



OHIO  
UNIVERSITY



# College Goals and Action Plans July 2006



# College Goals and Action Plans June 2006

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College	Goals	Action Plans
<b>College of Arts and Sciences</b>	<p><i>1. Communicate the concept, value, and centrality of the liberal arts to a university education and link liberal areas to the life of the institution.</i></p>	<p>a. Establish a Liberal Arts Core Curriculum (LACC) pilot program. The LACC will be a set of thematic courses that are broad-based, synthetic, interdisciplinary, and multidisciplinary, and also are "linked" to writing classes.</p> <p>b. Join the nationwide Liberal Education and America's Promise (LEAP) campaign sponsored by the Association of American Colleges and Universities (AACU).</p>
	<p><i>2. Facilitate learning outside the classroom through the creation of new programs and opportunities, as well as the expansion of existing ones.</i></p>	<p>a. Increase student participation in internships and service-learning opportunities.</p> <p>b. Increase the number of courses "linked" with writing sections taught in the first year.</p> <p>c. Increase the College of Arts and Sciences' involvement in Learning Communities.</p>
	<p><i>3. Support and reinforce student engagement and academic excellence in an intellectual campus culture that is present in and out of the classroom.</i></p>	<p>a. Support faculty/student coordination in research by cataloguing their cooperative research activity.</p> <p>b. Improve advising by insuring that there is excellent one-on-one advising available for all students and through working toward the goal of mandatory contact with an adviser for all first-year students.</p> <p>c. Supplement the provost's undergraduate research fund by creating a pool of funding for undergraduate research in the College.</p> <p>d. Increase departmental participation in the Honors Tutorial College and collaboration with the Office of Nationally Competitive Awards (ONCA) to increase nationally competitive award recipients at OHIO.</p> <p>e. Help create rigorous work expectations by increasing the involvement of faculty in Welcome Week activities.</p>
	<p><i>4. Instill in our students the value of being a global citizen.</i></p>	<p>a. Support diversity goals in all areas, including but not limited to class, race, ethnicity, gender, sexuality, physical disability, and national origin, and facilitate intercultural communication among diverse groups.</p> <p>b. Increase the number of education-abroad students to 1,500 within the University by 2011.</p> <p>c. Support integration of information technology into pedagogy for those who wish to use technology to integrate into their classes' global connections with students and faculty at other institutions.</p> <p>d. Facilitate intercultural communication among diverse groups at OHIO through campus awareness events.</p> <p>e. Support and learn from findings of the Ford Foundation grant awarded to a team of Arts and Sciences faculty and University College staff to engage in "Difficult Dialogues."</p>

<b>College of Arts and Sciences</b>	<p><i>5. Devise strategies to retain our students -- especially the most promising and the most vulnerable students.</i></p>	<p>a. Improve advising for first-year students on academic probation after fall and winter quarters.</p> <p>b. Provide leadership to develop internal support systems for nontraditional students.</p> <p>c. In order to improve retention, work with Institutional Research to identify high-achievers at risk of dropping out during winter quarter.</p>
	<p><i>6. Build nationally prominent research departments, centers, and institutes.</i></p>	<p>a. Increase the quality of scholarship in the College.</p> <p>b. Increase the quantity of scholarship, including books, articles, presentations, etc.</p> <p>c. Increase levels of external funding in terms of both total dollars and proportion of faculty who receive external funding.</p> <p>d. With the vice president for research, develop incentives to increase the number of faculty who obtain external funding, especially in areas identified in Vision OHIO.</p> <p>e. Create a pool of funding to support short-term graduate research assistantships for faculty who are beginning their careers or are between grants.</p>
	<p><i>7. Recruit a diverse faculty with outstanding scholarly promise.</i></p>	<p>a. Increase the diversity of faculty consistent with Vision OHIO goals.</p> <p>b. Continue providing competitive levels of start-up funds to new faculty.</p> <p>c. Engage in a Universitywide conversation concerning dual-career issues in hiring, with the goal of developing useful policies, procedures, and funds for addressing these issues.</p> <p>d. Fulfill the College's existing commitments to departments, institutes, and centers regarding faculty hires in selected areas, including University research priorities, Center and Institute grant-funded positions, enhancement of selective doctoral programs, new faculty initiatives, and professional master's programs.</p>
	<p><i>8. Retain outstanding faculty through rewarding excellence and productivity.</i></p>	<p>a. Identify and reward excellent scholarship and creative activity in the College.</p> <p>b. Support departments' efforts to make faculty research, teaching, and service work distribution competitive with comparable departments nationwide.</p>

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<b>College of Arts and Sciences</b>	8. <i>(continued)</i>	c. Develop policies that support and work to identify funds to carry out activities that will help faculty to be more productive. Some examples include: competitive faculty salaries and increases in salary, pay equity among gender and rank, junior faculty leave policies, travel support, grant-funding enhancements to help faculty buy out of courses, fellowship-leave policy improvements, and funds for curricular development.
	9. <i>Prepare graduate students broadly for a variety of future career choices.</i>	<p>a. Establish discipline-specific standards for graduate-student career preparation.</p> <p>b. Insure that graduate student assistants have instruction in pedagogy before being assigned to teach and appropriate feedback on their teaching performance while they teach.</p> <p>c. Create system-specific metrics for assessing the scholarly/professional productivity of doctoral students, including production of published articles, presentation and poster sessions at conferences, research fairs, etc.</p> <p>d. Establish discipline-specific goals for programmatic outcomes in all graduate programs. Possible metrics include, but are not limited to, the following: a) retention and time to degree, b) job placements, and c) performance of graduates on national licensing exams.</p>
	10. <i>Recruit diverse and well-prepared graduate students.</i>	<p>a. Use discretionary funds to increase the availability of fellowships targeted toward the recruitment of outstanding graduate students, particularly students of diverse backgrounds, to our doctoral programs.</p> <p>b. Increase recruitment abroad for master's and doctoral programs in the College by providing travel funds for those willing to promote abroad their own program and the programs of others.</p> <p>c. Create multidisciplinary recruitment materials so that general information about research and programs is available for those who are traveling.</p>
	11. <i>Prioritize and seek funding for college capital needs.</i>	<p>a. Address critical space needs within the College by working with the administration to prioritize, identify funds, and develop plans for renovation and construction of facilities critical to the mission of the College of Arts and Sciences.</p> <p>b. Using the campus master-planning space assessment, develop a long-term plan and priority list for renovating, replacing, or building additional research space, as needed.</p>
	12. <i>Recruit and retain diverse, skilled staff members to be placed in targeted areas of need that are consistent with University and College priorities.</i>	<p>a. Address the need for additional technical support within the College.</p> <p>b. Work to provide support staff in numbers that are consistent with our aspirational peers.</p>

<b>College of Arts and Sciences</b>	<p><i>13. Establish a culture in inquiry and risk that is open to diversity in all its forms.</i></p>	<p>a. Develop mechanisms to encourage and support selected, high-risk scholarly activities.</p> <p>b. (See goals regarding diversity in Goals 7, 10, and 12 above.)</p>
	<p><i>14. Encourage the identification and selective funding of departmental and interdisciplinary areas of strength or opportunity.</i></p>	<p>a. Develop within departments sub-areas of excellence that exploit existing departmental strengths and that address the institutional priorities described in Vision OHIO.</p> <p>b. Concentrate the distribution of discretionary resources on those programs with the greatest potential for developing a national reputation.</p> <p>c. Provide leadership in promoting interdisciplinary efforts across departments within the College and across colleges by strengthening existing interdisciplinary programs, expediting the working together of productive faculty from different departments, considering one or more interdisciplinary doctoral programs, and providing release time or buyouts to make interdisciplinary work feasible.</p> <p>d. Initiate dialogues with leaders in business, industry, and government to identify areas in which the departments within the College can have positive economic, social, or technological effects so that the College's long-range planning reflects both the current and developing needs of this region and the state.</p> <p>e. Through the Resource Distribution Plan (RDP), develop revenue-generating degree programs that respond to the needs of the region and state and that are consistent with the participating departments' missions and goals.</p>
	<p><i>15. Develop a College identity that will rally support from granting agencies, alumni, students, staff, faculty, friends, and partners.</i></p>	<p>a. Create an identity for the College through a strategic communication plan among alumni and friends, but balance this with the need to maintain departmental identities.</p> <p>b. Work with alumni, partners, and friends to increase gifts to the College and associated departments in order to support research, fellowships, professorships, and endowed chairs.</p> <p>c. Explore graduate training grants and undergraduate research and training grants that further both graduate and undergraduate education and that support faculty research.</p> <p>d. Explore revenue-generating partnerships with the business and nonprofit sectors that would complement research that is conducted within the College.</p>

College	Goals	Action Plans
<b>College of Business</b>	<p><i>1. Complete a comprehensive and continual review of the core curriculum with focus on finding innovative ways to strengthen our emphasis on integrative, holistic learning, applying knowledge, and developing problem-solving skills.</i></p>	<p>a. Strengthen our students' understanding and ability to operate successfully in the global marketplace.</p> <p>b. Increase the percentage of students who participate in our international experiences.</p> <p>c. Increase interactions between our international students and faculty with our OHIO students and faculty.</p> <p>d. Acquire and develop classroom technologies to allow faculty to control their own course materials and activities while providing support to maximize use of available technologies.</p> <p>e. Review the curriculum to ensure that content issues such as diversity, ethics, and personal responsibility are being properly incorporated into our classes.</p>
	<p><i>2. Enhance academic excellence.</i></p>	<p>a. Set academic standards high enough to challenge the outstanding students we recruit.</p> <p>b. Engage in a collegewide discussion of academic challenge in order to come up with recommendations.</p> <p>c. Appoint coordinators to assist in ensuring consistency of standards across sections of our large-demand classes.</p>
	<p><i>3. Continue investigation and experimentation with new innovative teaching approaches.</i></p>	<p>a. Expand and support the use of real clients as in-class group projects.</p> <p>b. Expand and support applied projects such as the Portfolio Management Group and the Sarbanes Oxley (SOX) Accounting Fellows Program.</p> <p>c. Investigate and develop innovative teaching approaches, such as leveraging international partners to enhance students' learning.</p> <p>d. Continue to develop and assist faculty in using new, improved learning management systems such as Blackboard.</p>
	<p><i>4. Continue to refine the first-year experience.</i></p>	<p>a. Continue the College's distinctive first-year development courses BA 100A and 100B.</p> <p>b. Maintain the peer-mentor program, the Freshman Engagement Program (FEP).</p>

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<b>College of Business</b>	4. <i>(continued)</i>	<p>c. Transfer freshman advising from faculty members to professional advisers in our Student Services Office.</p> <p>d. Have one faculty member and one peer adviser assigned to each group of 6-10 freshmen who also report to a professional adviser. Ask for more faculty volunteers by 2006-07 and require each FEP group to have a faculty adviser in 2007-08.</p>
	5. <i>Provide basic advising about general education, more focused advising on course choices and research, and mentoring for postgraduate study or careers.</i>	<p>a. Review the annual evaluation and tenure/promotion policies to ensure recognition of advising activities by the faculty.</p> <p>b. Continue the use of the orientation courses (BA 100 A/B) as the primary vehicle of freshman advising.</p> <p>c. Provide more advising training for faculty so they can feel more comfortable about it.</p> <p>d. Coordinate career advising activities by elevating the role of placement in the College and coordinating the successful efforts already occurring in individual departments.</p> <p>e. Supplement the professional advising staff as needed to accommodate growth in regional and Athens campus programs.</p>
	6. <i>Increase the number of students who participate in international experiences.</i>	<p>a. Explore the possibility of adding additional international clusters.</p> <p>b. Set up a needs-based scholarship to ensure that all students can participate.</p> <p>c. Expand the international experience to business minor students.</p>
	7. <i>Continue to build the Sales Center so majors can enhance their career success.</i>	<p>a. Build up the Sales Center and arrange more collaborative partnerships between it and other units around the University.</p> <p>b. Offer additional sales certificates with other schools or departments (which currently are Media, Retail, Financial Services, and Sports Management).</p>
	8. <i>Increase undergraduate honors/research.</i>	<p>a. Expand on the efforts of the Management Systems Department to build a strong a visible Honors Program to include other majors within the College.</p> <p>b. Continue to support business students in the Honors Tutorial College.</p> <p>c. Increase the recognition of faculty involvement with honors students by including it in faculty evaluations and increasing compensation for it.</p> <p>d. Consider developing one or two common courses that could be used as part of an expanded Honors Program -- possibly courses in research topics and research methods.</p>

<b>College of Business</b>	<p><i>9. Continue to recruit top students and make the policy on admission clear. Add or expand special programs to attract special students presently underrepresented in the College.</i></p>	<p>a. Recruit top students through the Copeland Scholars competition.</p> <p>b. Do all possible to recruit with diversity in mind and to overcome the intense competition from other schools that also want to attract students of diverse backgrounds.</p> <p>c. Obtain additional corporate sponsors to expand the Junior Business Executive Program (JBEP).</p> <p>d. Increase efforts to use alumni to assist in recruiting minority students.</p> <p>e. Develop a program designed especially to attract Appalachian students.</p>
	<p><i>10. Enhance leadership opportunities.</i></p>	<p>a. Maintain the existing seventeen student organizations that provide a wide variety of leadership opportunities. Continue limited funding from the College for each, and encourage each to get additional funding from the ATTEVO Student Activity Fund for special projects of student groups in the College of Business.</p> <p>b. Continue to use the Council of Student Organizations (made up of student-group presidents) as a conduit to develop leadership and convey opportunities.</p> <p>c. Use the competitive Business Fellows Program to assist students in personal and professional development.</p> <p>d. Use Corporate Leadership Fellows (15 students chosen from top applicants to interact with business leaders) to share more of their experiences with other Business students.</p> <p>e. Increase the number of Residential Learning Communities devoted to Business students, and make greater use of experiences students are having in them.</p> <p>f. Continue to use the Freshman Engagement Program in which 50 upperclass students are chosen each year to mentor incoming students, and follow this program more closely.</p>
	<p><i>11. Increase career development opportunities.</i></p>	<p>a. Refocus the Career Resources Office to develop a Collegewide coordinated program to assist more students to prepare themselves and to get contacts to meet prospective employers, as well as to take advantage of career fairs and other career-related events.</p> <p>b. Continue to build up the internship program, which was greatly enhanced in 1994 with a full-time appointee to aid students in securing internships.</p>

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<b>College of Business</b>	<i>11. (continued)</i>	<p>c. Offer credit courses dedicated to placement activities. BA 200, BA 300, and BA 400 will allow students to learn and practice career-related skills and to make contacts for permanent placement.</p> <p>d. Identify a "Faculty Champion" in each department (two in larger departments) to help students with internships and permanent placement and to show other faculty members how to do this.</p> <p>e. Plan strategic events to partner students with employers and potential employers; work with the Career Resources Office on this.</p> <p>f. Develop a marketing strategy to increase awareness of career-related offerings and create new marketing pieces targeted to selected audiences -- students, employers, and potential employers.</p>
	<i>12. Improve and expand the BBA degree on regional campuses.</i>	<p>a. Standardize syllabi between the Athens and regional versions of the same course.</p> <p>b. Increase the proportion of academically qualified (tenure-track) faculty teaching in regional programs.</p> <p>c. Revise the core cluster program for the regional students to make it easier for part-time students to complete the degree.</p> <p>d. Redesign and refocus the General Business major around a specific, coherent set of courses that can be predictably offered on regional campuses.</p> <p>e. Experiment with faculty appointments tenured in Athens departments but assigned to courses on the regional campuses and supported financially by revenue generated by regional offerings.</p>
	<i>13. Offer selective, high-quality graduate programs and advance the best interests of the College on campus, regionally, and internationally.</i>	<p>a. Maintain a high-quality, full-time MBA program on the Athens campus to maintain the College's status within the University as a college that includes graduate degree programs.</p> <p>b. Maintain an MBA program that serves the graduate business education needs of Southeast Ohio.</p> <p>c. Maintain at least one internationally focused MBA program to provide professional development opportunities for full-time faculty.</p>

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<b>College of Business</b>	<i>13. (continued)</i>	<p>d. Continue to work collaboratively with other departments and schools within the University to develop partnerships to enhance the professional development and learning opportunities needed for our students. (Examples: master's in sports management, master's in economics.)</p> <p>e. Complete a review and assessment of all MBA programs in conformance with the American Association of Collegiate Schools of Business (AACSB) accreditation.</p>
	<i>14. Support growth in scholarly activity and research productivity in order to increase sponsored research and national prominence.</i>	<p>a. Maintain or expand our current level of sponsored international education programs generated by the College's Center for International Business Education and Development (CIBED) office.</p> <p>b. Encourage and provide support for faculty who complete sponsored research in areas such as the Sales Center and economic development (Voinovich Center).</p>
	<i>15. Recruit and retain exceptional faculty and staff for creating and sustaining pre-eminent programs of learning engagement, research, creative activity, and scholarship.</i>	<p>a. Expand startup summer research support for new faculty with the goal of providing \$10,000 each summer for two or three summers.</p> <p>b. Provide research grants to cover expenses for faculty who are interested in doing international research with existing international partners.</p> <p>c. Increase and expand summer research grants for established faculty, with the initial objective of providing ten summer research stipends at \$10,000 per grant.</p> <p>d. Reinstate spending account awards to faculty for obtaining significant academic publications. Initially, we will provide faculty a \$400 spending account for obtaining refereed publication in the field and \$1,000 for an article in a journal on the department's top list.</p> <p>e. Provide funds to be able to invite external researchers or specialists in certain statistical techniques (in which multiple faculty members are interested) and for faculty to attend training seminars in research techniques.</p> <p>f. Provide for named professorships to reward and retain our most productive research faculty members.</p> <p>g. Provide funds for bringing in outside scholars to present their research and work with our faculty on collaborative research assignments.</p>

<b>College of Business</b>	<p><i>16. Provide support to department, faculty, and staff to develop nationally prominent teachers, scholars, and researchers and to foster policies that support the accomplishment of the academic mission.</i></p>	<p>a. Send two faculty members each year to the Master Teacher Workshop at Georgia State. Our plan is to have every new faculty member attend MTW within the first three years of his or her arrival. Other faculty members should participate in multi-day teaching development seminars of their choices.</p> <p>b. Have quarterly in-house teaching seminars/brown-bag sessions and bring in outside speakers to discuss different teaching approaches twice a year.</p> <p>c. Develop at least two named professorships to recognize the College's outstanding teachers, who, as part of their responsibilities, will mentor and coach other interested faculty.</p> <p>d. Reward publications in refereed academic journals that discuss successful new innovative teaching approaches.</p>
	<p><i>17. Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.</i></p>	<p>a. Expand the funding of the Junior Business Executive Program for Minorities (JBEP), a summer program for high school junior minority students in order to increase recruitment of minorities through it.</p> <p>b. Use alumni more to help recruit minority students.</p> <p>c. Follow the University lead in attracting Appalachian students and develop techniques specifically to interest this group in majoring in Business.</p> <p>d. Reinstate the position of director of diversity within the College or partner with the University diversity program is that seems more a central model is preferred.</p> <p>e. Continue to investigate bringing in a diverse executive-in-residence with excellent business experience.</p> <p>f. Contact minority Ph.D. students to encourage them to think of coming here to teach, perhaps as a visiting professor before they finish their Ph.D.'s and begin a national search.</p> <p>g. Explore the development of named professorships to represent different ethnic backgrounds.</p>
	<p><i>18. Make use of alumni and marketing techniques to advance the College in the eyes of those both within and without the University.</i></p>	<p>a. Develop a plan to better coordinate efforts involving alumni in fund-raising, student recruitment, or other activities.</p> <p>b. Continue to build CoB Connect activities and <i>Connection</i> magazine to maintain contact with alumni.</p> <p>c. Develop a common differentiating theme, such as "Leveraging Education Through Experience" to be used in all brochures, newsletters, etc.</p>

<b>College of Business</b>	<p><i>19. Implement an enrollment management plan for the College and develop an accompanying facilities plan.</i></p>	<ul style="list-style-type: none"> <li>a. Gradually expand the College to 2,000 through a combination of increasing the freshman class size to 400 and raising the number of transfers within the University.</li> <li>b. Consider raising the number of business students on the regional campuses if there are resource incentives created to support this effort.</li> <li>c. Consider increasing service offers, such as business minor variations targeting particular majors (Journalism, for instance).</li> <li>d. Maintain the size of the MBA program with attention to maximizing the efficiency of delivery in terms of the number of releases needed.</li> <li>e. Continue to investigate bringing in a diverse executive-in-residence with excellent business experience.</li> <li>f. Work with central administration to develop long-range plans for additional space for the College.</li> </ul>
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College	Goals	Action Plans
<b>Scripps College of Communication</b>	<p><i>1. Continue to build the College's strong undergraduate programs with liberal-arts cores. Expect students to exhibit intellectual breadth across multiple disciplines; reason cogently; analyze and solve problems; be technologically proficient; and write, speak, and interact professionally, ethically, effectively, and collaboratively.</i></p>	<p>a. Increase the number of Communication students on the Athens campus by admitting more freshmen and strategically recruiting, supporting, developing, and retaining academically talented undergraduate students, with the goal of achieving 15% growth by 2010.</p> <p>b. Raise retention rate of first-year students to 85% and six-year graduation rate to 72% by 2008.</p> <p>c. Involve 25% of the College's students in Residential Learning Communities by 2008.</p> <p>d. Create abundant opportunities for students to learn individually and collaboratively beyond the classroom by devising, among other things, an incentive plan for attending intellectual and cultural events outside class.</p> <p>e. Devise a reliable method of assessing the number of students participating in service learning each quarter. Work toward an annual participation rate of 25% by 2010.</p> <p>f. Develop marketing strategies to promote national prominence.</p>
	<p><i>2. Continue to develop strong graduate programs, increasing research and creative productivity, and developing new niche programs, especially at the master's level.</i></p>	<p>a. Building on the national reputation of the Communication Studies Ph.D. program in Health Communication, develop interdisciplinary teaching and research in Health and Wellness.</p> <p>b. Develop existing and new graduate programs in interactive digital technology, including video game research and development by using the Game Research and Immersive Design (GRID) Lab.</p> <p>c. Continue to develop international graduate programs such as the Communication and Development Studies program (the only such internationally directed graduate program in the United States to focus on communication and development), and to collaborate with other university graduate programs.</p> <p>d. Explore the development of new graduate programs, especially at the master's level, that hold the potential for not only increasing the number of fee-paying graduate students, but also addressing the needs/interests of currently untapped constituencies. Examples of these programs include, but are not limited to, an MFA in media production (in collaboration with the College of Fine Arts), an online master's program in applied organizational communication, a "crisis communication" master's program that might draw its courses from all units of the College, a joint master's program between Journalism and the Scripps Survey Center, and a media management master's program in collaboration with the College of Business.</p> <p>e. See that graduate students with teaching appointments are well-mentored and guided into the Center of Teaching Excellence programs for future faculty, and that all graduate students have close mentoring of research and creative activity from the beginning of their graduate experiences through their degree conferrals.</p> <p>f. Develop and maintain fresh, attractive, informative brochures, posters, etc., to attract top graduate student applicants.</p>

<p>3. <i>Recruit and retain an excellent faculty and staff to serve as teachers and mentors to undergraduate and graduate students and to raise the national prominence of the College through their research and creative activity.</i></p>	<ul style="list-style-type: none"> <li>a. Support exceptional faculty and staff for creating and sustaining pre-eminent programs of learning, engagement, research, and scholarship.</li> <li>b. Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community; then develop these faculty members to allow them to become nationally prominent.</li> <li>c. Assist faculty, staff, students, and alumni with applications for nationally competitive awards, honors, and memberships in prestigious academies and societies.</li> <li>d. Work toward establishing endowed professorships to make the outstanding holders thereof available to students and to inspire other faculty members.</li> <li>e. Adjust teaching loads of productive researchers in order to maximize the time they can spend on their research while guiding students in the same direction as well.</li> </ul>
<p>4. <i>Emphasize the College's view of research as including basic research, applied research, and creative activity, and make it possible for faculty members and both graduate and undergraduate students to be productive in all three forms by providing both facilities and support.</i></p>	<ul style="list-style-type: none"> <li>a. Encourage and help expedite interdisciplinary research and creative work between schools within the College and between this College and other academic and service units.</li> <li>b. Establish a Collegewide Research and Creative Activity Committee, chaired by the associate dean for research and graduate studies.</li> <li>c. Make research/creative activity the most important element in consideration of merit raises, with produced research publication or performance ranking above research promise or ongoing activity for determining such raises.</li> <li>d. Foster a culture of research and encourage the creation of intellectual property.</li> <li>e. Competitively award a small number of course releases based upon faculty proposals, and assess/verify the creation of the proposed products.</li> <li>f. Establish a "College of Communication Award for Excellence in Research/Creative Activity."</li> <li>g. Create and maintain a faculty research capabilities inventory by individual faculty member, School, College, and University research priority area.</li> <li>h. Create and maintain an annual compendium of successfully completed faculty research products by School, College, and University priority area. This also would include judging and editorial work involved in production of research or creative works.</li> <li>i. Create and maintain an annual inventory of successfully completed dissertations, theses, and projects by School and College.</li> </ul>

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<b>Scripps College of Communication</b>	<i>4. (continued)</i>	<p>j. Assist faculty in identifying opportunities and writing grant applications for research and contracts.</p> <p>k. Support and reward faculty members who take on the responsibility of editing nationally prominent journals in the field of communication.</p>
	<i>5. Work actively to help build a diverse, welcoming, and inclusive campus and community.</i>	<p>a. Create a standing College Diversity Committee.</p> <p>b. Double the number of multicultural undergraduate students over the next five years, increasing from approximately 150 to 300, thus making up about 10% of the College's undergraduate enrollment.</p> <p>c. Assist incoming multicultural students in their college adjustment by following Journalism's example of a summer workshop in which these students get acquainted with OHIO, begin college life, and receive help for successful matriculation.</p> <p>d. Provide students with a rich set of classroom, campus, and community learning experiences that will introduce them to diversity and to the importance of acquiring intercultural fluency.</p> <p>e. Make diversity an underlying ethic in every course at both the graduate and undergraduate levels.</p> <p>f. Increase recruitment and retention of faculty and staff from underrepresented groups.</p> <p>e. Create an archive of films, documentaries, novels, essays, Web sites, and music from diverse populations.</p> <p>h. Organize public forums on diversity.</p> <p>i. Increase participation in international exchanges.</p> <p>j. Work with prominent alumni to help attract diverse students.</p>
	<i>6. Take a more expansive view of partnerships than that expressed for the University by the Vision OHIO charge.</i>	<p>a. Go beyond Appalachian Ohio to build partnerships with companies and organizations elsewhere in the U.S. and in the international community. The College already has partners in Asia, Africa, Europe, and Latin America. This is not to ignore Southeast Ohio, where the College has done studies on health communication and other facets of Appalachian life. The WOUB Center for Public Media will continue to serve all of Southeast Ohio.</p> <p>b. Encourage faculty to devote attention to Southeast Ohio, with the goal that a significant number of opportunities for research and service will result in partnerships within the next five years.</p>

<b>Scripps College of Communication</b>	<p><i>7. Continue to lead the way in the University's goal of emphasizing interdisciplinary study and to consider opportunities and challenges the College must meet with regard to New Technologies, Health/Wellness, Energy/Environment, Social/Economic/Cultural Development, and Arts and Humanities.</i></p>	<ul style="list-style-type: none"> <li>a. Review and maintain work in the two of the five areas mentioned in the University's call for interdisciplinary cooperation (New Technologies and Health/Wellness) that are already well-represented in the College's work. Make greater contributions to the other three (Energy/Environment, Social/Economic/Cultural Development, and Arts and Humanities.)</li>   <li>b. Maintain an equal interest in intradisciplinary commitments between the individual schools and the WOUB Center for Public Media, as well as other projects involving two or more of the College's schools.</li>   <li>c. Explore the funding of cross-unit multiperspective teams to address important social problems through the writing and submitting of sponsored research proposals to external funding sources.</li>   <li>d. Explore the funding of cross-unit team-taught graduate courses so that students and faculty can begin to work together in substantive ways.</li>   <li>e. Revisit the proposal to develop a Center for the Study of Diffusion of Pro-Social Innovations.</li>   <li>f. Continue to build on and enhance Collegewide efforts that, both through research and graduate courses, address Health and Wellness issues throughout the world. Look for additional partnerships that might be created both within the University and with external constituencies.</li>   <li>g. Support Journalism in its proposal for a summer faculty development program for faculty outside the fields of journalism and mass communication to take concentrated course work in mass communication theory and such research methods as survey, content analysis, and historical writing.</li> </ul>
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College	Goals	Action Plans
<b>College of Education</b>	<p><i>1. Enhance undergraduate programs.</i></p>	<ul style="list-style-type: none"> <li>a. Expand and improve our Center for Partnerships benefiting the College, state, and region by adding new professional development opportunities for teachers, administrators, and other professionals.</li> <li>b. Enhance opportunities for research, sponsored programs, and creative activities for undergraduate students.</li> <li>c. Expand Upward Bound (urban and rural high school students) to enhance our potential student diversity and service to underrepresented populations.</li> <li>d. Expand our College of Education Learning Communities for new students and Welcome Weekend activities for first-year students.</li> <li>e. Improve the quality of our Field Experiences and Student Teaching both locally and abroad.</li> <li>f. Enhance our ability to make data-driven programmatic decisions.</li> <li>g. Improve first-year student retention by instituting EDTE 150 (Introduction to Teacher Education).</li> <li>h. Enhance our Service-Learning Projects in partnership with regional schools and agencies.</li> <li>i. Explore alternative program models for students enrolled in the Honors Tutorial College.</li> </ul>
	<p><i>2. Continue to improve programs through the reaccréditation process.</i></p>	<ul style="list-style-type: none"> <li>a. National Council for the Accreditation of Teacher Education (NCATE)</li> <li>b. Interstate School Leaders Licensure Consortium ((ISLLC)</li> <li>c. Council on Rehabilitation Education (CORE), Council for Accreditation of Counseling and Related Education Programs (CACREP), Council for the Advancement of Standards (CAS)</li> </ul>
	<p><i>3. Expand internal/external counseling research and services through the Vision OHIO Initiatives Implementation Fund.</i></p>	<ul style="list-style-type: none"> <li>a. Funding has been received through the one-time Vision OHIO Initiatives Implementation Fund and is being used through the George E. Hill Center for Counseling and Research.</li> </ul>

<b>College of Education</b>	<i>4. Enhance our leadership and instructional role by using educational technology.</i>	<ul style="list-style-type: none"> <li>a. Our Instructional Technology program is a statewide leader that will expand programs regionally and internationally and continue grant-sponsored activities and partnerships with other programs and colleges.</li> </ul>
	<i>5. Enhance our research opportunities for faculty.</i>	<ul style="list-style-type: none"> <li>a. Increase research, sponsored programs, and creative activity efforts through external foundation funding, scholarships, and other grant opportunities.</li> <li>b. Utilize current partnerships and centers to enhance faculty research opportunities.</li> <li>c. Seek new funding sources to support research.</li> <li>d. Determine how best to prioritize programs under the new Research Development Program (RDP) to generate research opportunities.</li> <li>e. Build capacity for research by providing information workshops and needs assessments, and also by sponsoring a research miniconference in 2007.</li> </ul>
	<i>6. Increase faculty diversity and quality.</i>	<ul style="list-style-type: none"> <li>a. Seek funding for visiting professors from diverse backgrounds.</li> <li>b. Establish a systematic mentoring program for new faculty.</li> <li>c. Analyze data from the diversity survey that was conducted in Spring 2006.</li> <li>d. Enhance active participation of the Dean's Advisory Committee on Diversity.</li> <li>e. Improve professional development, especially for new faculty, including a Collegewide faculty preparation program for leadership opportunities and teaching and learning with technologies.</li> <li>f. Increase accessibility for faculty with disability challenges.</li> <li>g. Strategically realign program funding through the Responsibility-Centered Budgeting (RCB) process.</li> </ul>
	<i>7. Increase classified and administrative staff diversity and quality.</i>	<ul style="list-style-type: none"> <li>a. Encourage participation in educational endeavors to improve professional growth.</li> <li>b. Seek broader potential pools of applicants as positions become available.</li> <li>c. Increase accessibility for staff with physical and learning challenges.</li> <li>d. Provide opportunities for campuswide leadership involvement such as Classified Senate.</li> </ul>

<b>College of Education</b>	<p><i>8. Increase student diversity and quality.</i></p>	<ul style="list-style-type: none"> <li>a. Provide a student orientation to the College of Education culture to assist students and faculty in adjusting to the environment.</li> <li>b. Create an active Recruitment/Retention Program.</li> <li>c. Create faculty/student informal meetings.</li> <li>d. Financially support undergraduate and graduate students to present research at regional and national conferences.</li> <li>e. Invite students and faculty to participate at College of Education research conference.</li> <li>f. Seek opportunities for our students to actively pursue leadership roles.</li> <li>g. Increase accessibility for students with disability challenges, both physical and learning-oriented.</li> </ul>
	<p><i>9. Enhance the learning environment for students, staff, and faculty.</i></p>	<ul style="list-style-type: none"> <li>a. Continue to support undergraduate and graduate students' research.</li> <li>b. Monitor our enrollment to ensure the recruitment and retention of a diverse student body.</li> <li>c. Establish a "state-of-the-art" Collegewide assessment system.</li> <li>d. Increase accessibility for students with physical and learning disabilities.</li> <li>e. Enhance the student learning environment in the Curriculum and Technology Center.</li> <li>f. Continue to emphasize learning-centered education.</li> <li>g. Support outreach and partnership efforts.</li> <li>h. Assess the outcomes of the strategic plan by using appropriate measures.</li> </ul>
	<p><i>10. Enhance the productivity of Group I faculty and programs at both the graduate and undergraduate levels.</i></p>	<ul style="list-style-type: none"> <li>a. Create a parallel Responsibility-Centered Budget process.</li> <li>b. Prioritize program decisions with the new Resource-Distribution Plan.</li> <li>c. Link faculty productivity and program development to resources.</li> <li>d. Monitor the effectiveness of enrollment, advising, and student services on a regular schedule in order to enhance student advising structures and processes.</li> </ul>

<b>College of Education</b>	<p><i>11. Enhance national prominence.</i></p>	<ul style="list-style-type: none"> <li>a. Create a grant-writer position to work with programs and faculty to increase funding for research and sponsored programs.</li> <li>b. Establish grant- and sponsored-research goals for the College.</li> <li>c. Encourage faculty to apply for national teaching and research awards.</li> <li>d. Encourage students to apply for teaching and research awards.</li> <li>e. Encourage participation in national student organizations.</li> <li>f. Encourage staff to apply for national awards in their professional areas.</li> <li>g. Evaluate our relative rankings in national publications (<i>U.S. News &amp; World Report</i>) to determine our ability to enhance our position.</li> <li>h. Expand and publicize Collegewide partnerships.</li> </ul>
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College	Goals	Action Plans
<b>Russ College of Engineering and Technology</b>	<p><i>1. Increase sponsored research and other external sources of funding to a per-faculty-member-per-year level consistent with our peer institutions.</i></p>	<p>a. Institute a final version of the “Draft Faculty Workload Policy” of the Chairs/Directors Working groups.</p> <p>b. Implement the actions recommended by the Graduate Enrollment Strategy Working Group.</p> <p>c. Aggressively pursue approval for doctoral programs in Civil Engineering, Mechanical Engineering, and Computer Science.</p> <p>d. Educate faculty about, and encourage participation in, the government relations processes and procedures.</p> <p>e. Foster a greater presence of research faculty, research engineers, and post-doctoral researchers.</p> <p>f. Reward successful faculty via merit raises, bonuses, and promotion.</p>
	<p><i>2. Improve national rankings of graduate programs, in particular those of U.S. News &amp; World Report and the National Research Council.</i></p>	<p>a. Communicate our successes to the engineering community in a timely and professional fashion.</p> <p>b. Ensure completeness, accuracy, and consistency of responses to surveys used for ranking purposes.</p> <p>c. Prepare graduates for employment at high-quality institutions of higher learning.</p> <p>d. Support students and faculty applying for national awards, the elevation of faculty to high rank in professional societies, and the election of faculty to the national academies.</p>
	<p><i>3. Increase diversity and quality of the graduate-student population.</i></p>	<p>a. Develop and implement effective strategies for graduate-student recruiting.</p> <p>b. Develop information systems that seamlessly integrate faculty into the graduate admissions process.</p>
	<p><i>4. Upgrade research infrastructure and space allocation using a metric-driven allocation procedure (e.g., the report of the Space Allocation Working Group) to provide the fundamental support to selected areas of excellence.</i></p>	

<b>Russ College of Engineering and Technology</b>	<p>5. <i>Increase the deployment of active learning strategies in the Russ College.</i></p>	<p>a. Reward the development and deployment of effective and engaging educational methods via modifications of merit-raise procedures and promotion and tenure requirements.</p> <p>b. Reward and facilitate the involvement of undergraduate students in research.</p>
	<p>6. <i>Improve graduates' readiness to participate in the global economy.</i></p>	<p>a. Support college efforts to develop or expand course offerings in the areas of Technology and Public Policy, The Cultural and Ethical Implications of Technology, and The Economy and Technology.</p> <p>b. Support service learning, including Engineers Without Borders and senior design projects that address service to our constituents.</p> <p>c. Develop and support appropriate orientation and development student/faculty/staff programs that lead to an increased understanding of the importance of diversity and justice.</p>
	<p>7. <i>Improve participation of faculty, alumni, and students in the public discourse.</i></p>	<p>a. Use the resources of the Stocker and Kennedy Lecture series to recruit and nominate speakers of national prominence and impact.</p> <p>b. Pursue the establishment of a regular "public forum" during which students and faculty discuss current issues of importance to the profession and the community in order to enhance interest in the public decision-making process and educate the community to intelligently participate in the political process.</p>
	<p>8. <i>Increase participation of faculty in professional service.</i></p>	<p>a. Encourage (via the merit-raise process and the promotion and tenure process) faculty participation in professional societies, especially in leadership roles.</p> <p>b. Encourage (via the merit-raise process and the promotion and tenure process) faculty participation on review panels of federal funding agencies.</p>

College	Goals	Action Plans
<b>College of Fine Arts</b>	<p><i>1. Build a nationally prominent arts center that furthers the vision, mission, and goals of the College.</i></p>	<p>a. Acquire professional-quality facilities appropriate to the mission of the College of Fine Arts.</p> <p>b. Increase external funding.</p> <p>c. Establish a physical presence in major art centers to promote faculty and student creative work.</p>
	<p><i>2. Achieve national leadership in higher education innovation by integrating modes of inquiry in the arts throughout the fabric of the university's intellectual, curricular, and cultural life.</i></p>	<p>a. Present artistic events that provoke introspection and discussion on relevant issues of our time.</p> <p>b. Increase support, development opportunities, and compensation for faculty to direct a more precise focus on the balance between our academic and research missions.</p>
	<p><i>3. Foster progressive interdisciplinary and interdependent programs resonating with rich opportunities for new ideas that garner national attention.</i></p>	<p>a. Invest in the creative and scholarly work of the faculty.</p> <p>b. Recruit and retain promising faculty and nurture their early career advancement.</p> <p>c. Promote student research through the dissemination of their work.</p> <p>d. Promote cross-disciplinary and interdisciplinary exploration by reducing curricular and administrative impediments.</p>
	<p><i>4. Establish partnerships that serve as a model for integrating the arts and the community.</i></p>	<p>a. Establish a specific Fine Arts general education requirement for all OHIO undergraduate students.</p>
	<p><i>5. Enhance the campus environment by advocating for public art investment through percent-for-arts programs.</i></p>	<p>a. Initiate a general student fee that improves the integration of arts productions, performances, and exhibitions into the University culture.</p>

<b>College of Fine Arts</b>	<p><i>6. Establish for all College of Fine Arts students a first-year experience that provides a foundation for sustained excellence in and commitment to the arts.</i></p>	<p>a. Encourage Group I faculty to participate in the College of Fine Arts first-year experience.</p> <p>b. Recruit a more diverse student body.</p> <p>c. Establish resources and coordinated practices for undergraduate student recruitment.</p>
	<p><i>7. Engage students in the principal methods in inquiry and creativity, critical evaluation, and technical skills as a means for maintaining currency in their disciplines.</i></p>	<p>a. Engage students in program-related experiences, such as exposure to visiting artists and scholars, and participation in workshops, performances, and conferences.</p> <p>b. Increase the number of recipients of nationally competitive awards.</p>
	<p><i>8. Promote fluency in emerging technologies in the arts.</i></p>	<p>a. Establish a culture of interdisciplinary practices and explorations.</p>
	<p><i>9. Present and create art that reflects cultural and global diversities.</i></p>	<p>a. Increase study-abroad opportunities and the number of College of Fine Arts participants.</p>
	<p><i>10. Instill in students an understanding of the role of the arts in society and develop their leadership abilities for the advancement of the arts.</i></p>	<p>a. Provide more opportunities for faculty participation and upperclass peer mentorship in the College of Fine Arts residential learning communities.</p> <p>b. Increase student participation in College of Fine Arts Residential Learning Communities.</p> <p>c. Expect College of Fine Arts students to attend and/or participate in art forms outside their chosen disciplines.</p>
	<p><i>11. Require culminating experiences for College of Fine Arts students to demonstrate their abilities with confidence and proficiency.</i></p>	<p>a. Establish the use of electronic portfolios for all College of Fine Arts students.</p>

<b>College of Fine Arts</b>	<i>12. Expand Honors Tutorial College opportunities for the Fine Arts.</i>	
	<i>13. Provide access for all OHIO students to experience and participate in diverse arts events to inform their understanding of contemporary society and global cultures.</i>	<p>a. Establish a specific fine arts general education Tier requirement for all students.</p> <p>b. Dedicate a portion of the general fee to support arts production expenses and to lessen or eliminate admission charges for OHIO students to College of Fine Arts events.</p>
	<i>14. Engage all OHIO students in methods of critical inquiry through the arts.</i>	a. Enhance the audience experiences with performances and exhibitions through pre/post talks and collaboration with related academic units across the University.
	<i>15. Make our graduate program a model and leader in the education of arts professionals, recognized for the distinctive work of the College's faculty and graduates.</i>	<p>a. Promote graduate programs of distinction and promise</p> <p>b. Promote the finest examples of students' work to the professional world beyond the University.</p>
	<i>16. Promote graduate-student achievement in scholarship, creative work, and research that contributes to their disciplines.</i>	<p>a. Increase funding for assistantships and marketing.</p> <p>b. Balance assistantship responsibilities, course work, teaching loads, and program needs with the professional aspirations of graduate students.</p>

<b>College of Fine Arts</b>	<i>17. Create a model for a multicultural mosaic of thought that guides and informs the profession.</i>	<ul style="list-style-type: none"> <li>a. Attract and retain the highest-quality faculty by directing resources that enhance their teaching and professional work.</li> <li>b. Form a Faculty Advisory Committee charged with establishing and reviewing criteria used for strategic program-investment decisions.</li> <li>c. Encourage students to pursue regional, national, and international professional opportunities.</li> <li>d. Achieve greater diversity of College of Fine Arts faculty and graduate students.</li> <li>e. Foster an arts environment continually open to new, diverse, or provocative ideas and points of view.</li> <li>f. Expand the artistic experience through the integration of various arts disciplines, other colleges, and visiting artists.</li> </ul>
	<i>18. Commit to interdisciplinary exploration, research, and artistic endeavors.</i>	<ul style="list-style-type: none"> <li>a. Support collaborative projects.</li> <li>b. Promote closer interdisciplinary interaction among faculty.</li> <li>c. Eliminate barriers that limit interdisciplinary efforts and implementation.</li> <li>d. Advocate for the improvement of facilities and instructional space conducive to interdisciplinary research.</li> </ul>

College	Goals	Action Plans
<b>College of Health and Human Services</b>	<p><i>1. <u>Research and Creative Activity.</u> With special attention to thematic areas of strength, engage in individual and collaborative scholarship that advances the base of knowledge in the health and human service disciplines.</i></p>	<ul style="list-style-type: none"> <li>a. Increase staffing to enable faculty to focus on scholarly efforts, ensuring teaching load of 2-2-2 or less for faculty active in research and creative activity.</li> <li>b. Increase graduate support resources through grants to permit a greater number of research assistantships.</li> <li>c. Increase faculty mentorship activities to enhance productivity and effectiveness in research and creative activity, stressing the importance of the development of research stream/focus.</li> <li>d. Increase support structure to facilitate faculty efforts in the areas of grant writing, technology transfer, philanthropic grant sources, and training-grant sources.</li> <li>e. Ensure that each faculty member clearly defines a research/creative activity stream or focus by his or her mid pre-tenure review.</li> <li>f. Provide opportunities for interdisciplinary collaboration, such as through the Appalachian Rural Health Institute (Diabetes Research Initiative and other future initiatives); Center for Sports Administration; the Institute for the Empirical Study of Language; projects related to health, leisure and sport in Africa; and risk and resiliency in children and families.</li> <li>g. Provide opportunities for interdisciplinary collaboration by building and maintaining relationships among various CHHS units and on-campus units, such as the GRID (Game Research and Immersive Design) Lab, the College of Osteopathic Medicine, African Studies and the Institute for the African Child, ILGARD (Institute for Local Government Administration and Rural Development), Edison Biotechnology Institute, the Institute for the Empirical Study of Language, and other units inside and outside of CHHS.</li> <li>h. Ensure that scholarly productivity is a critical component of reappointment, promotion and tenure considerations.</li> <li>i. Develop increased research space and resources for faculty.</li> <li>j. Secure sufficient start-up resources for existing and new faculty tied to research productivity/extramural funding expectations.</li> </ul>
	<p><i>2. <u>Undergraduate.</u> Provide a scholarly environment for inquiry-based, pre-professional and professional learning experiences that prepare graduates for employment or future graduate study.</i></p>	<ul style="list-style-type: none"> <li>a. Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology.</li> <li>b. Provide faculty access to continuing professional development regarding teaching, learning, and assessment methods.</li> </ul>

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<b>College of Health and Human Services</b>	<i>2. (continued)</i>	<p>c. Assure that staffing levels permit appropriate class size, recognize advising load, and facilitate faculty scholarly expectations.</p> <p>d. Assure growth in honors programming.</p> <p>e. Assure research support for undergraduate majors.</p> <p>f. Promote service and experiential learning activities for each of the majors in CHHS (e.g., Respite Volunteer Program, WellWorks dietitian counseling, Campus Recreation employment of CHHS majors).</p> <p>g. Engage in continual evaluation of program curricula, with modifications as appropriate.</p> <p>h. Ensure that majors of professional curricula are actively engaged in the student level of their professional associations.</p> <p>i. Ensure that students of every undergraduate major are actively engaged in their curricula.</p> <p>j. Augment the educational process through Residential Learning Communities.</p> <p>k. Develop new curricular emphases (e.g., child life certificate concentration) and hone existing curricula to provide effective and efficient utilization of faculty research consistent with market demand for curricula.</p> <p>l. Enhance recruitment activities of undergraduate majors inside and outside of the College and University (e.g., pre-physical therapy) into the graduate programs within CHHS.</p> <p>m. Increase the number of faculty positions in order to reduce the faculty-to-student advisee ratio to the optimal level.</p> <p>n. Ensure that student advising is an important component in faculty performance evaluation.</p>
	<i>3. <u>Graduate</u>. Provide distinctive graduate educational experiences to prepare professionals and scholars.</i>	<p>a. Provide faculty access to professional development in the area of applications of contemporary technology to instructional methodology.</p> <p>b. Provide faculty access to continuing professional development regarding teaching, learning, and assessment methods.</p> <p>c. Ensure appropriate staffing levels to reduce course loads, facilitate greater faculty mentoring of graduate students, and enable faculty to provide greater focus to the development of scholarly careers.</p> <p>d. Provide a service-learning activity for each of the majors in CHHS (e.g., Respite Volunteer Program).</p>

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<b>College of Health and Human Services</b>	<i>3. (continued)</i>	<p>e. Engage in continual evaluation of program curricula, with modifications as appropriate.</p> <p>f. Ensure that majors of professional programs are actively engaged in the student level of their professional associations.</p> <p>g. Ensure that students of every graduate major are actively engaged in their curricula.</p> <p>h. Increase the number of faculty positions in order to reduce the student advisee-to-faculty ratio to the optimal level.</p> <p>i. Expand doctoral programming in selected areas of CHHS (hearing science, speech/language science, advanced and transitional clinical doctoral programming in physical therapy, biomechanics [in collaboration with campus colleagues] and physical therapy, biomechanics [in collaboration with campus colleagues]) and facilitate the involvement of exercise physiology researchers in the BIOS exercise physiology doctoral program.</p> <p>j. Expand master's level programming, either through the creation of new degrees, concentrations or certificates, in the area of risk and resiliency in children and family, African health, rural health, and nursing education.</p> <p>k. Promote scholarly expectations for graduate students, particularly at the doctoral level.</p> <p>l. Offer a larger number of colloquia for faculty, staff, and graduate students to discuss basic and clinical research findings.</p> <p>m. Provide high-quality orientation programs for incoming graduate students, particularly those with teaching assignments.</p> <p>n. Ensure adequate support for increasing numbers of graduate students.</p>
	<i>4. <u>Faculty, Staff, Student Quality and Diversity</u>. Bolster program quality by maintaining a climate in which diversity is intrinsic to our curriculum, scholarship, and student and faculty recruitment and retention practices.</i>	<p>a. Provide funding for recruiting efforts to encourage diversity of students, faculty, and staff.</p> <p>b. Develop programming and curricula that reflect increased globalization and concern for diverse and underserved populations, especially those in Appalachia and those with disabilities.</p> <p>c. Develop transfer and pipeline agreements with institutions that have significant populations of students with diverse and underrepresented backgrounds.</p> <p>d. Recruit and retain students most likely to succeed in the demanding curricula of CHHS.</p> <p>e. Recruit and retain faculty of the highest quality.</p>

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<b>College of Health and Human Services</b>	4. <i>(continued)</i>	<p>f. Decrease the proportion of Group II and III instructional faculty, primarily by filling vacant positions with a preponderance of Group I faculty.</p> <p>g. Apply merit-based principles to faculty/staff salary increments.</p>
	5a. <i>Environment. Build and maintain partnerships across disciplines to provide a learning-centered environment that is sustainable, supportive, and inclusive and contributes to the scholarly endeavors pursued by faculty.</i>	<p>a. Provide service models to governmental organizations to demonstrate the College's role in embodying state-of-the-practice procedures.</p> <p>b. Provide continuing education and professional development activities to position the College as the primary provider of professional development in Southeast Ohio and beyond.</p> <p>c. Promote partnerships with businesses, industries, and organizations</p>
	5b. <i>Environment. Enrich the campus and extend our boundaries through partnerships among disciplines, agencies, institutions, regions, and nations.</i>	<p>a. Provide for the public good through the actions of the College.</p> <p>b. Provide high-quality recreation and leisure opportunities for OHIO students.</p> <p>c. Provide relevant employment, professional experience, and leadership opportunities for OHIO and CHHS students through Campus Recreation and WellWorks assets.</p>
	6. <i>Infrastructure. Augment the existing infrastructure and align it with the needs of the College in its pursuit of national prominence</i>	<p>a. Increase staffing commensurate with mission and faculty/staff needs.</p> <p>b. Ensure that each of our academic majors utilizes and meets regularly with an advisory board.</p> <p>c. Develop a comprehensive space utilization plan to support both the teaching and research missions of the college.</p>
	7. <i>National Prominence. Achieve national and international prominence through program recognition and rankings, extramural funding, and the accomplishments of faculty, administrators, staff, students, and alumni.</i>	<p>a. Serve as a national model to demonstrate quality and cost-effectiveness of clinical, food service, recreational, and child development operations.</p> <p>b. Extend the reputation of CHHS faculty.</p> <p>c. Extend the reputation of CHHS alumni.</p> <p>d. Increase the effectiveness in promoting the accomplishments of CHHS programs, students, faculty, and alumni.</p>

College	Goals	Action Plans
<b>Honors Tutorial College</b>	<b>Goals 1-4 are those that the Honors Tutorial College should do.</b>	
	<i>1. Recruit and retain exceptional faculty and staff for creating and sustaining pre-eminent programs of learning, engagement, research, creative activity, and scholarship.</i>	<p>a. Have HTC students give "academic tours" to prospective faculty members. These students would be carefully trained to highlight the strengths of each college while walking the candidate around the university. Having these bright and well-informed students as guides would have a positive effect on candidates for teaching positions here.</p> <p>b. Allow outstanding young faculty in departments that do not have HTC programs to teach small seminars on load for HTC students. These seminars would encourage young faculty members to build a commitment to the institution.</p>
	<i>2. Recruit, support, develop, and retain academically talented undergraduate students.</i>	<p>a. Expand the College. More HTC programs mean more opportunities to bring transformational students to OHIO. Expansion could be by adding new programs or adding interdisciplinary programs through which students could take courses in two or three areas</p> <p>b. Attract even more out-of-state students. HTC already attracts high-ability out-of-state student, but it could attract more. A revision of the Web site (already under way) could make HTC more likely to show up in Google searches and should make constant revision easier for the staff, thus taking every opportunity to have the information fresh and up-to-date. HTC also needs more attractive mailing materials, which could be designed and produced with a one-time-only Vision OHIO Strategic Investment Allocation.</p> <p>c. Targeting outstanding high schools that excel in particular educational methods or disciplinary regimens will give HTC the strongest possible pool of applicants. The College also needs to find an efficient way of reaching home-schooled students.</p> <p>d. More diversity in race and ethnicity is needed in HTC, and the College should make clear why it values diversity. Better coordination is needed with other programs that recruit high-ability minority students (Templeton Scholars and King-Chavez-Parks Scholars). Also, better connections should be made with magnet schools that have diverse student bodies.</p>
<i>3. Act as a facilitator, advocate, and active participant in attracting high-ability students to other OHIO programs and raising academic standards throughout the university.</i>	<p>a. Create a second HTC track for students who do not want the tutorial experience or are not accepted into HTC upon application This would provide unique educational experiences for academically talented first-year students</p> <p>b. Alternatively, offer more HTC-supervised honors-level work in the schools and departments.</p> <p>c. Follow Noel-Levitz recommendations to spread configurations of merit scholarships further down the ACT/SAT scale.</p> <p>d. Continue to promote living environments that inspire intellectual growth by creating a Residential Council consisting of the director of housing, director of admissions, and four academic-unit representatives appointed by the Deans' Council.</p> <p>e. Gain a commitment from all colleges to raise the level of teaching and academic expectations in their course work.</p>	

<b>Honors Tutorial College</b>	<p><i>4. Develop and sustain an environment of engagement in which students, faculty, staff, and alumni are supported and encouraged to participate in the solution of community and regional educational problems on all levels.</i></p>	<p>a. HTC students are enthusiastic about assisting the University in reaching out to Appalachia, but sometimes feel frustrated at the lack of support to sustain services or outreach projects. HTC wants to play a significant part in carrying out initiatives originating from the Office of Outreach and Regional Higher Education or any outreach programs established by the University.</p>
	<p><b>Goals 5-7 are those that the University must do so HTC can contribute to the foregoing goals.</b></p>	
	<p><i>5. Support high-quality undergraduate programs that serve the needs of the region, state, and nation.</i></p>	<p>a. Given the Vision OHIO recommendation to support high-quality undergraduate programs, schools and departments should establish mechanisms to ensure a clear link between maintaining a quality Honors Tutorial program of study and the allocation of resources.</p> <p>b. Contributions of faculty tutors and directors of Honors Tutorial studies should be recognized in a way that is consistent and significant in promotion, tenure, annual performance evaluations, and workload. Recognition could be through the creation of a national prominence matrix, with contributions to national prominence (such as HTC tutoring) delineated and valued; establishment of a Universitywide "tutorial bank": or the implementation of an adjunct Honors Tutorial College faculty status to be awarded to directors of studies, dedicated tutors, and other faculty who provide exceptional teaching and mentoring to HTC students.</p>
	<p><i>6. Support programs that encourage faculty, staff, students, and alumni to apply for nationally competitive awards, honors, and memberships in prestigious academies and societies that enhance the national reputation of the University.</i></p>	<p>a. Expand the Office of Nationally Competitive Awards to include the pursuit of graduate student and faculty awards. This step would require an additional staffing -- an assistant director and a full-time support staff person.</p>
	<p><i>7. Develop strategies for identifying, communicating, and marketing all actives of university programs, individuals, and alumni who assist in raising the national prominence of the University.</i></p>	<p>a. Provide Communications and Marketing with funds specifically for publicizing successes of Ohio University students, faculty, staff, and alumni.</p> <p>b. Give HTC more prominent coverage in University news releases and publications to give national prominence to this successful program of bringing out the best in outstanding students.</p>

College	Goals	Action Plans
<b>College of Osteopathic Medicine</b>	<p><i>1. Strengthen osteopathic principles and practices (OPP) training in Years 1 and 2, with emphasis on integration of OPP throughout the curriculum.</i></p>	<p>a. Develop a student clinic for Years 1 and 2 to address the issues of practice and exposure to "real" patients.</p> <p>b. Appoint an interdisciplinary committee to integrate the sciences and osteopathic manipulative medicine (OMM).</p> <p>c. Provide faculty development for the Athens-based clinical faculty and preceptors with the exchange of ideas and concerns about osteopathic manipulative medicine (OMM) integration, time effectiveness, guidelines, and effective approach to billing and coding.</p>
	<p><i>2. Find ways, in conjunction with the hospitals of the Centers for Osteopathic Research and Education (CORE), to improve the osteopathic manipulative medicine (OMM) experiences for students in Years 3 and 4, and in osteopathic postgraduate programs.</i></p>	<p>a. Provide faculty development for the preceptors at each CORE site with the exchange of ideas and concerns of the medical culture that limits integration of OMM, time effectiveness of OMM, and review of documentation guidelines.</p>
	<p><i>3. Help graduates overcome practical barriers to the use of osteopathic manipulative medicine (OMM) in clinical practice by developing and teaching practical, time-efficient, reimbursable ways to apply OMM.</i></p>	<p>a. Develop a module on billing and coding for Year 4 and internship/residency.</p> <p>b. Promote student practice of OMM skills by exploring the feasibility of additional supervised practice in the OMM Lab.</p> <p>c. Initiate a research project to define practicality and time efficiency of OMM.</p>
	<p><i>4. Support biomedical and clinical research in neuromusculoskeletal medicine, particularly in biomechanics, immunology, physiology, and neurosciences.</i></p>	<p>a. Charge the interdisciplinary committee appointed by the dean to define the parameters for successful collaborative research -- including specific research questions that could be addressed, infrastructure, seed money, grant writing, and faculty time allocation.</p>

<b>College of Osteopathic Medicine</b>	5. <i>Continue our educational emphasis on primary care/family medicine and the production of physicians for medically underserved areas.</i>	a. Arrange faculty development for the preceptors at each Centers for Osteopathic Research and Education (CORE) site with the exchange of ideas and concerns of the medical culture that limits integration of Osteopathic Manipulative Medicine (OMM), time effectiveness of OMM, and review of documentation guidelines.
	6. <i>Demonstrate and explain the quality of D.O. physician/patient interaction.</i>	a. Conduct publishable research about this interaction.  b. Present and discuss the research on this interaction with OHIO's College of Osteopathic Medicine community, the osteopathic profession, and the entire medical community.
	<b>Issue II: Family Medicine</b>	
	7. <i>Continue our educational emphasis on primary care/family medicine and the production of physicians willing and able to practice in areas of need.</i>	a. Gather and analyze additional baseline data concerning medical education and health care in our region of the state.  b. Maintain the percentage of graduates in underserved areas.  c. Maintain output of primary care providers at 50% of graduates (currently averaging 53%-55% per year).  d. Increase the primary-care presence in the College and curriculum.
	<b>Issue III: Research</b>	
	8. <i>Increase research and scholarly activity as judged by publications and extramural grant-funding levels.</i>	a. Track numbers of publications (including books, chapters, and peer-reviewed journals); number of grants submitted and granted; values of those granted; and research activity by students, interns, and residents.
	9. <i>Promote research expansion in osteopathic manipulative medicine (OMM) and rural and community medicine.</i>	a. Track the number of grants and the number of American Osteopathic Association (AOA) presentations.
	10. <i>Recruit and develop more research-active faculty.</i>	a. Increase the number of research opportunities for faculty.

<b>College of Osteopathic Medicine</b>	<i>11. Provide research-active faculty with appropriate resources, including time.</i>	a. Use start-up packages for new faculty, time buyouts, release time if department can provide it, tech support staff, equipment, monetary incentives, graduate students provided by the College, administrative support for grants management, and other incentives to be determined, as well as resources available to students and staff.
	<i>12. Foster interdisciplinary programs with other colleges within the University in order to strengthen the research efforts of the College and the University as a whole.</i>	a. Encourage members of this College to seek out research partners in other colleges and make known in other colleges the fact that COM faculty would enter into joint research with their faculty and staff members when appropriate.
	<b>Issue IV: Clinical Practice</b>	
	<i>13. Improve access to health care in the region.</i>	a. Expand primary-care facilities into rural Southeast Ohio counties that are poorly served by health care providers and link them with a central facility in Athens, where medical services in a range of specialties are offered.
	<i>14. Use available resources to establish the infrastructure needed to qualify for state and federal funds available for the support of community and rural health care.</i>	
	<i>15. Enhance clinical operations to expand the scope and volume of clinical teaching in Athens.</i>	a. Expand University Medical Associates (UMA) and the College's associated clinical practices.
	<b>Issue V: Faculty Advancement</b>	
	<i>16. Establish a College task force charged with defining new faculty categories and submitting them for approval to the University administration and Faculty Senate for inclusion in the Faculty Handbook, in order to improve the match between the College needs and faculty categories available.</i>	<p>a. Establish clear definitions for the groups of clinical faculty, including Centers for Osteopathic Research and Education (CORE) faculty.</p> <p>b. Gain passage of these definitions by Faculty Senate.</p> <p>c. Use data from the College pay plan project to match faculty workforce/composition to the needs to fulfill its mission.</p> <p>d. Provide appropriate titles and recognition for all personnel who deliver the curriculum.</p>

<b>College of Osteopathic Medicine</b>	<p>17. <i>Alter or create new OU-COM promotion and tenure documents to match new faculty categories with the missions of the College.</i></p>	<p>a. Make the new faculty categories functional.</p> <p>b. Each department should come up with a revised Promotion and Tenure document to reflect these changes.</p>
	<p><b>Issue VI: Matching Reward Systems to Missions and Goals</b></p>	
	<p>18. <i>Identify and examine reward systems and seek to bring them as closely as possible into alignment with the College missions.</i></p>	<p>a. The College and budget units should be aware of many components: salary and wages, time availability as determined by work assignments, quality and quantity of physical space assigned, other resources made available, and special public acknowledgments.</p> <p>b. Market forces (such as where people choose to work) should be acknowledged in setting reward systems.</p> <p>c. On the other hand, reward systems should be consistent and not be unduly influenced by outside forces or institutional inertia.</p>
	<p><b>Issue VII: Curriculum</b></p>	
	<p>19. <i>Increase the efficiency of teaching in both the Clinical Presentation Curriculum (CPC) and the Patient-Centered Curriculum (PCC) while maintaining overall quality. (Premise: Efficiency = quality/cost).</i></p>	<p>a. Identify faculty efforts unnecessarily duplicated in both the CPC and the PCC and propose means to consolidate efforts.</p>
	<p>20. <i>Validate the curricula and take steps to address any identified weaknesses.</i></p>	<p>a. The Curriculum Advisory Committee (CAC) will establish "benchmarks" for determining goal achievement based on curricular data and student data from OU-COM and from other medical schools. This plan proposes the creation of an internal curricular database and utilization of appropriate external curricular databases for this purpose.</p>
<p>21. <i>Offer medical students a thorough grounding in the scientific basis of medical practice in the context of the biopsychosocial model.</i></p>	<p>a. The Clinical Presentation Curriculum (CPC) and Patient-Centered Curriculum (PCC) Steering committees will include Social Medicine faculty in the case-based learning (CBL) and problem-based learning (PBL) case review process, including for Years 3 and 4.</p> <p>b. (alternative) Each quarter, CPC and PCC course coordinators (block team collaboration for CPC) will incorporate at least one learning activity that explicitly promotes discussion of evidence-based medicine among students and faculty from biomedical, clinical, and social medicine departments.</p>	

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College of Osteopathic Medicine

21. <i>(continued)</i>	c. (second alternative) Facilitators in PCC and CPC case discussion groups will prompt students to discuss the scientific basis of medical practices for each clinical case.
22. <i>Incorporate research design and analysis into the student experience.</i>	a. Based on the measurement criteria proposed by the Curriculum Advisory Committee (CAC), the steering committees should identify the current research-related objectives and activities in the Clinical Presentation Curriculum (CPC) and Patient-Centered Curriculum (PCC), and data should be analyzed with internal vs. external standards and used as a basis for curricular analysis components of the criteria.
23. <i>Provide dynamic curricula open to new developments in medicine and in society, and open to students, faculty, and staff.</i>	a. Incorporate into the Clinical Presentation Curriculum (CPC) and Patient-Centered Curriculum (PCC) review and revision process a routine solicitation from faculty of objectives (or cases, etc.) on new developments and request suggestions on alternative module activities.
24. <i>Re-establish faculty development programs to support the teaching, research, and clinical missions of the College in Athens and throughout the Centers for Osteopathic Research and Education (CORE) system.</i>	a. Identify (with the faculty development director) goals of faculty development relative to curriculum goals.
<b>Issue VIII: Diversity</b>	
25. <i>Continue to institutionalize efforts to recruit and graduate underrepresented minority students.</i>	<p>a. The following should happen by the next COE grant cycle renewal (September 2006): (1) Sufficient College funds will be allocated to integrate salary and benefits of the current COE position -- academic enrichment administrator -- into the College's budget. (2) The same situation will begin to exist for the other current COE position -- director. (3) Sufficient funds or faculty/personnel time will be allocated annually to maintain the six-week Prematriculation Program (currently costing \$20,000 for faculty and \$42,000 in stipends for a student group of 20).</p> <p>b. By the next HCOP grant cycle, future funding for the post-baccalaureate tuition waivers, currently funded out of the provost's office, should be funded from the College or a contingency plan should be drawn up to protect the longevity of this program (through which the College currently recruits at least six to eight underrepresented minorities (URMs) annually.</p> <p>c. By the next COE grant cycle renewal (see above) the following steps to maximize URM enrollment should take place despite the fact that increases in tuition and fees have made this difficult, especially for out-of-state students, who are the bulk of our URMs: (1) Sufficient College or development funds will be allocated to provide a fee waiver for each out-of-state URM matriculating. (2) Sufficient College of development funds will be allocated to compete financially with the College's main competitors in the state and within the osteopathic profession. (3) Composition of each incoming class should reflect no fewer than 15% URM enrollments, with a goal of 20% URM in future years.</p>

<b>College of Osteopathic Medicine</b>	<p>26. <i>Recruit and graduate students from diverse socioeconomic backgrounds.</i></p>	<p>a. The composition of the incoming class should reflect no fewer than 15% of students coming from disadvantaged backgrounds by the criteria set by the Department of Health and Human Services (HHS).</p> <p>b. The College will continue to qualify for, and receive, funding for disadvantaged students from the federal HHS programs (assuming funding is available), consistent with its history.</p>
	<p>27. <i>Develop and pursue recruitment strategies for filling faculty and staff openings to foster a richer racial, gender, and cultural mix.</i></p>	<p>a. Maintain a College-based data bank that represents the different professions within the College and reflects a diverse body of potential employment applicants.</p> <p>b. The College director of institutional equity should be involved in every faculty or staff search.</p> <p>c. Progress should be made toward the goal that the composition of the clinical faculty more closely represents the degree of diversity that currently exists in the profession.</p>
	<p>28. <i>Increase in both curricula the presence of meaningful multicultural issues that can affect the health of patients in classroom activities, including lectures, simulated patient labs, and clinical experiences.</i></p>	<p>a. In lectures and labs, the willed body program and anatomy lab will use cadavers representing widely diverse populations; all clinical presentation curriculum (CPC) lectures will include cultural perspectives, and synthesis and integration lectures will include multicultural medicine components; all CPC biopsychosocial lectures will include cultural perspectives; and synthesis and integration sessions will include a multicultural medicine component.</p> <p>b. For cases and problem-based learning (PBL), multicultural elements will be considered in selection of cases, choice of focus group subjects, and selection of issues discussed in case-based learning (CBL) for both clinical presentation curriculum (CPC) and patient-centered curriculum (PCC) work.</p> <p>c. For simulated patient labs, "patients" will reflect the diversity of the general population, students will be evaluated on their sensitivity and handling of cultural issues and students will be required to achieve an average Global Patient Assessment (GPA) score of 6.5 on the Objective Structured Clinical Examination (OSCE).</p> <p>d. Patients seen by OOU-COM physicians and physicians-in-training will be asked to report their degree of satisfaction as to the handling of cultural issues.</p> <p>e. All students will complete at least one multicultural experience, faculty development will require attention to multicultural issues, faculty will be recognized for their continuing education and teaching on multicultural issues, and faculty will report on their understanding of and ability to teach about multicultural health care issues.</p>
	<p>29. <i>Find ways to help students become more comfortable in addressing issuers of sexuality in order for them to be able to serve patients effectively, regardless of sexual orientation.</i></p>	<p>a. As students are interviewed during the orientation upon their entry into the College, assess the level of comfort each exhibits in addressing issues of sexuality as they also are interviewed in regard to attitudes concerning age, gender, ethnic background, religious beliefs, race, disability, etc.</p> <p>b. At the time of graduation, repeat the assessment described in Point "a" above.</p> <p>c. During his or her education in the college, assess each student's ability to produce a sensitive and thorough sexual history with gay and lesbian patients as part of the Objective Structured Clinical Examination (OSCE) process.</p>

<b>College of Osteopathic Medicine</b>	<p>30. <i>Seek, through the daily activity of each individual within OU-COM, a community of mutual respect that embraces diversity.</i></p>	<p>a. Build a base-line measurement of variables that reflect satisfaction with the institutional climate by using the College's Office of Institutional Equity's records of measurements taken in the 1990-2000 decade.</p> <p>b. Identify a standard organizational climate instrument, administer it, and compare with the 1990-2000 data.</p> <p>c. Identify funding needed to continue or expand the College position of director of equity and set the goals of diversity and equity this person should have.</p>
	<b>Issue IX: Communication</b>	
	<p>31. <i>Continue to support an internal communication structure enabling the College to implement its internal and external communications initiatives.</i></p>	<p>a. Establish or reinforce, within the office of communication, elements that will facilitate the execution of successful communication strategies so that internal audiences will have an organized outlet for sending and receiving College-related information, and external audiences will have consistent, cohesive, and timely communication from the College.</p>
	<p>32. <i>Foster a College climate that values and respects communication to and from all students, faculty, and staff.</i></p>	<p>a. Establish and/or continue regular virtual and face-to-face communication from the dean and department heads to appropriate audiences to promote a spirit of cooperation and collegiality.</p> <p>b. Promote e-mail communiqués (as needed) from the Dean's Office and department heads to appropriate audiences to provide updates and information on issues and events.</p> <p>c. Continue the Dean's Brown Bag.</p> <p>d. Continue the news alert on the Web site and through e-mail.</p> <p>e. Host town meetings with Dean Brose and Doug Mann to provide a status report on the strategic plan.</p> <p>f. Set expectations as a part of orientation and augment skills in ongoing in-service training programs for such things as voice mail greetings and name.</p>
	<p>33. <i>Use information resources as a tool to further link faculty, staff, and students to information and service.</i></p>	<p>a. Promote welcoming telephone and personal reception, particularly at OU-COM's front doors.</p> <p>b. Develop electronic welcome board(s) that will improve directories and promote information exchange for students, staff, and faculty.</p>
	<p>34. <i>Facilitate communication among the Athens campus, Southeast Ohio community, Centers of Osteopathic Research and Education (CORE), and statewide affiliated programs.</i></p>	<p>a. Visit CORE sites as frequently as business necessitates and budgets allow, in person, through video or audio conferencing, or through informational and instructional Web sites.</p> <p>b. Continue to build partnerships with both the University and the Southeast Ohio community to promote the uniqueness of the College and the osteopathic profession.</p>

**Issue X: Special Programs**

35. Continue to foster growth and leadership opportunities for our students and graduates through special fellowships, international programs, etc.

- a. International programs: Measure the impact of these programs on the OU-COM admissions process; survey students to assess interest in various locations in order to provide most fitting opportunities, document quality of student experiences, and track students after graduation in order to evaluate the impact of international experience in relationship to their careers.
- b. Community service: Provide every OU-COM student with the opportunity to work with uninsured and underserved SE Ohio residents so they become confident and competent in this challenge, use service learning to help students develop a sense of the value of giving back to their communities, provide screening and educational services to the uninsured and underserved, and assist and teach SE Ohio residents to access the health care services they need.
- c. Professional development: Continue to provide leadership development in health policy for selected OU-COM faculty and members of the osteopathic profession; assist physicians in continuing their learning and documenting it with continuing medical education (CME) credit; educate physicians, nurses, and allied health professions in the cultural aspects and specific health needs in SE Ohio; and educate SE Ohio professionals to meet ongoing licensure, certification, and accreditation requirements.
- d. Postdoctoral programs: Fund more D.O. /Ph.D. students (up to 6-10 per year) and provide these students with expanded tuition waivers, market the D.O. /Ph.D. program, and increase flexibility so D.O./Ph.D. students could work with faculty research mentors.

**Issue XI: Clinical Education in the CORE System**

36. Promote excellence and innovation in predoctoral and graduate osteopathic medical education.

- a. Recruit and retain skilled and dedicated clinical preceptors for our trainees.
- b. Promote structured, consistent learning experiences and uniform learning outcomes in required rotations.
- c. Structure the Centers for Osteopathic Research and Education (CORE) rotation development process to include a team of qualified faculty, similar to a clinical presentation curriculum (CPC) block team.

37. Work with Centers for Osteopathic Research and Education (CORE) member hospitals to recruit and retain OU-COM students and affiliated COM students in CORE General Medical Education (GME) programs.

- a. Increase CORE hospitals' ' programs' visibility on the Athens campus, engage statewide CORE faculty in Athens' academic programs, prominently display hospital images and activities on the Athens campus, and support on-campus presentations by CORE.
- b. Have 60% or more of OU-COM seniors matriculate and complete CORE GME programs.
- c. Have 80% or more of CORE member hospitals' medical education units participate in recruitment workshops provided by OU-COM's admissions office.
- d. Develop a student mentorship program.
- e. Identify 2-5 areas and disciplines for GME opportunities not available in the CORE at sufficient levels to meet trainee demand and facilitate establishment of such programs in appropriate CORE hospitals

<b>College of Osteopathic Medicine</b>	<p><i>38. Optimize the integration and cost-effectiveness of the OU-COM and Centers for Osteopathic Research and Education (CORE) hospital relationship.</i></p>	<p>a. Distinguish essential services and costs from discretionary costs and programs in the CORE system.</p> <p>b. Combine or eliminate redundant services.</p> <p>c. Implement New Innovations software features and enhancements sufficiently to prepare federal reports and accreditation reports, as well as to better utilize rotation slots.</p> <p>d. Optimize the outcomes of, and increase the benefits to, CORE systems programs for the resources invested.</p>
	<p><i>39. Develop and expand education programs in strategic areas -- rural and small-community medicine, managed health care, patient safety, risk management, and evidence-based medicine (EBM).</i></p>	<p>a. Establish a required (or elective) predoctoral rural medicine rotation.</p> <p>b. Establish postdoctoral fellowships in rural medicine under the umbrella of the Appalachian Rural Health Institute (ARHI).</p>
	<p><i>40. Promote and support research education and projects for pre- and postdoctoral trainees and faculty.</i></p>	<p>a. Support the development of a statewide research education network.</p> <p>b. Establish a continuum of research education beginning in the first year of the predoctoral curricula and continuing through general medical education (GME) and continuing education.</p> <p>c. Increase the numbers of studies involving prospective and/or randomized clinical trials, in comparison to retrospective studies or case studies.</p>

College	Goals	Action Plans
<b>University College</b>	<p><i>1. In collaboration with key institutional partners, create an exemplary and coherent First-Year Experience Program that will ensure that students, from their first contact with the University to the end of their first year, receive the highest quality orientation, advising, instruction, and learning and engagement opportunities.</i></p>	<p>a. In partnership with the Policy Center on the First-Year Experience, other Ohio University colleges, and the Office of Student Affairs, enhance programs and activities for the first-year students to promote active learning, engagement, effective transition, student satisfaction, and student persistence.</p> <p>b. Increase the number of residential and college-based learning communities in each of the next five years, and increase in these communities the number of students from previously underrepresented groups.</p> <p>c. Provide academic support services, including skills courses, one-on-one assistance, academic-skills strategies, computer-literacy courses, supplemental instructions, tutoring to actively engage students in learning. Promote persistence through the acquisition of effective academic behaviors and skills, increase student satisfaction, reward good academic performance, and increase student retention.</p> <p>d. Provide academic support by making supplemental instruction available in first-year courses with high demand for assistance if such assistance is currently unmet. Specific examples would include Economics 103, Economics 104, and Psychology 101.</p> <p>e. Make available a Math Success course for students who have a DV1 math placement in order to give them an opportunity to refresh math skills, to learn anxiety-reduction strategies and effective learning strategies for math, and to improve their math placement scores, thus reducing the number of students needing to take Math 101.</p> <p>f. Provide an excellent Precollege experience for students and their parents.</p> <p>g. Use trained Precollege student staff in extended orientation activities and programs to aid first-year students' positive assimilation and connection to Ohio University.</p> <p>h. Develop an online prematriculation Precollege tutorial to increase first-year student awareness and understanding of institutionwide requirements and policies to begin the process of active-engagement learning prior to arriving on campus.</p> <p>i. Continue to make available a mentoring program for underrepresented groups and special populations to ensure the successful adjustment, transition, and persistence of underrepresented and special populations at Ohio University.</p> <p>j. Continue to offer the Commuter and Adult Student Services (CASS) Program to improve the retention and graduation rates of commuter and adult students.</p> <p>k. Offer a summer bridge program for first-year commuter students to improve their retention and graduation rates.</p> <p>l. Continue to offer the College Adjustment Program (CAP) to help eligible students achieve academic success and persist to graduation.</p>

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<b>University College</b>	<i>1. (continued)</i>	<p>m. Promote quality advising as the cornerstone of orientation, teaching and learning, retention, and career success. Serve an academic advising resource for undecided students, majors in University College, Project CAP participants, students from other colleges, as well as faculty and staff on the Athens and regional campuses.</p> <p>n. Increase the number of faculty who advise first-year University College students.</p> <p>o. Incorporate the use of technology in advising and training to improve the quality, accessibility, and breadth of services available to students, staff, and external constituents.</p> <p>p. Make greater use of technology in providing academic and other support services to students.</p> <p>q. Collaborate with other campus-based TRIO programs to enhance service delivery to the target populations and identify areas of commonality where joint funding for programs and activities is possible. (TRIO refers to three federal educational opportunity programs.)</p> <p>r. Make more sections of UC 115 courses available to new students., including those in the target groups and special populations, to aid their adjustment</p>
	<i>2. Continue to make available distinctive programs that provide opportunities for leadership development and training.</i>	<p>a. In partnership with African-American Studies and Classics and World Religions departments, educate and train a select group of 300 students through a structured prematriculation experience, curricula, and innovative co-curricular activities to become peer leaders and exemplars in the areas of diversity education for their first-year peers.</p> <p>b. Offer a core curriculum to prepare cadets for leadership as officers in the respective branches of the United States Air Force and Army.</p> <p>c. Provide a guaranteed professional career as an officer in the United States Air Force or Army for cadets who successfully complete either the Army or Air Force ROTC Program.</p> <p>d. Increase institutional room and board and tuition scholarships to improve the likelihood of attracting to OHIO a higher number of cadets who are recipients of national ROTC scholarships.</p> <p>e. Actively recruit potential students for ROTC and increase the number of cadets commissioned annually.</p> <p>f. Use facilities that are adequate and appropriate to conduct program courses and activities and that contribute to the recruitment of new cadets.</p>

<b>University College</b>	<p><i>3. Make University College degree programs available for students whose educational or career goals cannot be met by existing majors and for place-bound students.</i></p>	<ul style="list-style-type: none"> <li>a. Continue to offer Bachelor of Specialized Studies (BSS), Bachelor of Criminal Justice (BCJ), and associate degrees to Athens campus, regional campuses, and external students.</li> <li>b. Make available capstone courses for BSS and BCJ.</li> <li>c. Collaborate with Athens and regional staffs to ensure the quality and integrity of degree programs offered by the College.</li> <li>d. Disseminate information on a broader scale to increase awareness of degree programs available through University College.</li> <li>e. Continue to facilitate quality internship opportunities for BSS and BCJ students.</li> <li>f. Enhance the geographic and intellectual diversity of the institution by aggressively recruiting active-duty military personnel and veterans for degree programs in University College.</li> <li>g. Collaborate with Lifelong Learning to market the BCJ degree to state audiences (corrections officers) and to international audiences (Hong Kong Police Force).</li> </ul>
	<p><i>4. Develop and implement institution-wide, structured retention programs and activities to improve short- and long-term retention and graduation rates for at-risk populations, including those on academic probation. Continue to provide effective retention programs, including proactive and enhanced advising, for underrepresented groups, special populations, and at-risk students to ensure their successful adjustment, transition, and persistence at Ohio University.</i></p>	<ul style="list-style-type: none"> <li>a. Establish partnerships and collaborative efforts with other Ohio University units whose functional responsibilities include diversity to improve persistence and graduation rates for underrepresented groups.</li> <li>b. In partnership with the Policy Center on the First Year of College and Ohio University planning units, identify problem areas related to student retention and develop proactive solutions to improve retention.</li> <li>c. In collaboration with Student Affairs and academic colleges at Ohio University, pilot the use of GoalQuest retention software to ascertain its effect on the retention of first-year students.</li> <li>d. Work collaboratively with existing NSF and EXCEL programs in the other colleges to improve the persistence and success of underrepresented groups in engineering, science, and pre-health curricula.</li> <li>e. Actively recruit students in underrepresented groups who are recipients of ROTC scholarships.</li> <li>f. Identify at-risk students before their first quarter of enrollment and assist them in identifying and employing strategies that will improve the likelihood of their remaining in school.</li> <li>g. Provide academic support services to students in at-risk groups.</li> <li>h. Continue to provide academic advising, retention and mentoring programs, academic support services, and related programs that improve the probability of academic success for at-risk students.</li> </ul>

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<b>University College</b>	4. <i>(continued)</i>	<p>i. Provide structured retention programs for probation students to improve their academic performance and persistence in school.</p> <p>j. Continue, in collaboration with other academic units, to offer a structured retention program, “<i>Turning Points</i>,” for academically dismissed students to ensure that they develop appropriate behavioral and academic skills that will improve the likelihood of their academic success and persistence.</p> <p>k. Continue to provide alternative ways of disseminating information in person to students at locations most frequented by them, e.g., cafeteria sites, Student Center, and other high-traffic student locations.</p> <p>l. Continue to actively monitor the progress of students in the College to ensure they will satisfy graduation requirements in a timely fashion.</p> <p>m. Make available programs, such as the annual Majors Fair and other activities, to facilitate the process of selecting majors.</p>
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