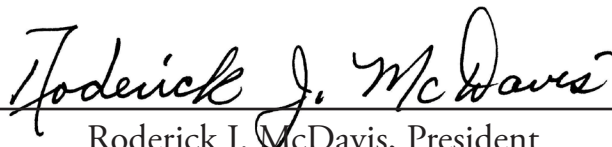


# Vision OHIO

## An Academic Plan for Ohio University



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Roderick J. McDavis, President



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Kathy A. Krendl, Provost

November 17, 2006

# **Vision Ohio**

## **An Academic Plan for Ohio University**

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## **Preface**

In 2004, Ohio University celebrated its two-hundredth anniversary, welcomed its twentieth president, and received recognition as one of the top fifty public universities nationwide for academic quality. The university also launched *Vision Ohio*—an academic planning initiative that is charting a broad course for Ohio University over the next five years.

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

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

On November 10, 2004, President McDavis commissioned the Presidential Task Force on the Future of Ohio University. He charged the task force—chaired by interim Provost Kathy Krendl—with developing a comprehensive academic plan to achieve these goals for the institution.

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

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

## **Document Overview**

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

Section 2 provides a description of the background and rationale for implementing an academic plan. Section 3 provides a more detailed description of the committees and task forces that carried out the planning process and the methods used to communicate information about the planning process and the academic plan. Section 4 details the vision, mission, and guiding principles that form the foundation for the university's

academic plan. Section 5 provides the metrics that will be used to assess the progress that is being made in meeting the summary goals specified in the executive summary.

Section 6 contains the report from the academic priorities committees entitled *The Academic Priorities of Ohio University*. This report details the goals for undergraduate education and the goals and foci for selective investment for graduate education, research, and creative activity. This document also specifies the key criteria to be used in implementing the investment priorities for graduate education and research and creative activity. Section 7 is composed of the four summary reports from the national prominence, diversity, partnership, and resources committees. These reports provide the logic and rationale for the major goals and strategies relevant to the area of responsibility for each committee. Each report provides detailed metrics for each goal specified in that report. Individuals who are interested in more detail regarding the summary goals and metrics listed in section 5 and a discussion of concerns, issues, and observations regarding each area are directed to the committee reports. Finally, section 8t provides appendices that contain specific and detailed information mentioned in the various committee reports.

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 1**

#### **Executive Summary**

##### **Rationale**

A confluence of factors has made it imperative that Ohio University develop and implement an academic plan to guide its decision-making and budgeting processes. The university plans to achieve academic goals that will further improve the quality of education it provides and further enhance the quantity and quality of its scholarly output thereby sharpening and enhancing the university's national prominence. The university also desires to become more effectively engaged in developing solutions to problems facing the state and region.

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

It is, therefore, imperative that the university make wise and selective decisions that help the institution make progress in difficult environmental circumstances. A well-crafted academic plan will ensure that university resources are used efficiently and effectively and that those decisions made offer the optimal chance for success.

##### **Process**

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

## **Mission, Vision, and Guiding Principles**

### **Recommended Mission and Vision Statement from the Executive Implementation Team 1/13/06**

#### **Mission Statement**

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

#### **Vision Statement**

Ohio University will be a nationally prominent research university recognized for the excellence of its faculty and the balance they strike between teaching and scholarship; for its students' engagement in scholarship, leadership, and international education; for its extensive network of partnerships; for its diverse and inclusive campus; for its loyal and engaged alumni; and for its commitment to addressing society's educational, economic, and cultural challenges.

#### **Original Vision Statement from Committee:**

#### **Vision Statement**

OHIO University will be a nationally prominent research university that engages its students in learning and in society and is recognized for its ability to involve both undergraduate and graduate students in research and creative activities that best serve educational, social, and economic needs. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

#### **Core Values and Guiding Principles**

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

1. Strong undergraduate programs with a liberal arts core are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational, research, and creative mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university, and their integration into both graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives in our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.

6. Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
7. Shared governance—the inclusion of input from all constituent groups is central to our decision-making processes.
8. Our continuing success requires judgments about and selective investment in initiatives that will advance our mission.
9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

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

## **Goals**

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

### **Undergraduate Academic Goals**

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

### **Graduate Education and Research Academic Goals**

- Support high-quality and distinctive graduate education programs that serve the needs of the region, state, and nation. Support the development of programs and policies that prepare graduate students for careers in academic and professional settings.
- Selectively invest in graduate education and research in the areas of
  - Health and wellness
  - New technologies: basic research and development
  - Energy and the environment
  - Social, economic, and cultural development

- Arts and humanities
- Support growth in scholarly activity and research productivity that lead to increased sponsored research, creative activity, and national prominence.

### **Faculty, Staff, and Student Quality and Diversity Goals**

- Recruit and retain exceptional faculty and staff for creating and sustaining preeminent programs of learning, engagement, research, creative activity, and scholarship.
- Provide support to departments, faculty, and staff to develop 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.
- Establish and implement recruitment and hiring practices that lead to an diverse and inclusive academic community.
- Recruit, support, develop, and retain academically talented undergraduate and graduate students.

### **Environment Goals**

- Develop an inclusive, supportive, learning-centered research university environment that encourages all academic and academic support units to work both individually and collaboratively to accomplish the university vision. Foster the development of faculty, staff, and student orientation programs to support such an environment.
- 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 problems related to Pre-K through grade 12 education, economic development, and health issues with special emphasis on those problems relating to Appalachia and underserved populations. Develop a facilitative office to support and coordinate partnerships to solve local, regional, and state problems.
- Develop an environment of inclusiveness in the classroom, campus, and community.

### **Infrastructure Goals**

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

- Implement an approach to evaluating the contributions of academic support units to accomplishing the goals of the academic plan that includes the participation of faculty and specialized consultants.

### **Enhancing National Prominence Goals**

- 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 prominence of the university.
- Develop strategies for identifying, communicating, and marketing all activities of university programs, individuals, and alumni that assist in raising the national prominence of the university.
- Develop strategies to enhance the national prominence of the university through cultural events and competitive athletic programs that demonstrate the scholar/artist and scholar/athlete models.

### **Next Steps**

The completion of this document represents an important—but not final—step in Ohio University’s academic planning process. In fact, some activities will continue throughout the life of the plan. These include the collection of data regarding metrics assessing success in completion of aspects of the plan, the completion of time-specified activities in the plan, and scheduled periodic assessments of the overall planning activities, among others. There are, in addition, a number of specific activities relevant to the completion and initial implementation of the plan. These include

### **Implementation activities**

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

### **The development of necessary policies**

- Development of policies that structure tuition and fees and financial aid in a manner that supports the academic plan by October 2005.
- The review, modification, and/or development of policies that influence the implementation of the academic plan (e.g., carry-forward policy, position control policies, external funding policies, partnership policies, work load policies, promotion and tenure policies). A decision on which policies need review and the timeline for such review should be established by August 2005.
- Development of processes and policies that carefully and thoughtfully reach decisions to decrease or cease funding for activities or units that are not central to the academic plan by June 2006.

### **The completion of necessary analyses**

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

### **The completion of and/or integration with other planning activities**

- Determination of the process for interweaving the academic planning process with the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association, the Campus Master Plan, and with the space utilization, capital planning, and renovation processes by December 2005.

Establishment and implementation of a carefully conceived plan covering all aspects of information technology necessary for the accomplishment of the academic plan by September 2006.

# Vision Ohio

## An Academic Plan for Ohio University

### Section 2 Background and Rationale

Prior to the development of the academic plan, the task force examined existing documents and reports from various committees regarding the university's identity, strengths, and opportunities. In addition, the task force sought information on the external factors that affect future activities of the university. Below is an analysis of the internal and external environments perceived to be important as underpinnings to the development of the academic plan. The intersection of these internal and external factors is where the university faces the most challenges and opportunities and where wise decision making is critical to the future success of the institution.

#### Internal Environment

Key documents reviewed for assessment of the internal environment included

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

Reviews of these documents and early conversations of the task force members revealed five broad themes related to the goals set forth by Dr. McDavis. These five themes, briefly described below, were a key foundation underlying the thinking and debate that resulted in *Vision Ohio—An Academic Plan for Ohio University*.

#### Strengthening Undergraduate Education

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

These intentional experiences could begin as soon as a student makes the decision to attend the university, continue throughout the baccalaureate program, and even extend into the alumni years, thus creating life-long learners. Significant efforts are currently being made to provide intentional engagement experiences for our students, but the results of the 2004 National Survey of Student Engagement (NSSE) inform us that, although our seniors feel quite engaged, the first-year students do not.

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

### **Optimizing Resources**

The second theme related to the need to optimize the university's resources. As state funding for higher education has decreased, Ohio University has managed to maintain stability through careful planning and efforts to control spending. Facing new fiscal challenges, however, the university must take a careful look at how to generate new revenue streams through external funding or through better management of existing resources. The university must be mindful of how the generation of additional resources impacts enrollment management and tuition policy; how the development of an allocation process for human, capital, and financial resources across the university must align with the academic plan; and how improvements in campus efficiencies may be effected. Regardless of the strategy used, a universitywide view is necessary to understand how resources in one area impact those in another.

### **Building Diversity**

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

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

### **Supporting Outreach and Partnership Efforts**

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

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

### **Investing Selectively in Graduate Education, Research, and Creative Activity**

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

It was argued that future investments in graduate education, research, and creative activity should pay special attention to how they will offer a return to the campus, especially in advancing the academic mission of the university. Several of the reports call for a better integration of research and creative activity into

undergraduate and graduate academic priorities and noted that special consideration should be given to interdisciplinary efforts, as trends for external funding favor initiatives that are collaborative in nature.

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

### **External Environment**

The task force also conducted a scan of the external environment to identify factors that could impact the future development and success of the university. This section provides a brief analysis of those trends and issues.

#### **Deteriorating Economic and Fiscal Environment**

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

#### **Lagging Academic R&D Performance**

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

#### **Increasing Tuition, Decreasing Affordability**

Declining state appropriations have forced public colleges and universities to raise tuition at unprecedented rates. Nationally, the average tuition and fees for in-state students at public four-year colleges and universities in 2004–2005 increased 10.5 percent. In Ohio, the average tuition and fees for in-state students in 2004–2005

increased 21.9 percent, the second-highest percentage increase in the United States.

### **Lagging Participation and Graduation Rates**

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

In his February 2005 State of the State Address, Governor Taft cited the participation and graduation statistics for Ohio. Of every ten students who start high school in Ohio, only seven will earn a diploma, only five will enroll in a postsecondary institution. Of those, fewer than three out of ten will complete a bachelor's degree within ten years. Ohio's graduation rate of 70.7 percent is slightly better than the national average. However, for Native Americans and blacks, the rates are the lowest and second-lowest in the nation—22.4 percent and 39.6 percent respectively. Not surprisingly, the racial gaps in graduation rates are among the highest in the nation. For Native Americans, the gap is 53.5 points; for blacks, 36.3 points; and for Latinos, 32.7 points.

### **A Stagnant Pool of Potential Students**

Rates of growth in the traditional eighteen- to twenty-four-year-old population will vary widely across states over the next ten years. Although some states will experience greater than 10 percent growth, Ohio will experience very low growth. The number of public high school graduates in Ohio is expected to increase by only 1.2 percent over 2001–2002. The number of nonpublic graduates is expected to decrease through 2017–2018 to approximately 12,200. The loss of undergraduate students and graduate students from 2003 to 2005 translates to a loss of gross revenue.

### **Shifts in Racial and Ethnic Makeup**

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

### **Continuing Gaps in Participation Rates by Race and Ethnicity**

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

### **Conclusion**

The analyses of the internal and external environments noted above played an important role in the development of *Vision Ohio—An Academic Plan for Ohio University*. These analyses demonstrated the importance of developing an academic plan as well as providing an important context for the development of that plan.

# Vision Ohio

## An Academic Plan for Ohio University

### Section 3 Structure and Process

A key ingredient in successful academic planning is involving the right people. Three major groups of people were involved in this planning process—the presidential task force, expert advisory groups, and academic priorities committees

#### **The Task Force and Expert Advisory Groups**

In forming the presidential task force, President McDavis consulted with the trustees, interim Provost Krendl, vice presidents, campus deans, and faculty, administrative, classified, and student senates. The forty-six-member group included representatives of all major constituencies.

The task force was further divided into five subcommittees: guiding principles, national prominence, diversity, resources, and partnerships. The chairs of these subcommittees constituted the executive steering committee of the task force and met regularly with the provost to build agendas and to provide ongoing guidance for the development of the academic plan. This structural system worked well and kept the committee focused on maintaining steady progress. In addition, the committee was augmented by groups of expert advisors for each subcommittee. The full membership list and other planning documents are available at <http://pages.ohio.edu/president/planningdocs/index.cfm>.

By defining specific roles and responsibilities, the provost ensured that each group was able to work productively and that information was shared with relevant groups. These roles and responsibilities were as follows:

Executive Steering Committee—Served as liaison back to individual goal subcommittees; worked with co-chair of individual goal subcommittee to gather and distribute information; coordinated efforts with the expert advisory group to move subcommittee work to completion by targeted deadlines; advised task force chair on goal subcommittee and expert advisory group progress; coordinated subcommittee work; coordinated preparation of draft report

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

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

Expert Advisory Groups—Identified existing documentation; assessed strengths and weaknesses of current situation; identified opportunities and

barriers to success; recommended possible solutions for consideration by goal subcommittees

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

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

### **Academic Priorities Committees**

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

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

### **Communication and Outreach**

The process incorporated several options for participation during the development of the draft document in Winter and Spring Quarters 2005. All regular meetings of the task force were recorded and made available on streaming video at <http://streaming.cns.ohiou.edu/PTF/archives/20050316.shtml>. Documents were posted to the task force Web site as they were released by the authoring committee. Links to this Web site were made available on the president's and provost's home pages. The task force and subcommittees used Blackboard to share documents and to enhance communication when there was not time for face-to-face meetings. The task force, as well as some of the individual committees, held open forums on the Athens campus. Members of the task force, the Mayor of Athens and the County Commissioners also hosted a town meeting at the Athens Community Recreation Center to discuss the plan with members of the Athens community.. The provost hosted a videoconference for regional campus faculty and staff. She also met with various units on campus to report on the process and to gather input. Press releases and stories appeared in local media.

When the draft document was completed and posted to the web site, an electronic forum was established to encourage discussion of the document during the summer months. In addition, a series of open forum discussions was scheduled to focus on the proposed budgeting process, as outlined in the Resources Committee report, and the Undergraduate and Graduate Priorities reports. Again, these discussions, held in July and August 2005, were available on steaming video from the Provost's web site for those who were unable to attend the meetings. More than 300 faculty and staff participated in the face-to-face meetings.

Early in Fall Quarter, each academic department or school submitted a response to Vision Ohio. These documents addressed existing areas of programmatic excellence; they pointed out ways in which each department or school could contribute to the goals of Vision Ohio; they identified barriers to realizing the institutional goals set forth in Vision Ohio; and they proposed suggestions about how to implement the plan. During September and October, the provost met with each academic unit to discuss the individual department and school response documents.

Each regional campus also hosted a session with the provost to raise questions, make suggestions, seek clarification, and explore the implementation process for moving Vision Ohio forward during Fall Quarter 2005. In addition, the provost scheduled meetings with Graduate Council, Classified Senate, and Administrative Senate and held open meetings with staff across the institution. Similar discussions involved student groups and presentations to both Undergraduate and Graduate Student Senates. The provost also presented the Vision Ohio plan to the Ohio University Foundation Board, the Board of Visitors in the College of Business and the Board of Visitors in the Russ College of Engineering. Total participation in the Fall Quarter meetings included more than 600 faculty, staff, and students and more than 100 alumni.

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 4**

#### **Mission, Vision, and Guiding Principles**

#### **Recommended Mission and Vision Statement from the Executive Implementation Team 1/13/06**

##### **Mission Statement**

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

##### **Vision Statement**

Ohio University will be a nationally prominent research university recognized for the excellence of its faculty and the balance they strike between teaching and scholarship; for its students' engagement in scholarship, leadership, and international education; for its extensive network of partnerships; for its diverse and inclusive campus; for its loyal and engaged alumni; and for its commitment to addressing society's educational, economic, and cultural challenges.

#### **Original Vision Statement from Committee:**

##### **Vision Statement**

OHIO University will be a nationally prominent research university that engages its students in learning and in society and is recognized for its ability to involve both undergraduate and graduate students in research and creative activities that best serve educational, social, and economic needs. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

##### **Core Values and Guiding Principles**

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

1. Strong undergraduate programs with a liberal arts core are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational, research, and creative mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university, and their integration into both graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits

- from our commitment to international education and the inclusion of global perspectives in our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
  - 6 Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
  7. Shared governance—the inclusion of input from all constituent groups is central to our decision-making processes.
  8. Our continuing success requires judgments about and selective investment in initiatives that will advance our mission.
  9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

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

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 5**

#### **Summary Goals and Metrics**

The major goals of Ohio University's academic plan and accompanying metrics are listed below. More specific and detailed goals and metrics for the areas below are found in the document entitled *The Academic Priorities of Ohio University* and reports of the national prominence, diversity, partnership, and resources committees located in section 7 of this document. Additional specification of the metrics noted below, especially those marked with an asterisk, is an important next step in the academic planning process. Following final specification of the metrics, an annual report will be published indicating current status on the specified metrics.

#### **Undergraduate Academic Goals**

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

- Develop a means of assessing the number of students participating in service learning activities by fall 2006, assess annually the number participating, and meet the goal of 25 percent participation by 2010\*
- After a partnership office is established, monitor the number of students participating yearly in partnership activities.

### **Graduate Education, Research, and Creative Academic Goals**

- Support high-quality and distinctive graduate education programs that serve the needs of the region and state. Support the development of programs and policies that prepare graduate students for careers in academic and professional settings.
  - Compare annually stipend and fee levels of graduate students to those of peer institutions and meet the goal of reaching the mean of peer institutions by fall 2010\*
  - Assess annually GRE scores of entering graduate students and meet the goal of raising the percentile rank by 5 percent by fall 2007
  - Assess annually the percentage of underrepresented students , compare to other institutions in the state and to peers, and meet the goal of reaching the mean of peer institutions by fall 2008
  - Monitor the number and effectiveness of programs developed or modified to respond to issues of economic development, K–12 enhancement, and health in the region or state
  - Assess the average national percentile ranking of all of our graduate programs in the *U.S. News and World Report* annual rating of graduate programs and meet the goal of raising the percentile by five points by 2010
- Selectively invest in graduate education, research, and creative activity in the areas of
  - Health and wellness
  - New technologies: basic research and development
  - Energy and the environment
  - Social, economic, and cultural development
    - Establish a funding mechanism for selective investment and implement the first funding cycle by October 2005\*
    - Assess annually the number and dollar amounts of grants obtained by selectively funded programs in the above areas\*
    - Monitor state, national, and international recognition for initiatives in these areas\*
    - Assess the average national percentile rankings of graduate programs in these areas in the *U.S. News and World Report* annual rating of graduate programs and meet the goal of raising the percentile rank by 10 points by 2010\*
- Support growth in scholarly and creative activity and research productivity that leads to increased sponsored research and national prominence.

- Assess annually the research and sponsored funds from federal and state agencies per faculty member and meet the goal of an increase of 7 percent per year over the next five years
- Track the National Research Council faculty quality ratings and meet the goal of raising our ratings by 5 percent over the next ratings cycle\*
- Assess annually the productivity per faculty member in activities that include publications in refereed journals and adjudicated presentations and meet the goal of a 5 percent increase by 2008\*

### **Quality, Diversity, and Prominence Goals for Faculty, Staff, and Students**

- Recruit and retain exceptional faculty and staff to create and sustain preeminent programs of learning, engagement, research, creative activity, and scholarship.
  - Monitor faculty and staff retention rates
  - Compare salary and compensation with peer institutions and meet the goal of raising our percentile rank among peers by 15 points by 2010
  - Establish a process to identify and monitor impediments to successful recruitment of faculty and staff by fall 2006 and monitor such impediments annually\*
  
- Provide support to departments, faculty, and staff to develop nationally prominent teachers, scholars, and researchers and foster policies that support the accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities
  - Initiate and monitor faculty and staff development programs in instruction, research, creative activity, and grant submission by fall 2006
  - Develop policies on compensation increases, promotion and tenure guidelines, and related policies that reward accomplishments in discovery, learning, and engagement by fall 2007
  - Establish a process to encourage faculty to apply for national teaching and creative and scholarly awards and to encourage staff to apply for national recognition awards in their professional areas by January 2006, annually assess the number of such awards attained, and meet the goal of a 20 percent increase by 2010\*
  
- 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 allows the university to compete in the recruitment of such students by January 2006\*
  - Establish a comprehensive hiring program with the president's Faculty Diversity Hiring Program as the foundation and with appropriate incentives by fall 2006

- Annually over the next five years increase women faculty by 3 percent, minority faculty by 1 percent, minority academic support staff by 2.3 percent, women academic support staff by 2.2 percent, and classified minority staff by 2 hires
  - Annually over the next five years increase African American students by 2 percent and Latino students by 1 percent
  - Increase the African American and Latino student retention rates by 2 percent by 2006–2007 and the graduation rate by 2 percent in 2005–2006
- Strategically recruit, support, develop, and retain academically talented undergraduate and graduate students
  - Monitor annually the reasons undergraduate and graduate student applicants decline Ohio University's admission offers to attend other institutions\*
  - Conduct an annual assessment of the enrollment management and financial aid strategies to assess their impact on recruitment of talented students

### **Environment Goals**

- Develop a supportive, learning-centered research university environment that encourages all academic and academic support units to work both individually and collaboratively to accomplish the university vision. Foster the development of faculty, staff, and student orientation programs to support the development of an inclusive, supportive, learning-centered environment.
  - Establish and conduct a biannual survey of faculty and staff regarding the quality of support from all university units toward accomplishing the academic plan by March 2006 and use the results to improve operational procedures\*
- Develop and sustain an environment of engagement in which students, faculty, staff, and alumni are supported and encouraged to participate in the solution of community, region, and state problems related to Pre-K through grade 12 education, economic development, and health issues, with special emphasis on those problems related to Appalachia and underserved populations. Develop a facilitative office to support and coordinate partnerships to solve local, regional, and state problems.
  - Annually monitor the number of partnerships, number of participants, and level of satisfaction in each of the three major areas of partnerships—education, health and environment, and economic development\*
  - Conduct a survey of faculty, staff, and selected constituents to evaluate the effectiveness of engagement activities and processes\*
  - Annually assess the record of technology transfer and income generated from the university technology office
  - Assess the full time equivalent (FTE) faculty involvement in engagement activities and the involvement of students in service learning and meet the goal of a 5 percent annual increase for each of the next five years\*

- Develop an environment of inclusiveness in the classroom, campus, and
- Administer biannually the inclusiveness and climate survey to determine achievement of environment and climate goals\*

### **Infrastructure Goals**

- Implement a budget allocation process involving a metric-driven accountability system (e.g., a balanced scorecard approach) that links budgeting to the implementation of the academic plan.
  - Implement over a three-year period a recommended budget allocation process that includes developing the metrics, conducting training, and communicating about the system in 2005–2006; implementing a shadow system in 2006–2007, and fully implementing the system in 2007–2008\*
- Implement enrollment management and operational efficiencies and endowment development strategies that support the accomplishment of the academic plan.
  - Develop enrollment management policies, including academic enrollment targets for determining the pattern, mix, and number of students in undergraduate and graduate programs by December 2005\*
- Establish and implement an information technology infrastructure involving both instructional and academic support computing capabilities that facilitates the accomplishment of the academic plan.
  - Establish a time table and priority listing for additions and modifications in both academic support and instructional computing environments by March 2006\*
- Establish academic support structures that facilitate the accomplishment of the academic plan, including an oversight office that coordinates all diversity and inclusiveness efforts.
  - Develop a plan for an academic support structure that includes an oversight office coordinating diversity and inclusiveness efforts and implement the plan by December 2005\*
- Implement an approach to evaluating the contributions of academic support units to accomplishing the goals of the academic plan, one that includes participation of faculty and specialized consultants.
  - Develop a plan for evaluating the contributions of support units to the academic plan by March 2006\*

### **Enhancing National Prominence Goals**

- 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 prominence of the university
  - Establish a process to encourage faculty to apply for national teaching and creative and scholarly awards and to encourage staff to apply for national recognition awards in their professional areas by January 2006, annually assess the number of such awards attained, and meet the goal of a 20 percent increase by 2010\*

- Assess the number of nationally competitive awards earned by undergraduates and meet the goal of reaching the fiftieth percentile of our peer institutions by 2010
  - Assess annually the number of nationally competitive awards earned by graduate students and meet the goal of a 10 percent increase by 2008\*
- Develop strategies for identifying, communicating, and marketing all activities of university programs, individuals, and alumni that assist in raising the national prominence of the university.
  - Assess the number of companies and employers selecting the university as a “recruiters’ choice” for graduates\*
  - Assess annually the participation rate of alumni in gifts to the university and meet the goal of raising the rate by 1 percent per year to a target rate of 20 percent
- Develop strategies to enhance national prominence of the university through such activities as cultural events and competitive athletic programs that demonstrate the scholar/artist and scholar/athlete models.
  - Monitor national recognition for outstanding cultural events involving Ohio University faculty, staff, and students\*
  - Assess overall ratings of men’s and women’s athletic programs in the MidAmerican Conference (MAC) and meet the goal of being in the top two by 2010
  - Assess graduation rates of student athletes and meet the goal of being in the top five national public universities annually

NOTE:

Though the previous sections of the Vision Ohio plan have been edited to reflect changes in the document based on responses and suggestions emerging from meetings with faculty, staff, students, and alumni, the remaining documents were prepared by the individual committees of the task force and have not been altered since they were submitted in June 2005. In the editing process we have made changes only in the style and formatting of these committee reports, so that they will remain as they were originally written by the respective committees. However, as the discussions of Vision Ohio and the various committee recommendations continued through the summer and into fall 2005, many adjustments in the original committee recommendations were proposed. Rather than making changes in the committee reports themselves, the decision of the Executive Implementation Team was to refer the original reports to the respective implementation teams and charge them with responsibility for reviewing the individual committee recommendations and determining what changes would be necessary to the successful implementation of the Vision Ohio plan. Thus, the following committee reports stand as they were originally written in spring 2005, despite the fact that subsequent discussions in open forum meetings, academic meetings, and further deliberation by the implementation teams have resulted in some changes in various aspects of the reports.

# Vision Ohio

## An Academic Plan for Ohio University

### Section 6

#### The Academic Priorities of Ohio University

##### Preamble

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

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

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

Ohio University’s *philosophy* is that education must be a lifelong enterprise involving study, reflection, and self-examination. The institution is dedicated to fostering disciplinary and multidisciplinary approaches to topics and issues to ensure that students graduate with a love of learning and the knowledge, skills, and experiences essential to be independent learners. Ohio University’s *values* are manifest in its inclusive scholarly communities where differences are embraced and where the normative expectations are

personal responsibility, engagement in learning within and beyond the classroom, and support for others' aspirations and accomplishments.

## **Undergraduate Academic Priorities**

### **Outcomes of Undergraduate Education**

An assessment committee was formed in academic year 2003–2004 and charged with collecting the *learning outcomes* that departments and schools had identified for their majors. The committee reviewed the assembled outcomes and then distilled them into four categories: breadth, depth, competencies, and engagement. The breadth category emphasized that our students should understand concepts within and applications among the humanities, social sciences, physical sciences, applied sciences, and the arts. The depth category emphasized that our students should demonstrate knowledge of a discipline, including its content, theories, modes of inquiry, interpretations, communicative practices, and ethical standards. The competencies category emphasized that our students should develop the abilities to write clearly, speak eloquently, reason mathematically, think logically and critically, work collaboratively, and use technology appropriately. Finally, the engagement category emphasized that our students should appreciate the value of other cultures, diversity, civic participation, ethical responsibility, aesthetic sensibility, leadership, lifelong learning, and the life of the mind. These categories and their specific subelements, along with William Cronon's essay "Only Connect: The Goals of Liberal Education," inform the overarching statement of learning outcomes for undergraduate education at Ohio University that follows.

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

### **Goals for Undergraduate Education**

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

mathematical/logical reasoning. Ideally, the common reading each year would be linked to the theme for the writing and speaking courses.

During their first year, then, students will take a set of courses that will furnish them with the knowledge and skills necessary to participate in the scholarly community. These courses may be specific to their discipline and/or may support the general education requirements of their college or the university. The aim is that first year students will acquire, along with the requisite knowledge and skills, the habits of mind and appetite for academic challenge that will position them to excel in subsequent years. Ohio University will undertake comprehensive assessment of the extent to which the learning outcomes specified in these courses are achieved.

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

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

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

The aims here, from the first year forward, are to develop personal responsibility as a guiding campus value, to stimulate students to think deeply about collective responsibility, and to engage students intensively in study and discussion of cultural differences. For both the second and third goal, the assessment challenge could be met by requiring all students to initiate and maintain a personal electronic portfolio (PEP) in which they document what they have learned, select exemplars of their written work, describe their involvement on campus, engage in self-assessment, and specify goals for

the future with respect to learning, civic engagement, personal responsibility, service, and diversity. Ideally, all first-year students would meet with their academic advisors at the end of the spring quarter to review their portfolios and to receive recommendations for the sophomore year.

### **Accomplishing Undergraduate Goals**

All three of the above goals assume that the first year is critical in shaping students' understanding of academic expectations and in preparing students for increasingly higher-level work in their second, third, and fourth years. National research confirms that students form study habits in their first year that continue during their undergraduate education: therefore, it is critical both to challenge them with rigorous and intellectually engaging first-year courses and to ensure that their courses in the remaining three years are even more rigorous and engaging.

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

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

Making funding decisions about these and other initiatives should occur simultaneously with the launch of broad-based conversations about how to reconcile the need to maintain the decentralized culture of the institution with the competing need to engender a greater sense of collective

responsibility among key stakeholders for the future success of Ohio University. The tension between these needs is perhaps the most serious threat to achieving the undergraduate goals and learning outcomes outlined above, which is why it is necessary to start a series of conversations focused on how to resolve this tension in ways that benefit the university. For these conversations to be fruitful, they must confront thorny issues such as how promotion and tenure documents and work load policies could be altered to encourage and reward faculty who choose to concentrate on teaching and advising; how to enhance shared governance and thereby create a more inclusive framework for institutional decision making; how to improve the extant general education program; and how to foster more interdisciplinary partnerships in teaching, scholarship, and creative activity.

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

## **Graduate Education, Research, and Creative Activity Academic Priorities**

### **Role of Graduate Education, Research, and Creative Activity**

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

### **Supporting Distinctive Graduate Education**

The enhancement of graduate education, research, and creative activity will require several types of investments. Increasing the quality of all graduate programs requires that the university provide them with higher-quality central services. These services include graduate student recruiting, ongoing training and professional development of graduate

students, and funding for student research, creative activity, and scholarship. Recruiting and retaining the best graduate students from around the world requires increased stipend levels and reduced student fees to make our offers comparable to those of competing institutions. Once students are enrolled in our programs, we need to ensure that they have access to the full range of resources that they need to succeed. Especially critical are flexible English language instruction (including the development of speaking, listening, and writing abilities) as well as skills in critical thinking and inquiry. All of these are necessary to ensure that our students are well prepared for the rigors of graduate study.

The success of our graduate students also requires that students have the opportunities and support necessary to realize their career objectives. For those graduate students seeking academic careers, we need to provide the training necessary to become world-class teachers. Support for graduate student research, creative activity, and scholarship needs to be increased internally and externally, and we need to assure the widest possible dissemination of this research and creative activity through publication, participation in regional and national conferences, and performances and presentations.

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

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

### **Foci for Selective Investment in Graduate Education, Research, and Creative Activity**

Although it is important that we provide overarching support for quality graduate education, research, and creative activity, it is also essential that Ohio University identify initiatives for special investment. To do so will move the university to a more prominent position among peers, foster partnerships, and increase external funding. In addition, such investments build a strong foundation for distinctive graduate education, research, and creative activity. The areas selected for investment need to be built upon existing areas of

strength and national recognition, provide service and support to meet the needs and goals of the region and state, and offer the opportunity to enhance the support of the university. Multidisciplinary initiatives will need to play a prominent role in the areas selected for investment because this makes optimal use of faculty and staff from many departments and schools, allows the development of a critical mass of individuals to enhance the possibility of success, and provides opportunities for synergies that go beyond specific projects.

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

**Health and wellness**

**New technologies: basic research and development**

**Energy and the environment**

**Social, economic, and cultural development**

**Arts and Humanities**

### **Criteria for Implementing the Investment Priorities for Graduate Education, Research, and Creative Activity**

Fostering a distinctive graduate education, research, and creative emphasis for the university as part of the academic plan necessitates funding decisions at many levels. The following criteria should guide those investment decisions. Although few proposed investments will meet all the criteria, the more criteria that can be met, the stronger the case for a proposed investment will be considered to be.

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

#### Criterion of Excellence

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

### Criteria of Opportunity

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

### **Procedures for Determining and Implementing Strategic Investment Priorities**

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

Consequently, we recommend that a standing Graduate Education and Research Board be established in summer 2005. The purpose of the board will be to select a few programs (ideally two or three, and no more than five) for strategic investment of centrally controlled resources. Investment decisions will be made every two years. The board also will design and implement procedures for selecting programs and deciding where, how, how much, and why to invest; will develop criteria and mechanisms for continuous assessment; and will identify and respond to emerging opportunities. Membership of the board should include the vice president for research; the associate provost for graduate studies; four deans from colleges with graduate programs (with a rotation cycle that ensures that all deans from colleges with graduate programs will serve a two-year term over a four-year period); and five faculty, including one representative from the Graduate Council, one representative from the Council for Research, Scholarship, and Creative Activities, and three faculty at large with the proviso that all colleges with graduate programs will have at least one faculty or dean representative.

Because it is important to identify promising areas that might be cultivated or explored for future growth and investment in graduate education, research, and creative activity, we recommend that the Graduate Education and Research Board canvas the entire university community for potential graduate education, research, or creative areas that

might be considered for further development. We recommend that this process be done every two years.

# Vision Ohio

## An Academic Plan for Ohio University

### Section 7 Committee Reports

#### National Prominence Committee Report

**Definition:** The National Prominence Subcommittee defined prominence as “distinction, notability, or reputation.” Thus, the committee focused on the development of goals that will substantiate the distinctive and distinguishing qualities of Ohio University as a learner-centered research university.

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

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

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

1.1 Develop an academic plan that will move Ohio University forward in its commitment to excellence in teaching.

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

- 1.2 Establish a close working relationship between faculty and students through advising, mentoring, and bringing research, creative activity, and scholarship into the classroom.
  - 1) Department-based assessment of teaching and learning and student surveys (e.g., involvement, advising) will yield information reflecting how well faculty are meeting this goal.
- 1.3 Ensure enough places in the academic curriculum where student-teacher ratio is small enough to guarantee a strong sense of community and deep intellectual engagement by all participants.
  - 1) Institutional research trend data on student-faculty ratios in each academic department and on average section size will yield quantitative data reflecting student-teacher ratios. National Survey of Student Engagement (NSSE) data will yield trend data on students' perspectives of opportunities to interact with faculty.
- 1.4 Make university libraries the pulse of the main and regional campuses, where large numbers of faculty and students work both independently and collaboratively on research, scholarship, creative activity, and intellectual inquiry of all kinds.
  - 1) Library assessments and utilization studies for the Athens campus and regional campuses, in the aggregate and separately and the Association of Research Libraries rank and benchmarks will yield continuous improvement information to libraries staff.
- 1.5 Foster synergy among units such as academic affairs, student affairs, alumni affairs, and the academic support units in furtherance of the academic mission of the university.
  - 1) The following methods should be used to demonstrate that synergy is occurring: academic program and nonacademic program review; monitoring of annual reports (if available); surveying of key participants on cooperative or collaborative activities; analysis of social networks.
- 1.6 Continue development of the first-year experience, learning communities, student intervention programs, student orientation, and other programs designed to foster success for students, including women, minorities, and other at-risk populations.
  - 1) The First-Year Assessment Committee is developing a plan to evaluate the first-year experience and to track student success and retention. Assessments of the first-year experience; assessments of learning

communities; tracking of student GPA, probation, and retention rates; student surveys (Involvement Survey, NSSE); and intervention follow-up studies will provide information about how well Ohio University is meeting the needs of its students.

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

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

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

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

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

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

- 1) Assess university core curriculum through periodic systematic reviews, at least once every seven years.
- 2) Assess institutional research data from student satisfaction and outcome surveys.
- 3) Review student portfolio assessments, looking especially at diversity and multiculturalism, global activism and citizenship, and interdisciplinary education.
- 4) Conduct content analysis to be monitored systematically by the University Curriculum Council. This research will entail requesting and analyzing the content of electronically submitted syllabi and new course

proposals.

5) Track student participation in global activism, citizenship, multicultural events, and related programs.

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

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

- 3.1 Review the university's infrastructure to ascertain whether the current structures effectively encourage and support the development of stellar graduate, research, and creative programs and, where necessary, make changes to improve outcomes.
  - 1) Analyze the structure of graduate education at peer institutions.
- 3.2 Aggressively recruit the top graduate students from around Ohio, the nation, and the world.
  - 1) Increase the number of graduate applications.
  - 2) Increase the selectivity of graduate programs.
  - 3) Improve the Graduate Record Exam (GRE) scores of the entering class of graduate students.
  - 4) Increase the number of international graduate students.
- 3.3 Provide programs that foster collaborative relationships between faculty and graduate students and that provide ample opportunities to secure research and creative activity funding.
  - 1) Increase the number of applications for external funds submitted by graduate students.
  - 2) Increase the external research and creative activity dollars secured by graduate students.
  - 3) Increase the internal funds available to graduate students.
- 3.4 Invest additional resources to develop nationally prominent graduate, research, and creative activity programs in 1) health and wellness, 2) new technologies: basic research and development, 3) energy and the environment, and 4) social, economic, and cultural development
  - 1) Improve national rankings for these graduate programs.
  - 2) Improve placement of graduates of these programs.
- 3.5 Prepare graduate students for the professorate and/or the professions.
  - 1) Develop a program to prepare future faculty.

- 2) Improve placement of graduates in academic positions.
- 3) Improve career advancement of graduates in academic positions.
- 4) Improve placement of graduates in professional positions.

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

- 4.1 Strategically hire faculty in conjunction with the undergraduate and graduate education, research, creative, and teaching priorities that will yield national prominence for the university.
  - 1) Compare the set of faculty hires each year by discipline or specialty to the priorities established at the university level.
- 4.2 Support departments, programs, and planning units in creating strategic hiring plans that benefit their own and the university's research, creative, and teaching priorities.
  - 1) Develop university-level guidance for the creation of strategic hiring plans and offer technical assistance workshops for unit-level administrators for this purpose.
  - 2) Count the number of departments, programs, and planning units that have had attendees at technical assistance workshops.
  - 3) Count the number of departments, programs, and planning units that implement a strategic hiring plan.
- 4.3 Institute a comprehensive faculty and staff development program that will foster desired outcomes specified in the undergraduate and graduate education priorities, the AQIP (Academic Quality Improvement Program) program, and first-year experience programs. This program should include but not be limited to mentor relationships, faculty writing groups, and colloquia.
  - 1) Assess the current faculty and staff development program opportunities.
  - 2) Count the number of faculty and staff who participate in program activities such as workshops and faculty writing groups.
- 4.4 Provide greater support for outstanding teaching, scholarship, research, creative activity, and leadership opportunities for faculty and staff to contribute to their national professional scholarly community throughout their entire careers at Ohio University.
  - 1) Administer a quantitative survey to measure faculty and staff perceptions of the support provided by the university that enables respondents to make national professional contributions.
- 4.5 Review policies affecting faculty merit evaluation systems as appropriate

to fit the mission and goals of the university in the areas of teaching, scholarly and creative activities, and service.

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

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

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

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

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

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 7**

#### **Committee Reports**

### **Diversity Committee Report**

#### DIVERSITY SUBCOMMITTEE GOALS

##### **Preamble**

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

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

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

##### **Definition**

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

##### **Key Recommendations**

The Diversity Subcommittee identified key diversity recommendations for each of the three areas that the task force addressed: national prominence, partnerships, and resources.

**1. NATIONAL PROMINENCE—*Ohio University will continue to build and maintain a diverse academic community in which tolerance, appreciation, and respect for diversity are guiding norms.***

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

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

Beyond the campus boundaries, an effort should be undertaken to collaborate with other colleges and universities toward the end of improving P–12 education in Ohio. Demographic trends confirm that the number of high school graduates in Ohio will peak in 2015 and then begin to decline. Just as troubling are current high school graduation rates across the state and particularly within poorer school districts concentrated in southern Ohio and urban areas. More troubling still are the even lower graduation rates for African Americans, Latinos, and Native Americans.

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

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

*resources to make progress.*

The overarching and primary recommendation of the Diversity Subcommittee is that Ohio University establish an infrastructure that will involve personnel from the President's Office, the Provost's Office, the Office of Institutional Equity, University Human Resources, the individual colleges, academic programs, Admissions, Financial Aid, Student Affairs, and the Alumni Office. The principal duties of those working within this infrastructure will be to increase the enrollment, retention, and graduation rates of undergraduate and graduate students who belong to underrepresented groups; to increase the hiring and retention of faculty and staff who belong to underrepresented groups; and to monitor and respond to problems related to the university's climate. Providing the staff and resources required to meet such goals, including those related to academic support services and outreach efforts delineated later in this document, is imperative if the university's diversity profile is to be enhanced.

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

#### **Four Areas of Diversity Goals**

The four areas of diversity goals are: faculty and staff; environment and climate; student learning experiences inside and outside the classroom; and student recruitment and retention. These goals are consistent with the recommendations outlined in Sylvia Hurtado's *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*, which is based on a comprehensive national study. (See section 8: Diversity Committee Appendices, Appendix A)

#### **I. Faculty and Staff: *Increase recruitment and retention of faculty and staff who belong to underrepresented groups.***

1.1 Establish a comprehensive hiring program for faculty, academic support staff, and classified staff, with the President's Faculty Diversity Hiring Program as the foundation, that puts in place incentives to planning units for active, successful recruitment of qualified candidates who belong to underrepresented groups. (See section 8: Diversity Committee Appendices, Appendix B)

- 1) Reestablish the funding pool designed to hire spouses and partners, as well as faculty and staff who belong to underrepresented groups, to its 2004 level and enhance it further.
- 2) Establish specific goals for increasing hiring from underrepresented groups and a timeline to achieving these goals. (See section 8: Diversity Committee Appendices, Appendix C.)

- 2.1 Establish a comprehensive orientation, mentoring, and professional development program for newly hired faculty, academic support staff, and classified staff. This orientation should be mandatory and should take place over a series of monthly sessions. Mentoring should not be mandatory, but strongly encouraged, and mentors must be professionally trained and recognized for their efforts.
- 3.1 Establish a hiring program for women faculty and staff that focuses on disciplines and institutional units where women are underrepresented. The term “women faculty” is meant to include women who belong to underrepresented groups.
- 4.1 Establish and conduct an annual assessment that tracks diversity hiring goals and evaluates planning units’ diversity accomplishments.

**Metrics:** See section 8: Diversity Committee Appendices, Appendix C, for specific targets related to goals

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

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

- Use a multiphased approach with an emphasis on outreach initiated by the university to build and support a diverse campus and a welcoming Athens and regional climate.
  - Develop partnerships with local government agencies, business groups and others to foster ongoing dialogue to increase awareness of the value of diversity. Offer specific and concrete incentives for innovative ways and means of accomplishing this goal.
- Facilitate creation of an institutional environment that promotes learning about diversity and that recognizes an inclusive and dynamic definition of diversity.
- Establish a timeline and an accompanying budget for making the physical environment of the campus accessible to all visitors and all members of the university community.
- Integrate international undergraduate and graduate students more fully into campus life and activities to create the opportunity for intentional interactions and mutual learning between international students and U.S. students.
- Develop a centralized diversity orientation model to be used by colleges and departments for new faculty and staff or existing faculty and staff, one that addresses cultural differences and sensitivities in an intentional effort to improve campus and classroom environments so that they become more welcoming and inclusive for all students and especially for students from underrepresented groups.
  - Include zero-tolerance standards for discrimination and sexual

harassment in all orientation programs for new employees.

- Establish a Women's Center to serve as a catalyst to promote understanding of and action on women's issues in the university and surrounding communities.

**Metrics:**

7. Administer biannually the inclusiveness and climate survey to measure achievement of environment and climate goals.
8. Implement diversity orientation models that qualify as best practices for use in campus orientation activities.

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

- 1) Create and implement a core curriculum that facilitates the attainment of intercultural fluency through systematic and repeated exposure to courses that deal with the concepts and issues of diversity and that encourages students to learn about diversity outside the classroom through participation in Student Affairs programs, Residence Life activities, Education Abroad, and related campus activities organized around diversity.
- 2) Draw on existing diversity and intercultural fluency curriculum immediately.
  - a. Disseminate the survey of diversity-related curriculum in a manner that is readily available and accessible to faculty, students, and advisors.
  - b. Encourage faculty advisors to promote existing diversity and intercultural fluency courses to their advisees.
  - c. Provide funding to departments and schools to advertise course offerings that address diversity and intercultural fluency.
- 3) Charge the Center for Teaching Excellence with the responsibility to create opportunities for faculty to learn how to infuse their courses with diversity concepts and issues and to explore the possibility of formulating a "Diversity Across the Curriculum" program modeled after the "Writing Across the Curriculum" program that then could lead to offering a certificate program in diversity.
- 4) Implement a comprehensive engagement program for all first-year students, including transfer and relocated students, that coordinates student advising, orientation activities, Residence Life programs, retention activities, and community involvement across campus. Students should be encouraged to seek out educational opportunities to acquire intercultural fluency and to learn about cultural difference as it manifests itself domestically and internationally.
- 5) Develop a university message that unifies the activities of all of the programming offices on campus to engage and educate majority

students on campus and coordinate these efforts to market and deliver these activities effectively and efficiently to the diverse needs and interests of all students.

- 6) Facilitate additional training for individuals, such as resident assistants, who can engage first- and second-year students in intentional interactions that will strengthen intercultural fluency through discussions and programming among students from diverse backgrounds in residence hall communities as well as throughout the larger Athens community.
- 7) Recruit and train students from underrepresented groups to serve in leadership positions such as admissions tour guides, student senate members, pre-college advisors, resident assistants, and Greek Life.

**Metrics:**

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

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

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

Charge this office with collaborating with Financial Aid to develop a multiyear funding strategy for multicultural scholarships that will allow Ohio University to be competitive in the market with respect to its goals of increasing the diversity of the student body.

Form partnerships among Ohio University, P-12 schools, and other institutions and organizations for the purpose of recruiting students from underrepresented groups. Such partnerships are vital to the future of the university and should include high schools, middle schools, and possibly primary schools in order to associate Ohio University with students of

all ages and to strengthen networks within the state. Few such partnerships now exist. The number of these partnerships with schools and organizations should increase each year.

**Metrics:**

- 2) Establish specific goals for increased recruitment and retention of underrepresented students. (See section 8: Diversity Committee Appendices, Appendix C.)
- 3) Conduct an annual assessment of progress on initiatives intended to increase enrollment and graduation rates of underrepresented groups. (See section 8: Diversity Committee Appendices, Appendix C.)
- 4) Survey Ohio University's existing partnerships to ascertain their potential relationship to the diversity goals of the institution. (See Partnership Committee Report.)
- 5) Conduct an annual assessment of the enrollment management and financial aid strategies intended to address the needs of underrepresented groups to measure progress.

**Concerns, Issues and Observations:**

Within each of the above goals, there lie challenges. Among these are coordination and accountability. Coordination of diversity efforts require a network of interrelated, focused and thoroughly articulated initiatives. Such coordination demands effective leadership. Funding to support diversity initiatives will be critical to realizing diversity goals. Equally important to progress is persistent follow-through and follow-up. Here again, leadership plays a key role. With regard to accountability, an approach to assessment must reflect the comprehensive and multifaceted nature of these goals. Annual assessment results should be communicated thoroughly and effectively to the campus and community.

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 7**

#### **Committee Reports**

### **Partnership Committee Report**

#### **Introduction**

Public universities historically have played a noble role by serving the needs of society through equal access to higher education and through service to the community and nation. This is an appropriate role, given that public universities were established by public action and supported through general taxation for the benefit of all society.<sup>1</sup>

The social contract between the public and the university has been undergoing change. State governments are requiring public universities to assume additional roles such as revitalizing K–12 education, assisting in economic and community development, providing models for multicultural society, and preparing the way for internationalization.”<sup>2</sup>

Ohio University has long recognized its own unique role in Appalachia Ohio. We have a long tradition of working on promoting human, economic, and cultural development in Appalachia Ohio and in the state as a whole.

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

The Kellogg Commission on the Future of State and Land-Grant Institutions, has concluded that public universities must move beyond service and outreach programs to “engagement.” This involves redefining teaching, research, creative activity, and service programs to become “more sympathetically and productively involved with their communities.”<sup>3</sup>

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

## **Goals**

Ohio University will strengthen the scope and effectiveness of its commitment to helping Appalachia Ohio in the areas of Pre-K through grade 12 public education, economic development, and health issues. A more detailed description of what is included in these regional strategic thrusts is given below.

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

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

## **Regional Strategic Thrusts**

### **Education**

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

Assist in the improvement of K–12 instruction, including teacher preparation and principal and superintendent training.

Assist in the improvement of adult literacy programs for the region.

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

### **Health and Environment**

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

Continue to develop internal cross-college and discipline-based research by expanding the role of the Rural Health Institute and related initiatives and offices.

This includes the Colleges of Health and Human Services, Osteopathic Medicine, Arts and Sciences, Engineering, and Communication  
Maintain through free clinics community health services to the region such as health screening and immunization.  
Expand university research on diseases that are prevalent in this region, such as cardiovascular disease and diabetes.  
In conjunction with state and federal partners, work to preserve, restore, and enhance a healthy natural environment, including terrestrial and aquatic ecosystems.  
Promote sustainable development both on and off campus by encouraging design, planning, and building practices that reduce energy consumption and waste and that use locally produced goods and services.  
Continue to encourage multidisciplinary research in the fields of energy, environment, and economics and encourage the development of new markets for products and services in these fields.

### **Economic Development**

Expand the number of technology transfer agreements and the dollars generated.  
Expand the business technical assistance program that includes assistance to start-up and existing businesses and provide economic development assistance to communities in the eighteen counties in this region.  
Through Regional Higher Education Workforce, expand the training and development programs.  
Continue to provide research and technical assistance in the areas of highway construction and energy research.  
Build the capacity of local nonprofit and government agencies through  
    Leadership training  
    Facilitation of planning and implementation  
    Sharing of best practices.  
Serve as a liaison among state agencies and organizations in the region (e.g., Governor's Office of Appalachia (GOA), Ohio Department of Job and Family Services (ODJFS), Appalachian Regional Commission (ARC)).

### **Strategies and Recommendations**

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

Responsiveness—Are we carefully listening to the communities, regions, and states we serve? Are we asking the right questions and offering the right services?  
Respect for partners—The Kellogg Report emphasizes that the purpose of an engaged university is not to simply provide knowledge to the community but to encourage joint academic-community definitions of problems, solutions, and success.

Accessibility—Public universities are very confusing to outsiders. We need to find ways to help potential partners identify the right people within the university.  
Coordination—Ensure that the university and all relevant communities understand what efforts each has planned or under way in order to reduce duplication and competition.

The purpose of this evaluation is to find ways “to move beyond outreach and public service to a new conception of ‘engagement’ with the community, new ways of moving the university’s expertise and resources off campus, and at the same time, receiving input and expertise from the community in ways that serve(d) both institutional and community needs.”<sup>4</sup>

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

Preliminary research found that many state flagship universities have developed a facilitative office that reports to the provost or president. This office assists members of the university and region in developing partnerships and recommends policies and procedures that foster and assist faculty, departments, and colleges in carrying out multidisciplinary research, creative, and outreach activities. This office also serves as a data clearinghouse, collecting information about outreach programs and disseminating that information to the university’s constituents.

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

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

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

Part of this issue is the need for the institution to develop incentives to encourage faculty and student participation. The Kellogg Commission recommends that we examine two issues—rewarding faculty for their contributions to engagement and finding ways to

encourage departments to make engagement part of their collective responsibility. This also applies to finding ways to encourage departments and colleges to become more collaborative and more involved with other departments across the campus.

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

d) *Communication*—Ohio University must develop a coordinated communication strategy to inform the university’s various constituents—including the public—about the resources and programs that the university offers and how they can be used to help solve the problems of the region and state.

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

## **Metrics**

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

In addition to measuring the partnerships, the university should also measure its progress in accomplishing the new strategic thrusts so that our partners, constituents, and the public understand how well we are doing. We will have to develop detailed measures of institutional performance in all of the strategic thrust areas: education, economic development, health, diversity, international programs, sponsored research and creative activity, and multidisciplinary programs. Some potential metrics for these areas are noted in section 8: Partnership Committee Appendices, Appendix A.

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

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

1. *The Future of the Public University in America: Beyond the Crossroads*, James Duderstadt and Farris Womack, (2003)
2. *The Future of the University in an Era of Change*. James J Duderstadt. The Association of the Collegiate Schools of Planning, Georgia Institute of Technology College of Architecture. March 7, 1997. Page 11.

3. *Renewing the Covenant—Learning, Discovery and Engagement in a New Age and Different World*, Kellogg Commission, Sixth Report.
4. *Ibid.*

# **Vision Ohio**

## **An Academic Plan for Ohio University**

### **Section 7**

#### **Committee Reports**

### **Resources Committee Report**

#### **INTRODUCTION**

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

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

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

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

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

## **GOALS, STRATEGIES, AND METRICS**

### **Budget Allocation Process**

The budget allocation process is built on the assumption that resources should be matched with priorities. Each unit must align its goals with the academic plan and must be provided with the resources to accomplish its goals. To The budget allocation process uses the following concepts:

**Metric-Driven Accountability:** To implement the metric-driven accountability approach, the university community should formulate a set of metrics for the university, identifying priorities and strategies and steps toward achieving those strategies, as well as metrics by which to monitor the achievement of its goals. Each unit on campus should formulate its own set of metrics, articulating how its activities will further the university's academic plan. As an example:

Provide a distinctive undergraduate education (university strategic priority)

    Increase participation in residential learning communities (strategy)

        Establish desired benchmark of 35 percent participation by  
        Group I faculty (metric) and 55 percent participation by  
        majors (metrics)

            Increase participation by Group I faculty from 5 percent  
            to 20 percent and by students from 15 percent to 35  
            percent within 12 months (measurable goal)

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

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

**Rebasing:** As a first step in implementing this budget process, the operating budgets of the academic units and the academic support units should be rebased so that they directly support the academic plan. It should be understood that not all academic units will be able to pay their own way.

**Annual reviews and periodic rebasing:** The adoption of a new budget allocation process may cause shifts in resources. In order to assure that those shifts aid in the accomplishment of the academic plan and do not create unintended hardships, annual budget reviews are crucial. Annual reviews are also

necessary to assure that each unit is making progress toward the attainment of the agreed-upon goals in its balanced scorecard. Periodic rebasing of unit budgets may be necessary.

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

The subcommittee envisions a two- to three-year timeline for implementation of this process, with ample time for training and education and for a dry run of the system. A complete description of the budget allocation process can be found in section 8: Resources Committee Appendices, Appendix A, “A Talking Paper Regarding a New Approach to Budget Allocation at Ohio University.

### **Resource Enhancement and Efficiencies**

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

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

- Enrollment and retention
  - Section 8: Resources Committee Appendices, Appendix B: “Enrollment Options for Ohio University”
- Operational efficiencies and revenue enhancement
  - Report of the 2004 Presidential Efficiency Committee:  
[http://www.ohiou.edu/budget/committees/effi\\_report.htmlx](http://www.ohiou.edu/budget/committees/effi_report.htmlx)
  - Report of the 2004 Presidential Revenue Enhancement Committee  
[http://www.ohiou.edu/budget/committees/Rev\\_report.HTMLX](http://www.ohiou.edu/budget/committees/Rev_report.HTMLX)
- Endowment development
  - Section 8: Resources Committee Appendices, Appendix C
- Research expansion
  - Section 8: Resources Committee Appendices, Appendix D: “Accelerating Research at Ohio University and Obtaining Needed Resources”
- IT development
  - Section 8: Resources Committee Appendices, Appendix E: “Information Technology as a Key Enabler of the Academic Plan”

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

## **Concerns**

The major source of additional revenues is, of course, enrollment growth. However, Ohio University has limited capacity for enrollment growth without significant cost increases that would offset additional revenues. Enrollment growth is a complex issue, involving such questions as the graduate to undergraduate ratio; percentage of out-of-state students, and so on. A more complete analysis of these concerns is available in section 8: Resources Committee Appendices, Appendix B and in section 8: Resources Committee Appendices, Appendix F (Expert Advisory Group Matrix).