



**OHIO**  
UNIVERSITY  
Chillicothe Campus

# Faculty Supplemental Instructional Supply Fund

Revised: June 2015

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Upon the recommendation of the Dean, Ohio University-Chillicothe has agreed to initiate a funding program to supplement Group I, II and IV faculty instructional needs.

The intent of this fund is to augment normal program or academic unit operating funds. Funds from this program will be utilized to support the instructional needs of faculty who have depleted their campus discretionary funds but have an immediate instructional need that will support student learning, retention and specific campus academic functions.

For more information or assistance, please contact your Division Coordinator or the Deans Office.

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For purposes of distributing these funds, the Division Coordinators will recommend which faculty proposals from their division will be funded to the Dean.

Based on campus fiscal priorities, the Dean will allocate funds each academic year to the Faculty Supplemental Instructional Support Fund.

There will be two funding cycles (fall and spring semester) each academic year when faculty may request funds. Proposals are due to the Division Coordinator by the end of the fifth week of the semester. Proposals recommended for funding should be forwarded from the Division Coordinator to the Deans Office no later than the end of the seventh week of the semester term. The Dean will make the final determination regarding funding.

The maximum award will be limited to \$1000 per faculty member per academic year. Faculty will be limited to one award each academic year and the funds must be spent within 6 months after they were received. Exceptions must be approved through the Deans Office.

Instructional Support requests recommended by the Division Coordinator provided on the appropriate application form, will be ranked by the Division Coordinators according to the activity's significance.

- High priority, in no particular order:
  - Purchases that directly support student learning, classroom instructional needs and fulfill a campus specific mission such as Student Retention;
  - Purchases that directly support "distance learning" instructional needs and fulfill a campus specific mission such as Student Retention;
- Low priority, in no particular order:
  - Purchases that indirectly support classroom instructional needs; and
  - Purchases that indirectly support "distance learning" instructional needs;

Faculty will be encouraged to submit proposals that do not easily fit into these specific categories. The ranking of these proposals will be at the discretion of the Division Coordinators.