regarding possible joint NSF (National Science Foundation) and industry funding. Dr. Fales continues to attend industry functions with a sensitivity to possible research projects.

Current renovations and additions to Stocker Center will finally provide adequate office space for center personnel. Furthermore, the new Auto ID lab will be approximately four times the size of the current lab. This should provide adequate lab space for future use.

Additionally, a proposal is pending with Intermec Corporation for a $225,000 endowment to fund graduate fellowships in auto ID.

FUNDING COMMITMENTS AND NEEDS

The Center for Automatic Identification is a non-profit organization, typically operating on cost plus contracts from outside funding sources. The main funding needs are for day to day operational costs, including secretarial support, office expenses and basic marketing efforts.

One current concern is the payback of $25,000 to the OU Research and Sponsored Programs, loaned in 1990 to assist in Center startup. Approximately $12,000 is reserved in research incentive funds for this loan payback.

A major problem is the lack of time for Dr. Fales to market the centers' capabilities to outside sources. A continuity problem surfaces in the turnover of center personnel, largely due to low level funding. One immediate need is funding for marketing efforts; specifically to provide for Technical Marketing person and some expense money to allow more aggressive pursuit of outside funding.

Appendix A
CENTER PERSONNEL

Center personnel includes or had included:
- Dr. James F. Fales, Director, 1988-to present
  also Loehr Professor and Chairman, Department of Industrial Technology
- Mr. Jorge Salcedo, Assistant Director, 1990-1992
  left OU to become Product Manager for Symbol Technologies, Inc.,
  worlds leading scanner manufacturer, now owns business, Bar Code
  Technology in Lima, Peru.
- Mr. Roger S. Vincent, Assistant Director, 1992-to present
  currently on leave of absence working on Ph.D. at University of Pittsburgh.
- Mr. Dinesh Dhamija, Technical Director, 1988-to present
  also Assistant Professor, Department of Industrial Technology
- Mr. Luis Quiroga, Project Manager, 1993-1994
  recently completed MSISE and joined Linx Data Terminals, Inc., Plano,
  TX as Project Engineer.
- Mr. Niraj Singh, Technical Assistant, 1992-94
  MSISE candidate and currently working as a Software Engineer for
  ELTEC, Inc., Minneapolis, MN, an electronic control systems company
  specializing in bar coding.
- Mr. Thomas Schnell, Technical Assistant, 1994-present
  recently completed MSIE, currently integrated engineering PhD student
- Mrs. Brenda Stover, Secretarial Associate, 1991-present

Appendix B
SPONSORED ACTIVITIES

Date: July 1987
Title: Automatic Identification Teachers Institute
Funding: $12,000 - Automatic Identification Manufacturers, Inc. (AIM USA)
Number of Participants: 17
Number of Presenters: 15

Date: July 1988
Title: Automatic Identification Teachers Institute
Funding: $18,000 - AIM USA
Number of Participants: 27
Number of Presenters: 15

Date: July 1989
Title: Automatic Identification Teachers Institute
Funding: $22,000 - AIM USA
Number of Participants: 31
Number of Presenters: 15

Date: July 1990
Title: Automatic Identification Teachers Institute
Funding: $24,000 - AIM USA
Number of Participants: 31
Number of Presenters: 17

Date: September 30 - October 1, 1990
Title: Automatic Identification Educators Conference, Atlanta, GA
Funding: $450 - funded by participants
Number of Participants: 18
Number of Presenters: 6

Date: March 20-21, 1991
Title: Understanding & Using Bar Codes Workshop
Funding: $4,667 - funded by participant fees.
Number of Participants: 8
Number of Presenters: 3

Date: June 1991
Title: Automatic Identification Teachers Institute - Basic
Funding: $30,000 - AIM USA
Number of Participants: 29
Number of Presenters: 17

Date: July 1991
Title: Automatic Identification Teachers Institute - Advanced
Funding: $30,000 - AIM USA
Number of Participants: 21
Number of Presenters: 23

Date: July 7, 1991
Title: NCR Bar Coding Workshop
Funding: $5,000 - NCR Corporation
Number of Participants: 15
Number of Presenters: 2

Date: September 11-12, 1991
Title: Understanding & Using Bar Codes Workshop
Funding: $16,223 - funded by participant fees.
Number of Participants: 24
Number of Presenters: 3

Date: November 3-4, 1991
Title: Automatic Identification Educators Conference
Funding: $575 - funded by participant fees.
Number of Participants: 18
Number of Presenters: 7

Date: March 25-26, 1992
Title: Understanding & Using Bar Codes Workshop
Funding: $15,932 - funded by participant fees.
Number of Participants: 26
Number of Presenters: 3

Date: July 1992
Title: Automatic Identification Teachers Institute
Funding: $30,000 - funded by AIM USA
Number of Participants: 33
Number of Presenters: 18

Date: October 4-5, 1992
Title: Automatic Identification Educators Conference
Funding: $500 - funded by participant fees.
Number of Participants: 8
Number of Presenters: 8

Date: March 23-24, 1993
Title: Understanding & Using Bar Codes Workshop
Funding: $17,485 - funded by participant fees.
Number of Participants: 30
Number of Presenters: 3

Date: July 1993
Title: Automatic Data Collection Educators Institute
Funding: $30,000 - funded by AIM USA
Number of Participants: 28
Number of Presenters: 16

Date: October 17-18, 1993
Title: Automatic Identification Educators Institute
Funding: $400 - funded by participant fees.
Number of Participants: 14
Number of Presenters: 8

CENTER

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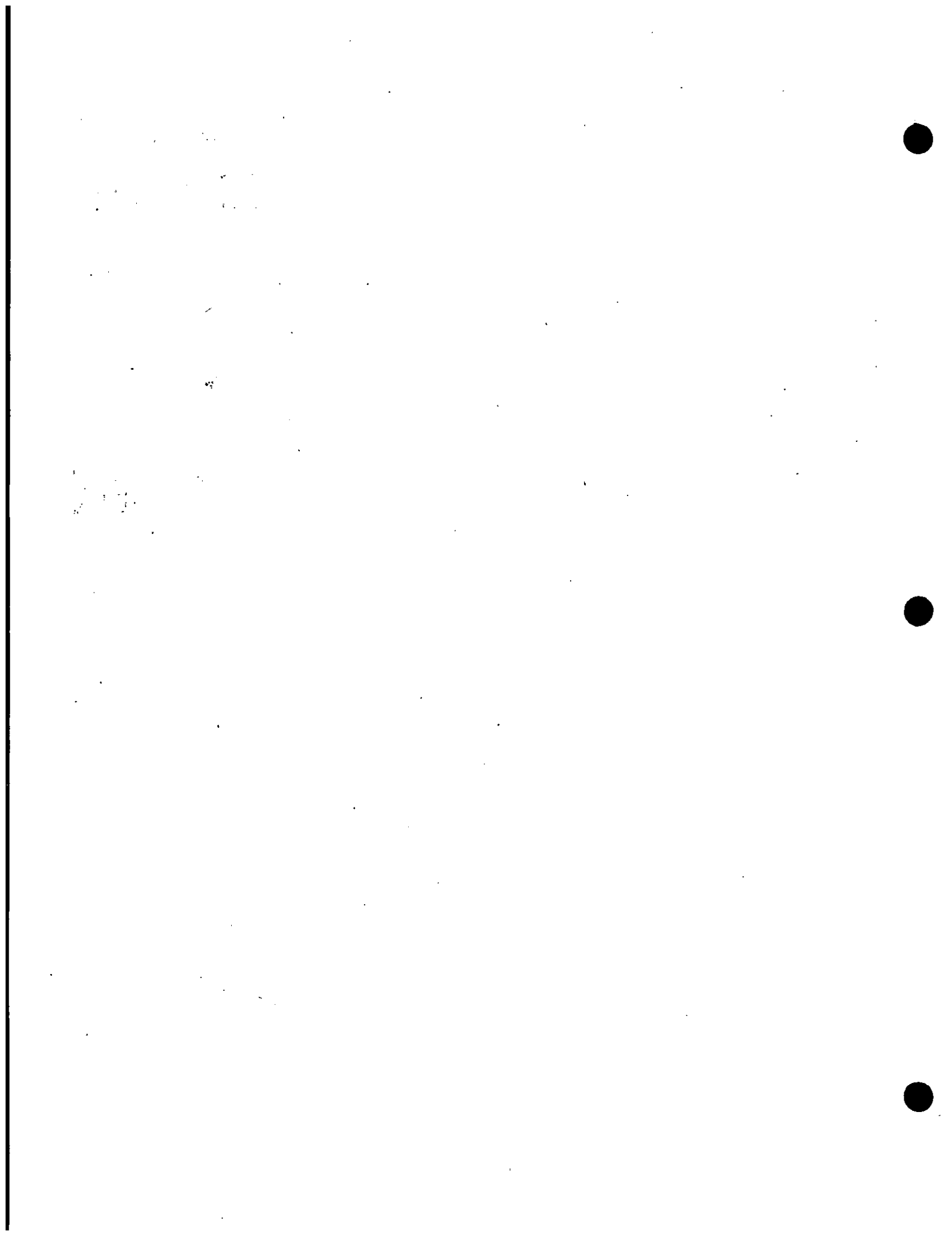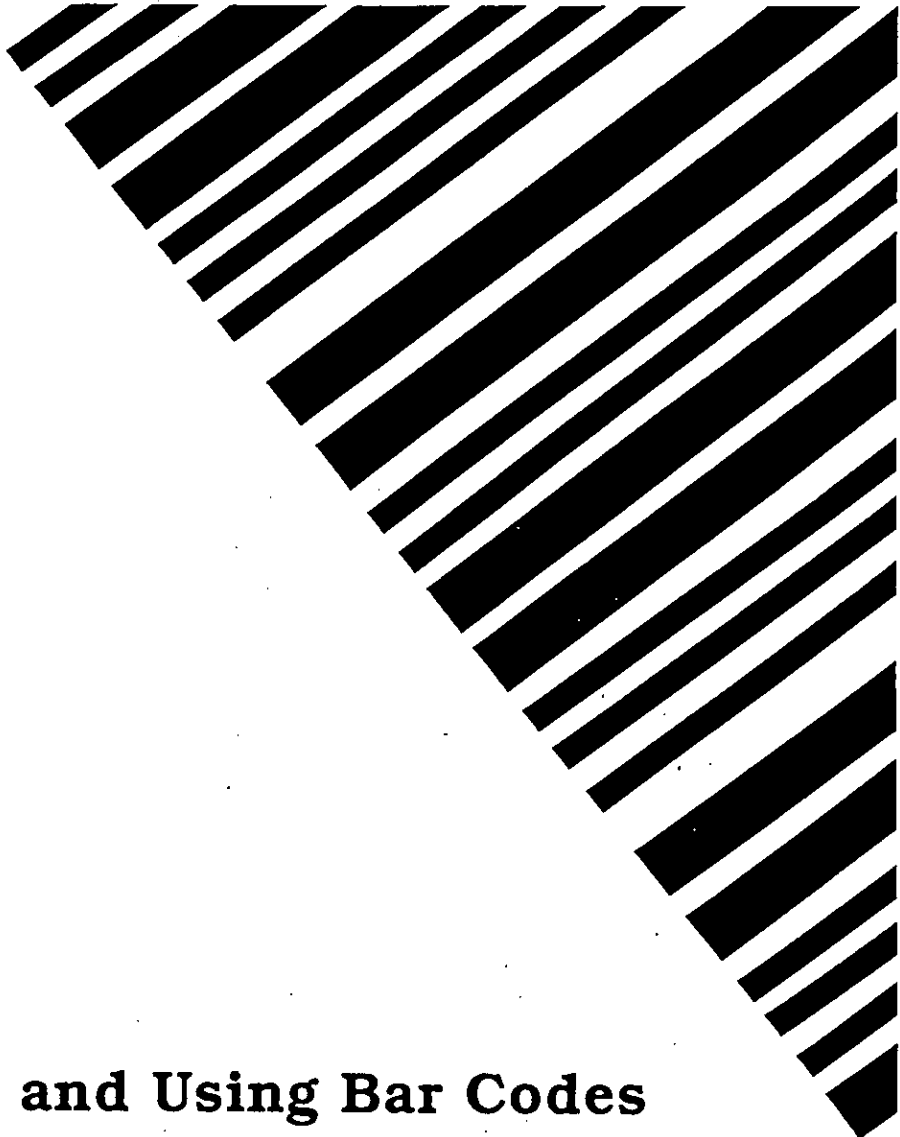
AUTOMATIC

IDENTIFICATION

Ohio University

Understanding and Using Bar Codes

A two-day workshop that will help you to understand and experience how
bar code technology works and how it can benefit your business.

Learn bar code technology - you will learn about symbologies, scanning
devices and printing technologies, and how all of these fit together in a system.

Use different technologies - you will have the opportunity to actually
use a variety of scanners, printers, verifiers and related software.

Get unbiased advice about your applications - after you have learned and used
the technology, you can get impartial advice about your specific applications.

Center for Automatic Identification
Education and Research
College of Engineering and Technology
Ohio University/Athens

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Understanding and Using Bar Codes

Workshop Topics

1.0 Understanding Automatic Identification
Auto ID and Productivity
Auto ID Technologies

2.0 Reading Bar Codes
Bar Code Scanning
Bar Code Symbologies
Hands-on Lab Time

3.0 Producing Bar Codes
Bar Code Printing
Bar Code Labels
Hands-on Lab Time

4.0 Verifying Bar Codes
Standards
Verification

5.0 Communicating Between Bar Code Equipment and Computers
Hardwired
Radio Linked
Integration of Bar Coding in
  Heterogeneous Networking
  Computing Environment

6.0 Collecting Data Using Bar Codes
Real Time Data Collection
Batch Mode Data Collection
Hands-on Lab Time

7.0 Designing and Implementing Bar Code Systems*
Applications and Problems
Hardware Solutions
Software Solutions
Systems Concerns

*You can establish a bar-coding system for as little as $1,500. Since our staff members do not represent any equipment manufacturers, they will give you their unbiased opinion regarding which system is best for your applications.
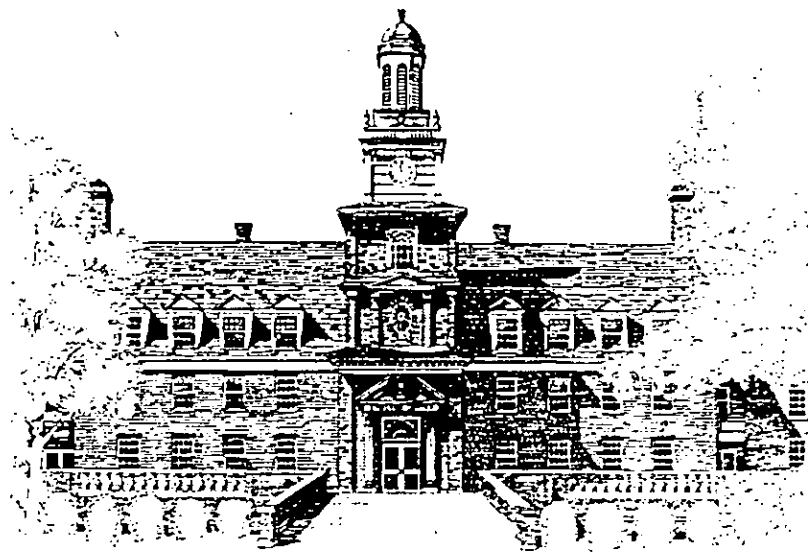
Participants' Comments

"I especially appreciated the knowledgeable, enthusiastic and nonbiased (in regards to equipment manufacturers) instructors."

"The opportunities to get my hands on a variety of materials–scanners, decoders, printers, portable terminals, etc.–aided greatly in my comprehension of the material."

"For me the value of the workshop was increased by the objectivity of the academic environment in which it was held."

"The presentations and demonstrations satisfied both the novice and the intermediate level participants."

Some Past Participating Companies

Ashland Oil, Inc.	PPG Industries, Inc.
BP Oil	The Columbia House Co.
Cincinnati Bell Telephone Co.	The Crystal Tissue Co.
Crane Plastics	The Glidden Company
Gorant Candies, Inc.	Unistrut Diversified Prod.
Hutch Sporting Goods, Inc.	Volvo GM Corporation
Kaufman Container	WVA Dept. of Health and
Mt. Carmel Medical Center	Human Resources
NCR Corporation	Westinghouse
NIBCO	Wheeling Pittsburg Steel
Pierre Frozen Food	

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Center for Automatic IDentification

Education and Research for the 21st Century

Understanding and Using Bar Codes

Accomodations

The Ohio University Inn will hold a block of rooms for workshop participants until two weeks before each program. Conference room rates are $59 single and $65 double. To make reservations, registrants should contact the hotel directly and mention they will be participating in the "Bar Coding" workshop. The Ohio University Inn's address is 331 Richland Ave., Athens, Ohio 45701.
Telephone: (614) 593-6661 FAX: (614) 592-5139
A list of other hotels in the area will be sent to you upon request.

Custom Designed Seminars

If you cannot attend any of our scheduled programs we can custom design a course to meet your needs on a one-to-one basis. We also conduct seminars in locations of your choice. If you are interested in arranging a special program, mark the appropriate section of the registration form or telephone (614) 593-1452. Our FAX number is (614) 593-4684.

Travel to Athens

Major airlines serve Port Columbus International Airport, about 75 miles northwest of Athens.

University cars will pick up persons flying into this airport if information on flight number, airline and arrival time is received at least two weeks before the workshop. This service costs $25 one way.

Registration Form
Understanding and Using Bar Codes Workshop, Ohio University, Athens, Ohio

☐ March 23-24, 1994

Name_____ Title_____

Name_____ Tiltle_____

College/Company_____ Address_____

City_____ State_____ Zip_____

Home Phone_____ Office Phone_____

____Confirming Telephone Registration
____I have enclosed a check or full fee of $____
____Bill my College or Company
____Att'n _____
Purchase order will be forwarded

____MasterCard (4 digits) Bank Number __ __ __ __
____MC Credit Card No._____
____VISA Credit Card No._____
Expiration Date_____

(For office use only Code 1 2 3 4 5)

In order to insure a place in the workshop, this form must be accompanied by the full fee. Make check payable to Ohio University and mail to:

**Workshop Office, Memorial Auditorium
Ohio University
Athens, Ohio 45701-2979**

Registration fee is fully refundable if notice of cancellation is received 7 days before the workshop. Persons cancelling within 7 days of the workshop are liable for the entire fee. Enrollment is limited to 30 participants.

> ### Custom Designed Seminars
> ____I am interested in discussing the possiblity of arrangning a custom-designed seminar on site
> at_____
> Location
> Please contact me no later than_____
> Date

FOR ADDITIONAL REGISTRATION FORMS, PHOTOCOPY THIS FORM

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Understanding and Using Bar Codes

March 23-24, 1994

Location

The workshop will be held in Stocker Center, home of the RussCollege of Engineering and Technology on the Athens campus of Ohio University. Lab sessions will be held in the Center's well-equipped Auto ID labs.

Schedule

The workshop schedule will be from 8:30 a.m. to 12:00 p.m. and from 1:30 p.m. to 5:00 p.m. on both days. The lab will also be open from 6:00 p.m. to 8:00 p.m. on Wedensday for the staff to give individual attention to participants' problems and concerns.

Registration

Return the registration form with a check, money order, credit card number or purchase order P.O. number. Telephone and FAX reservations are also accepted. Persons who register at least 20 days before the workshop are assured of receiving confirmation of space and pre-workshop materials. Telephone: (614) 593-1776   FAX: (614) 593-0388

Limited Enrollment

In order to insure that each participant has a fair amount of time to work with equipment and to receive advice on his or her specific applications, enrollment in the workshop will be limited to the first 30 registrants.

Fee

The fee of $695 covers instruction, notebook of materials, lab time, coffee breaks, and a certificate of participation. Two or more persons from the same company registering at the same time may each deduct $45 from the regular fee.

Notebook

Each participant will receive a workshop notebook which is specifically designed to complement the information presented during the discussions and lab time. Distribution of this valuable resource material is limited to program participants.

Information

For information on program content, registration, accommodations and transportation information, write or contact Brenda Stover, Center for Automatic Identification, 119 Stocker Center, Ohio University, Athens, Ohio 45701-2979. Telephone (614) 593-1452.
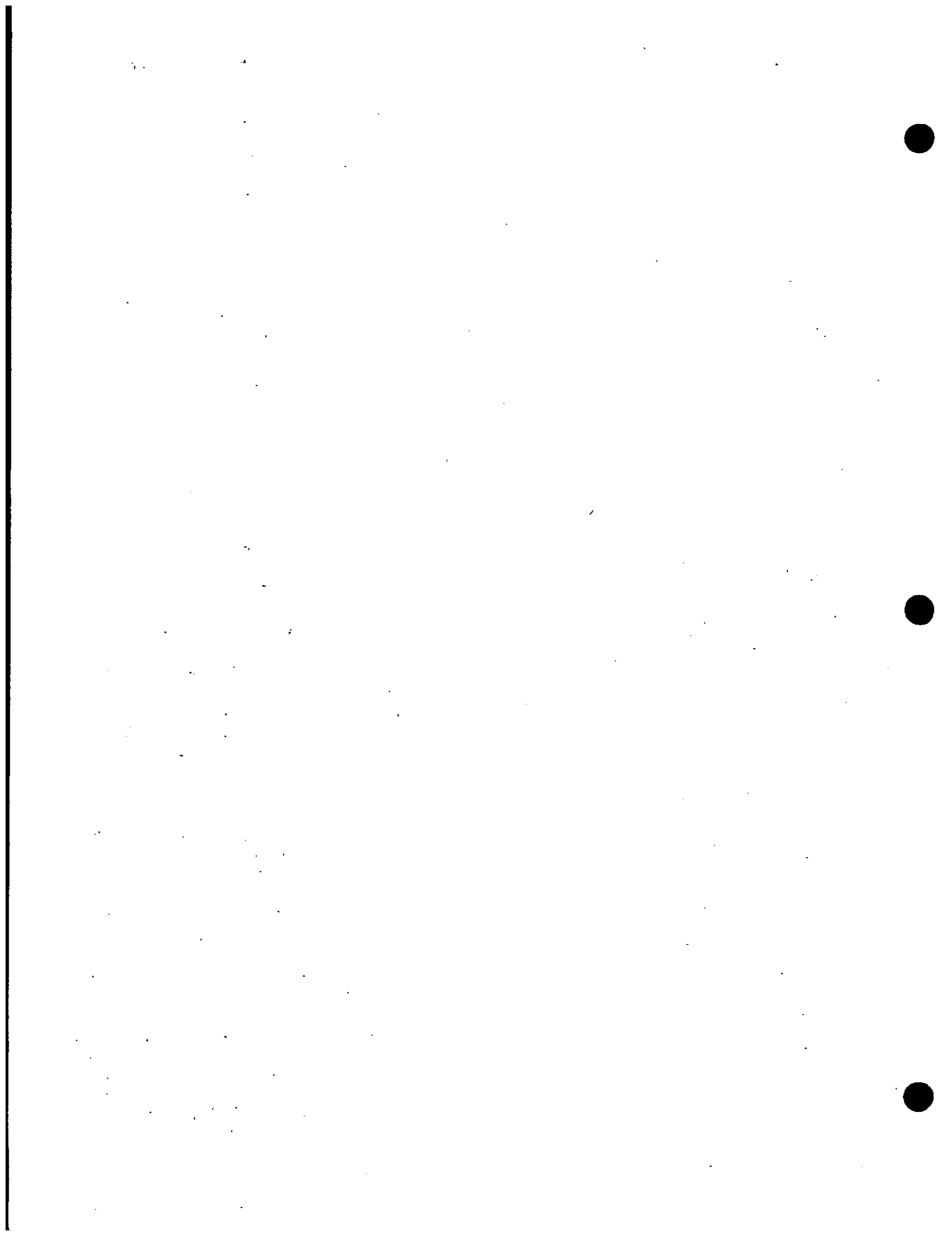
Understanding and Using Bar Codes

We believe that bar coding can be of great benefit to your company or organization. In order to understand it well, you ought to have the experience of using the different bar coding technologies.

During this workshop, we will help you in three ways:

Give you information on the state of the art. Technical presentations will cover three main areas: How bar code data are produced and automatically read, how data are transmitted from devices, and how data are used in different applications. Case studies will be discussed showing what works and what doesn't.

Provide hands-on training with equipment and software. The workshop schedule includes four hours of lab time and two hours of demonstrations spread throughout the program. State-of-the-art equipment in the Center for Automatic Identification Education and Research will be available for your use.

Advise you on your specific application. Our staff will give you an informed assessment of what is possible and practical under the conditions and circumstances in which your auto ID system must function. They will recommend equipment, procedures and systems solely on the basis of what they believe will best meet your needs. No sales pitches. Rather, an impartial, honest evaluation of devices and the programs that make them work.

We feel that once you understand the principles of bar coding, have handled the hardware and know what technology is currently available and on the drawing boards, you will be in a position to decide for yourself what system is best for your company or organization before you make an investment in bar coding equipment and software.

We guarantee that you will learn and experience bar code technology in a way that will benefit your business.

Workshop Leaders

Dr. James F. Fales, Director of The Center for Automatic Identification and Professor and Chairman of the Department of Industrial Technology.

Dr. Fales teaches automatic identification at Ohio University. He has degrees from the University of Miami and Texas A&M. He has been named an "Auto ID Champion" by the Automatic Identification Manufacturers, the industry trade association for auto ID. He served on the editorial advisory board for *ID Systems, The Magazine of Keyless Data Entry,* and has written numerous articles about auto ID including a bi-monthly column in *Industrial Engineering* magazine. In addition, he has served as a bar coding consultant to several companies and agencies, and is a frequent speaker on auto ID subjects.

Mr. Roger S. Vincent is Assistant Director of The Center for Automatic Identification and an Adjunct Assistant Professor of the Department of Industrial Technology at Ohio University.

Mr. Vincent has over 23 years of experience in all aspects of manufacturing management with the Procter and Gamble and Pillsbury companies. His responsibilities have included plant management, headquarters operations, logistics management, project management, purchases, and engineering. Prior to joining the Center, he was Vice President for Operations for Pillsbury. His decision to change carreers and apply his extensive business experience to teaching and research at the university level has led him to Ohio University to jointly work and pursue the PhD degree.

Mr. Dinesh Dhamija, Technical Director of The Center for Automatic Identification and Assistant Professor at Ohio University.

Professor Dhamija teaches courses in electronics, robotics, microprocessors, and CIM. He is an expert in voice recognition systems and has published various papers related to voice recognition and auto ID. He has served as a computer consultant and software applications developer for several companies. He has an M.S. degree in Mechanical Engineering from Ohio University.

Who Should Attend

Since bar coding applications are practically limitless, anyone in almost any field—manufacturing, public utilities, government, warehousing, banking, business, insurance and health care—would benefit from participating in this workshop. Managers and engineers responsible for data collection, maintenance and retrieval are especially invited to learn about and to use our state-of-the-art technology and equipment.

> **Bar coding** can mean the difference between profit and loss, efficiency and waste, reliable data and guesswork. You and your company or organization need to know about it.

The Center for Automatic Identification Education and Research in the College of Engineering and Technology at Ohio University is the **world's only research center devoted solely to the study of automatic identification**, including bar coding, voice recognition, radio frequency identification and magnetic stripe technologies. The Center was established in recognition of the increasing business and industrial uses of bar coding and other auto ID technologies, which are being applied in many business environments to increase data accuracy and improve productivity.

One of the Center's main educational activities has been the Automatic Identification Teachers Institutes, held each summer at Ohio University. These week-long educational activities have been funded and jointly sponsored by the Automatic Identification Manufacturers, Inc., as a means of helping university and community college professors better understand the technical aspects of keyless data collection. Professors in disciplines such as engineering, technology, management and health care have gained the technical knowledge that helps them integrate this important subject into their respective courses at their home institutions.

The Center is also involved in research activities. One important research project conducted at the Center was the "Code 16K and Code 49 Data Integrity Test," an industry sponsored test to establish base line reliability data for these two new bar code symbologies. Results of that test corroborate and extend the results of previous test showing that commonly used bar code symbologies are extremely robust; character substitution error rates of less than one in 2,000,000.

The Center is well equipped with state-of-the-art equipment. It has a representative assortment of scanners, printers, verifiers and related software. Since the use of automatic identification continues to increase in all kinds of applications worldwide, the Center is providing answers to general and specific educational and research needs regarding the subject.

Center for Automatic Identification
Stocker Center 119
Athens, Ohio 45701-2979

We have seen the future and it is **Bar Coded**

PRESENTERS

Roger Byford
President
Vocollect, Inc.
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4th Annual

AUTOMATIC IDENTIFICATION EDUCATORS CONFERENCE

Philadelphia Hilton & Tower
Broad St. at Locust
Philadelphia, PA 19107
(215) 893-1600

October 17&18, 1993

Sponsored by the
**Center for
Automatic Identification
Education and Research
Ohio University**

under the auspice o
AIM USA

About the Conference

This conference is primarily for college and university professors interested in and teaching automatic identification subject matter. It is an adjunct activity to ScanTech 93 and consists of papers chosen to represent a range of interests for auto ID educators.

HOUSING & TRAVEL

Participants should make their own housing and travel arrangements. Use the ScanTech 93Accommodations Form for hotel registration.

SCANTECH 93

Educators who attend this conference will also receive full admission to ScanTech 93seminars and show. ScanTech seminars begin Monday and conclude Thursday afternoon The trade show runs Tuesday through Thursday. All ScanTech events will be.held in the Pennsylvania Convention Center.

REGISTRATION

Registration fee of $10 includes a printed copy of proceedings. Registration fee must accompany this form; make checks payable to Ohio University. Mail completed registration form to:

Mr. Roger Vincent, Assistant Director
Center for Automatic Identification
119 Stocker Center
Ohio University
Athens, OH 45701-2979

Any questions? Call Roger at (614) 593-1452.

SUNDAY
October 17, 1993

12:00-12:30   Registration

12:30-12:45   **Welcome & Introductions**
Dr. James F. Fales
Center for Automatic Identification
Ohio University
Athens, Ohio

12:45-1:30   **Boilermakers, Portable Data Files, and Spread Spectrum**
Dr. Duane D. Dunlap
Industrial Technology Dept.
Purdue University
West Lafayette, Indiana

1:45-2:30   **Introducing Auto ID Using Commercial Videos**
Mr. Harry W. Fitlman
Industrial Technology Military
Program
Southern Illinois Univ.-Carbondale
Dover, Delaware

2:45-3:30   **The Startup of an Automatic Data Collection Laboratory**
Dr. Bopaya Bidanda
Dr. Richard Billo
Industrial Engineering Dept.
University of Pittsburgh
Pittsburgh, Pennsylvania

3:45-4:30   **DataMatrix and PDF-417 Data Integrity Test**
Dr. James F. Fales
Mr. Roger S. Vincent
Center for Automatic
Identification
Ohio University
Athens, Ohio

AUTOMATIC IDENTIFICATION EDUCATORS CONFERENCE

Philadelphia Hilton & Tower
Philadelphia, Pennsylvania

MONDAY
October 18, 1993

9:00-9:45   What does Macintosh, IBM,
Notebooks, Desktops, Students,
Homework, Grading and Auto ID
have in common?
Mr. Ted D. Loso
Mr. James T. Washburne
Industrial Technology Dept.
Southeast Missouri State Univ.
Cape Girardeau, Missouri

10:00-10:45   RF/ID: Striving To It's Full Potential
Mr. Julio R. Garcia
Division of Technology
San Jose State University
San Jose, California

10:45-11:00   Closing Remarks
Dr. James F. Fales

MONDAY EVENING
October 18, 1993

Tour of the United States Post Office - Southern New Jersey Distribution Center

REGISTRATION FORM

1993 Automatic Identification Educators Conference
October 17 & 18, 1993   Philadelphia, PA

Name _____
Title _____
Department _____
University _____
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City, State, & Zip _____
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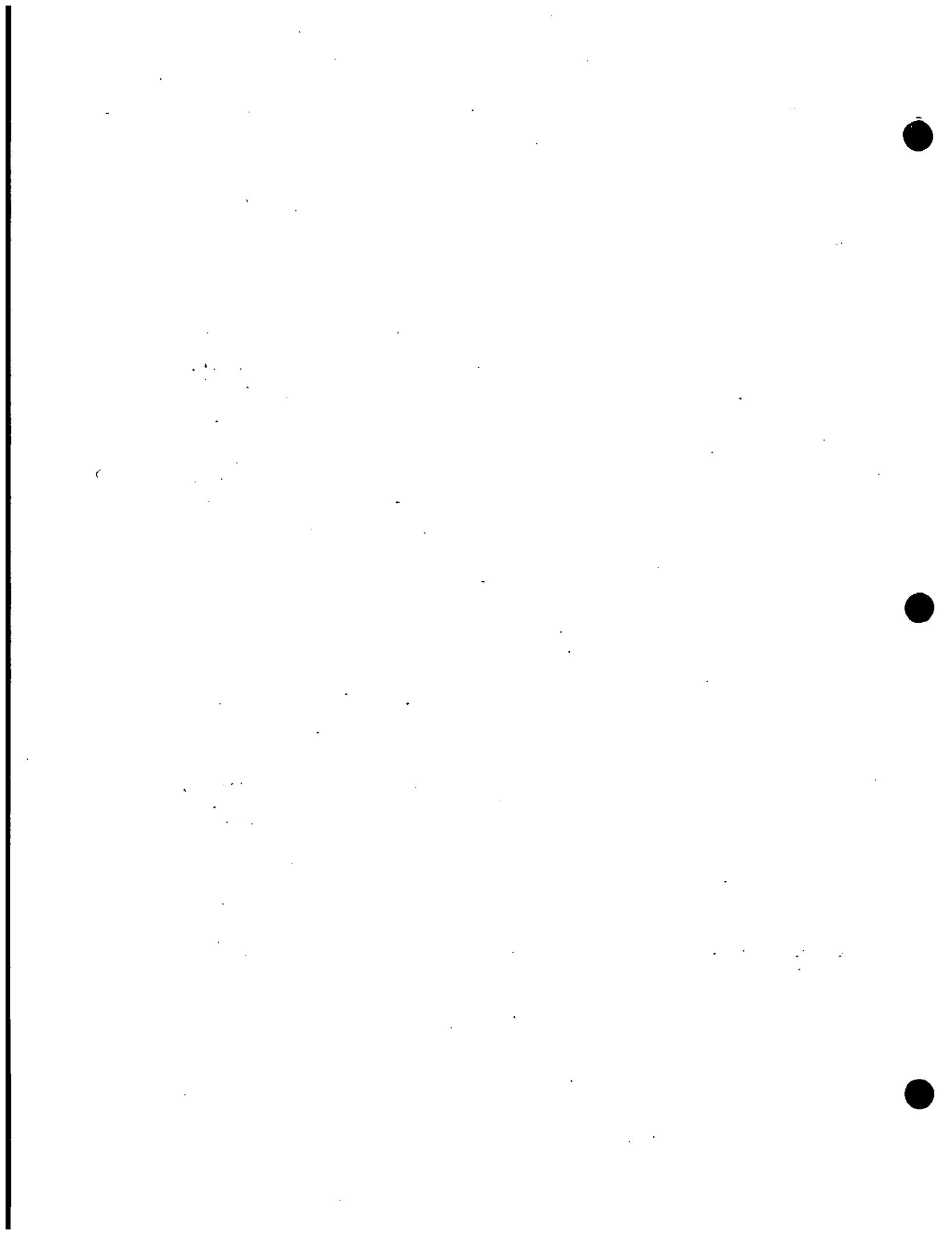
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Ohio University

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Office of the Director

College of Engineering and Technology

APPENDIX C

EXECUTIVE SUMMARY

CODE 16K AND CODE 49 DATA INTEGRITY TEST

A bar code symbology test was conducted in 1991 at the Center for Automatic Identification at Ohio University under the sponsorship of AIM USA and HIBCC and under the specific direction of the AIM Technical Symbology committee. This test examined the reliability of Code 16K and Code 49 bar code symbologies when scanned under controlled uniform circumstances. Autodiscriminating decoding included Code 39 with a check character, Code 128, and UPC-A.

The statistical objective of the test was to determine if Code 16K and/or Code 49 could be expected to exhibit one character error or less in one million characters scanned and decoded. The level of confidence was set at 95%. Based on the using 1,000 symbols of each symbology, each containing an average of 16 characters, it was calculated that a sample size of 15,700,000 bar code data characters should be scanned for each symbology. Each symbol was mounted on a plastic carrier sheet on one of four surface shapes representing commonly encountered health care surfaces; i.e., wristband, pill bottle, flat package, or test tube. Various print technologies were represented.

An automated test apparatus was constructed and used for the test. The apparatus included a robot which loaded carrier sheets onto oscillating stages which were moved under four fixed mounted, "hand held" moving beam, visible laser diode bar code scanners. Scanner output was a series of digital pulses. Decoding of all symbols was performed in a computer using software programs based on standard reference decode algorithms. Each symbol was scanned by each scanner until 283 decodes were obtained.

A total of 69,163,997 bar code data characters were decoded. An error occurred and was recorded whenever the decoded data did not match the encoded data for a given symbol. There were 23 observed errors. There were no errors observed in Code 16K and Code 49 symbols. There was one error each recorded in Code 39 and Code 128 symbols, and there were 21 observed errors in UPC-A symbols.

Based on the statistical criterion for the test and the test results, it can be stated with 95% confidence that Code 16K and Code 49 will have error rates of one or less errors per million characters scanned and decoded. Computed confidence intervals, based on 95% certainty, indicate the error rate for Code 16K is no worse than one character in 5,395,387 characters and no better than one character in 315,112,007 characters. For Code 49, the worse case is one error in 5,292,171 characters and the best case is one error in 309,083,773 characters.

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College of Engineering and Technology

APPENDIX C

Executive Summary

DATAMATRIX AND PDF417 DATA INTEGRITY TEST

The Center for Automatic Identification at Ohio University conducted a test to evaluate data integrity of selected two dimensional, high density, high capacity coding symbologies for use in selected automatic identification applications. The test was part of the US Army's PM-AMMOLOG project. Specific symbologies tested were Datamatrix from International Data Matrix, Inc. and PDF417 from Symbol Technologies, Inc. As a reference, Code 39 (MIL-STD-1189) symbology was also evaluated under the same conditions.

The statistical objective of the test was to determine if Datamatrix and/or PDF417 symbologies could be expected to exhibit one error or less in two million characters scanned and decoded. The level of confidence was set to 95%.

Symbols for Datamatrix and PDF417 included 50, 100, 250, and 350 encoded characters for each of three levels of error correction, identified as low, medium, and high. Each Code 39 symbol contained 15 to 25 characters. Based on a population of 1080 symbols per symbology, sample size was calculated to be 31,438,998 characters per symbology. Actual characters scanned and decoded exceeded the calculated minimum. Each symbol was printed on 3 inch square white paper label stock using a thermal transfer printer. Each symbol was mounted on a plastic carrier sheet on one of two surface shapes; flat or curved.

An automated test apparatus was used to assure uniformity of test conditions. The apparatus included robotic loading and unloading of carrier sheets onto scanning stations. Scanning for Datamatrix symbols was performed using fixed mounted RS-170 CCD cameras. PDF417 and Code 39 symbols were scanned using "hand-held" rastering visible laser scanners mounted in fixed positions and software triggered. Decoding of all symbols occurred in decoders supplied with the scanners using the respective manufacturer's proprietary decoding algorithms. Each symbol was read a total of 288 times.

Software was developed to monitor and control the test apparatus and to assure proper collection of the data. Decode data, including number of non-reads, errors and total number of characters scanned, was collected for each symbol and was logged into three data files.

Over 94 million characters were decoded during the test. Analysis of test results indicate no errors attributable to either Datamatrix or PDF417 Symbologies. Eleven errors were recorded for Code 39. Results based on a 95% confidence interval for character substitution errors in each symbology are presented in the following table:

	Worst Case	Best Case
Data Matrix	1 error in 10,494,626 characters read	1 error in 612,927,799 characters read
PDF-417	1 error in 10,494,899 characters read	1 error in 612,443,816 characters read
Code 39	1 error in 1,726,706 characters read	1 error in 4,540,440 characters read

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MAY 2· 1994

V.P RES. & GRAD. STUDIES
OHIO UNIVERSITY

Date: May 24, 1994

To: Lloyd Chesnut, Vice President
         Research and Graduate Studies

From: Barbara Chapman, Dean
         College of Health and Human Services

Re: Review of Child Development Center

A review of the Child Development Center has been conducted in accordance with the guidelines that were provided. Enclosed is a copy of the Self-study report. The review committee's report and recommendations are also enclosed. The committee was comprised of:

   Dr. Norman Garber, School of Hearing and Speech Sciences, Chair
   Dr. Helen Hagens, School of Human and Consumer Sciences
   Dr. Sue Ellen Miller, School of Health and Sport Sciences
   Dr. Rosalind Hickenbottom, School of Physical Therapy

The committee concluded that the Child Development Center is meeting its stated objectives in all areas. The Center is commended for its commitment to excellence in child care, instruction of students, outreach endeavors, and research activities. I concur with the committee's conclusions and commendations.

The committee offered seven recommendations for further consideration. Five of the recommendations pertain to policies, procedures, and practices within the Center. They are sound recommendations and ones that I understand the Center is already addressing.

Two of the recommendations relate to the mission of the Center and the relative emphasis and priorities among the four objectives within the mission statement. One recommendation deals with expansion of the Center in order to accommodate more children,

particularly infants. Another urges the Center to accept children with disabilities. Both of the recommendations will require careful analysis of the mission of the Center as well as cost/benefits. The review committee also noted that the Center should develop a long range plan. A strategic planning process should encompass careful consideration of these misssion-related recommendations of the committee.

c.   Margaret King
     Judy Matthews

COMMITTEE FOR THE FIVE YEAR REVIEW OF THE
OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

The Five Year Review Committee believes it is in an ideal position to evaluate the Ohio University Child Development Center, as each committee member has ongoing involvement with the Center. This includes educational experiences for majors, collaborative endeavors with the Center staff, research, being parents of children served by the Center, and serving as chair and member of the Parent Advisory Board for the Center. Based on knowledge gained through these experiences as well as a thorough review of the self-study report, the committee offers the following review and recommendations.

I. EVALUATION OF CURRENT VIABILITY OF THE CENTER

The Child Development Center currently is meeting its stated objectives in all areas.

A. Professional Education of Ohio University students

The Center provides a teaching site for students majoring in Early Childhood Education and Early Childhood Education-Primary, as well as for students from other disciplines and health care professions. Ongoing supervision provided by the teaching staff enables university students in the Colleges of Health and Human Services and Education to obtain experiences necessary to meet teacher certification standards for the state of Ohio. An increasing number of graduate and undergraduate students benefit from the Center's operation each year:

1989-90	562 students from 33 courses
1990-91	719 students from 25 courses
1991-92	764 students from 29 courses
1992-93	874 students from 31 courses

B. Quality Child Care for Children and Families

The Center currently serves 62 preschool children weekdays from 7:30 a.m.-5:30 p.m.. The Center operates at full capacity with a waiting list of 241. The Center is accredited by the National Academy of Early Childhood Programs and is one of seventy programs in Ohio that are accredited out of a total of three thousand programs. The Center is also licensed by the Department of Human Services. With its developmentally appropriate philosophy of learning and education, the Center has placed itself in the forefront of current thinking on preschool education. This philosophy is consistent with much of the training students receive in early childhood education, making for smooth transitions for these students from the academic setting to the classroom. Based on the committee's knowledge, students speak well of their experiences and training at the Center.

C. To Support Scholarly Activities in the Fields of Child Development and Early Education

The staff at the Child Development Center is professionally active, with one published text, two texts under contract, eight journal articles and 68 presentations during the past five years. Furthermore, research projects by university faculty and students have been completed, presented and published during this period. At least three research projects are currently underway. These activities make the Center a dynamic site for scholarly endeavors, establishing itself as a leader in the field of early childhood development.

D. A Resource Center to the Early Childhood Community in Southeast Ohio

A $300,000 grant by the Kellogg Foundation, funded for 1993-1996, has allowed the Center to develop better networking and outreach to the Southeast Ohio communities, better enabling itself to serve as a resource center for the region.

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II. EVALUATION OF CURRENT/ COST BENEFIT FACTORS

A. The total budget for the Center is $471,021, with $215,584 generated from income fees, and the remaining $255,437 coming from institutional support. The Center also receives Title XX monies to assist low income families. A sliding fee schedule exists. The return on this investment is as follows:

1. The Center employs a director, a manager, and eight master teachers in addition to work study students, Pace students and student employees.
2. The Center serves 62 children, 51 full-day and 11 half-day. The center operates at full capacity.
3. Professional educational experiences were provided for 2919 students over the four year period from 1989-1993.
4. The Center provides student teaching experiences in each class each term of the academic calendar.
5. Research and presentations by the staff (cited earlier in this report) and by university faculty and students are ongoing.
6. Child care service is provided to children of faculty, staff and students of Ohio University and to the community.

B. The Center is located in Putnam Hall and shares the facility with other programs. The Center operates at full capacity. Quality improvements enhancing student/teacher learning opportunities include purchase of additional software, visual recording equipment, new drapes, carpets, heating and environmental control, and updated lighting. In addition, university-supported major renovations to the playground facility have been completed, resulting in safer state-of-the-art play equipment. New landscaping in and around the playground facilities will provide a shaded and more pleasing environment. Additionally, major renovations to the bathrooms now better accommodate infants and young children. All recommendations made by the previous review committee concerning the physical facility were enacted upon and have been completed.

III. POTENTIAL FUTURE VIABILITY/FUTURE COST/BENEFIT

A. **Expansion.** The Ohio University Child Development Center is a valuable resource for training undergraduate and graduate students. Since

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the last review, the number of university students served in a school year has risen 64% from 562 in 1989-1990 to 874 in 1992-1993. The number of children served has remained relatively constant despite a long waiting list for each class. The infant class is small (it's costly to serve this population) and there exists limited infant care facilities in the region providing service for infants. University employees have requested that the Center serve a larger population without jeopardizing the high quality of the program.

In order to continue to provide quality care for children and quality experiences for Ohio University students, there is an apparent need to expand the Center, with emphasis toward increasing the number of infant classes. A long range plan should be established which considers the four-fold mission of the Center. An increase in the number of classrooms available should be considered. Additional classrooms would allow more students and faculty to participate in observation, special projects, practica and research projects without placing undue stress on the children or classroom teachers. It is also important to balance the needs of the children with the needs of the university students. With an expanded Center, classrooms would be less crowded with students, therefore providing children, teachers and students with higher quality experiences. Additionally, expansion would increase services available to university employees and the community at large.

B. **Professional Development.** A plan for professional development needs to be established for all teachers. Because persons working in early childhood education must help foster all areas of a child's development, it should be recognized that no person can be expert in all areas. Therefore, small groups of teachers, other staff and students may have the opportunity to attend workshops/seminars to learn new skills and/or develop weak areas. One area which needs attention by most teachers at the Center is gross motor development.

C. **Salaries.** The Center teachers are highly qualified, holding college degrees and state teacher certification. Their workday is long with important responsibilities as teachers of the children and mentors to the college students. They are also expected to be professionally active. Their salary schedule is not commensurate with the job description nor is it competitive with teachers in the public schools. It is unfair to compare their salary to that of child care providers since the Center competes

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with the public schools for these teachers and the teachers have additional responsibilities in supervising and evaluating undergraduate students. We believe it is for these reasons that the Center has had some difficulty recently in hiring staff and keeping them. With continued high turnover, program continuity could become compromised.

The committee recommends a serious review of the salary schedule to make it more competitive with that of the teaching profession, to ensure high quality staff and to maintain program stability. One possible means of generating additional funds would be to re-examine the fee schedule, with particular attention to higher income families. For example, parents whose gross income is in the $40,000 range pay monthly fees identical to those making two or three times that amount. We believe this upper bracket should be divided by substantially raising fees at the higher end.

D. **Inclusion of Special Needs Children.** The committee recommends a consideration be made for the inclusion of children with disabilities at the Center. This would be consistent with Public Law 99-457, mandating services be provided to children 0-5 years in least restrictive environments. It would have the benefit of better preparing college students for their professional careers as well as helping the other children better understand differences and disabilities of their peers. It would have a positive impact on university-community relations. Importantly, this provision will help increase the already fine reciprocal relationship between the Center and the Schools within the College of Health and Human Services, particularly Health and Sport Sciences, Physical Therapy and Hearing and Speech Sciences. Furthermore, it would provide additional clinical training sites on-campus and help promote collaborative, multidisciplinary efforts across the College.

E. **Feedback.** Informal communication from parents indicate that while communication from the Center to the families is excellent, parents would like a systematic opportunity to communicate their compliments and concerns to the Center. The committee suggests a yearly survey soliciting parent feedback of all aspects of the Center, including programs, teacher performance, parent events and activities, and administration.

In conjunction with the above recommendation and in an effort to continually improve the practicum experiences for Ohio University students, feedback on practicum experiences could also be solicited in a

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similar manner to the evaluations that faculty receive from students.

In order to take full advantage of the Center's resources, teachers should be involved in needs assessments as well as program development.

F. **Research and Participation Policies.** In conjunction with the above recommendation and in order to continuously improve the programs at the Center and facilitate participation by the university community, it is recommended that the teachers, parent board and administration of the Center develop written policies and procedures regarding research, observation and participation in the classrooms. Stated policies could include information regarding permission to use the Center, health checks for participants, the responsibilities of observers and participants, the use of video and audio recording, obtaining permission from parents, removing children from the classroom for testing, and other issues. Having printed policies and procedures would make initial contacts by persons not regularly associated with the Center easier for the staff of the Center and might encourage participation and research by a broader segment of the university community. This policy and procedures manual should be reviewed periodically.

IV. Final Comment

The committee would like to take this opportunity to compliment the staff at the Center for the quality program they provide for the university and community. Through their committment to excellence in child care, to supervision of students, to outreach programming in the region and to scholarly endeavors, the Center has established itself as a leader in the field of early childhood education.

Respectfully submitted,

Child Development Center Five Year Review Committee

Norman Garber, Chairperson
Helen Hagens
Sue Ellen Miller
Rosalind Hickenbottom

April 1994

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SUMMARY OF

1994 SELF-STUDY REPORT

OHIO UNIVERSITY

CHILD DEVELOPMENT CENTER

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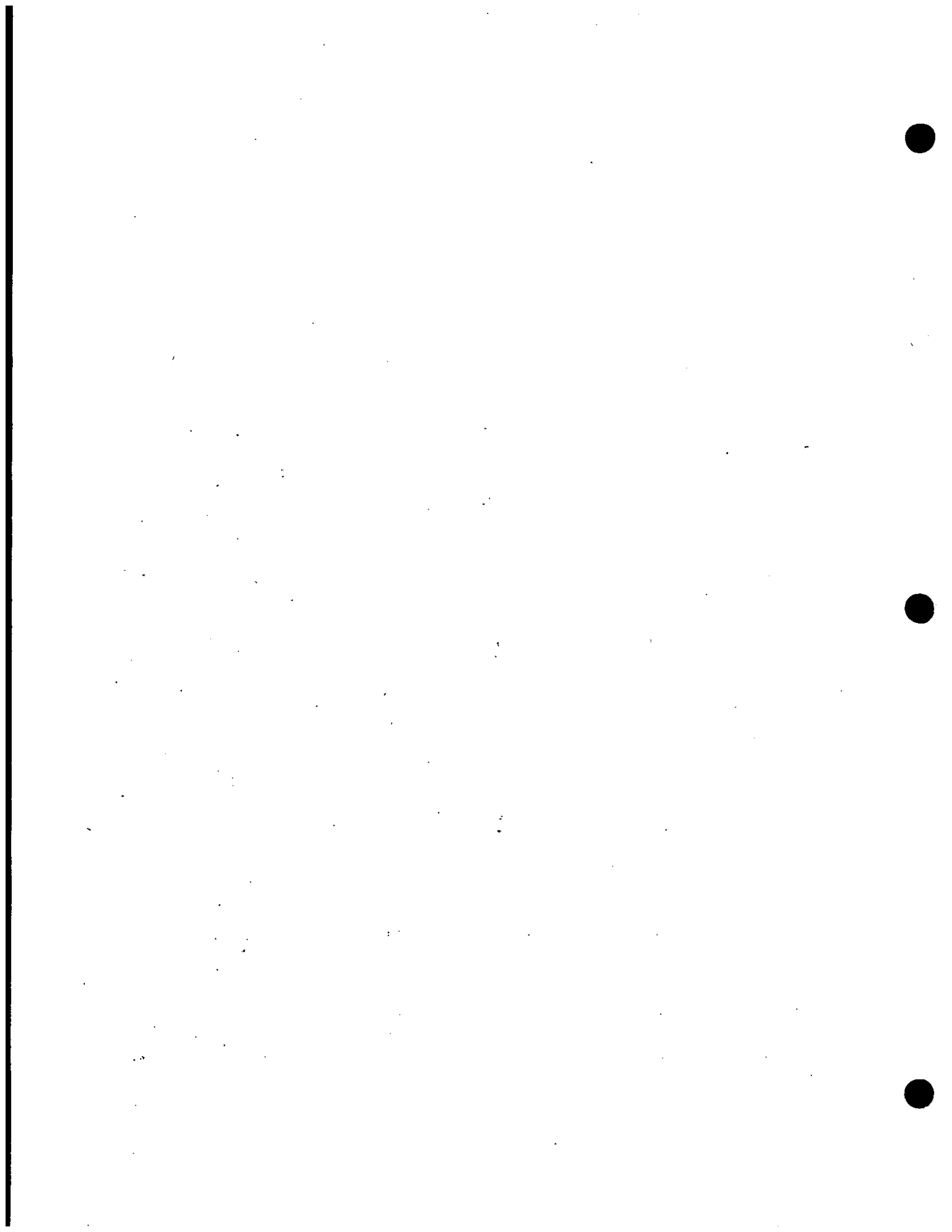
SUMMARY OF 1994 SELF-STUDY REPORT

OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

DIRECTOR: Dr. Margaret A. King

PURPOSE:

The Child Development Center has a four-fold mission: professional education of university students; quality child care for children and families; scholarly activity and research in the field of child development and early childhood education; and resource center to the early childhood community.

HISTORY:

After operating a half-day nursery school for well over forty years, the School of Human and Consumer Sciences opened the Nursery Child Care Center in September, 1972. The transition to full day child care was made at the time in response to expressed community need.

In 1980, as a result of an indepth study of the Center by an outside evaluation team and Home Economics faculty, a total restructuring occurred. The name was changed to the Ohio University Child Development Center. A director with a doctorate was hired to manage the program. Master Teachers with Bachelors' degrees in early childhood education were hired to coordinate each classroom. These changes along with increased financial support from the College of Health and Human Services stabilized the Center.

In 1982, the administrative model was slightly modified. An administrator was hired to manage the Center. The former director became a full-time faculty member in the School of Human and Consumer Sciences with responsibility for overseeing the Center. This model continued until June 1987 when the administrator resigned. At that time the Dean of the College of Health and Human Services and faculty in early childhood education reviewed the program. They decided that in order for the Center to more effectively meet its mission, the Center should be directed by a faculty member in the School of Human and Consumer Sciences. The faculty member was assigned half-time responsibility to the Center and a manager with a degree in Child Development was hired to manage the daily operations.

CURRENT STATUS:

The Center has continued to meet its mission by maintaining a quality child care environment for young children; providing for the professional education of university students; participating in scholarly activity and research in the field of child development and early childhood education; and serving as resource center to the early childhood community.

The Center is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC). The Center is also licensed by the Ohio Department of Human Services and is approved to participate in the United States Department of Agriculture's Child Care Food Program. The Center also receives Title XX child care monies from the Ohio Department of Human Services to assist low-income families in receiving quality child care.

The Center currently serves 62 children, 51 are full-day and 11 are half-day. The majority of families who utilize the Center are in need of full-day child care. The Center operates daily from 7:30 to 5:30. The Center operates at full capacity and maintains a waiting list.

PROFESSIONAL EDUCATION. Students from departments throughout the university utilize the Center for professional education. The departments usually represented include Home Economics (Early Childhood Education, Nutrition, Interior Design), Hearing and Speech Sciences, Health and Sport Sciences, Nursing, Physical Therapy, Education, Psychology, Music, Dance, and Art (Education and Therapy). Approximately 3200 students have participated in
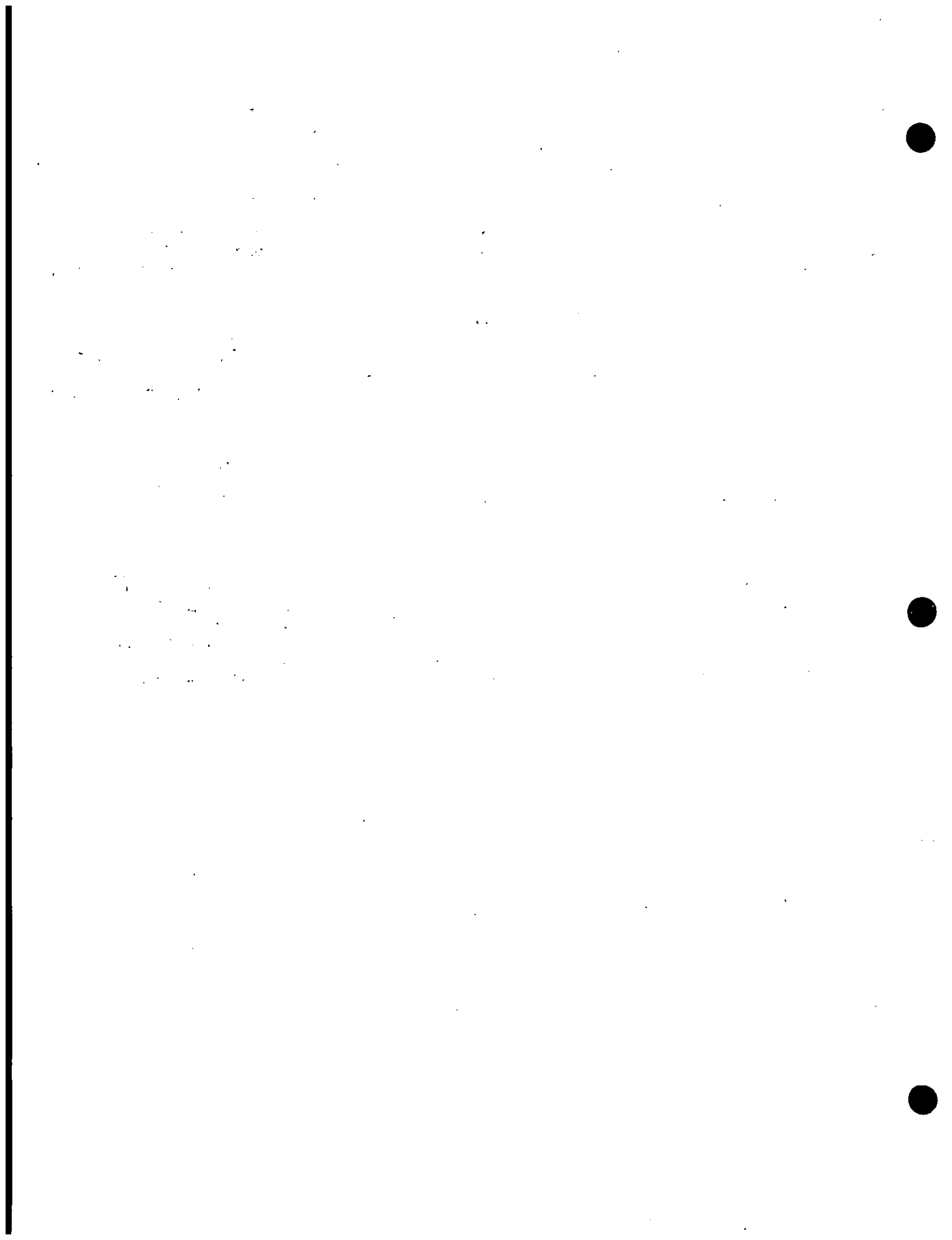
practica experiences at the Child Development Center. During the period from 1989 to 1994, the Center also employed 71 work study students, 15 PACE students, 4 student interns from Tri-County Joint Vocational School, and 175 student employees. The Center also served as a practica site for students from Washington State Community College in Marietta, Ohio.

SCHOLARLY AND PROFESSIONAL ACTIVITIES. The staff of the Child Development Center have published 1 book and have 2 under contract, written 7 articles and presented over 25 papers at professional meetings. Research at the Child Development Center has been initiated by graduate students and faculty. The most recent projects include a study involving language behavior of pacifier users and non-pacifier users; children's recognition of foreign languages; and children's use of transitional and entrance objects.

RESOURCE CENTER. The Center has also served as a resource center for individuals seeking information about early childhood education. As a result of this regional need, the Director wrote a grant which was funded by the W.K. Kellogg Foundation to establish the Early Childhood Network. The purpose of the Early Childhood Network is to improve the availability and quality of child care in this region. The Early Childhood Network is the link between the Child Development Center and the community.

ANTICIPATED FUTURE:

The future of the Ohio University Child Development Center is quite favorable. We expect to continue to offer quality child care, serve as a clinical site for students, contribute to the scholarly and professional activities in the field of early childhood education and serve as a resource center for the region.

FUNDING COMMITMENTS AND NEEDS:

The Child Development needs the continual financial support from the University in subsidy along with the annual raise pool allocation. The total budget for the Child Development Center is $471, 021.   Income from fees is $215,584 and $255,437 from the university. We can measure the cost per child as approximately $34 per day. It is not possible to measure the cost of the service we offer students through the clinical site nor the value of the scholarly activity of staff through writings, presentations, and technical assistance. It seems that the University has an opportunity through the Child Development Center to establish itself as a leader in the field of early childhood education.

1994 SELF-STUDY REPORT

OHIO UNIVERSITY

CHILD DEVELOPMENT CENTER

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SELF-STUDY REPORT
1994

CENTER NAME: Ohio University Child Development

DIRECTOR: Dr. Margaret A. King

PURPOSE:

The Child Development Center has a four-fold mission: professional education of university students; quality child care for children and families; scholarly activity and research in the field of child development and early childhood education; and resource center to the early childhood community.

OBJECTIVES:

1. To provide a clinical site for students majoring in child development and early childhood education, as well as for students from other disciplines.

2. To support scholarly activity and research in the field of child development and early childhood education;

3. To serve as a research site for faculty and graduate students interested in studying children between the ages of birth and six.

4. To provide quality child care for families who have children ranging in age from six weeks to six years.

5. To serve as a resource center to the early childhood community in this region.

HISTORY:

After operating a half-day nursery school for well over forty years, the School of Human and Consumer Sciences opened the Nursery Child Care Center in September 1972. The transition to full day child care was made at the time in response to expressed community need.

In 1980, as a result of an indepth study of the Center by an outside evaluation team and Home Economics faculty, a total restructuring occurred. The name was changed to the Ohio University Child Development Center. A director with a doctorate was hired to manage the program. Master Teachers with Bachelors' degrees in early childhood education were hired to

coordinate each classroom, supervise an assistant teacher, coordinate professional education of practicum students and student teachers, and actively participate in research. Assistant teachers were also hired as supplementary staff to the Master Teachers. These changes along with increased financial support from the College of Health and Human Services stabilized the Center.

In 1982, the administrative model was slightly modified. An administrator was hired to manage the Center. The former director became a full-time faculty member in the School of Human and Consumer Sciences with responsibility for overseeing the Center. This model continued until June 1987 when the administrator resigned. At that time the Dean of the College of Health and Human Services and faculty in early childhood education reviewed the program. They decided that in order for the Center to more effectively meet its mission, the Center should be directed by a faculty member in the School of Human and Consumer Sciences. Specifically, the reorganization was designed to effectively:

❏ Integrate the goals of the Child Development Center and the goals of the School of Human and Consumer Sciences;

❏ Provide direction and coordination of research and curriculum by a faculty member who has a doctorate;

❏ Provide management services on a full-time basis by a person who has administrative skills and a degree in child development;

❏ Provide additional career opportunities for teachers at the Center; and

❏ Continue to provide a quality child care program.

In June , 1987 a faculty member from the School of Human and Consumer Sciences assumed responsibility for the Center. She was assigned half- time responsibility to the Center with primary responsibility for the overall management of the program and integration of the three components-professional education, research, and quality child care. A manager with a degree in Child Development was hired to manage the daily operations.

In 1992 the staffing model was slightly modified. We eliminated the differentiated staffing model of master teacher and assistant teacher position. We implemented a co-teaching model hiring two master teachers for each classroom. The changed was based on the need to have two individuals with degrees in each classroom responsible for the supervision and evaluation of

undergraduate and graduate students.

CURRENT STATUS:

Since 1992 the Center has maintained the director, manager, master teacher model. Through the Center we have maintained a quality child care environment for young children; provided for the professional education of university students; participated in scholarly activity and research in the field of child development and early childhood education; and served as resource center to the early childhood community.

QUALITY CHILD CARE. The Center is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC). Of the 70,000 child care centers in the United States only 1,500 are accredited. There are about 3,000 programs in Ohio and 70 are accredited. The Center is also licensed by the Ohio Department of Human Services and is approved to participate in the United States Department of Agriculture's Child Care Food Program. The Center also receives Title XX child care monies from the Ohio Department of Human Services to assist low-income families in receiving quality child care.

The Center currently serves 62 children, 51 are full-day and 11 are half-day. The majority of families who utilize the Center are in need of full-day child care. The Center operates daily from 7:30 to 5:30. The children are grouped by age and the breakdown is as follows:

8   Infants (6 weeks - 18 months)

12   Toddlers and Twos (18 months - 36 months)

42   Preschoolers (36 months - 72 months)

The Child Development Center is the only child care center in Southeastern Ohio serving infants.

The Center operates at full capacity. There are waiting lists in each of the age groups. The breakdown for each age group is 37 for the infants, 88 for toddlers and twos, and 116 preschoolers.

The Center's developmental child care program is based on the belief that learning results from interaction between children's emerging cognitive and affective systems and their environments. In practice, we provide children with an environment which is

responsive to their developmental levels and abilities and supports their continual growth. Children have an opportunity to have numerous "hands on" experiences with materials which are developmentally appropriate. Activity areas available to children include sensory (sand, water, paints, malleable materials), blocks, dramatic play, language arts/prereading, music, gross motor manipulatives, science/mathematics, and microcomputers. In addition to experiences available within the classroom, children have the opportunity to become involved in the larger community through field trips and interactions with visiting artists and speakers.

Several improvements to the physical environment were made since the last five-year review.

❑ Both playgrounds and bathrooms were renovated.

❑ New lighting in the hallway has been added.

❑ Remote videocameras, funded through UPAC, were placed in each classroom.

❑ New carpet and draperies were added to each classroom.

PROFESSIONAL EDUCATION. Students from departments throughout the university utilize the Center for professional education. The departments usually represented include Human and Consumer Sciences (Early Childhood Education, Nutrition, Interior Design), Hearing and Speech Sciences, Health and Sport Sciences, Nursing, Physical Therapy, Education, Psychology, Music, Dance, and Art (Education and Therapy). Students are involved in observing, planning and implementing activities, and teaching preschool children. During the period since the last review, the number of students participating at the Center are as follows.

1989-1990

CLASS	COURSE TITLE	NUMBER OF STUDENTS
ART 360	Art for Elementary Teachers	6
ART 373	Developmental Art Therapy	2
ART 470	Practicum in Art Therapy	6
DANCE 299 T	Creative Movement in Children	1
Dance 441	Teaching Dance I	13
EDCI 790	Advanced Seminar in Education-Research	1

CLASS	COURSE TITLE	NUMBER OF STUDENTS
EDCI 890	Research in Education	3
EDEL 200 L	Field Clinical Exp.-Studies of Children	65
EDEL 310	Teach. Lang. Arts Elementary School	7
EDEL 321	Children's Literature	7
EDM 301	Library Service to Children	1
ENG 305 J	Technical Writing	4
HECF 361	Prin. of Preschool Guidance	71
HECF 363	Creative Experiences-with Preschool Child	50
HECF 364	Premath and Science-Young Children	41
HECF 365	Infant Education	15
HECF 664	Advanced Child Development	9
HLTH 369 A	AIDS: Education & Prevention	8
HLTH 650	Comprehensive Health Planning	1
HPES 405	Motor Learning	1
HPES 485/585	Perceptual Motor Development in Children	6
HSS 442	Senior Speech/Language Practicum	10
HSS 635 A	Audiology Practicum I	1
INCO 522	Communication in the Family	8
MUS 180	Music Therapy Practicum	11
MUS 262	Music in Early Childhood	11
MUS 360	Class Piano	2
MUS 480	Music Therapy Practicum IV	8
PSY 273	Child and Adolescent Psychology	125
TIER III 402 A	Life Cycle: The Search for Order	29
TCOM 486/586 L	Children's TV Programming	36
JOUR 452	Electronic Newsgathering	2
LING 270	Nature of Language	1
	Total	562

1990-1991

CLASS	COURSE TITLE	NUMBER OF STUDENTS
ART 360	Art for Elem. Teachers	1
ART 390	Color Methods and Materials	1
DANC 441	Teaching Dance I	7
EDCI 201 A	Children in America	10
EDCI 521	Foundation of Language Instruction	2
EDEL 200 L	Labs for Studies of Children	46
EDEL 231L	Children's Literature	24
EDM 332	Microcomputer: Applications in Education	21
HECF 361	Prin. of Preschool Guidance	85
HECF 363	Creative Experiences-with Preschool Child	57
HECF 364	Premath and Science-Young Children	45
HECF 365	Infant Education	9
HECF 464	Early Childhood Practicum	25
HPES 405	Motor Learning	26
HPES 485/585	Advanced Perceptual Motor Development in Children	16
HSS 318	Disorders of Articulation	8
LING. 270	Nature of Language	1
LING. 275	Introduction to Language and Culture	2
MUS 262	Music in Early Childhood	15
PHOTO 191	Introduction to Photography	13
PSY 273	Child and Adolescent Psychology	240
PT 426	Research Seminar	1
PT 523	Neuromuscular Problems II	34
TCOM	Video Production III	1
Tier III 402A	Human Life Cycle	29

Total 719

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1991-1992

CLASS	COURSE TITLE	NUMBER OF STUDENTS
ART 373	Developmental Art Therapy	3
Dance 441	Teaching Dance I	8
EDCI 305	International Education	3
EDCI 719	Research in Education	2
EDCI 201 A	Childhood in America	16
EDEL 306	Kindergarten Theories/Methods	10
EDEL 321 L	Children's Literature	10
EDEL 321	Children's Literature	21
EDM 332	Microcomputers in Education	53
HECF 160	Introduction to Child Development	8
HECF 361	Prin. of Preschool Guidance	64
HECF 363/569B	Creative Experiences-with Preschool Child	61
HECF 364	Pre-Math and Science	50
HECF 365	Infant Education	28
HECF 464	Early Childhood Practicum	22
HLTH 364	Community Health Field Experience	1
HPES 405	Motor Learning	33
HSS 310	Language Development	88
HSS 318	Disorders of Articulation	11
HSS 602	Research Methods in Speech and Hearing	2
JOUR 352	TV Broadcasting	1
LING. 390	Language of Men and Women	30
LING. 600	Studies in Linguistics	2
LING. 582	Materials in Teaching English as a Foreign Language	1
NBSP 340	Community Health Nursing	2
MUS 262	Music in Early Childhood	1
PSY 273	Child and Adolescent Psychology	194

CLASS	COURSE TITLE	NUMBER OF STUDENTS
PSY 857	Child Therapy	6
PT 456	Research Seminar	33
		Total 764

1992-1993

CLASS	COURSE TITLE	NUMBER OF STUDENTS
ART 373	Developmental Art Therapy	10
DANC 441	Teaching Dance I	8
EDCI 305	International Education	3
EDCI 719	Research in Education	5
EDCI 201 A	Childhood In America	16
EDEL 306	Kindergarten Theories/Methods	10
EDEL 321L	Children's Literature	31
EDM 332	Microcomputers in Education	53
EDM 480	Educational Media	1
HECF 160	Introduction to Child Development	8
HECF 361	Prin. of Preschool Guidance	102
HECF 363	Creative Experiences-with Preschool Child	57
HECF 364	Pre-Math and Science for Young Children	57
HECF 365	Infant Education	28
HECF 464	Early Childhood Practicum	22
HECF 664	Advanced Theories of Child Development	4
HLTH 364	Community Health Field Experience	1
HPES 405	Motor Learning	39
HPES 485	Advanced Perceptual Motor Development in Children	8
HSS 310	Language Development	88
HSS 318	Disorders of Articulation	11
HSS 662	Research in Language Development	2
JOUR 352	TV Broadcasting	1
LING. 390	Language of Men and Woman	30
NBSP 340	Community Health Nursing	2
MUS 262	Music in Early Childhood	28

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CLASS	COURSE TITLE	NUMBER OF STUDENTS
PSY 273	Child and Adolescent Psychology	194
PSY 857	Child Therapy	6
PT 456	Motor Learning	33
TCOM 397 T	Research in Advertising	2
TCOM 486L/586 L	Children's TV Programming	8
		Total 874

1993-1994

CLASS	COURSE TITLE	NUMBER OF STUDENTS
EDCI 490 M	Special Topics	3
EDCI 560	Advanced Study of Curriculum	11
EDCI 676	Practicum in Early Childhood in Special Education	2
EDEL 306	Kindergarten Theories /Methods	25
EDPL 560	Internship in Education	25
EH 450	Environmental Health and Safety	6
HECF 361	Prin. of Preschool Guidance	82
HECF 363	Creative Experiences-with Preschool Child	41
HECF 364	Pre-Math and Science for Young Children	35
HECF 365	Infant Education	20
HECF 464	Early Childhood Practicum	27
HPES 106	Introduction to Human Movement	20
HPES 405	Motor Learning	13
HSS 310	Language Development	37
JOUR 352	TV Broadcasting,	2
LING 695	Thesis	1
MUS 583	Research in Music Therapy/Psychology of Music	1
OPIE C52b	English for Language	15
SOC./ANTH 490	Independent Research in Anthropology	2
TCOM 318	Video Production II	18
Tier III 402A	Plant Biology	1

Total 306

During the period from 1989 to 1994, the Center also employed 71 work study students, 15 PACE students, 4 student interns from Tri-County Joint Vocational School, and 175 student employees. The Center also served as a practica site for students from Washington State Community College in Marietta, Ohio.

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SCHOLARLY AND PROFESSIONAL ACTIVITIES. During the academic year the staff at the Child Development Center have been actively involved in scholarly and professional activities.

Margaret King, Director

Publications:

Books (published):

King, M., Oberlin, A., and Swank, T. 1993, *Creating A Child-Centered Day Care Environment for Two-Year-Olds*, Charles C. Thomas, Publisher, Springfield, Illinois.

Books (under contract):

M. King and J. McMath, *Handbook for Teaching Mathematics in the Early Childhood Classroom*, Charles C. Thomas, Publisher, Springfield, Illinois. Fall, 1994.

M. King, T. Swank, C. Waller, A. Oberlin. Infants and Toddlers, Allyn and Bacon, Massachusetts, Fall, 1995.

Articles:

J. McMath and M. King, 1993, Open Books, Open Minds, *Science and Children*.

M. King, A. Oberlin, T. Swank, 1990, Supporting the Activity Choices of Two-Year-Olds, *Day Care and Early Education*.

M. King, 1990, Day Care Is More Than A Nursery School, *Day Care and Early Education*.

M. King, 1990, Making Arrival Time Easier, *Early Childhood Education Annual Editions 90/91*. Dushkin Publishing Group, Guilford, Connecticut.

M. King, 1990, Promoting the Professional Development of Teachers, *Journal of the Ohio Elementary, Kindergarten, Nursery Educators*.

M. King, 1990, Activity Choices of Two-Year-Olds During Self-Selected Activity Time, *Ohio Home Economics Association Newsletter*.

M. King, 1990, Working with Working Families, *ERIC Digest: ERIC Clearing House on Elementary and Early Childhood Education*.

Editorships:

Professional Book Column Editor, Day Care and Early Education, Human Sciences Press, Four issues annually, 1992-present.

Consulting Editor, Day Care and Early Education, Human Science Press, Four issues annually, 1990-1992.

Presentations:

M. King and J. McMath, Teaching Mathematics in the Early Childhood Classroom, Region V Head Start Association, Cincinnati, Ohio, 1993.
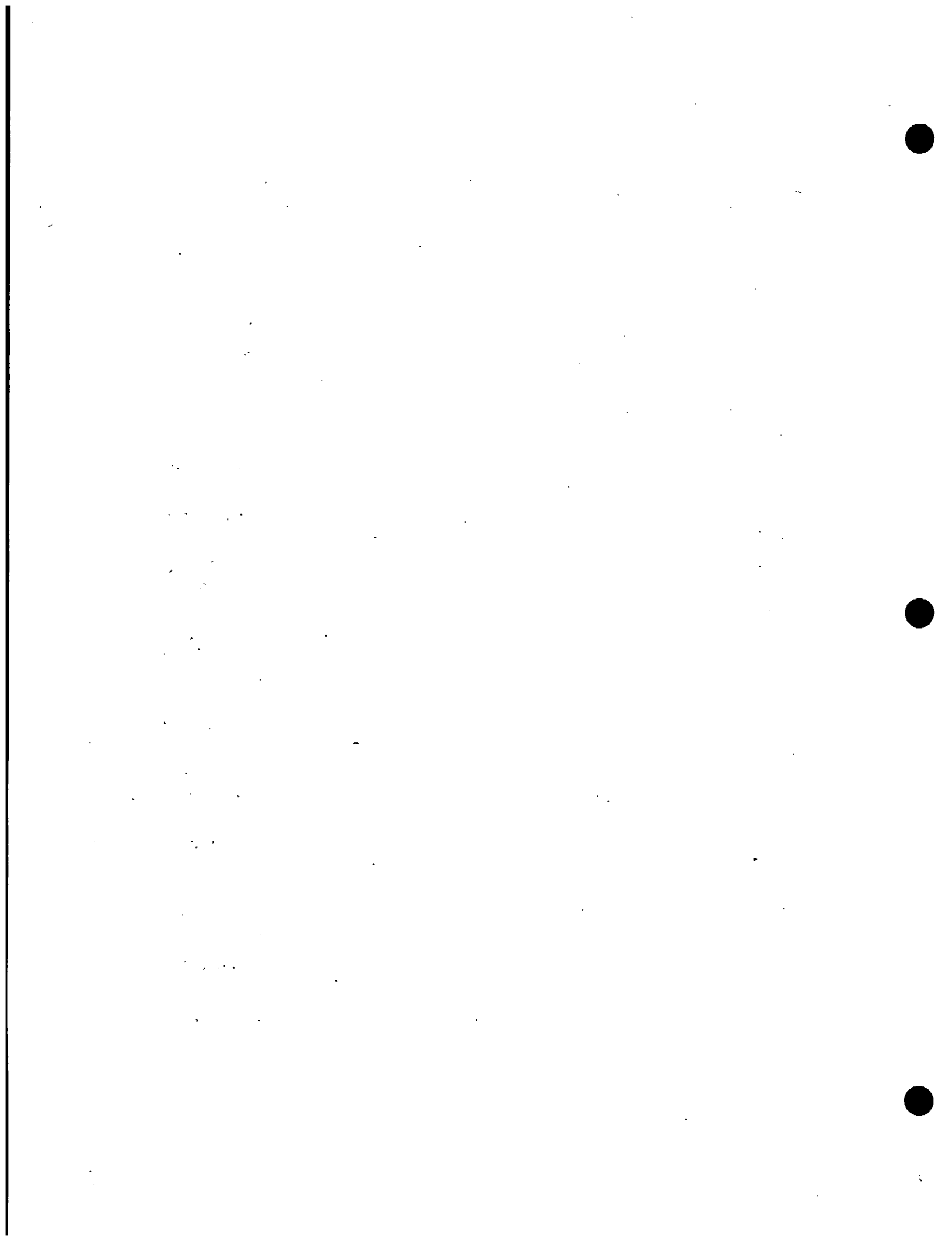
L. Moss-Pesek and M. King, An They Don't Even Know It's Discipline - Indirect Guidance Techniques, National Association for the Education of Young Children Annual Conference, Anaheim, California, 1993.

M. King, A. Oberlin, T. Swank, The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children Annual Conference, Anaheim, California, 1993.

M. King, A. Oberlin, and T. Swank, Creating a Child Centered, Developmentally Appropriate Environment, Ohio Association for the Education of Young Children Annual Conference, Toledo, Ohio, 1993.

M. King, Early Literacy and Reading, Helen M. Robinson Reading Conference, Athens, Ohio, 1993.

M. King, Early Childhood Professionals-Need Them, Find Them, Link Them, Fairfield County Association for the Education of Young Children, Lancaster, Ohio, 1993.

M. King, Parents as Valued Resources, National Organization of Child Development Laboratory Schools, Anaheim, California, 1993.

M. King, Creating a Classroom Environment to Reduce Behavior Problems, Ohio Head Start Association, Columbus, Ohio, 1993.

M. King, Creating a Developmentally Appropriate Environment for Children Birth Through Eight, Southeastern Ohio Association for the Education of Young Children, 1992.

M. King and J. McMath, Developmentally Appropriate Mathematics in the Early Childhood Classroom, National Association for the Education of Young Children Annual Conference, New Orleans, Louisiana, 1992.

M. King, A. Oberlin, and T. Swank, The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children Annual Conference, New Orleans, Louisiana, 1992.

M. King and C. Waller, Continuing Development of Staff Through Observation, Supervision and Involvement, Ohio Association for the Education of Young Children Annual Conference, Columbus, Ohio, 1992.

M. King, A. Oberlin, T. Swank, Creating a Developmentally Appropriate Child Care Environment for Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Columbus, Ohio, 1992.

M. King, A. Oberlin, and T. Swank, The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children Annual Conference, Denver, Colorado, 1991.

M. King, Creating A Child-Centered Day Care Environment for Young Children, American Home Economics Association, Minneapolis, Minnesota, 1991.

P. Sharpe and M. King, Identifying and Helping Unpopular Preschoolers, Ohio Association for the Education of Young Children Annual Conference, Dayton, Ohio, 1991.

M. King, A. Oberlin, T. Swank. Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Dayton, Ohio, 1991.

M. King and C. Waller. Maintaining Quality Child Care Through Accreditation, Ohio Home Economics Association Preconference, Worthington, Ohio, 1991.

M. King, A Work Place Dilemma: Child Care...Who Cares?, Sixth Annual Professional Development for Women Conference, Athens, Ohio, 1991.

M. King, A. Oberlin, and T. Swank, Creating A Child-Centered Environment for Toddlers and Twos, National Association for the Education of Young Children Annual Conference, Washington, D.C., 1990.

M. King, A. Oberlin, and T. Swank, Self-Selected Activity Choices of Twos in a Child care Setting, Illinois Association for the Education of Young Children, Champaign-Urbana, Illinois, 1990.

M. King, A. Oberlin, and T. Swank, Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Cincinnati, Ohio, 1990.

M. King and C. Waller, Developmentally Appropriate Curriculum for Three-Four- and Five-Year-Old Children, Southeastern Ohio Special Education Resource Center, Athens, Ohio, 1990.

Externally Funded Grants

M. King, Early Childhood Network, W.K. Kellogg Foundation, $305, 250, 1993-96.

Internally Funded Projects

M. King, University Capital Improvements Grant, Renovation of Playgrounds and Bathrooms at the Child Development Center, $100,000.

M. King, UPAC Grant, Ohio University, Remote Videocameras for the Child Development Center, $21,453, 1989.

M. King, Minority Visiting Professor Project, Ohio University, $1500, 1989.

Cathy Waller, Manager

Publications

Books (undercontract):

M. King, T. Swank, C. Waller, A. Oberlin. Infants and Toddlers, Allyn and Bacon, Massachusetts, Fall, 1995.

Presentations

Using Indirect Guidance in a Preschool Classroom, Chillicothe City Schools, Chillicothe, OH, November 1993.

And They Don't Even Know It's Discipline, Southeastern Ohio Association for the Education of Young Children, Athens, OH, October 1993.

The Importance of Play for Young Children, School of Physical Therapy, Ohio University, Athens, OH, May 1993.

How to Provide What Infants Really Need in a Child Care Setting, Ohio Association for the Education of Young Children, May 1992.

Continuing Development of Staff Through Observation, Supervision and Involvement, Ohio Association for the Education of Young Children, May 1992.

Providing a Sensory Enriched Environment for Infants, 10th Annual Early Childhood Conference, Marshall University, Huntington, W.VA. April 1992.

Careers in Early Childhood Education, Amanda Clear Creek High School, February 1992.

Developing a Sensory Rich Environment for Infants, Tru-Mah-Col Association for the Education of Young Children Annual Conference", Warren, Ohio. February 1992.

Enriching the Sensory Environment For Infants, Kent State University, Kent, Ohio , October 1991.

Creating a Child-Centered Day Care Environment for Young Children, American Home Economics Association Pre-Conference Workshop, Child Care: A National Crisis, Minneapolis, Minnesota, June 1991.

Developing a Sensory Rich Environment for Infants Ohio Association for the Education of Young Children State Conference, Dayton, Ohio, May 1991.

Infant Curriculum, Ohio Home Economics Association Preconference, Worthington, Ohio, April 1991.

Developmentally Appropriate Curriculum for Three-Four-, and Five Year Old Children, Southeastern Ohio Special Education Resource Center, Athens, Ohio, October 1990.

Anne Oberlin, Master Teacher (1986-1993)
Project Coordinator, Early Childhood Network (1993-present)

Publications:

Books:

King, M., Oberlin, A., and Swank, T. 1993, *Creating A Child-Centered Day Care Environment for Two-Year-Olds*, Charles C. Thomas, Publisher, Springfield, Illinois.

Books (undercontract):

M.King, T. Swank, C. Waller, A. Oberlin. Infants and Toddlers, Allyn and Bacon, Massachusetts, Fall, 1995.

Articles:
Supporting the Activity Choices of Two-Year-Olds, (with Margaret King and Terry Swank), Day Care and Early Education, Winter 1990.

Presentations:

The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children, Anaheim, CA, November 1993.

Creating Child Centered Environment for Infants, Toddlers and Twos, Upper Valley Association for the Education of Young Children, Piqua, Ohio, November 1993.

Creating Child-Centered Environments for Infants, Toddlers and Twos, Coshocton City Schools, Coshocton, Ohio, June 1993.

The Importance of Play for Young Children, School of Physical Therapy, Ohio University, Athens, Ohio, May, 1993.

The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children, New Orleans, LA, November 1992.

Creating A Developmentally Appropriate Child Care Environment for Toddlers and Twos, Ohio Association for the Education of Young Children, Columbus, Ohio, May 1992.

Supporting Play Choices for Toddlers and Twos, Region III Early Childhood Conference, Huntington, West Virginia, April 1992.

Career Day: Opportunities in Early Childhood Education, Amanda Clear Creek High School, February 1992.

The Nuts and Bolts of Creating a Child-Centered Environment For Older Toddlers and Twos, National Association for the Education of Young Children, Denver, Colorado, November 1991.

Top Twenty Tunes for Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Dayton, Ohio, May 1991.

Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Dayton, Ohio, May 1991.

Curriculum for Toddlers and Twos, Ohio Home Economics Association Pre-Conference, Worthington, Ohio, April 1991.

Self-Selected Activity Choices of Twos in a Child Care Setting, Illinois Association for the Education of Young Children Annual Conference, October 1990.

Creating A Child-Centered Day Care Environment for Toddlers and Twos, National Association for the Education of Young Children Annual Conference, Washington D.C., November 1990.

Helping Make The Twos Terrific, Region III Early Childhood Conference, Huntington, West Virginia, March 1990.

Play Patterns for Toddlers Twos, Ohio Association for the Education of Young Children Conference, Cincinnati, Ohio, May, 1990.

Developmentally Appropriate Activities for Toddlers/Twos, Infant Education Class, Ohio University, Athens, Ohio, May 1990.

Terry Swank, Master Teacher

Publications

Books

King, M., Oberlin, A., and Swank, T. 1993, *Creating A Child-Centered Day Care Environment for Two-Year-Olds*, Charles C. Thomas, Publisher, Springfield, Illinois.

Books (under contract):

M.King, T. Swank, C. Waller, A. Oberlin. Infants and Toddlers, Allyn and Bacon, Massachusetts, Fall, 1995.

Presentations:

The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos,

National Association for the Education of Young Children, Anaheim, CA, November 1993.

Creating a Child Centered Environment for Infants and Toddlers, Ohio Association for the Education of Young Children, Toledo, OH, May 1993.

The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children, New Orleans, LA, November 1992.

Supporting Play Choices for Toddlers and Twos, Region III Early Childhood Conference, Huntington, West Virginia, April 1992.

• Nuts and Bolts of Creating a Child Centered Environment for Toddlers and Twos, Pre-Conference Session, National Association for the Education of Young Children, November 1991.

Top Twenty Tunes for Toddlers and Twos, Ohio Association for the Education of Young Children, Dayton, Ohio, May 1991.

Play Patterns for Toddlers and Twos, Ohio Association for the Education of Young Children, Dayton, Ohio, May 1991.

Activities and Experiences of Toddlers and Twos During Self-Selected Activity Time, Ohio Home Economics Association, Spring 1991.

Self Selected Activity Choices of Two's in Child Care Setting, Illinois Association for the Education of Young Children Conference, October 1990.

Play Patterns for Toddlers & Twos, Ohio Association for the Education of Young Children State Conference, May 1990.

Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children Annual Conference, Dayton, Ohio, May 1991.

Curriculum for Toddlers and Twos, Ohio Home Economics Association Pre-Conference, Worthington, Ohio, April 1991.

Self-Selected Activity Choices of Twos in a Child Care Setting, Illinois Association for the Education of Young Children Annual Conference, October 1990.

Creating A Child-Centered Day Care Environment for Toddlers and Twos, National Association for the Education of Young Children, Washington, D.C., November 1990.

RESEARCH SITE

Research at the Child Development Center has been initiated by graduate students and faculty. The most recent projects include a study involving language behavior of pacifier users and non-pacifier users; children's recognition of foreign languages; and children's use of transitional and entrance objects.

RESOURCE CENTER

The Center has also served as a resource center for individuals seeking information about early childhood education. As a result of this regional need, the Director wrote a grant which was funded by the W.K. Kellogg foundation to establish the Early Childhood Network. The purpose of the Early Childhood Network is to improve the availability and quality of child care in this region. The Early Childhood Network is the link between the Child Development Center and the community.

ANTICIPATED FUTURE

The future of the Ohio University Child Development Center is quite favorable. We expect to continue to offer quality child care, serve as a clinical site for students, contribute to the scholarly and professional activities in the field of early childhood education, and serve as a resource center for the region.

We will continue to maintain a quality environment for young children and maintain our accreditation status. Expansion and a new building are issues often mentioned. We do not know the status of either.

We will continue to serve as a clinical site to train students throughout the university. The early childhood education teacher education program is expanding and we expect to continue to offer a quality site to students.

We would like to stabilize the staff of the Center so that more staff will become involved in scholarly and professional activities. In the past couple of years we have increased our turnover rate due primarily to better job opportunities. One way to improve stability of staff is to offer comparable wages.

We would like to increase our ability to serve as a resource center to the region and will continue to seek funding to make this a reality.

We have established ourselves as a quality site for children and professionals. We are at the forefront in providing a model day care environment for children and professionals in training. We expect to become a leader in this area.

FUNDING COMMITMENTS AND NEEDS:

Percentage of Time Staff Spend Meeting the Objectives of the Center:

Director: (50%)

10%- Direct administration of the Center's Program

8%-Professional Education including assisting teaching staff in the supervision of students; supervision and inservice training of staff

7%- Outreach and Scholarly Activity

25%- Early Childhood Network (paid out of Kellogg grant)

Manager: (100%)

75%- Direct administration of the Center

25%- Professional Education including coordination of students; assisting teachers with supervision of students; supervision of staff; scholarly activity

Master Teachers: (100%)

60%-Direct supervision of the classroom; planning the daily program

40%-Supervision and training of students and scholarly activity

The Child Development needs the continual financial support from the University in subsidy along with the annual raise pool allocation. The total budget for the Child Development Center is $471,021. Income from fees is $215,584 and $255,437 from the university. We can measure the cost per child as approximately $34 per day. It is not possible to measure the cost of the service we offer students through the clinical site nor the value of the scholarly activity of staff through writings, presentations, and technical assistance. It seems that the University has an opportunity through the Child Development Center to establish itself as a leader in the field of early childhood education.

REVIEW COMMITTEE RECOMMENDATIONS

OHIO UNIVERSITY

CHILD DEVELOPMENT CENTER

1989

REVIEW COMMITTEE RECOMMENDATIONS

OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

Based on a thorough review of operations at the Ohio University Child Development Center, the Five Year Review Committee offers the following recommendations:

(a) Current Viability:

1.The Child Development Center should be continued at its current level of operation with budgetary modifications as needed for inflationary factors and/or University wide salary increases.

2. The Child Development Center is currently meeting its stated objectives.

The center serves as a site for:

* Quality professional educational experiences for students from across the University.

* Ongoing active research in the area of child development and early childhood education. Several research projects are currently underway. Several more have been completed, presented, and published.

* Quality child care for 65 area children ranging in age from 6 weeks to 6 years. It is the only child care center in Southeastern Ohio serving infants. It is one of only 750 accredited child care programs in the United States.

(b) Cost/Benefit Factors:

The University's subsidy to the Child Development Center accounts for 50% of the total budget. The return on the investment is as follows:

1.Professional educational experiences were provided for 384 students during 1987-88 academic year and 526 students during the 1988-89 academic year.

2. In addition to the director, the manager and the Master Teachers, the center employs 14 work study students, 1 PACE student, and 15 to 20 student employees each quarter.

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3.Research by the staff has resulted in 10 publications and 25 presentations during the past 2 years. More research is currently underway involving faculty and students from across the university.

4. Child care service is provided to many faculty members and students throughout the university.

(c)   Potential Future Viability/Future Cost/Benefit:

1. Research will continue to be promoted through the solicitation of internal and external grant monies.

2.The demand for quality child care in the area is high based on the waiting list of potential applicants.

3.The demand for student experiences in the area of child development has increased steadily each year. Based on the interest, the center is investigating the possibility of serving as a model educational site for pre-service and inservice teachers working in child care centers, primary schools, and other education facilities.

4.The center is operating at full capacity given the limitations of space and staff. The building which currently houses the center is shared with other programs. Given these limitations, several modifications have served to improve the quality of the current day care program. Such improvements have included the addition of computers, video equipment, and one-way mirrors.

Remote video cameras will be added to 2 of the classrooms next year. Such improvements will enhance student and faculty experiences without interrupting the ongoing classroom activities.

The food preparation area has recently been updated with the addition of a new sink, dishwasher, and lighting. Such improvements are necessary to maintain health standards.

5.The committee has some concerns about several other areas in the Child Development Center which are in need of improvement:

* Playground:

The current playground area will need to be redesigned when the university expansion plans are implemented in the near future. At that time the playground equipment will need to be replaced. It is quite worn and inadequate for the center's needs. The infant and

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toddler playground is of particular concern. The asphalt base should be replaced by a cushioned base to reduce the risk of serious injury from falls. The comittee recommends that several playground equipment companies be contacted about the possibility of using the "new" playground area as a demonstration project. In return the company may be willing to help defray the expense of renovation.

* Hallway Lighting:

The lighting in the hallways is inadequate. The committee recommends the lighting be improved for safety reasons.

* Bathrooms:

The bathrooms have been converted by makeshift means for the convience of children. The committee recommends that an estimate for a more permanent conversion of the bathrooms be obtained.

In summary, the committee finds that the Child Development Center is doing a fine job of meeting its goals. The committee recommends that the Child Development Center be continued at its current level.

Respectfully submitted,

Child Development Center Five Year Review Committee

Emily Harman, Chairperson
Dennis Cade
Sue Foster
Joan Fucci
Prisca Nemapare
Margaret King

June 1989

Victor Goodman presented and moved approval of the resolution.
Charlotte Eufinger seconded the motion. The motion passed.

REGIONAL COORDINATING COUNCIL APPOINTMENTS

RESOLUTION 1994 -- 1390

BE IT RESOLVED by the Board of Trustees of Ohio University that the following persons be appointed to membership on the Coordinating Council at the Regional Campus of Ohio University-Chillicothe:

Ohio University-Chillicothe

Al Rupiper

For an eight year term beginning October 3, 1994, and ending at the close of business June 30, 2002, vice Roscoe Swartz, whose term expired.

Judith Benson

Completed two years remaining of a nine year term, vice John Degnan, who resigned. Ms. Benson is now being recommended for a full nine year term beginning October 3, 1994, and ending at the close of business June 30, 2003.

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Ohio University
Chillicothe

P.O. Box 629
571 West Fifth Street
Chillicothe. Ohio 45601-0629

614/774-7200

TO: JAMES C. BRYANT

FROM: DELBERT E. MEYER

DATE: AUGUST 17, 1994

SUBJECT: REGIONAL COORDINATING COUNCIL NOMINEES

The Regional Coordinating Council has unanimously selected the following persons for terms as stated below:

> Judith Benson will complete a full-term beginning July 1, 1994 and ending June 30, 2003. You may recall that Mrs. Benson was elected by council to serve a replacement term that ended June 30, 1994. She has agreed, at this time, to a full term on the council.

> Al Rupiper will replace Roscoe Swartz on the council. Roscoe's term ended on June 30, 1993. Therefore, Mr. Rupiper's term should end on June 30, 2002.

Should you have any questions, please call me. Thank you.

nsh

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Judith Herlihy Benson (Mrs. Ronald N.)
164 Church Street
Chillicothe, Ohio 45601
614-773-1859
Housewife and Bookkeeper for Ronald N. Benson, D.D.S. Inc.

Vital Statistics:
    Born June 20, 1934 in Chillicothe, Ohio.
    Graduated in 1952 from Chillicothe High School.
    Attended the University of Cincinnati 1952-53.
    Graduated from the Ohio State University in 1956
    with a B.S. in Education.
    Married Ronald N. Benson in August 1956.
    Mother of 7 children (1 is deceased).
    Grandmother of 13 grandchildren (all under age 7½).
    Past President of Ross County Easter Seal Society.
    Served as Secretary and Board member of Ross County
    Board of Mental Retardation for 16 years.
    Served on the Board of Medical Center Hospital.
    Served on the Women's Board of Medical Center Hospital.
    Past member of Junior Civic League, Chillicothe.
    Member of St. Peter's Catholic Church.
    Served on St. Peter's Parish Council.

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June 7, 1994

Delbert E. Meyer, Ph.D.
Dean, Ohio University-Chillicothe
P.O. Box 69
571 West Fifth Street
Chillicothe, OH 45601

Dear Delbert:

I was most pleased to hear that I will be given the opportunity to serve on and
hopefully make a contribution to the University Advisory Board. I look forward
to learning more about how Ohio University-Chillicothe carries out its mission
and develops its vision for meeting the educational needs of our community and
region. I am sure that health care and higher education, although
significantly different, are in fact surprisingly similar. By gaining a better
understanding of the needs of our respective organizations, we will be better
able to identify areas of potential cooperation.

As you requested, I am enclosing a brief biographical summary, a copy of my
resume, and a recent picture appropriate for filing.

Thank you again for providing me with an opportunity to serve and learn. I
look forward to meeting with you and your colleagues next week.

Sincerely,

Allen V. Rupiper
President and CEO

AVR/tlb

Enclosures: 3

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INTRODUCTORY BIOGRAPHY FOR AL RUPIPER

Served as President and CEO of Medical Center Hospital since July 1993. Prior to coming to the hospital, he served for 8 years as President and CEO of the North Central Indiana Region of Ancilla System in Fort Wayne and Mishawaka, Indiana. Al has held a variety of health care leadership positions since 1971 in Indiana and Illinois hospitals. He holds a Bachelors degree in Business from Briar Cliff College in Sioux City, Iowa and an MBA from Lewis University in Romeoville, Illinois. He is actively involved in state and national health care organizations and participates in a variety of community activities.

Al and his wife, Pat, a registered nurse, live in Chillicothe and their two teenaged children attend city schools.

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ALLEN V. RUPIPER

12302 Harbour Pointe
Fort Wayne, IN 46845
(219) 637-6877

SUMMARY OF CREDENTIALS

Strong leadership role in developing a community-based, integrated delivery network and in completing several joint ventures with physicians and major hospital providers in the region. Extensive senior level experience in all aspects of executive management, including multi-institutional systems, board and medical staff relations, strategic marketing and planning, finance, patient care services, facilities development, human resources, and external affairs. Committed to making Total Quality Management/Continuous Quality Improvement a part of the organizational culture.

PROFESSIONAL EXPERIENCE

ANCILLA SYSTEMS, INC., Chicago, IL   1985 - Present

President/Chief Executive Officer
North Central Indiana Health System, Ft. Wayne, IN (1988 - Present)

Operating responsibility for the North Central Indiana Region of Ancilla Systems, comprised of three hospitals (619 beds), a for-profit subsidiary, and two Foundations. Direct the formulation of strategic direction, policy, program, standards and budgets for the Region. Assure the provision of quality care, maintain good medical staff relations, and assure an effective relationship with the external environment, including regulatory and community groups.

Major Accomplishments:

- Developed and implemented a five-year strategic vision to position the affiliates to successfully participate in a community-based integrated delivery system.
- Planned and managed the consolidation of the hospital affiliates into an operating region.
- Restructured the Board, Committee and management structures resulting in a 25% reduction in management staff.
- Implemented a cost accounting system and clinical utilization and severity system to improve quality and efficiency.
- Improved the overall financial performance ($2M loss in 1988 to $10M net income 1992) of the Region, including a significant reduction in accounts receivable (110 days to 60 days).
- Initiated the development of several successful physician joint ventures.
- Developed and implemented a joint lab partnership and a regional behavioral medicine program joint venture with a competitive hospital.
- Created a primary care based P.H.O. which provides an integrated approach to managed care and directed contracting participation.
- Successfully planned and implemented a Total Quality Management process in 1988, resulting in improved quality, greater efficiency, and higher associate morale.

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Chief Executive Officer
Saint Joseph Hospital of Mishawaka (1985 - 1988)
Operating responsibility for the hospital and served as a Vice President of Ancilla Systems.

Major Accomplishments:
- Developed an inpatient behavioral medicine unit which diversified the hospital service mix and created a much needed revenue and income stream.
- Coordinated the construction of an $8 million outpatient and diagnostic center which positioned the hospital to compete more effectively in the changing marketplace.
- Recruited key physicians which enhanced existing practices or allowed the hospital to enter into new markets.
- Developed physician joint ventures which enhanced the hospital's market position and strengthened the relationship with the medical staff.
- Improved the hospital's financial position by improving net income, reducing receivables, and improving the cash position.

COPLEY MEMORIAL HOSPITAL, Aurora, IL 1977 - 1985
Senior Vice President

Operating responsibility for all professional and support departments. Assumed the duties of the President in his absence and advised him on operational and planning issues. Participated in Board and Committee meetings and represented the hospital at Medical Staff meetings. Managed the affairs of affiliate corporations, and new business ventures.

INGALLS MEMORIAL HOSPITAL, Harvey IL 1974 - 1977
Director, Central Processing and Distribution

PALOS COMMUNITY HOSPITAL, Palos Heights, IL 1972 - 1974
Director, Sterile Supplies Processing

ST. JOSEPH HOSPITAL, Chicago, IL 1971 - 1972
Supervisor, Central Dispatch Services

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EDUCATION
Masters in Business Administration, 1982
Lewis University Graduate School of Business, Romeoville, Illinois

Bachelor of Arts, Business Administration, 1970
Briar Cliff College, Sioux City, Iowa

PROFESSIONAL
AFFILIATIONS
American College of Healthcare Executives, Member
American Hospital Association
Indiana Hospital Association, District President; Board Member; Legislative Committee;
  PAC Board
Sagamore Health Network (State-wide P.P.O.), Board Member
Lincoln National Health Plan (H.M.O.), Board Member

PERSONAL
Married, two children

Amanda Arnovitz presented and moved approval of the resolution. Victor Goodman seconded the motion. Approval was unanimous.

UNDERGRADUATE ENVIRONMENTAL STUDIES CERTIFICATE

RESOLUTION 1994 -- 1391
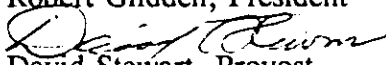
WHEREAS, the College of Arts and Sciences has proposed an undergraduate certificate in environmental studies, and

WHEREAS, this proposal has the support of the dean of the College of Arts and Sciences and the University Curriculum Council, and

WHEREAS, the proposed certificate will allow the College of Arts and Sciences to deliver a high quality program built on the faculty and curricular strength currently existing in various departments, and

WHEREAS, the proposed certificate will allow students the opportunity to take a set of courses reflecting the cross-disciplinary nature of environmental studies.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves the offering of such a certificate.

DATE: August 16, 1994

TO: Robert Glidden, President

FROM: David Stewart, Provost

SUBJECT: Undergraduate Environmental Studies Certificate

The attached request to offer an undergraduate Certificate in Environmental Studies upon completion of a Bachelor's degree is one I support and recommend to you for approval. Such a certificate will add to the strength of the undergraduate degrees in related areas.

DS/jt

Undergraduate Certificate in Environmental Studies

College of Arts and Sciences

A Proposal

PASSED
BY
CURRICULUM
COUNCIL
5/3/94
DATE

INITIAL
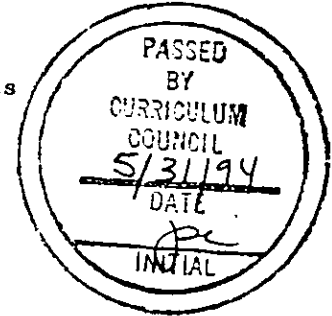
I. Background

An increasing number of current undergraduates and prospective students have been inquiring about a program in environmental studies at Ohio University. Traditionally, environmental concentrations have been available only as part of undergraduate majors in five Arts and Sciences departments: Biological Sciences, Chemistry, Environmental and Plant Biology, Geography and Geological Sciences. Although these programs have maintained excellent reputations, this approach is not addressing the demand for a unified specialization labeled "environmental studies."

At the graduate level, the College coordinates a Master of Science Degree in Environmental Studies, and it was through the MSES advisory committee that the idea for an undergraduate certificate program was first explored. A preliminary proposal was circulated and discussed at the end of Spring 1993 and a revised version re-circulated to departments during Summer 1993. Based on responses to these early drafts, a third version has now been prepared.

II. Purpose

The proposed certificate program is based on the assumption that environmental studies is essentially an interdisciplinary undertaking. Students will be given the opportunity to put together a set of courses reflecting the cross-disciplinary nature of environmental studies. This will provide Ohio University with the ability to more effectively market and deliver a high-quality program built on the faculty and curricular strength currently existing in various departments.

The certificate is to be an "umbrella" program; it is not designed to replace any major. In fact, it should provide an excellent supplement to those majors already offering environmental concentrations and, additionally, provide opportunities for those not in one of those majors to earn a specialized certificate.

For those in the natural sciences, the certificate provides a somewhat more focused and coherent arrangement of courses than may be possible within a major, and it requires them to explore important areas in the social sciences.

For the social science majors, there is now no opportunity, with the exception of Geography, to concentrate on environmental studies. The certificate program provides them such an option and, because of the strong natural science base, guarantees them a solid grounding in those fields.

III. The Curriculum

With approximately 40 hours of credit needed to complete the certificate, questions may be raised about the extra burden on the student. In fact, the extra courses should amount to the equivalent of a minor.

As the curriculum outline indicates, a large number of the required and elective courses satisfy General Education Tier I and Tier II requirements as well as Arts and Sciences distribution requirements. Moreover, courses taken as part of the major will also count toward the certificate.

For example, a Geography major will have 20 of the required hours satisfied within that program and most of the Arts and Sciences natural science and social science requirements met by following the certificate. The Tier II natural science requirement would be met and part of the Applied Science and Social Science requirements.

IV. Advising and Coordination

At the present, responsibility for the program will be housed in the College of Arts and Sciences, with coordination by the Assistant Director of the MSES program. Advising will depend on the cooperation of the faculty who teach in the participating departments.

The certificate is open to majors from any department or college.

Approved: _____ Date MAY 06 1994
Chair, College Curriculum Committee

Approved: _____ Date MAY 06 1994
College Dean

Approved: _____ Date 5/31/94
University Curriculum Council

Approved: _____ Date: 5/31/94

College of Arts and Sciences

Undergraduate Certificate in Environmental Studies

Proposed Curriculum
(revised 4/21/94)

I. Core Requirements

A. Select one. 4 hours

Geog 201	Environmental Geography
Geol 215	Environmental Geology

B. Select one. 4-5 hours

Bios 220	Conservation and Biodiversity
Bios 275	Animal Ecology
PBIO 425	Plant Ecology

II. Quantitative Skills. 4 hours

Students must take an approved course in statistics, such as:

Psyc 121	Intro to Statistics
Math 450A	Statistics
Econ 381	Intro to Statistics
Geog 471	Quantitative Methods
Pols 483	Statistical Package SPSS

III. Natural Science Area. 8-9 hours

Students must take <u>one chemistry course</u> and one other course selected from the list below:

Geog 302	Meteorology
Geol 231	Water and Pollution
Geol 330	Geomorphology
Geol 480	Hydrogeology
Bios 376	Field Ecology
Bios 429	Marine Biology
Bios 481	Animal Conservation Biology
Micr 211	Environmental Microbiology
PBIO 247	Vegetation of N. America
PBIO 426	Physiology of Plant Ecology
Civil Eng 452	Wastewater Analysis
Env Hlth 260	Environmental Health & Safety
Env Hlth 312	Solid Waste Management
Env Hlth 440	Air Quality

IV. Social Science Area. 12-13 hours

Students must take <u>Pols 425, Environmental Policy</u> and two more of the following courses from two different departments:

Econ 313   Environmental Economics
Econ 314   Natural Resource Economics

Bus Law 370   Environmental Law

Geog 241   Issues in Environmental Geography
Geog 350   Land Use Planning
Geog 440   Environmental Impact Analysis
Geog 447   Resource Management

Soc 340   Population Ecology

Total Hours: 32-35

Tier III:

Students should be aware of the following Tier III courses, keeping in mind, of course, that Tier III hours do not apply to the Certificate:

408A   American Conservation Movement
450A   Environmental Assessment
402B   Intro to Alternative Agriculture
403A   The Limits to Growth

ES-6

Tad Grover presented and moved approval of the resolution. Charlotte Eufinger seconded the motion. All voted aye.

ASSOCIATE IN APPLIED SCIENCE DEGREE IN EQUINE STUDIES

RESOLUTION 1994 -- 1392

WHEREAS, the Ohio University Southern Campus proposed an Associate of Applied Sciences degree in Equine Studies, and

WHEREAS, this proposal has the support of the dean of the Ohio University Southern Campus and the University Curriculum Council, and

WHEREAS, the proposed degree will allow the Ohio University Southern Campus to design a stronger, more relevant curriculum.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves the creation of such a degree and directs that it be submitted to the Board of Regents for final authorization.

Ohio University

Interoffice Communication

DATE: August 16, 1994

TO: Robert Glidden, President

FROM: David Stewart, Provost

SUBJECT: Proposed Associate in Applied Science Degree in Equine Studies

I support the proposal for a new degree to be offered by the Ohio University Southern Campus. The Associate of Applied Science Degree in Equine Studies is designed to prepare students from the Ohio Valley region to seek enjoyment and/or employment as trained professionals in the horse industry. The proposed new degree would allow this campus to offer a degree reflecting the strengths of their own curriculum and meeting the needs of their community.

I therefore recommend this proposal to you and urge its adoption to be delivered Fall 1995 after Board of Regents approval.

DS/jt
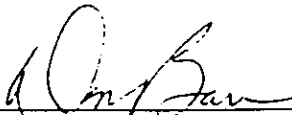
EQUINE STUDIES

Associate in Applied Science Degree
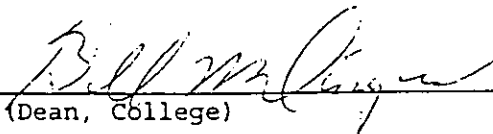
Ohio University Ironton Campus

April 8, 1994
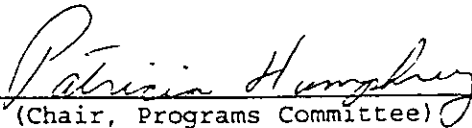
A. "Recommend for Approval"

_____
(Chairman, College Curriculum Committee)

_____
(Dean, College)

_____
(Chair, Programs Committee)

B. "Approved"

_____
(Chair, University Curriculum Council)

PASSED
BY
CURRICULUM
COUNCIL
5/31/94
DATE

INITIAL

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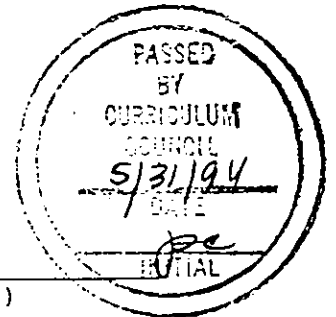
Programs Committee

Equine Studies
Associate in Applied Science Degree

May 1994

Introduction

The Ironton Campus requests approval for a new associate in applied science degree in equine studies. The program is designed to prepare students for enjoyment of horses and/or employment in the horse industry. The horse industry is updating its approach to the care, training, and marketing of horses to take advantage of more scientific methods as well as "high tech" equipment. The proposed program will provide the tri-state area of southern Ohio, northeastern Kentucky, and western West Virginia, which has a large horse population with qualified professionals to fill positions in the horse industry. The program aims to provide students the opportunity to combine their specialized horse knowledge with a variety of careers and to bring fresh, innovative ideas to a very old and traditional part of their lives.

Need for the Program

A study released by the Horse Council in 1987 reported that the horse industry in the United States is a 15.2 billion dollar a year business. The study ranked Ohio sixth in the nation in horse population with 165,000 horses and $556 million in business income. A 1993 report from the Kentucky Department of Agriculture indicated that the horse industry contributes $5 billion to Kentucky's economy and is responsible for 50,000 jobs within the state. With 350 equine-related publications in the United States, the horse industry prints more magazines, journals, and newsletters than any other special interest group in the country.

In September 1993, the Ironton Campus hosted a meeting for local horse professionals to discuss the need for an equine studies program and to allow expert input in areas such as curriculum, facilities, instruction, planning, marketing, and so forth. Of the 52 individuals who were invited, 48 attended. In addition to providing input on the structure of the program, participants were also asked to indicate, among other things, their willingness to serve on an advisory council for the program, to provide internships for students in the program, as well as their anticipated hiring needs in the next five years. As part of the proposal, the Programs Committee was provided with the original questionaire responses of these individuals. The participants identified additional businesses to screen about the

to accommodate specific needs relative to the local tri-state's geographic area, horse breeds, and organizational interests.

Faculty and Instruction

Full-time and adjunct faculty members will teach the Equine Studies core corses. The minimal qualifications will depend entirely on the nature of the course. Courses such as Equine Nutrition, Equine Reproduction, Equine First Aid and Preventive Medicine, and Equine ANatomy and Physiology will be taught by a qualified veterinarian (DVM, VMD). The backgrounds of faculty for other equine courses will consist of a master's or, in some cases, a bachelor's degree in a related area and experience in the equine field. Due to the nature of the subject matter, experience will be a major concern. The teaching load of the full-time faculty will be twelve hours per quarter. The projected number of FTE students to FTE faculty in the first year of the program will be 8.3 students per faculty person. For subsequent years, the ratio will increase to 11.1 to 1. Ohio University has been donated 184 acres of land which can be developed as an equine facility, contingent on approval and viability of the program.

Admission Requirements

Students must be high school graduates. If the number of applicants exceeds the number of available positions, admissions will be limited by raising admission standards to incorporate high school standing, SAT or ACT scores, and college GPA (is one exists).

Administration

The Equine Studies program will be administered by a full-time coordinator. Minimal qualifications for the position will be a Master's degree and experience in the area of equine studies.

Program Evaluation and Accreditation

The program will be evaluated by the University Curriculum Council two years after it starts and will be reviewed as part of the University's regular program review process thereafter. In addition, the Ohio Board of Regents evaluates all technical programs every five years. There is no accreditation agency for this program. The campus anticipates maintaining an active Equine Advisory Council to evaluate the program continuously and to make suggestions that they deem necessay and advisable.

CURRICULUM

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

Required Equine Studies Courses - Newly Proposed

Course:	Description:	Hours:
EQU 101	Introduction to Equine Studies	4
EQU 110	Equine Nutrition	4
EQU 120	Equine Anatomy and Physiology	4
EQU 125	Equine First Aid and Preventive Medicine	5
EQU 130	Equine Evaluation and Selection	3
EQU 200	Equine Reproduction	4
EQU 215	Equine Business Management	4
EQU 220	Farm and Stable Management	4
EQU 290	Equine Field Experience	1-6
EQU 295	Equine Internship	1-6
5 credit hours of riding courses to be selected from the list below.		5

Equine Studies Riding Courses - Newly Proposed

Replaced by HSC courses. See attached listing.

Course:	Description:	Hours:
EQU 150	Beginning Hunt Seat	1
EQU 152	Beginning Stock Seat	1
EQU 154	Beginning Saddle Seat	1
EQU 160	Intermediate Hunt Seat	1
EQU 162	Intermediate Stock Seat	1
EQU 164	Intermediate Saddle Seat	1
EQU 260	Trail Riding	1
EQU 270	Advanced Hunt Seat	2
EQU 272	Advanced Stock Seat	2
EQU 274	Advanced Saddle Seat	2

Elective Equine Studies Courses - Newly Proposed

Course:	Description:	Hours:
EQU 225	Equestrian Teaching Techniques	3
EQU 230	Comprehensive and Competitive Horse Judging	3
EQU 235	Horse Show and Event Management	3
EQU 240	Basic Horse Shoeing	3
EQU 250	Harnessing and Driving	1
EQU 280	Fundamentals of Starting the Young Horse	2
EQU 282	Therapeutic Riding	3

Required Courses in the Equine Studies Program

Course:	Description:	Hours:
ATCH 103	Financial Accounting Procedures	3
ATCH 104	Financial Accounting Procedures	3
BIOL 101	Principles of Biology	5
CS 120	Computer Literacy	3
ENG 151	Freshman Composition	5
HLTH 227	First Aid	3
INCO 101	Fundamentals of Communication	4
JOUR 250	Advertising Principles	4
JOUR 270	Introduction to Public Relations	3
MATH 151	Mathematics: An Everyday Tool	4
MGT 200	Introduction to Management	4
PSY 101	General Psychology	5

Date: 5/27/94

To: M. Appel, C. Mayes (Southern Campus), L. Cibrowski, J. Lovett

From: Catherine Brown (P.E. & S. Sciences) *CuB* ·

Subject: Equine Studies Riding Courses (part of the proposed Equine Studies Program at Southern Campus

This is a revised list of HSC riding courses. The proposed Equine Studies program will be using these.

Course	Description	Hours
HSC 170	Beginning Western I Stock Seat	1
HSC 171	Beginning Western II Stock Seat	1
HSC 172	Intermediate Western I Stock Seat	1
HSC 173	Intermediate Western II Stock Seat	1
HSC 187	Advanced Western I Stock Seat	1
HSC 188	Advanced Western II Stock Seat	1
HSC 174	Beginning Hunt Seat I	1
HSC 175	Beginning Hunt Seat II	1
HSC 176	Intermediate Hunt Seat I	1
HSC 177	Intermediate Hunt Seat II	1
·HSC 185	Advanced Hunt Seat I	1
HSC 186 ·	Advanced Hunt Seat II	1
HSC 181	Beginning Saddle Seat	1
HSC 182	Intermediate Saddle Seat	1 .
HSC 183	Advanced Saddle Seat I	1
HSC 184	Advanced Saddle Seat II	1
HSC 180	Trail Riding	1

It is agreed that courses on the main campus are using Grade Eligibility Code 6 (CR/F) (as is the custom).

Courses on the Southern Campus will use G.E.C. 1 (A-F)

II. INTRODUCTORY DESCRIPTIVE STATEMENT

The Associate of Applied Science Degree in Equine Studies is being designed to prepare students from the Ohio Valley region to seek enjoyment and/or employment as trained professionals in the horse industry.

Our objectives for this program are to provide each student an opportunity to:

1. Improve communication skills in reading, writing, and speaking.
2. Improve human relations skills.
3. Know the value of a good work ethic.
4. Achieve a basic understanding of the horse industry and the management skills necessary to succeed in it.
5. To develop an appreciation and understanding of the horse itself, its anatomy, physiology, and the psychology of working with and caring for the horse.
6. Achieve a basic understanding of the scientific knowledge necessary to care for, feed, and maintain a horse, to allow it to reach its highest potential.
7. Learn the legal and ethical issues of the horse industry.
8. Be introduced to and allowed to practice the methods used to train horses and riders and be informed about the variety of purposes and events for which this training will take place.
9. Be able to do all these activities in a safe manner.
10. Continue their education in a bachelor's degree program.

Horses have been admired and treasured for centuries and have been a necessary partner in the building of our civilized world. Their purpose today has shifted somewhat from the "beast of burden" and the methods for caring for them have progressed to a more scientific realm. Veterinary science has followed human health care procedures as we have moved into a world of "high tech" equipment. For example, ultrasound and x-ray equipment is now portable and can be put to use at the farm where it is needed. Selling a horse is often done now by video-tape presentation to avoid unnecessary travel. In short, the horse industry is updating its approach to the care, training, and marketing of this magnificent animal and the Ohio University Ironton Campus wants to be a part of the process of educating the horse lover, to make their relationship with their equine friend a healthy, safe, and profitable experience. For some, this "profit" will be in dollars, and for others, in the sheer enjoyment horses bring to them and their families.

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III. THE NEED FOR THE PROGRAM

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

The Economic Impact of the U.S. Horse Industry, a study conducted
by Peat, Marwick, and Main, and released in 1987 by the American
Horse Council reported that the horse industry in the United
States is a 15.2 billion dollar a year business. This equals the
combined output of the tobacco and leather products industries.
One and a half million people own horses and nine billion dollars
is spent annually on feed, medical care, and services for horses.

According to the American Veterinary Medical Association 1988
Research Study, there are 6.6 million total equine in the United
States. Thirty million people over the age of twelve ride every
year. Horse sports annually draw one hundred ten million people.

The horse industry prints more magazines, journals, and
newsletters, than any other special interest group in the
country. There are three hundred and fifty equine-related
publications in the United States.

According to information supplied by show organizations to the
American Horse Council, there were approximately 10,000
sanctioned horse shows conducted in 1991 as well as thousands of
local unsanctioned events. The American Horse Shows Association
sanctioned 2,421 shows, the American Quarter Horse Association
sanctioned 2,351 shows, and the National Cutting Horse
Association sanctioned 1,446 events. Horse shows generate $223
million per year with rodeos contributing $104 million to that
total.

There are 90 breeds of horses for people to be involved with and
Ohio, West Virginia, and Kentucky residents are certainly
involved. The American Horse Council, in their 1987 report,
ranks Ohio sixth in the nation in horse population with 165,000
horses and $556 million in business income. A 1993 report from
the Kentucky Department of Agriculture announced that the horse
industry in Kentucky now contributes $5 billion to Kentucky's
economy and is responsible for nearly 80,000 jobs within the
state. To further emphasize the enthusiasm generated by horses
in the states of Ohio, Kentucky, and West Virginia, refer to
Appendix A for a list of horse related organizations within our
three states.

To succeed in this industry today, one has to have, and our
Equine Studies degree will provide, knowledge of and skills in
computer technology, business management, communications,
marketing, journalism, mathematics, and public relations in

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addition to all the "horse-sense" offered in such courses as equine nutrition, equine anatomy and physiology, equine reproduction, equine first aid and preventive medicine, equine selection and judging, farm and stable management, therapeutic riding, riding in stock seat, hunt seat, and saddle seat, as well as on the trail, and training young horses.

The Equine Studies degree at the Ironton Campus of Ohio University will provide the tri-state area of southern Ohio, northeastern Kentucky, and western West Virginia, which has a large horse population, with qualified, hardworking, skilled, practical professionals to fill many positions in the thriving equine industry. These students will have the opportunity to combine their specialized horse knowledge with hundreds of careers and bring fresh, new, innovative ideas to a very old and traditional part of their lives. The positions our graduates will be prepared to pursue will vary with the elective equine courses the student chooses. Such positions are: stable manager, farm manager, riding instructor, equine secretary or records management, equine sales and marketing agent, horse trainer or assistant trainer, equine journalist, horse show or event manager, horse show judge, national breed association representative, and equine photographer or artist.

In September, 1993, we at the Ohio University Ironton Campus hosted a meeting for local horse professionals to "pick their brains" about the need for a program such as this and to allow their expert input in such areas as curriculum, facilities, instruction, etc.. Fifty two people were invited and forty eight attended, attesting to the local interest in such a program and the benefits it could bring. Those attending the meeting were given questionnaires to return to us to indicate their willingness to participate in such areas as curriculum development, academic program planning, seminar programs, equitation instruction, rules and regulations committees, facilities development, site development, publicity, events planning, marketing, and information research. These responses can be found in Appendix B.

Those attending the original September meeting were also asked to submit names of associates in the business who should also be included on a mailing list to keep the "horse people" of the area informed about events of interest. Many of these persons were asked to respond to a 6 question survey after being informed about the proposed program and its content. All of the fourteen businesses surveyed strongly supported the development of this program and were interested in offering internships to students. Approximately nineteen new employees will be needed by these businesses in the next twelve months. Those responses can be seen in Appendix C.

Since employment, or the lack of it, is a big concern in our

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area, we felt it was important to consider the possibilities for employment of our future graduates of this program. To do this we have looked to other existing programs for statistics to support the need for professionals in this field. The results were as follows:

The University of Findlay reports 100% placement of its graduates from the Equine Studies program since 1983.

Midway College places approximately 90% of their Equine Studies graduates, but added that not all students pursue the degree with employment in mind, some simply enjoy horses and want to better understand and use them, and some students are already employed by local Thoroughbred farms and are just adding to their marketability with no immediate desire to change jobs.

William Woods College places 100% of their graduates in their choice of equine areas of employment.

Ohio State University, in the last 11 years, has placed 97.2% of their graduates within 120 days of their graduation.

This is quite impressive compared to other degree programs and certainly does show a need for trained professionals in the horse industry, but it is extremely important to realize that the typical student enrolling in such a degree program may very likely be doing so with no employment consideration whatsoever. In many cases, the student will be satisfying a need to educate themselves for the sake of understanding and enjoying horses to the fullest.

Since many interested parties felt the need to expand on the comments requested in the surveys and questionnaires, we have also received numerous letters of support to be found in Appendix D. These letters are from people in various areas of the horse industry, but particularly important are the letters from 4-H and youth team advisors who explain how their organization members have been seeking programs such as this and have had to leave the area to fulfill their needs for education in the equine field.

"Additional educational programs in this area would only serve to strengthen the opportunities for youth of the tri-state area. ...Many of the former 4-H members in this county (Boyd Co., Ky.) who have decided to continue their education in horse related fields of study have found that they must leave this area. These former members have attended universities in central and western Kentucky, Missouri, and Virginia. It becomes very expensive for youth to travel these distances. ... If quality educational programs were

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available in the local area to these youth, I
personally do not feel that the drop-out rate would be
as high. Many of these youth simply do not have the
resources and finances to attend college a great
distance from home. There are many youth who are
interested in the horse and related industries,
however, they need to have educational programs
available to them here in their home community. ... The
total 4-H program in Boyd County has an enrollment of
approximately 3,300 youth. Many adult leaders are also
active with the program and teen leaders are constantly
being trained. Additional educational programs are
needed in the tri-state area."

> Treva D. Williams
> County Extension Agent
> for 4-H/Youth Development
> Boyd County, Kentucky

The Annual 4-H Youth Development Enrollment Report stated that
there were 238,093 youths involved in horse and pony programs
through 4-H during the 1991 fiscal year. Reports from the Ohio
County Extension Services indicate the following numbers of
completed 4-H horse projects in the last 3 years for Ohio
counties surrounding our Ironton campus area.

	1991	1992	1993
Gallia County	107	93	93
Jackson County	45	58	30
Lawrence County	113	74	69
Scioto County	142	145	167
Total per year			
for the 4 counties	399	370	359

Although the extension agent warned that fluctuations in these
numbers can reflect the popularity of a 4-H advisor and that
these are the completed projects and therefore are low counts for
actual involvement, we find this encouraging, along with other
youth organization counts, to say there is quite an interest in
our area in the horse and the wholesome family involvement
centered around it.

To better estimate the interest in this program from the
traditional student's point of view, we consulted high school
guidance counselors. Response has been positive and counselors
contacted from nine schools estimate that 11 students will enroll
in the Equine Studies program. If this same level of interest is
applied to the entire school population in our service area,
anticipated student enrollment will exceed the 25 openings
available in our program. Additionally, we expect a number of
students from outside our normal service area to seek enrollment
because of the lack of a comparable program in our region.

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Boyd County, Kentucky, which is just across the river from our Ironton Campus, is very involved with horses. A new racetrack for both Standardbred and Quarter Horse racing is being constructed and will run sanctioned races in September 1994. Boyd County High School is the first high school locally to include equine science in their course of study. Daniel Blevins, agriscience teacher at Boyd County High School, points out that this new track, paired with the already enthusiastic "horse people" in our area, is crying out for a degree such as we propose here.

> "It is my opinion that a program in equine science studies is needed in this area. As an agriscience teacher with a course in equine science, it is my experience that many students have a great deal of interest in horses. A collegiate program in equine science would enable these students and many more with similar interests to pursue a college degree.
>
> In light of the developing equine industry in the tri-state area, a new demand for individuals trained in equine science will materialize. Now is the logical time to begin preparations for meeting this demand."

<div align="right">

Daniel H. Blevins
Agriscience Teacher
Boyd County High School
Ashland, Kentucky

</div>

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

As can be found in Appendix E, a committee from the Ohio University Ironton Campus has visited two schools in Ohio, the University of Findlay and Lake Erie College, and one in Kentucky, Midway College, to investigate and observe their programs in action. Each school indicated a steady enrollment, but admits they seek out the top students locally who might be interested in their programs. We also contacted ten other universities or colleges from across the U.S. for information about their programs (see Appendix F for a list) and found positive response to the enrollment question in most cases. It is obvious that since this degree program is so specialized, getting word to the right people will be critical.

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

The proposed program does not duplicate a current program at Ohio University.

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

No department or academic unit has received this proposal.

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

The Ohio University Ironton Campus serves the tri-state area of Ohio, Kentucky, and West Virginia. Most of our students are from Ohio, but a large number enroll from Kentucky schools. Our nonresident tuition rate is only slightly higher than resident fees.

A recent survey showing the latest breakdown of enrollments in Ohio and Kentucky schools is presented below:

LOCAL AREA HIGH SCHOOL ENROLLMENT BY GRADE

LOCAL AREA SCHOOLS	Freshman	Sophomore	Junior	Senior
Boyd County	–	325	350	300
Chesapeake	122	137	91	91
Dawson-Bryant	103	110	113	99
Fairland	140	143	156	124
Fairview	72	57	52	57
Green	58	76	63	54
Greenup	321	312	259	239
Ironton	163	174	145	151
Lawrence Co. JVS	–	–	220	168
Minford	156	145	121	121
Paul G. Blazer	292	264	236	233
Portsmouth East	83	74	49	46
Raceland	90	97	78	75
River Valley	215	185	180	190
Rock Hill	148	173	131	127
Rose Hill Christian	16	8	16	19

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Russell	225	202	186	193
Scioto Co. JVS	-	-	297	301
South Point	164	168	157	162
St. Joseph	16	16	23	12
Symmes Valley	103	88	64	74
Wheelersburg	158	112	108	105
TOTALS	2645	2866	3095	2941

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

Anticipated Enrollments:

	1995	1996	1997	1998
Total FTE Students	25	50	50	50

Our current facilities require us to limit enrollment. Although 184 acres of land has been donated to Ohio University, its development for use as an equine facility is a future project and contingent on the acceptance of this program.

We anticipate that 80% of students enrolling in the equine studies program will be incremental. They would not have enrolled at this university if this program were not offered. This estimate is based on past experience with other programs.

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IV. CURRICULUM

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

Required Equine Studies Courses - Newly Proposed

Course:	Description:	Hours:
EQU 101	Introduction to Equine Studies	4
EQU 110	Equine Nutrition	4
EQU 120	Equine Anatomy and Physiology	4
EQU 125	Equine First Aid and Preventive Medicine	5
EQU 130	Equine Evaluation and Selection	3
EQU 200	Equine Reproduction	4
EQU 215	Equine Business Management	4
EQU 220	Farm and Stable Management	4
EQU 290	Equine Field Experience	1-6
EQU 295	Equine Internship	1-6
5 credit hours of riding courses to be selected from the list below.		5

Equine Studies Riding Courses - Newly Proposed

Course:	Description:	Hours:
EQU 150	Beginning Hunt Seat	1
EQU 152	Beginning Stock Seat	1
EQU 154	Beginning Saddle Seat	1
EQU 160	Intermediate Hunt Seat	1
EQU 162	Intermediate Stock Seat	1
EQU 164	Intermediate Saddle Seat	1
EQU 260	Trail Riding	1
EQU 270	Advanced Hunt Seat	2
EQU 272	Advanced Stock Seat	2
EQU 274	Advanced Saddle Seat	2

Elective Equine Studies Courses - Newly Proposed

Course:	Description:	Hours:
EQU 225	Equestrian Teaching Techniques	3
EQU 230	Comprehensive and Competitive Horse Judging	3
EQU 235	Horse Show and Event Management	3
EQU 240	Basic Horse Shoeing	3
EQU 250	Harnessing and Driving	1
EQU 280	Fundamentals of Starting the Young Horse	2
EQU 282	Therapeutic Riding	3

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Required Courses in the Equine Studies Program

Course:	Description:	Hours:
ATCH 103	Financial Accounting Procedures	3
ATCH 104	Financial Accounting Procedures	3
BIOL 101	Principles of Biology	5
CS 120	Computer Literacy	3
ENG 151	Freshman Composition	5
HLTH 227	First Aid	3
INCO 101	Fundamentals of Communication	4
JOUR 250	Advertising Principles	4
JOUR 270	Introduction to Public Relations	3
MATH 151	Mathematics: An Everyday Tool	4
MGT 200	Introduction to Management	4
PSY 101	General Psychology	5

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EQUINE STUDIES

FIRST YEAR

Fall	Quarter	Hours
INCO 101	Fundamentals of Communication	4
BIOL 101	Principles of Biology	5
EQU 101	Introduction to Equine Studies	4
EQU 110	Equine Nutrition	4
Riding Course	(student's choice of seat and level)	<u>1</u>
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Winter	Quarter	Hours
HLTH 227	First Aid	3
ENG 151	Freshman Composition	5
MATH 151	Mathematics: An Everyday Tool	4
EQU 120	Equine Anatomy and Physiology	4
Riding Course	(student's choice of seat and level)	<u>1</u>
		17

Spring	Quarter	Hours
CS 120	Computer Literacy	3
MGT 200	Introduction to Management	4
EQU 125	Equine First Aid and Preventive Medicine	5
EQU 130	Equine Evaluation and Selection	3
Riding Course	(student's choice of seat and level)	<u>1</u>
		16

SECOND YEAR

Fall	Quarter	Hours
ATCH 103	Financial Accounting Procedures	3
JOUR 250	Advertising Principles	4
EQU 290	Field Experience	2
PSY 101	General Psychology	5
Riding Courses	(student's choice of seat and level)	<u>2</u>
		16

Winter	Quarter	Hours
ATCH 104	Financial Accounting Procedures	3
EQU 200	Equine Reproduction	4
EQU 215	Equine Business Management	4
JOUR 270	Introduction to Public Relations	3
EQU 290	Equine Field Experience	<u>2</u>
		16

Spring	Quarter	Hours
EQU 220	Farm and Stable Management	4
EQU 295	Equine Internship	4
EQU 290	Equine Field Experience	2
Electives	(Equine or General)	<u>6</u>
		16

Total Hours 99

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Transfer Credit

The evaluation procedure for credit earned at another institution
will be the same as with other technical education programs.
Once the credit has been transferred to Ohio University, an
evaluation will be made to determine the applicability to the
Equine Studies program.

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

We have discussed this with Instructors at Ironton and find that
we have no problem enrolling students in classes here.

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

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EQUINE STUDIES COURSE DESCRIPTIONS

EQU 101   Introduction to Equine Studies   (4 Hrs)

An overview of the history of the horse, evaluation, selection, breeds, equipment, nutritional requirements, safe handling of horses, shoeing, equine reproduction, and career and leadership opportunities in the horse industry.

EQU 110   Equine Nutrition   (4 Hrs)

Study of the equine digestive system, nutrient requirements of horses at various levels of performance and problems associated with feeds and feeding practices.

EQU 120   Equine Anatomy and Physiology   (4 Hrs)

Prerequisite: BIOL 101 - Principles of Biology.
The study of the structure and functions of the horse through the various anatomical systems. -

EQU 125   Equine First Aid and Preventive Medicine   (5 Hrs)

This course deals with first aid and emergency treatments, preventive medicine, diseases, and parasitism in horses.

EQU 130   Equine Evaluation and Selection   (3 Hrs)

Prerequisite: EQU 101 - Introduction to Equine Studies.
A study of the types, evaluation, and selection of purebred horses.

EQU 150   Beginning Hunt Seat   (1 Hr)

This course is designed for the student with little or no experience in hunt seat equitation. The course teaches the fundamental knowledge and skills in grooming, tacking, and development of basic riding skills at the walk and trot.

EQU 152   Beginning Stock Seat   (1 Hr)

Designed for the student with little or no experience in stock seat equitation. Grooming, tacking-up, handling on the ground and developing basic riding skills using correct leg aids, hands, and seat position.

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EQU 154   Beginning Saddle Seat   (1 Hr)

A course designed to introduce the basic theories of training.
Coverage of obedience training from the ground, proper saddling
techniques, bridling and basic equitation.

EQU 160   Intermediate Hunt Seat   (1 Hr)

Prerequisite: EQU 150 - Beginning Hunt Seat or permission of
instructor. This course is designed for the student with
previous experience in hunt seat equitation. Includes a review
of elementary horsemanship techniques, maintaining basic position
and control of the horse in walk, sitting trot, posting trot,
canter, the knowledge and application of natural and artificial
aids, knowledge of and skills in suppling movements on the flat,
basic jump position, and cavaletti work.

EQU 162   Intermediate Stock Seat   (1 Hr)

Prerequisite: EQU 152 - Beginning Stock Seat or permission of
instructor. Continuation of EQU 152, basic stock seat
horsemanship using aids to supple the horse, progressing through
maneuvers such as turnarounds, leg yields, two track, stops,
and correct leads.

EQU 164   Intermediate Saddle Seat   (1 Hr)

Prerequisite: EQU 154 - Beginning Saddle Seat or permission of
instructor. Continuation of EQU 154 progressing to the canter
and basic figure work with correct aids. Basic position of
hands, feet, and seat. Each student will be assigned the daily
care of at least one saddle seat horse including grooming and
stall management.

EQU 200   Equine Reproduction   (4 Hrs)

Prerequisite: EQU 101 - Introduction to Equine Studies and
EQU 120 - Equine Anatomy and Physiology.
A comprehensive study of equine reproduction, stressing the
anatomy and physiology of the stallion and mare, methods of
breeding, including artificial insemination, and foaling.

Ideal timing would be Spring Quarter since most breeding and
births take place between February 15 and June 30.

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EQU 215   Equine Business Management   **(4 Hrs)**

Prerequisite: CS 120 - Computer Literacy or BMT 200 - Computers
Applied to Business. Study and practice of basic concepts,
techniques, procedures of accounting involved in keeping and
analyzing equine records from the management viewpoint. Designed
to integrate general business concepts with common practices in
the horse industry. Topics include general business laws, equine
law, public relations, insurance, bookkeeping, contracts, taxes,
and starting and maintaining a horse operation.

EQU 220   Farm and Stable Management   **(4 Hrs)**

A study of the management of a working horse farm. Topics
include scheduling, budgeting, equipment use and maintenance,
land management, facilities management, site selection and
design, and safety.

EQU 225   Equestrian Teaching Techniques   **(3 Hrs)**

A study of the methods of teaching riding. Emphasis will be
placed on the abilities and skills a good instructor must possess
to teach riding. Also covered are safety, care, and evaluation
of school horses. Student will develop and implement teaching
plans for riders at the beginning level.

EQU 230   Comprehensive and Competitive Horse Judging   **(3 Hrs)**

Prerequisite: EQU 130 - Equine Evaluation and Selection.
A continuation of Equine Evaluation and Selection. Activity
through which students can put assimilated knowledge to practical
application and assess knowledge competing on the Ohio University
Horse Judging Team. Travel required. Written and oral defense
of judgements required.

EQU 235   Horse Show and Event Management   **(3 Hrs)**

This course is designed to provide the future equine professional
with the necessary tools to organize any show, event, or clinic
related to the equine industry. Major topics include: planning,
fund raising, financing, insurance, records keeping, and
advertising. These principles will be utilized to plan and
operate a horse show and/or clinic either for the Ohio University
Ironton Campus or associated organization.

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EQU 240   Basic Horse Shoeing   (3 Hrs)

The shoeing and balancing of pleasure and performance horses,
corrective trimming, hoof health, anatomy of the leg and foot,
and blacksmithing as a business.

EQU 250   Harnessing and Driving   (1 Hr)

This course is designed to teach the student the knowledge of and
fundamental skills used in line driving, lungeing, harnessing,
and pleasure driving.

EQU 260   Trail Riding   (1 Hr)

This course is designed for the student who has previous
experience and would be classified as an intermediate rider.
Topics involve basic knowledge of how to prepare self and horse
for riding trails.

EQU 270   Advanced Hunt Seat   (2 Hrs)

Prerequisite: EQU 160 - Intermediate Hunt Seat or permission of
instructor. This course is designed for the student who has
successfully completed EQU 160 Intermediate Hunt Seat. The
course will include a review of jumping first level, knowledge
and skills for riding, jumping second level, and the basics of
dressage riding.

EQU 272   Advanced Stock Seat   (2 Hrs)

Prerequisites: EQU 162 - Intermediate Stock Seat or
permission of instructor. Advanced techniques in developing a
stock horse for performance events. Emphasis on lead changes,
spins, rollbacks, sliding stops, and backups.

EQU 274   Advanced Saddle Seat   (2 Hrs)

Prerequisite: EQU 164 - Intermediate Saddle Seat or permission of
instructor. Advanced techniques in training and showing horses
in performance events. Student will assist instructor with one
applied riding class. Student will be responsible for the
preparation of horses going to shows, to include equipment,
vanning, grooming, and fitting.

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EQU 280   Fundamentals of Starting the Young Horse   (2 Hrs)

Prerequisite: At least one advanced riding course (EQU 270, EQU 272, or EQU 274). This course is designed for the student who would be classified as advanced in riding skills. Students will develop the basic skills of handling, gentling, saddling, and riding a green broke horse applying basic horsemanship skills.

EQU 282 Therapeutic Riding   (3 Hrs)

A study of the fundamental knowledge and skills related to the therapeutic riding concept. Students will learn how to evaluate and train a horse for therapeutic riding activities. Basic state and federal laws addressing people with disabilities will be addressed. A supervised experience in therapeutic riding techniques will be a part of the course.
The student will develop and implement teaching plans for riders with a variety of disabilities. Behavioral concerns will be addressed with identification of alternative approaches.

EQU 290   Equine Field Experience   (1-6 Hrs)

Field trips can be arranged for groups or individuals. These trips might include horse farms, race tracks, veterinary clinics, museums, horse shows or events, or seminars offered through recognized organizations or individuals. Each hour of credit awarded will be done so under the supervision of an equine academic advisor.

EQU 295   Equine Internship   (1-6 Hrs)

An opportunity to gain valuable practical experience in a specific area of equine studies pertinent to the individual's interest. Work will be done with breeders, trainers, farm and stable managers, riding instructors, breed associations or organizations, veterinarians, and related equine agencies who agree to cooperate in the program by providing supervision and reporting the results of such interaction. Each program will be individually designed, created by the student and an equine academic advisor. An internship is required for all equine studies majors. Some internships may be arranged with the Ohio University Ironton Campus equine facility and its staff or faculty.

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ATCH 103   Financial Accounting Procedures   **(3 Hrs)**

Prereq: Math 101 or concur. (fall) Application of fundamental principles to personal service and mercantile enterprise, with illustrations of double-entry mechanism; procedures of journalizing and posting; accounting for cash, merchandise, notes and interest, revenue and expense; financial statement preparation, including adjusting and closing procedures.

ATCH 104   Financial Accounting Procedures   **(3 Hrs)**

Prereq: 103, Math 101 or higher math placement. (winter) Consideration of accounting procedures for purchases, sales (including installment and consignment sale), inventory, prepaid expenses, tangible long-lived assets; accounting procedures for owners' equity in single proprietorship, partnership, and corporation; year-end worksheet procedure; annual report including income statement, balance sheet, and statement of changes in financial position; interim statements.

BIOL 101   Principles of Biology   **(5 Hrs)**

Designed for nonscience majors. Principles of cell biology, physiology, ecology, genetics, and evolution. Credit not allowed for both 101 and BIOS 170 or 101 and BOT 101 or 101 and BOT 110 or 101 and PBIO 110 or 101 and ZOOL 101 or 101 and ZOOL 170. 4 lec. 2 lab.

CS 120 Computer Literacy   **(3 Hrs)**

Prereq: Math 101 or equiv. Basic components of computer literacy for undergraduate. Introduces disk operating systems and such application programs as word processing, spread sheets, data base management, and electronic mail. Explores input, process, output, and storage cycle of computer technology, the impact of computers, and citizens' responsibility in an information society. Course does not apply to Arts and Science natural science requirement. Not open to those with credit for MIS 100, HS 309, or any CS course 200 and above.

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ENG 151 Freshman Composition: Writing and Rhetoric (1E)(5 Hrs)

Prereq: 150 or 151 placement in assigned quarter. Focuses on writing expository essays which are well organized and logically coherent. Students write approximately 10 essays (5,500 words). Essay topics come from personal experience or from reading nonfiction. Not a grammar course; those who require services of a tutor in correcting sentence errors should consult the Academic Advancement Center. (Nonnative speakers should take 151A.)

HLTH 227   First Aid   (3 Hrs)

Presents the knowledge and skills of the American Red Cross Standard First Aid course including adult CPR. Certification granted upon successful completion.

Inco 101   Fundamentals of Communication   (4 Hrs)

Introductory analysis or oral communication in human relationships with focus on variety of contexts including dyadic, small group, and public communication experiences. Serves as survey of human communication processes. Mass lec.

JOUR 250   Advertising Principles   (4 Hrs)

Major factors in development of advertising programs.

JOUR 270   Introduction to Public Relations   (3 Hrs)

Prereq: soph., Pr or advertising major or perm. Provides an overview of the many facets of public relations, its history, development, practice, and application. Looks at the process of public relations, including the planning, implementation, and evaluation of public relations campaigns. Surveys techniques, strategies, and tactics used by public relations practitioners. Analysis of case studies.

MATH 151   Mathematics: An Everyday Tool (1M)   (4 Hrs)

Prereq: 2 yrs h.s. math. Applications of elementary math to day-to-day problems. Special emphasis on consumer math such as compound interest, mortgages and installment buying. Elementary probabilities and statistics with applications. Scientific calculator required. Does not apply to Arts and Sciences natural science requirement.

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MGT 200 Introduction to Management (2S) (4 Hrs)
Prereq: Not open to CBA students. Nature or managerial concept,
managerial functions, and organizational structure, with emphasis
on current issues.

PSY 101 General Psychology (5 Hrs)

Introduction to psychology. Survey of topics in experimental and
clinical psychology including physiological bases of behavior,
sensation, perception, learning, memory, human development,
social processes, personality, and abnormal behavior.

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

In September 1993, we visited the University of Findlay, Findlay, Ohio, in October 1993, we visited Lake Erie College, Painesville, Ohio, and in February 1994 our committee visited the Midway College campus and equine facility in Midway, Ky.. During these visits we discussed their curriculum, student enrollment, job placement, computer training, and the facilities required to accommodate an equine studies program. A summary of the findings of these meetings is to be found in Appendix E.

Areas of similarity among the programs are:
1. Introductory courses (industry survey courses, career opportunities).
2. Communication training (English and speech).
3. Computer training.
4. General business training (marketing, sales, accounting, advertising, small business operations).
5. Equine law (built into various courses including the equine business management course).
6. Field experience and internships.
7. Riding courses in a variety of "seats" as well as young horse training courses.

Our program does not differ greatly from the observed programs, but is designed to accommodate specific needs relative to our geographic area and breed and organizational interests which seem to be dominate in this tri-state area.

5. Is there any accreditation agency that accredits such a program? If so, what is its name and address? Has it been contacted? Is the curriculum in accord with its standards?

There is no standard accreditation agency for this program.

6. For new courses, provide new course approval forms (one copy) in the proposal. A vote will not be scheduled for programs involving new courses until complete new course approval forms have been submitted to the Individual Course Committee.

One copy of each of the new course approval forms has been included. Copies begin on the next page.

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V. FACULTY AND INSTRUCTION

1. Will present faculty, new faculty, or a combination of both be used?

The present faculty will teach courses other than the Equine Studies core courses.

Full-time and adjunct faculty members will teach the Equine Studies core courses. The background of these faculty members will consist of a Master's, or in some cases a Bachelor's degree, in a related field and experience in the equine field. Due to the nature of the subject matter, experience will be of top concern.

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

No faculty have been selected. The minimal qualifications will depend entirely on the course being considered. Equine courses such as Equine Nutrition, Equine Reproduction, Equine First Aid and Preventive Medicine, and Equine Anatomy and Physiology will be taught by a qualified veterinarian (DVM, VMD).
Other courses, such as riding courses, courses in Horse Show and Event Management, Equestrian Teaching Techniques, Therapeutic Riding, Basic Horse Shoeing, Equine Evaluation and Selection, and Comprehensive and Competitive Horse Judging will be taught by qualified professionals from the horse industry.

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

Not applicable. Currently, no members of the faculty at the Ohio University Ironton Campus are tenured.

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

The faculty teaching load will be twelve hours per quarter.

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

The ratio of FTE students to FTE faculty in 1994 will be 8.3 students per faculty person. In 1995 and 1996 the ratio of FTE students to FTE faculty will increase to 11.1 to 1.

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

A selection committee will be appointed by Bill Dingus, Dean of the Ohio University Ironton Campus.

7. Once the program is ongoing, what mechanism will insure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the <u>Faculty Handbook</u>?

<u>Faculty Handbook</u> procedures will be administered.

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

The administration and the program coordinator will assure that the provisions in the <u>Faculty Handbook</u> will be followed.

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VI. ADMISSION REQUIREMENTS

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

Students must be high school graduates.

2. If the number of students seeking admission exceeds budget projections, will you:

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

We will limit admission by raising program admission standards. A prospective student's SAT score, high school standing, and college GPA (if one exists) will be considered.

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VII. ADMINISTRATION

1. Who will administer the program?

The Equine Studies program will be administered by a full-time coordinator. The coordinator will be chosen by a selection committee appointed by Dr. Bill Dingus, Dean of the Ohio University Ironton Campus.

2. What will be the title of the administrator?

Coordinator of Equine Studies.

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

The coordinator will be an Instructor. Currently, no members of the faculty at the Ohio University Ironton Campus are tenured.

Minimal requirements are a Master's degree and experience in the area of equine studies.

4. Who will choose the administrative officer?

The administrator will be chosen by a selection committee appointed by Dr. Bill Dingus, Dean of the Ohio University Ironton Campus.

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VIII. TIMING AND EVALUATION

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

Equine related businesses, 4-H and youth team advisors, breed association executives, and high school counselors have been contacted to determine the need for the program. No external publicity has been generated and no applications have been taken.

2. When do you want the program to start? Allow at least 120 days for University Curriculum Council and President and Trustee approval. (A simple majority of the membership of University Curriculum Council must be present when the vote on any new program is taken.) Deficiencies in the proposal, of course, will likely lead to the rejection of the proposal or may lengthen the period needed for approval and thereby delay implementation. Note: The Programs Committee is generally unimpressed with the argument that deadlines (usually self-imposed) make hasty consideration of the proposal a necessity.

Fall Quarter of the 1994-1995 academic year.

3. What procedures or plans are being made to evaluate the program once ongoing? When will the evaluation occur?

This program will be evaluated by the Programs Committee of the UCC two years after it starts, and at the usual five-year interval by the Review Committee of the UCC thereafter. The Ohio Board of Regents evaluates all technical programs every five years.

The Equine Studies Advisory Council will evaluate the program continuously and will make suggestions that they deem necessary or desirable. Also, student evaluations and financial reviews will be conducted annually.

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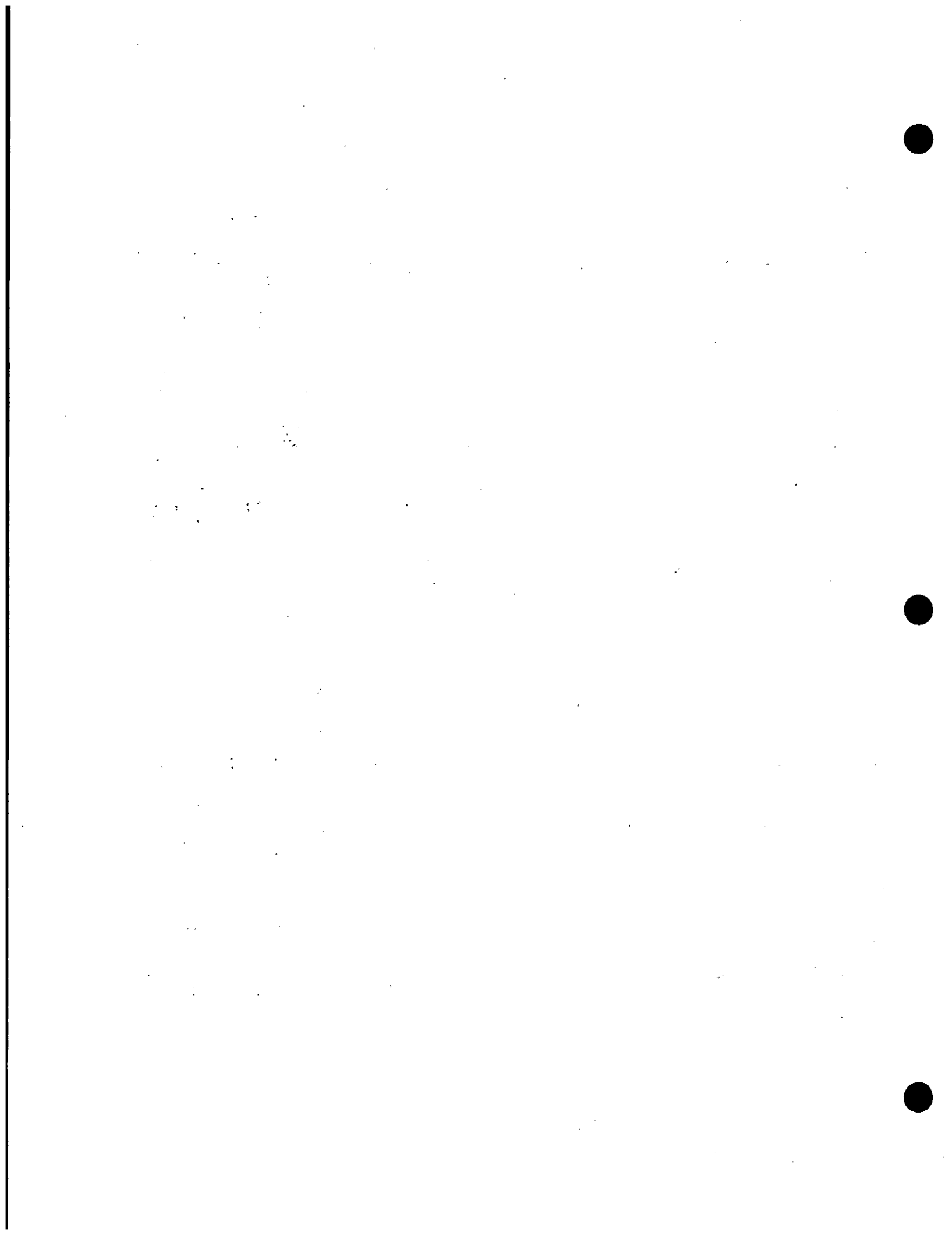
IX. BUDGET AND FINANCIAL

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

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

The estimated budgets for the first three years of the Equine Studies Program are listed below:

	1995	1996	1997
Projected Additional Students	20	40	40
Personnel Costs			
a. Instructional	$ 60000	$ 90000	$ 90000
b. Non-instructional	0	0	0
Subtotal	$ 60000	$ 90000	$ 90000
Staff Benefits	$ 12000	$ 18000	$ 18000
Supplies	5000	2500	2500
Travel	2000	2000	2000
Information and Communications	1500	500	500
Maintenance and Repairs	20000	20000	20000
Miscellaneous Expense	5000	2500	2500
Capital Purchases	40000	10000	7500
Indirect Costs	18188	18188	17875
TOTAL COSTS	$163688	$163688	$160875

Indirect costs have been estimated to be 12.5% of all costs and staff benefits have been estimated to be 25% of full-time personnel costs. Incremental costs of instruction are included in fixed costs.

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The preliminary budget is based on the assumption that riding facilities and horses will initially be rented, leaving the responsibility for veterinarian and farrier services to the owner. This arrangement is working well for the HSC riding courses currently offered by the Ironton Campus and will suffice as a starting point for our degree program. During our visits to other colleges and universities, we found that two out of three started their equine programs in rented facilities. When the program could support the expense, university owned facilities were developed.

Conversations with coordinators of existing programs have indicated that once an established program is evident, donations of both horses and equipment will be forthcoming. At this point, care for the donated horses will be our responsibility. Since a veterinarian will be needed to teach such classes as equine reproduction, equine nutrition, equine first aid and preventive medicine, and equine anatomy and physiology, it would be sensible to contract veterinary services along with an adjunct faculty position. A local veterinarian who assisted in the curriculum development has expressed an interest in such a position.

For the first year, we have anticipated a need for two full-time faculty and two part-time faculty, with one acting as the coordinator of the program. For the second and third year, three full-time and 3 part-time faculty have been built into the budget.

Stable care and maintenance expenses will be kept to a minimum by requiring students to accept responsibilities for the care, feeding, record keeping (both for veterinarian and farrier services), and grooming of school animals. There is no better way to learn about horses than to be responsible for their care.

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

The fixed costs (and semi-fixed costs) of the program for the first two years will be approximately $88,188 for the first year, and $58,188 for the second year. This assumes that the program coordinator is a required expense. Therefore, salary and benefits for this person are considered fixed.

2. How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?

Expenses could be reduced by approximately $61,000 for the first year and about $51,000 for the second year. However, the program would be discontinued after the needs of the original students are met. This low acceptance of the program by the students would make it unprofitable to continue.

We should note that this would be unlikely since our surveys of local schools indicate acceptance of the program.

3. What is the estimate of the probability that the income estimates listed above will be exceeded in the first year? Second year? In other words, how conservative or optimistic are your budget projections?

Based on our school survey, we think our projected income estimates are highly probable. We anticipate that more students will apply than we can accommodate.

Estimates of costs are based upon our past experience and recommendations from other universities. We believe they are as accurate as we can forecast them. No attempt was made to be conservative or optimistic.

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C. BOARD ADMINISTRATION COMMITTEE

Committee Chairman Paul Leonard outlined possible scenarios for the winter retreat. It was agreed to schedule the retreat for Friday and Saturday, January 6 and 7, 1995, in Columbus, Ohio, with final details to be worked out between the board chairman and secretary. Possible retreat discussion items and subsets might include:

1. Review and update of the "Columbus scene"
2. Evaluation process for administrators and faculty
3. "Change"
   a. Institutional roles in Southeastern Ohio
   b. Investment policies and practices
   c. Institutional marketing, i.e., leveraging of intellectual capacity
   d. Roles of research
   e. Better definition of student perception of their needs
   f. Number and types of trustee meeting and committees

Trustee Goodman will coordinate the "Columbus" session, Trustee Emrick the session on "Evaluation," and Trustee Strafford the "Change" session.

Charlotte Eufinger presented and moved approval of the resolution. Tad Grover seconded the motion. All agreed.

SECURITY AGREEMENT UPDATE

RESOLUTION 1994 -- 1393

WHEREAS, Ohio University periodically has faculty and staff involved in research activity that requires them to have access to classified information, and

WHEREAS, the United States Government requires that the university obtain security clearance as a precondition of its and staff having access to classified information necessary for their research, and

WHEREAS, the university has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the persons occupying the following positions: Robert Glidden, President; J. David Stewart, Provost; T. Lloyd Chesnut, Vice President for Research and Graduate Studies; Carol Blum, Associate Vice President for Research and Graduate Studies; and William L. Kennard, Treasurer; and

WHEREAS, the Board of Trustees delegates to this Managerial Group all of its duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to Ohio University, and

WHEREAS, members, as named below, of the Board of Trustees and all officers of the university not named as members of the Managerial Group shall be effectively excluded from access to all classified information in the possession of Ohio University and shall not be processed for personnel clearance, and

WHEREAS, the Managerial Group shall review and approve any classified research proposals at the university.

NOW, THEREFORE, BE IT RESOLVED that Ohio University, Cutler Hall, Athens, Ohio, 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Gordon F. Brunner; Charles R. Emrick, Jr.; Charlotte Coleman Eufinger; N. Victor Goodman; Brandon T. Grover; Thomas S. Hodson; Paul R. Leonard; Ralph E. Schey; and J. Craig Strafford, M.D.

VII. ANNOUNCEMENT OF NEXT STATED MEETING

The secretary announced the Trustees will meet on the Athens Campus, Friday, February 3, 1995, for committee/study sessions and Saturday, February 4, 1995, for the formal board meeting.

Secretary Geiger reminded Trustees of the winter retreat scheduled for January 6 and 7, 1995. The location, trustee assignments, and schedule will be announced later by Trustee Chairman Hodson

VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed Gordon Brunner, Victor Goodman, and Melissa Cardenas as new trustees. Messers. Brunner and Goodman expressed their pleasure on being appointed trustees and that they look forward to the sharing of trustees' responsibilities. Ms. Cardenas thanked members for their welcome and commented she looks forward to offering the views of students to trustees.

Trustees commented this was their first board meeting with President Glidden and they eagerly look forward to the leadership he and René will give to Ohio University.

Paul Leonard noted the importance of Ohio University to Southeastern Ohio and for the need to better define its several roles.

Gordon Brunner commented on the need for expanding our diversity efforts and his willingness to assist.

Chairman Tom Hodson stated he was concerned with the unevenness of our minority faculty and student recruitment efforts, but was encouraged with the movement toward increased accountability.

IX. ADJOURNMENT

Determining there was no further business to come before the Board, Chairman Hodson adjourned the meeting at 4:30 p.m.

X. 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.

_____   _____
Thomas S. Hodson   Alan H. Geiger
Chairman.   Secretary

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