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Recommendations

- 1. Ensure that the campus is fully accessible by 2010**
- 2. Create an Office for Disability Services that will operate autonomously within the Office for Institutional Equity.**
 - Increase disability staff by 1.0 FTE.
- 3. Increase compensation for resident-assistant staff.**
 - Recruit and retain excellent students as resident assistants.
- 4. Provide pedagogical development opportunities for interested faculty.**
 - Create “diversity across the curriculum” after the model of “writing across the curriculum” so that faculty learn how to incorporate diversity within their courses.
- 5. Strengthen existing faculty, staff, and student orientation programs.**
 - Ensure an inclusive, supportive, learning-centered environment on all of the regional campuses.
- 6. Establish a collaborative community/University climate team.**
 - Enable two-way communication between the community and the University.
 - Ensure that the community and the University have opportunities for input from each other.
- 7. Complete the current classroom renovation program, including Morton 235 and 237.**
 - Increase the pool of true active-learning classrooms to 5% of the extant inventory.
- 8. Initiate a comprehensive effort to create an intellectual culture of scholarship, engagement, and service on campus in order to displace the current drinking culture.**

Accomplishments

The Vision OHIO Executive Implementation Team selected five of the above recommendations for inclusion in the list of the top 75 recommendations emerging from the individual implementation teams:

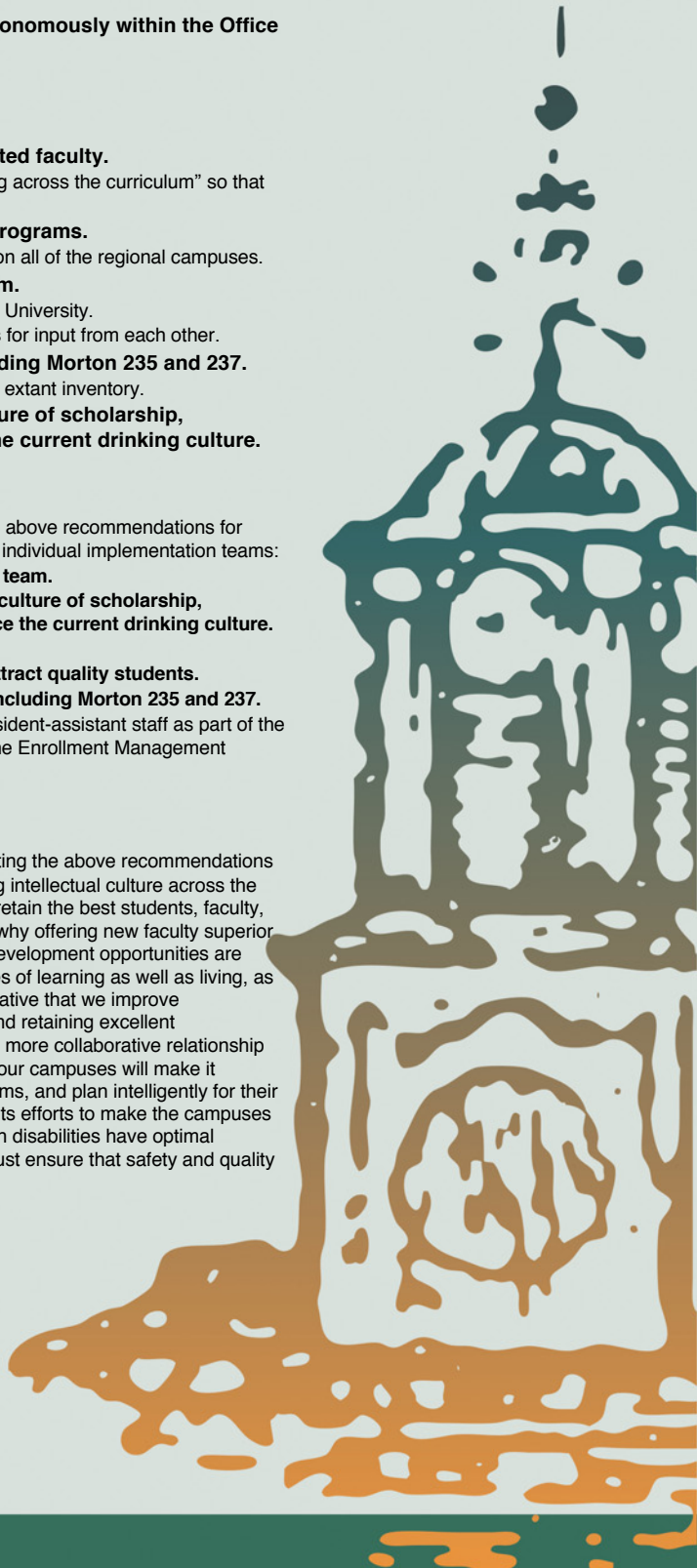
- **Establish a collaborative community/University climate team.**
- **Initiate a comprehensive effort to create an intellectual culture of scholarship, engagement, and service on campus in order to displace the current drinking culture.**
- **Ensure that the campus is fully accessible.**
- **Increase compensation for resident-assistant staff to attract quality students.**
- **Complete the current classroom renovation program, including Morton 235 and 237.**

Student Affairs submitted a proposal to increase compensation for resident-assistant staff as part of the Vision OHIO reinvestment process. This proposal was endorsed by the Enrollment Management Advisory Committee.

The Future

Enhancing the environment on all Ohio University campuses by enacting the above recommendations is essential to fulfilling the potential of Vision OHIO. Creating a thriving intellectual culture across the campuses should reduce substance abuse and also help recruit and retain the best students, faculty, and staff. The faculty is the campus’s most valuable resource; this is why offering new faculty superior orientation programs and supplying all faculty with rich pedagogical development opportunities are critical institutional commitments. Given that residence halls are places of learning as well as living, as the success of the learning communities program confirms, it is imperative that we improve compensation for resident-assistant staff to facilitate both recruiting and retaining excellent undergraduates for those key positions. Resolving to build a stronger, more collaborative relationship between the University community and the communities surrounding our campuses will make it possible for members of both to share resources, solve mutual problems, and plan intelligently for their interrelated futures. Furthermore, Ohio University must continue with its efforts to make the campuses more accessible and to make sure that students, faculty, and staff with disabilities have optimal conditions for learning, living, and working. Finally, Ohio University must ensure that safety and quality lighting are hallmarks of every campus.

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Members

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Recommendations

1. Increase support for graduate-student research to \$150,000 per year.

The present \$25,000 fund, administered by Graduate Student Senate, is so inadequate that it is distributed by lottery. The above increased support could annually fund up to 100 graduate students who competitively apply to undertake research travel and attend conferences (\$1,000 each), and 20 who competitively apply for research and creativity grants (\$2,500 each).

2. Increase the net financial support for all graduate students.

The team suggested a coordinated approach to increase financial support for GAs by increasing stipends and fellowships while decreasing required fees. The goal is to reduce the general fee for all graduate students, especially GAs, to \$100 a quarter; to raise stipends to the midrange of our peer institutions; to increase the five named graduate fellowships from \$13,000 to \$20,000; and to add five more named fellowships at \$20,000 each.

3. Establish a Graduate College.

The primary purpose of this new unit would be to provide a more effective advocate for graduate education and to work with the Academic Leadership Group, Graduate Council, Graduate Student Senate, departments, schools, and colleges to set Universitywide priorities for graduate education. The expected investment is \$90,000 per year.

Accomplishments

• One-time increase in graduate research funding.

While the request for the increase in graduate research funds is in the pipeline and will be presented during the budget hearings in February and March, the provost has temporarily supported this recommendation by allotting \$25,000 extra in one-time funds for graduate research in the fall of 2006.

• Proposal submitted for increased stipend and fellowship funding.

The associate provost for graduate studies has submitted a proposal to the provost for \$400,000 a year to increase stipends and fellowships. The provost will prioritize the request and present it to the Budget Planning Council in the next two months.

• Meetings in progress to consider a Graduate College.

The provost's Graduate Studies staff has met with college associate deans to discuss such issues as structure, budget, and the transition process were a Graduate College to be formed. The issues continue to be studied, and the budget developed by the staff and deans will be considered by the Budget Planning Council in upcoming hearings.

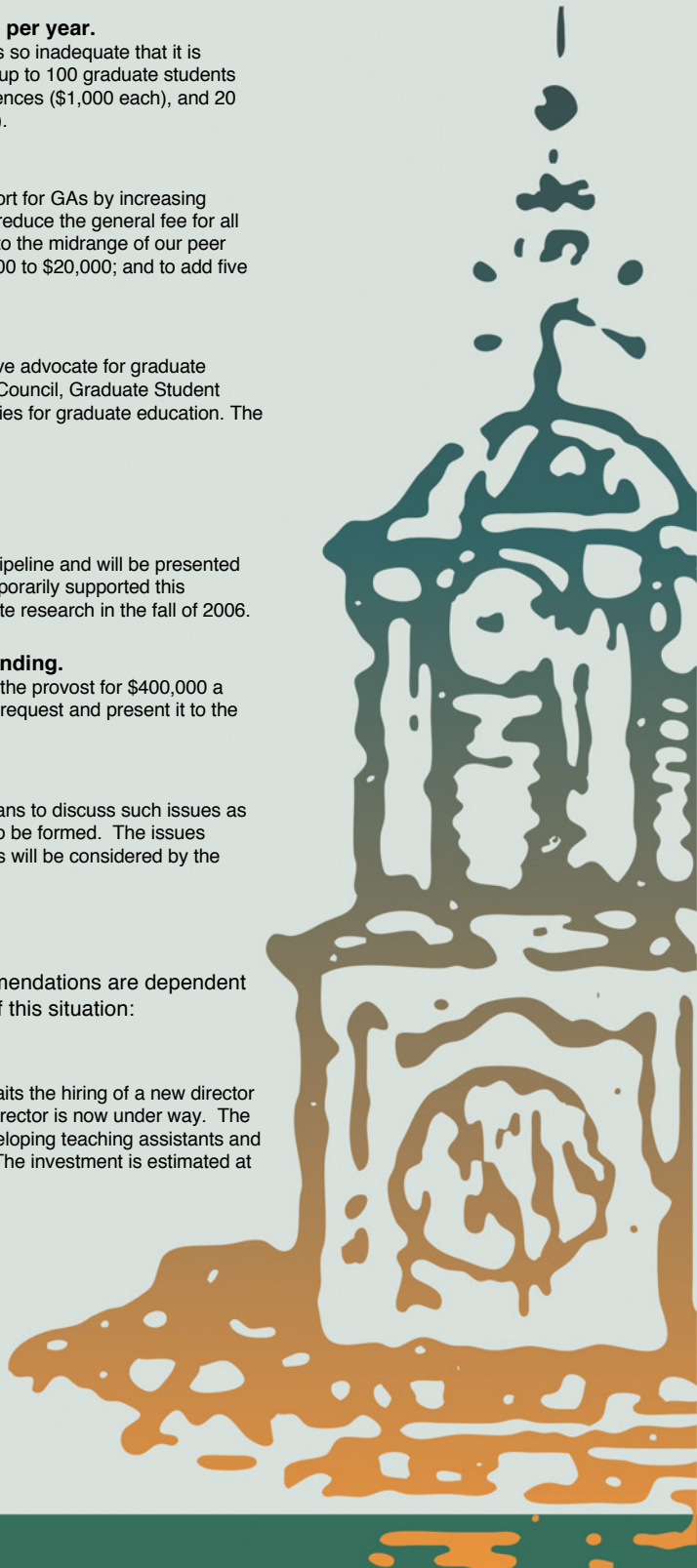
The Future

Some of the Graduate Priorities Implementation Team's recommendations are dependent on the development of other programs. Below is one example of this situation:

• Create a Preparing-Future-Faculty Program.

This will be part of the new Faculty Development Program, which awaits the hiring of a new director for the Center for Teaching and Learning (CTL); the search for that director is now under way. The program would be housed in the CTL and would be dedicated to developing teaching assistants and other interested graduate students into successful college teachers. The investment is estimated at \$60,000 for a director and \$35,000 for operating expenses annually.

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Recommendations

1. Student learning outcomes assessment
2. Program review
3. Quality indicators
4. Culture of evidence

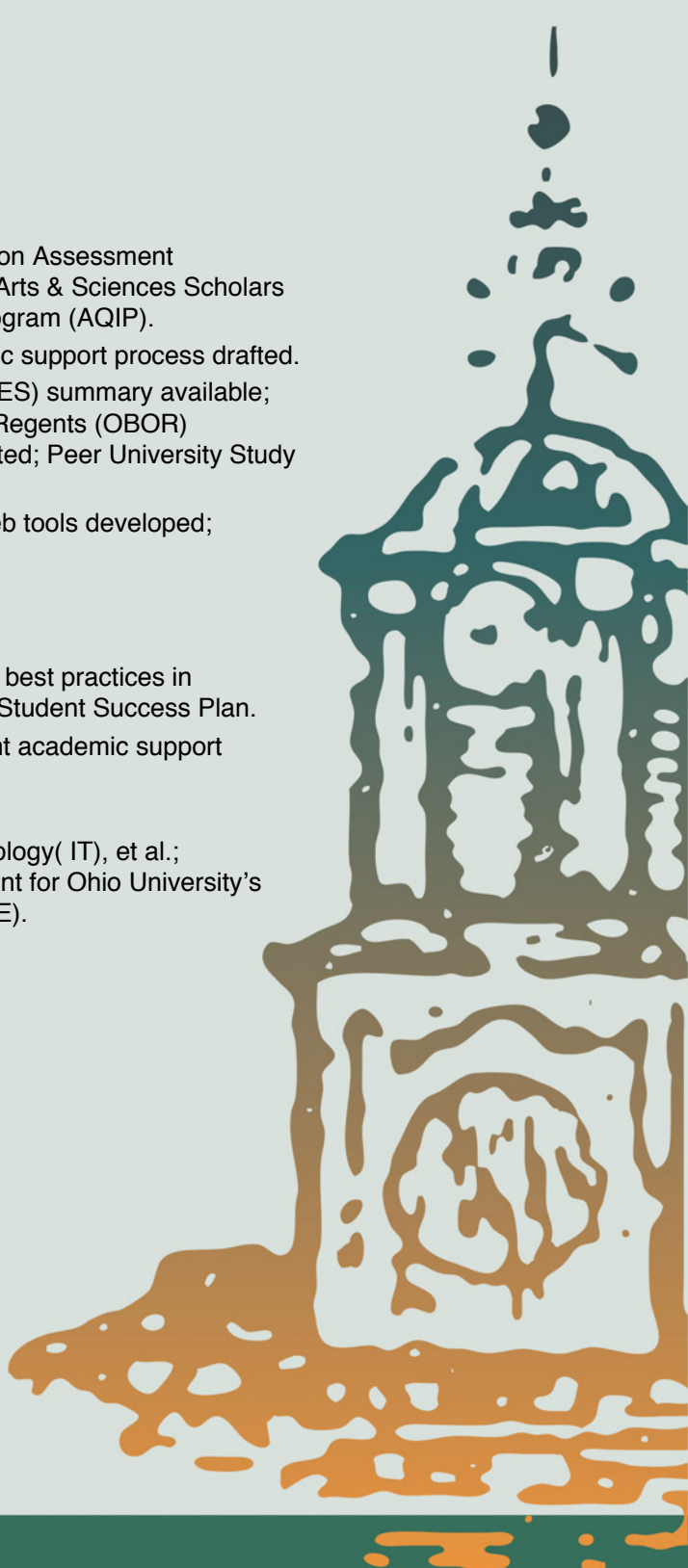
Accomplishments

1. Learning objectives updated; General Education Assessment Committee; portfolio pilot projects (ENG 151, Arts & Sciences Scholars Program); Academic Quality Improvement Program (AQIP).
2. Academic review proposed changes; academic support process drafted.
3. National Center for Educational Statistics (NCES) summary available; ongoing comparative surveys; Ohio Board of Regents (OBOR) performance report; Compendium being updated; Peer University Study updated; Dashboard drafted.
4. Institutional Research (IR)—budget model Web tools developed; Compendium updated.

The Future

1. Universitywide student evaluation of teaching; best practices in assessment; Ohio Board of Regents (OBOR) Student Success Plan.
2. Streamline academic 7-year review; implement academic support review; shift focus to objectives (not inputs).
3. Develop a communication strategy.
4. Develop partnerships—IR, Information Technology(IT), et al.; Collaborative on the Scholarship of Assessment for Ohio University's Center for Higher Education Assessment (CHE).

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Recommendations

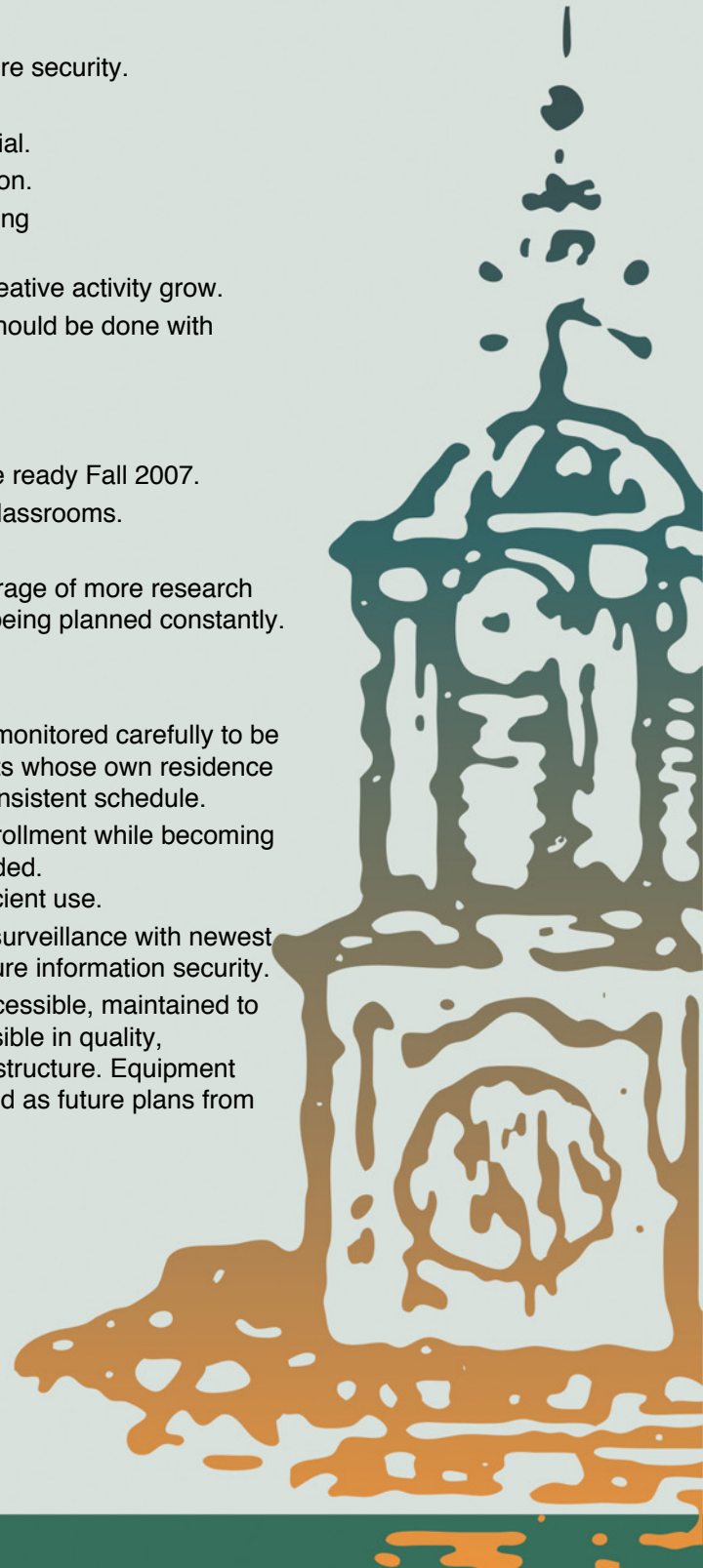
1. Build new residence hall for swing space.
2. Install modern student information system (SIS).
3. Enhance information technology (IT) infrastructure security.
4. Standardize technology in all classrooms.
5. Control classrooms centrally to maximize potential.
6. Convert many classrooms for improved interaction.
7. Improve research/creative activity space according to disciplines' needs.
8. Scale heating, cooling, electricity as research/creative activity grow.
9. All infrastructure planning and implementation should be done with sustainability in mind.

Accomplishments

1. New residence hall is nearing completion, will be ready Fall 2007.
2. Standardized technology has been installed in classrooms.
3. New SIS system is under consideration.
4. Improvement of utilities, expansion of their coverage of more research and creative activity, and safety assurance are being planned constantly.

The Future

1. The new swing-space residence hall should be monitored carefully to be certain that it is used to house displaced students whose own residence halls are being remodeled by a sensible and consistent schedule.
2. Classrooms should accommodate increased enrollment while becoming low-density, with interactive features where needed. They should be centrally controlled for most efficient use.
3. The entire IT system should be under constant surveillance with newest technology and well-trained staff in order to assure information security.
4. All campuses should be secure, well-lighted, accessible, maintained to highest standards, attractive, as uniform as possible in quality, sustainable, and supported by dependable infrastructure. Equipment and staff to make this possible should be assured as future plans from various interests arise.



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Recommendations

A. Overall

- Establish the centrality of interdisciplinary (ID) studies to the University's academic mission.
- Establish an Interdisciplinary Council.
- Create a central funding pool for programmatic and individual incentives for ID activities.
- Ensure adequate weight is given for interdisciplinary activities in promotion and tenure decisions and annual merit evaluations.

B. Curricular Programs

- Create tagged, dual, buyout, joint, and flexible positions.
- Provide for cross-listing of new and existing ID courses.

C. Research

- Ensure that credit for research dollars attracted is appropriately reported across units and faculty.
- Ensure long-standing support for ID research (including funding during transition periods).
- Increase federal research funding, including support for interdisciplinary activities.

D. Service

- Establish financial, accounting and human-resource procedures that support ID service units in entrepreneurial or income-generating activities.

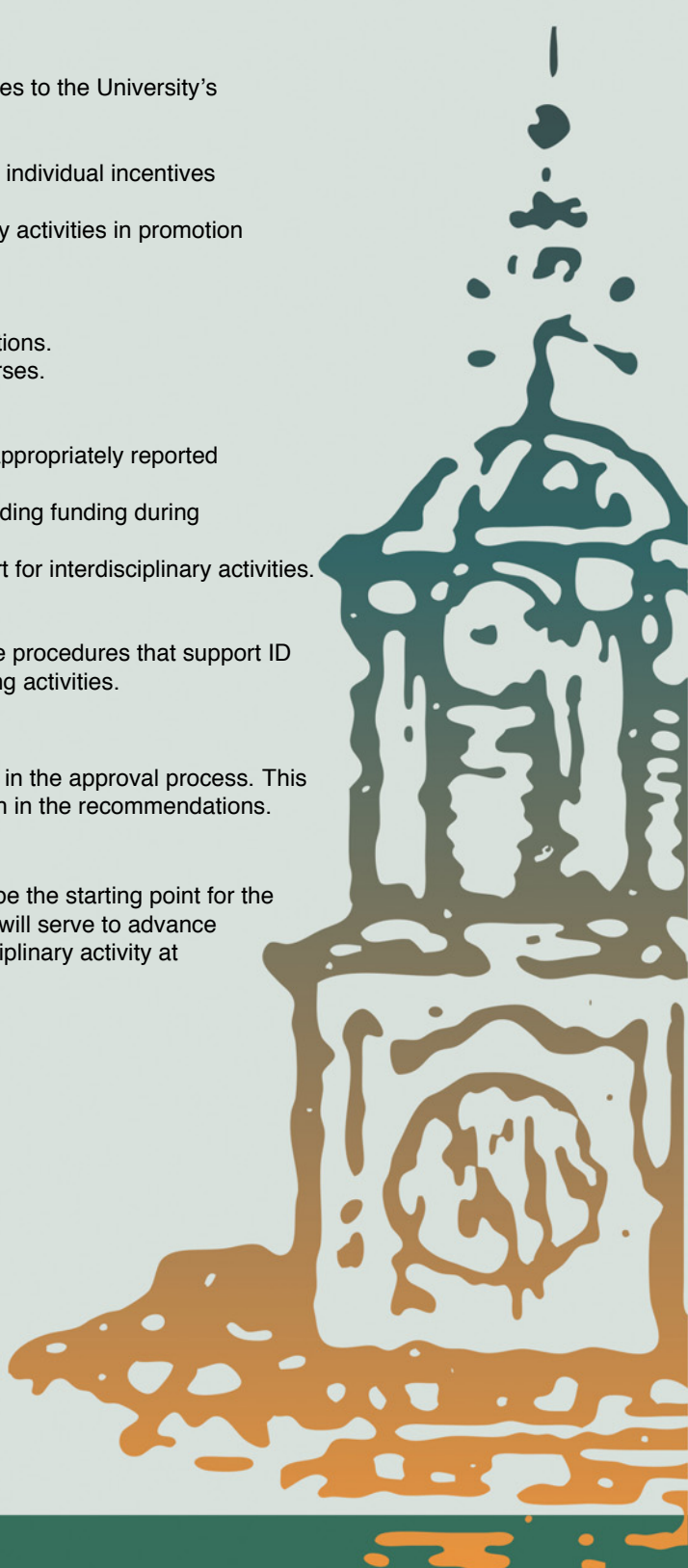
Accomplishments

- The new Interdisciplinary Council is well under way in the approval process. This Council is the key to advancing the agenda set forth in the recommendations.

The Future

- It is the team's hope that its recommendations will be the starting point for the new Interdisciplinary Council, and that this Council will serve to advance interdisciplinarity and remove obstacles to interdisciplinary activity at Ohio University.

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Recommendations – Increase University Commitment by:

1. Establishing a Partnerships Office

This office should:

- Serve as a clearinghouse of information and expertise about and for University partnerships.
- Establish an advisory council that will include representation/input from across the University and throughout the wider community.
- Enhance proactive relationships with the communities surrounding Ohio University campuses and other communities that we serve in order to foster cooperation without competition and to improve cultural awareness.
- Secure a visible and accessible location for the Partnerships Office.
- Identify sources of training and technical assistance for and about partnerships.

2. Developing a Center for the Study of Appalachia

Establish a new academic center that will be a source of networking and support for multidisciplinary teaching, research, and service focused on Appalachia. Also, develop curricula in the study of Appalachia by drawing and building upon the interests and activities of many Ohio University faculty.

3. Reinvesting in Scholarly Civic Engagement

Support and expand experiences such as service learning and community-based research course projects so that students have academically rigorous experiences through working in real-life environments, and communities can benefit from the expertise and general contributions of faculty and students.

Accomplishments

1. University Outreach Office Established

A University Outreach Office was established on March 1, 2006, as part of the area of University Outreach and Regional Campuses (formerly Regional Higher Education). This office now serves as a central resource about and for University partnerships and community partners.

- Resources include staff expertise, Web-based information on best practices, and the new Partnerships Database.
- The University Outreach Council was convened and continues to discuss goals pertaining to outreach.
- The first annual Outreach EXPO is planned for April 13, 2007. It will include the first-ever Celebration of Teaching, Research, and Service in Appalachian Ohio.

2. Planning a Center for the Study of Appalachia

The University Outreach Office and a group of partners obtained an 1804 Grant to host a year of dialogue, benchmarking, and events to gather input and promote enthusiasm for a Center for the Study of Appalachia. Its formal proposal will be developed over the summer 2007.

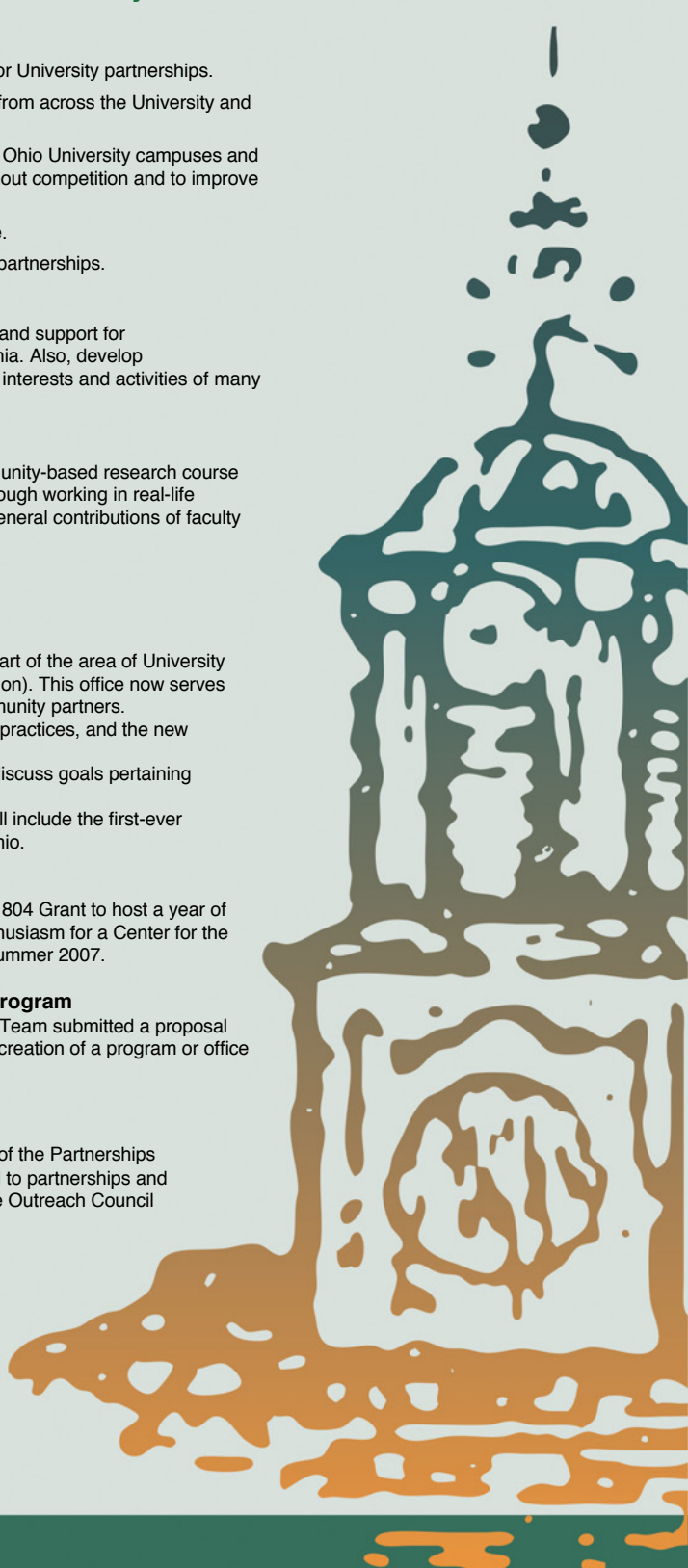
3. Proposing a Community-Based Learning and Research Program

The University Outreach Office and the Partnerships Implementation Team submitted a proposal to the Vision OHIO Strategic Investment Process recommending the creation of a program or office that supports community-based learning and research.

The Future

Given positive outcomes of recommendations and accomplishments of the Partnerships Implementation Team, we will have accomplished our goals in regard to partnerships and expect the continuing work to be enhanced by the contributions of the Outreach Council and involved faculty, staff, students, and community members.

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Recommendations

- 1. Recruit and retain exceptional faculty and staff for creating and sustaining pre-eminent programs of learning, engagement, and research and scholarship.**
 - Raise faculty and staff salary and compensation.
 - Reduce faculty-to-student ratio to a level consistent with that of peer institutions.
 - Strengthen the existing spousal/partner hiring program with a budget.
 - Offer day care for children of faculty, staff, and students, and beyond as feasibility permits.
 - Monitor faculty and staff retention rates.
 - Establish a process to identify and monitor impediments to successful recruitment of faculty and staff, and monitor such impediments annually.
- 2. Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers and to foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities.**
 - Develop policies on compensation increases, promotion and tenure guidelines, and related programs that reward excellence and accomplishments in discovery, teaching, learning, and engagement.
 - Encourage and facilitate the development of interdisciplinary programs, and recognize excellence and significant contributions (both research and teaching) when considering tenure and promotion or awards.
 - Set realistic faculty workload expectations, including the possibility of variable and differential workloads that include other activities, such as advising.
 - Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities; create a comprehensive Faculty and Staff Development Program.
- 3. Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.**
 - Develop a multiyear funding strategy for multicultural scholarships that enable the University to be competitive in the recruitment of such students.
 - Establish a comprehensive hiring program with the President's Diversity Hiring Initiative as the foundation and with appropriate incentives.
- 4. Strategically recruit, support, develop, and retain academically talented undergraduate and graduate students.**
 - Provide additional resources to assist in student recruitment.
 - Provide more resources for the Office of Student Financial Aid and the Office of Graduate Studies.
 - Invest in programs designed to raise undergraduate retention.
 - Expand the Office of Nationally Competitive Awards to include graduate-student and faculty awards; create both an assistant director position and a full-time support staff position for ONCA.
 - Explore expanded Universitywide undergraduate honors opportunities.

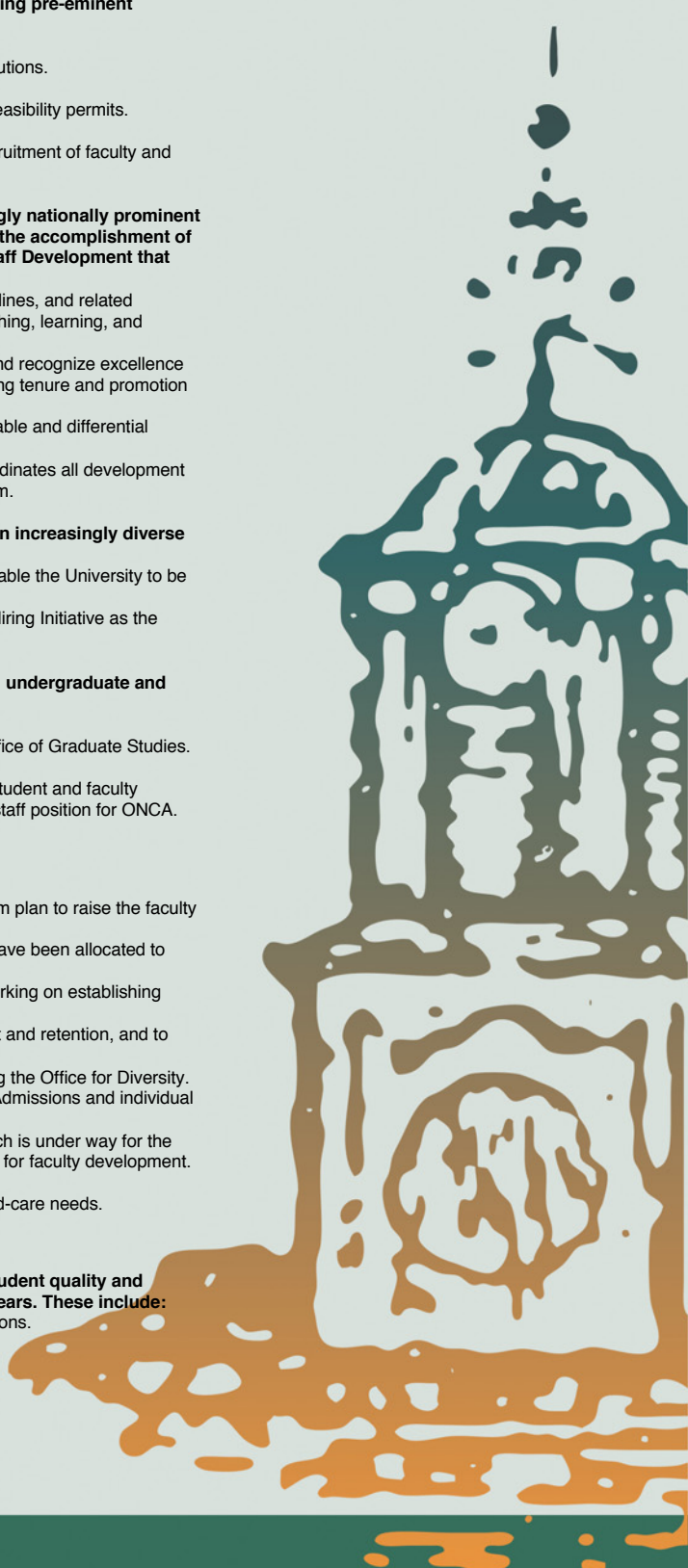
Progress/Accomplishments

- The Budget Planning Council is working on the development of a long-term plan to raise the faculty and staff salaries and compensation.
- Through the development of a strategic budget-planning process, funds have been allocated to address strategic priorities, including faculty positions.
- The Faculty Senate and the Academic Leadership Group are currently working on establishing guidelines on faculty workloads.
- The deans have been asked to identify impediments to faculty recruitment and retention, and to report their faculty retention rates annually.
- The president is considering a proposal for reorganizing and strengthening the Office for Diversity.
- One-time-only funds have been provided to the Office of Undergraduate Admissions and individual colleges to enhance their recruitment efforts.
- The Faculty Commons in Alden Library is in the planning stage. The search is under way for the Center for Teaching and Learning's director, who also will be responsible for faculty development.
- Discussions on reinvestment in graduate education are under way.
- A Child-care Task Force is working on identifying faculty/staff/student child-care needs.

The Future

- To achieve the strategic Vision OHIO goals related to faculty, staff, and student quality and diversity, a number of issues should be addressed over the next four years. These include:**
- Reduce faculty-to-student ratio to a level consistent to that of peer institutions.
 - Strengthen the existing spousal/partner hiring program.
 - Recruit and retain quality faculty.
 - Recruit and retain quality students.
 - Increase campus diversity.

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Members

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Recommendations

1. Increase faculty and staff time for research and creative activity (RCA) efforts.

Action plans include: **A.** Implement differential workload strategies. **B.** Increase the number of funded graduate students. **C.** Increase teaching resources for faculty. **D.** Move to semesters. **E.** Improve research administrative support services to faculty and staff in the areas of project coordination, grant writing, proposal preparation, and grant/contract management. **F.** Hire professionals to conduct student academic advising.

2. Pursue targeted growth strategies and commensurate support to increase RCA efforts.

Action plans include: **A.** Invest in existing academic and research strengths. **B.** Invest in centers and institutes to capitalize on their demonstrated successes. **C.** Increase human resources through targeted faculty and staff hires. **D.** Invest in new research initiatives. **E.** Increase recruitment of graduate and undergraduate students focused on RCA. **F.** Establish equitable system for startup of new initiatives, including the provision of bridge funding.

3. Develop policies that support the facilitation of RCA and enhance national prominence.

Action plans include: **A.** Maintain current indirect cost (IDC) returns to principal investigators and centers/institutes. **B.** Refine the promotion and tenure guidelines to reflect the importance of RCA. **C.** Establish policies that promote interdisciplinary RCA. **D.** Increase IDC returns to colleges and departments from University share of IDC. **E.** Realign annual merit reviews to foster increased RCA. **F.** Establish incentives that foster increased RCA.

4. Improve and expand facilities for RCA.

Action plans include: **A.** Provide quality space and facilities for RCA. **B.** Develop and support core multiuser facilities. **C.** Develop and implement a space-load policy that reflects the emphasis of RCA. **D.** Facilitate partnerships to optimize off-campus space and facilities.

5. Improve processes and procedures of RCA support functions.

Action plans include: **A.** Improve performance of Grants and Contract Accounting (GCA), the Office of Research and Sponsored Programs (ORSP), and the Technology Transfer Office (TTO). **B.** VP-Research Office should provide assistance to all academic units. **C.** VP-Research staffing must meet anticipated growth in RCA. **D.** Optimize RCA support units for customer service. **E.** Define a new employment structure for research-oriented hires.

Accomplishments

• Time for RCA is being increased.

- Faculty Senate is working on a workload policy.
- Graduate Studies has proposed increased recruitment and support of graduate students.

• RCA growth strategies are targeted.

- The Graduate Education and Research Board (GERB) program has been announced and the first round is currently in process.
 - Major Program Initiative is focused on interdisciplinary research.
 - "Mini-GERBs" are focused on program enhancement and future growth.

• Policies that support RCA are being established.

- The provost has convened a task force that will make recommendations about how to allocate funds to increase faculty salaries to improve our standing in relationship to our peer Institutions.
- Human Resources has instituted a new "Research" employment category that will facilitate the hiring of externally funded research positions.

• Improved and expanded RCA facilities are planned.

- Construction of the Integrated Learning and Research Facility is planned for 2007-08.
- State capital improvement funds for renovation of Clippinger Laboratory, the Porter Hall addition, and Alden Library are secured and design plans for the College of Communication expansion initiated.

• Improvement of RCA support functions is under way.

- Proposals submitted to increase staffing in Grants and Contract Accounting, the Office of Research and Sponsored Programs (ORSP), and Research Compliance will improve RCA support.
- The search process for the vice president for research position and Technology Transfer Office director position have been initiated.

The Future

To meet the president's goal of increasing external funding to \$100 million:

- Proposals to increase internal-award funding have been submitted.
- Efforts to seek funding to renovate, expand, and build additional research space are ongoing.
- The Council for Research, Scholarship, and Creative Activity, in collaboration with Faculty Senate and the colleges, is examining implementation team recommendations that are related to research in order to determine possible strategies for implementation.
- Institute and center directors are now meeting on a regular basis to discuss existing and proposed policies and procedures that will affect research.



Members

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Recommendations and Accomplishments

Structural Issues:

- Tuition and subsidy are allocated to the academic units (the colleges). The expenses of the academic support areas are funded through assessments charged to the academic units.
- Auxiliaries, University Outreach and Regional Campuses (UORC), and the College of Osteopathic Medicine (COM) are not part of the budget model, but rather will be assessed a fee that will be based on the services used by those areas. The amount of the fee will be updated through a new cost study.

Shared Governance and Focus on Quality:

- Academic quality measures (admissions standards, student characteristics, percentages of credits taught by type of faculty, section size, grade distribution, etc.) are being created to provide sufficient oversight over the workings of the new budget model.

Budget Stability:

- Both two- and three-year averages for revenue attribution have been modeled. The current consensus is to use the three-year averages, at least at the start.
- A "no-change conversion" will be in place as we move to the new budget model. The possible phasing out of the conversion factor will be discussed once its magnitude is known.

Allocation of Revenues:

- A combination of weighted credit hours and headcounts has been modeled. The exact proportion is still being debated. Credit hours have been weighted to reflect the differential costs of instruction across disciplines by using the new taxonomy developed by the state.
- Since tuition is being weighted and the nonresident surcharge is more closely related to the subsidy portion of the total costs of instruction, the nonresident surcharge revenue is being allocated separately through using the subsidy weights as opposed to the tuition weights.
- Success Challenge revenues are being allocated to the appropriate planning unit on the basis of at-risk students served and degrees granted.
- Subsidy is being allocated to the academic colleges as earned according to the new taxonomy.
- Undergraduate scholarships are being netted against tuition to treat them as a general good from which all units benefit.
- Graduate fee waivers are allocated differentially to the units that generate the stipends associated with the waivers.
- The general fee is being linked to specific activities and units. A Student Senate committee to monitor the use of the general fee has been created and is about to become operational.
- Faculty and staff fee waivers are being spread across all units of the University (including Auxiliaries, UORC, and COM) in proportion to their numbers of employees who are eligible to receive the benefit (regardless of whether they are using the benefit currently). This implements fee waivers as a general employee benefit (similar to health care) in which everyone shares equally.

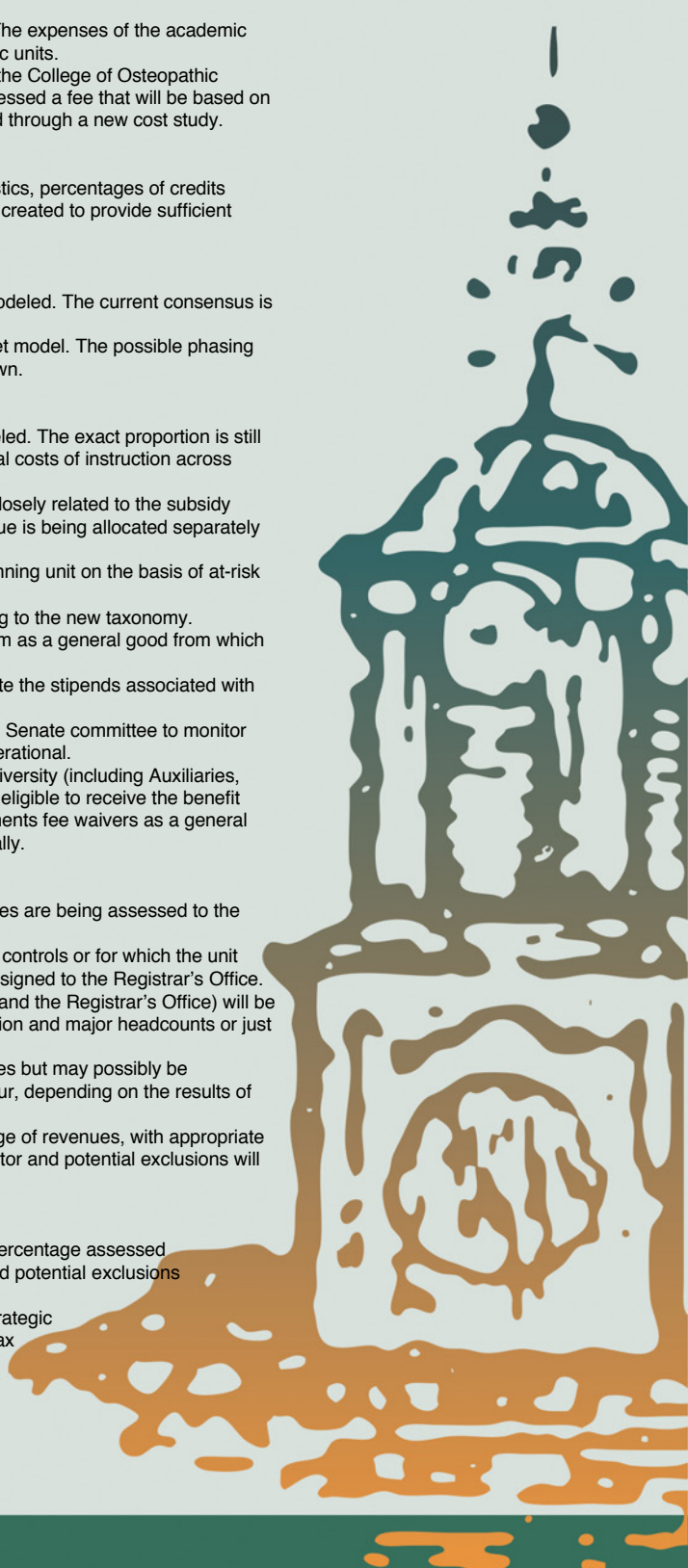
Assessment of Expenses:

- Facilities costs (maintenance, custodial and grounds services) and utilities are being assessed to the units based on net assignable square feet (NASF).
- The NASF for an academic unit will include the classrooms that the unit controls or for which the unit has priority scheduling rights. Centrally scheduled classrooms will be assigned to the Registrar's Office.
- The costs of the Enrollment Services areas (Admissions, Financial Aid, and the Registrar's Office) will be assessed to the academic units on either a combination of weighted tuition and major headcounts or just headcounts.
- Library expenses will probably be rolled into total administrative expenses but may possibly be allocated via a different allocation factor. Further consideration may occur, depending on the results of that modeling.
- Administrative expenses should be assessed to the units as a percentage of revenues, with appropriate exclusions (stipends, research incentives, etc.). The exact allocation factor and potential exclusions will be considered as the modeling in this area occurs.

Funds for Strategic Investment, Reserves:

- Funds for strategic investment are planned to be generated through a percentage assessed on revenues after appropriate exclusions. The exact allocation factor and potential exclusions will be considered as the modeling in this area occurs.
- Funds for the University priorities pool, which would include funds for strategic investment, opportunity hires, etc., will be generated through a central tax assessed on the same basis as that used for administrative expenses.

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Recommendations

• Expansion of Learning Communities

The first three recommendations of the Undergraduate Priorities Team concerned the expansion of learning communities.

#1 Make it possible for all interested students in the first year to be in learning communities.

#2 Expand the provision of learning communities to students beyond the first year on the Athens campus.

#3 Provide learning communities at the all regional campuses.

• Implementation of Learning Outcomes

Four recommendations concerned the establishment of learning outcomes.

#8 Implement learning outcomes for General Education.

#9 Implement learning outcomes for common first-year courses.

#10 Implement learning outcomes for all programs.

#11 Implement learning outcomes for all courses.

• First-Year Experience

As well as #1 and #9 (see above) six other recommendations that affect the first-year experience were made.

#15 Include the philosophy of the first year in the catalog.

#16 Improve the academic challenge of first-year courses.

#17 Broaden use of the common reading.

#18 Plan to enable more Group I faculty to be instructors in first-year courses.

#19 Enhance the quality of academic advising.

#20 Define our undergraduate profile.

If you want to read all 29 recommendations please go to

<http://www.ohio.edu/vision/Implementation-Team-Final-Reports.cfm> or e-mail the team chair David Ingram, ingram@ohio.edu.

Accomplishments

• Learning Communities

We have reached 25% enrollment of the first-year class this year; an intermediate target has been established for all UC undecided freshmen to be in a learning communities; work is under way to establish learning communities at the regional campuses.

• Learning Outcomes

Learning outcomes are being established for all areas of General Education, all other common first-year classes, and all programs.

• First-Year Experience

#15 done. #17 in progress. Enrollment Management Advisory Committee is working on #20.

The Future

- Many of the recommendations in our report are dependent on the establishment of an Office of Faculty Development, where faculty can get: advice on the best practices in teaching and advising, assistance in pursuing scholarship opportunities, and advice on how to efficiently execute their service responsibilities. The provost has committed to fund this office and the search for the new director for the Center of Teaching and Learning is under way.

- In order to enable more students in first-year classes to be taught by tenure-track faculty, we estimated that we need to hire 300 more tenure-track faculty. Other Vision OHIO teams recommended that tenure-track faculty salaries should be brought into line with those of our peers. The provost has decided that salary increases for existing faculty will come first and will be followed by adding faculty to areas that have identified needs.

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