Ohio University Faculty Senate  
Monday, December 7, 2015  
Margaret M. Walter Hall, Room 135, 7:10pm  
Meeting Minutes Summary

MEETING AGENDA

I. President Roderick McDavis and EVPP Pam Benoit

II. Global Strategy—Ji-Yeung Jang, Assoc. Director of Global Affairs & International Studies

III. Roll Call and Approval of the November 2, 2015 Minutes

IV. Chair’s Report—Beth Quitslund

- Updates and Announcements
- **Upcoming Senate Meeting: January 11, 2015**

V. Professional Relations Committee—Sarah Wyatt

- [Revised] Resolution to Revise Language in the Faculty Handbook Regarding the Role of Group III Faculty—Second Reading
- Resolution to Increase the Numbers of Faculty Senators representing Group II and Clinical Faculty—First Reading
- Resolution to clarify the wording on the Early Retirement Policy—First Reading
- Resolution to Revise Language in the Faculty Handbook Regarding Appointment of Chairs—First Reading

VI. Educational Policy & Student Affairs Committee—Ben Bates

VII. Finance & Facilities Committee—Joe McLaughlin

VIII. Promotion & Tenure Committee—Kevin Mattson

IX. New Business

X. Adjournment

I. President Roderick McDavis

- **Topic 1: House Bill 48 Conceal and Carry.** McDavis discussed House Bill 48: Conceal and Carry. Passed on November 17. The Ohio House passed House Bill (HB) 48 on November 17. A similar conceal carry bill was passed by the House in the last general assembly, but it was not passed by the Senate. The senate still needs to take action on HB 48. As of today, the bill has not been assigned to a senate committee for hearings. If passed, HB 48 will allow university boards of trustees to adopt policies permitting people to carry concealed handguns on campus. If a board does not adopt a conceal carry policy for its campus, the bill reduces to a minor misdemeanor the charge, if a license holder illegally carries a handgun on campus. Unlike other conceal carry bills that have been introduced, HB 48 contains permissive language. It leaves it up to each institution’s BOT to set the conceal carry policy for its campus or campuses. HB 48, and what advocacy efforts IUC should consider, will be a topic of discussion at the next IUC presidents’ meeting. University leadership will continue to monitor HB 48 as it moves through the legislative process and provide the board and the Faculty Senate updates.

- **Topic 2: Capital Bill.** McDavis reported that the chancellor has shared the good news with the higher education community that there will be a capital budget this year. McDavis has been asked to serve as a member of the Higher Education Capital Funding Commission. The eight member commission
will be co-chaired by Miami President David Hodge and Lorain County Community College President Roy Church. The commission is charged with reaching a consensus in the higher education community and recommending a list of priority projects for consideration in the capital budget bill. The commission’s first meeting has been scheduled for tomorrow afternoon in Columbus. At this time, the chancellor has not provided the commission a dollar amount as it begins its work. For planning purposes, McDavis believes that the commission will use $404,500,000, which was the amount of state funds that were allocated to the higher education community in the 2013 capital budget.

Topic 3: A Special Thank You. McDavis thanked the Faculty Senate – with special recognition to Chair Beth Quitslund – for the work and effort accomplished with AQIP. McDavis reported that OHIO received positive feedback about the faculty, students, and staff during the exit session with the team. McDavis remarked that accreditation is an important and significant achievement. Chair Quitslund was recognized for her efforts over the past few years. McDavis also recognized the tremendous efforts of Associate Provost for Institutional Accreditation Mike Williford.

Questions and Discussions

- A senator asked for clarification about the HB 48. Specifically, what might OHIO’s policy be if HB comes into effect? McDavis noted that each Board of Trustees first had the option to address the issue (or not) for a vote. However, at this time, McDavis had not spoken to the Board about what they may decide to do. Yet, McDavis predicted that it would be a policy that would be carefully considered at length; OHIO would not rush to implement a policy.
- A senator asked for clarification about the default. McDavis explained that the default is the status quo; there is no policy.
- A senator noted that the rate of gun violence in the United States has gone down and further expressed that headlines tend to be sensational. The desire to walk around armed is more about paranoia. Further, OHIO should make policy based upon facts. McDavis noted that OHIO should have a campus conversation first. Some may honestly believe that we would be safer if we had guns on campus; some may disagree and think that it would be worse. A conversation before making any decision would be appropriate.

I. EVPP Pam Benoit

- Topic 1: AQIP. In a couple of weeks, OHIO will receive a report from the site visitation team that will outline their recommendations. Subsequently, OHIO is permitted to request changes to information that may be factually incorrect. Next, another team will make an independent review based upon only the documents OHIO submitted. The two team recommendations will combine to determine the final recommendations. Provost noted that the site visit went exceptionally well along most of the criteria. The Provost also noted that one issue discussed during the exit interview as an area for improvement was assessment.

- Topic 2: December Commencement. On December 12, OHIO will hold its December commencement. This is the first Fall OHIO commencement since 1969. There are approximately 800 students eligible. OHIO wanted to hold a December commencement due to the number of requests by students. However, this will also be a trial year; OHIO will evaluate interest and success. December commencement will be held this Saturday at 2:00PM; Charles Smith is the keynote speaker. All faculty welcome.

- Topic 3: Governor Task Force on Affordability and Efficiency. The Ohio Governor’s Task Force on Affordability & Efficiency in Higher Education delivered its recommendations to Gov. John Kasich, Senate President Keith Faber and House Speaker Cliff Rosenberger on October 1, 2015. Benoit noted
that there were approximately 30 total recommendations not including two master recommendations (below).

- Master recommendation 1 | **Students must benefit**: Savings and/or new dollars generated from these recommendations must be employed to reduce the cost of college for students. Any other uses must have tangible benefits for the quality of students’ education.
- Master recommendation 2 | **Five-year goals**: Each institution must set a goal for efficiency savings and new resources to be generated through fiscal 2021, along with a framework for investing those dollars in student affordability while maintaining or improving academic quality.

Benoit also mentioned recommendations related to academic issues (below).

- Recommendation 7A | **Education campaign**: Each institution must develop a campaign to educate its full-time undergraduates about the course loads needed to graduate on time.
- Recommendation 7C | **Standardize credits for degree**: Institutions should streamline graduation requirements so that most bachelor’s degree programs can be completed within four years or less and most associate degree programs can be completed in two years or less. Exceptions should be allowed because of accreditation or quality requirements.
- Recommendation 7D | **Data-driven advising**: Institutions should enhance academic advising services so that students benefit from both high-impact, personalized consultations and data systems that proactively identify risk factors that hinder student success.
- Recommendation 7E | **Summer programs**: Each campus must develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity.
- Recommendation 7F | **Pathway agreements**: Ohio institutions should continue to develop agreements that create seamless pathways for students who begin their educations at community or technical colleges and complete them at universities.
- Recommendation 7G | **Competency-based education**: Institutions should consider developing or expanding programs that measure student success based on demonstrated competencies instead of through the amount of time students spend studying a subject.
- Recommendation 8 | **Program review**: Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area.
- Recommendation 9 | **Joint oversight boards**: The state should establish joint oversight boards between co-located community colleges and regional campuses of universities with a mandate to improve efficiencies and coordination while maintaining the differentiated mission of each.

The full report can be found at [https://www.ohiohighered.org/affordability-efficiency/task-force](https://www.ohiohighered.org/affordability-efficiency/task-force).

- **Topic 4: Task Force on Faculty Classification System**: Benoit discussed a newly developed task force about the faculty classification system. Benoit noted that, while most units are making the classification system work, others are having a more difficult time. Chair Quitslund and Provost Benoit identified appointees and sent appointment invitations. The Task Force task force has three charges: (1) inventory the OHIO system and the classification systems of other institutions, (2) solicit feedback about what is currently working and what could be improved to the OHIO system, and (3) draft recommendations to continue, revise, or add classifications. The task force will be co-chaired by Pete Mather and Howard Dewald.

- **Provost Benoit thanked all faculty and the Faculty Senate in particular for a great semester.**

II. **Global Strategy**—Ji-Yeung Jang, Assoc. Director of Global Affairs & International Studies
Topic 1: OHIO’s Pan-University Global Strategy. Ji-Yeung Jang presented information about OHIO’s global strategy. Presentation topics included a review of OHIO’s strategic priorities and its connection to the global strategy, the strategic framework for globalization (vision, mission, and global output), goal for graduates, communication and engagement, common themes that have emerged from conversations with stakeholders, and six university-wide strategic priorities. A copy of the presentation can be found in the Appendix. Additional information can be found online at https://www.ohio.edu/international/Global-Strategy.cfm. The new website for the Office of Global Affairs can be found at https://www.ohio.edu/global/.

Questions and Discussions
• A senator asked about the information that is included in the database. Jang provided examples including total international student enrollment, student place of origin, OHIO language courses, results from the global research survey, and participation in study abroad education. Additional information is available on the website.
• A senator asked Jang to clarify what the Office of Global Affairs is seeking from Faculty. Specifically, what information or feedback is the being requested? Jang responded by indicating that they have made efforts towards hearing from faculty as part of the strategic planning process. However, they do seek input about implementation. Jang mentioned having a database of ideas. They are asking faculty if they see themselves in the strategy. What outcomes might there be? What problems might faculty have? For example, what does it mean to offer global courses? For example, what assessments of global learning can be done? The Office would also like to discuss ideas and interests with faculty.
• A senator asked who to contact if there is someone we know doing global research or coursework. Jang explained that the Office of Global Affairs has already done some research to assess global efforts such as reviewing and tallying the list of classes for international or global references. A senator suggested that the Office of Global Affairs create a forum for faculty to share their experiences, work, etc. that might not seem obviously global from a cursory review of information. Jang also mentioned that we can make sources available to learn how to globalize classroom.
• A senator discussed a Faculty Learning Community focused on global education. The Learning Community is funded through a grant and is working on a handbook entitled Diverse Classrooms and Global Communities. For example, the handbook discusses content such as service learning as well as making global considerations a part of the culture of daily life.

III. Roll Call and Approval of the November 2, 2015 Minutes
• Roll call (Hartman)
• The minutes were approved by a voice vote.

IV. Chair’s Report (Beth Quitslund)
• Topic 1: Updates and Announcements
  • Update from the Registrar’s Office: Grading reminders are resuming this semester. Before the conversion to PeopleSoft, the Registrar’s office generated automated reminder emails about grades that had not yet been submitted. More recently, that functionality has not available in PeopleSoft. Starting this semester, e-mail reminders will be reinstated. The email reminders will begin Monday at 2:00AM and will include a list of all your grades that have not yet been submitted. Additional reminder emails will go out at 2:00AM Tuesday and Wednesday. After all
your grades have been submitted, you will receive a confirmation and thank you email. Although
the vast majority of faculty submit grades on time, we do have a consistent problem with late
grades that affects between 500-600 students each term. Having no grade recorded can cause a
number of problems including (but not limited to) complications with degree conferral or causing
students to be dropped from upcoming courses that have an ungraded course as a prereq.

- **Campus Climate Committees formed.** The Campus Climate Task Force report recommended
that the Provost’s office and the employee senate leadership collaborate in forming three
committees to address high potential actions identified in the report; as a reminder, those areas
were Internal Communications, Professional Development & Departmental Leadership, and
Senior Leadership & Strategic Direction. Invitations for those committees were sent a couple of
weeks ago. Quitslund noted that she believes that the committees will begin meeting in January.

- **Thanks for College Committee nominations** that Faculty Senators have worked on since the
Faculty Senate last met. Our appointments for those committees are very nearly complete.

❖ **Topic 2: Upcoming Senate Meeting.** Next meeting will be held on **January 11, 2016.** One of our
guest speakers will be Bryan Benchoff, the Vice President for Advancement and Chief Executive
Office of the OHIO Foundation. Discussion topics will focus on the role of the OHIO Foundation
and the approach to fundraising that the Advancement office takes.

Questions and Discussions
- None

**V. Professional Relations Committee (Sarah Wyatt)**

❖ **[Revised] Resolution to Revise Language in the Faculty Handbook Regarding the Role of Group III
Faculty—Second Reading**

The resolution is offered by the PR Committee to revise language in the Faculty Handbook regarding
the role of Group III faculty. Specifically, the resolution would modify section(s) to read:

In Section II.C.3.c: Group III consists of persons holding part-time appointments who are primarily
considered instructional personnel, and who have such qualifications as enable them to teach
satisfactorily the courses assigned them. Group III positions should be 1) temporary, part-time
positions to fill an unanticipated need, 2) part-time positions to fill a gap in teaching capacity, or 3) a
longer term, part-time position to provide an expertise otherwise not available to a department or
regional campus.

In Section II.C.3.c.iv: If the teaching load fulfilled by one or more Group III faculty in a department
or regional campus becomes more long term (more than 4 consecutive semesters, excluding
summers), consistently rises above 0.5 FTE and could be filled by a full-time or nearly full-time (0.75
FTE or above) position, a department or regional campus should request a Group I or Group II
position and fill it according to the hiring policy of the department or regional campus and university
standards for hiring full time employees. FTE is calculated using the workload policy of the
individual department or regional campus in question.

✓ Resolution was approved by a show of hands vote (majority vote).

Questions and Discussions
- A senator asked for clarification about the changing the phrase to “…by one or more…” (with
reference to the phrase in “If the teaching load fulfilled by one or more Group III in a department
becomes more long term…”). Wyatt explained that the Resolution recommends hiring a full-time
faculty member if the responsibilities of a single, part-time faculty member alone or a combination of part-time faculty members would be a full-time position. However, this assumes that a full-time position would be possible only if courses taught by more than one Group III faculty could be meaningfully combined such that they could be taught by a single, full-time faculty member.

• A senator asked for clarification regarding “part-time positions to fill a gap in teaching capacity” (#2). Wyatt noted that this has to do with a department who has needs for a part-time position yet not enough needs to fill a full-time position.

• A senator asked for clarification for about #3 with respect to the language of long-term (i.e., a longer term, part-time position to provide an expertise otherwise not available to a department or regional campus). Wyatt remarked that this could be short-term and long-term. However, if it is short-term situations, then the situations would also be covered by #1 (unanticipated need) or #2 (teaching gap).

• A senator noted that s/he will not support this resolution because the current handbook language is better. Wyatt noted that the current language in the handbook is contrary to all hiring policies at the University.

Resolution to Increase the Numbers of Faculty Senators representing Group II and Clinical Faculty—First Reading

The resolution is offered by the PR Committee to increase the numbers of Faculty Senators representing Group II and Clinical Faculty. This would represent a change in the Constitution and, as such, will need a full vote of the faculty. Proposed changes are as follows:

VI. A. Article 1 Composition and Election

1. The Faculty Senate shall be composed of faculty members with faculty status, with or without tenure.
   b. By 2018, ten Senators shall be elected by the non-tenure track faculty members (Group II and Clinical Faculty) of the degree-granting colleges with deans or academic units with a dean’s equivalent of the Athens campus and Group II faculty of each of the regional campuses. Representation shall be in proportion to the numbers of such faculties eligible to serve on the Faculty Senate, with the following provisions: Each Athens Campus College with at least 20 eligible Group II faculty members will elect one or more senators to represent that college. All colleges on the Athens campus with fewer than 20 Group II shall be combined to elect at-large senator(s) from those colleges to serve on Faculty senate; all Group II faculty on regional campuses shall combine to elect at-large Group II senators from regional campuses to represent those faculties. Clinical faculty from HCOM and CHSP shall combine to elect at least one at-large senator from among their ranks to represent those faculty.

In 2016, the number of Group II faculty senators shall be increased with four additional Group II senators (one at-large Group II Senator from regional campuses, one from HHS, and one from COB and one at-large Clinical Faculty member from HCOM and CHSP). In 2017, three additional senators shall be elected (one from A&S, one from Education, and one at large senator from regionals). In 2018, one additional senator shall be elected (an at-large senator from other colleges on the Athens campus that have fewer than 20 Group II faculty), for a total of ten non-tenure track Senators who are Group II or Clinical faculty elected by the Group II and Clinical faculty of Ohio University. If any new senators for Group II or the Clinical faculty seats unexpectedly vacate their seats before 2018, these will also be elected during the next regular election.
Questions and Discussions

- A senator asked about the total representation for A&S. Wyatt remarked that the two Group II senators are currently A&S. If this approved and passed, then there will be three Group II faculty from A&S.

Resolution to clarify the wording on the Early Retirement Policy—First Reading

The resolution is offered by the PR Committee to change the handbook language about the early retirement policy. The Resolution changes the Faculty Handbook by adding or revising language about (1) workload such that it includes service and research as possible components of the workload, (2) annual reviews of workload components other than teaching, if applicable, (3) the tax implications of semester assignments, and (4) multi-year agreements for course workloads not divisible by three.

Questions and Discussions

- A senator asked if early retirees were permitted to unilaterally determine the semester s/he wanted to teach. Wyatt said no. Instead, it should be a conversation and agreement between the department chair and the early retiree. If there are differences of opinion, then there must be an agreement.
- A senator asked a question about compensation. Specifically, when faculty goes from active to being retired, the faculty member will not receive a raise. Wyatt remarked that this has not been changed from the existing handbook. However, this is something that will be reviewed before the next meeting.
- A senator asked what problems this resolution is trying to solve. Wyatt said that the goals of this resolution are to address a few issues. First, it helps to determine the meaning of one-third with respect to teaching load. This has been inconsistently interpreted across the University. Second, it allows for research and service options as part of the workload for early retirees. This was not previously permitted with strict adherence to the policy. Third, the language helps to address a broader range of inconsistent applications across campus such as annual reviews, early retiree expectations, etc.
- A senator asked if this resolution has been discussed with the Deans. Quitslund noted that this will discussed with the Deans at one of the upcoming meetings. Wyatt remarked that this is a starting point. As such, Senators should expect changes before the next meeting.

Resolution to Revise Language in the Faculty Handbook Regarding Appointment of Chairs—First Reading

The resolution is offered by the PR Committee to provide additional language regarding the appointment of Department Chairs and School Directors. The proposed wording is:

VII. D. Appointment and Evaluation of Department Chairs and School Directors

When a vacancy exists, the college dean will be responsible for initiating action through the department to secure a new chair or director. The dean and the faculty shall jointly establish selection criteria and review the qualifications of all candidates. Department chairpersons and directors of schools shall be selected by the dean with the advice and approval of the regular Group I faculty of the department or school, or if the department wishes, an elected committee thereof. Initial appointments of chairs and directors require the approval of the Provost. However, non-tenured faculty (pre-tenure Group I, Group II or Clinical faculty) should not be appointed to chair a department except under compelling circumstances. Clinical and Group II faculty are hired primarily to mentor or teach students and because of their role at the university and non-
tenure status may not be appropriate choices. When making such assignments, consideration must be given to rank, length of contract, and possible T:R:S restrictions of Clinical or Group II appointments. If such appointments are deemed necessary, only non-tenure track faculty on long term contracts and at higher ranks should be considered.

Questions and Discussions

• A senator asked if it is possible to change the word necessary to appropriate. Specifically, for some units, it may be appropriate. Wyatt remarked that this will be considered by the committee.

• A senator asked why the change from extraordinary to compelling because extraordinary is stronger than compelling. Wyatt said that it is not extraordinary for some units to have non-tenure department chairs. For example, it is common practice in HCOM to have clinical faculty as the chairs (approximately 6 of 8 departments now). Wyatt said that the committee will consider possible language.

• A senator asked if the persons responsible for choosing the Chair should be expanded to include Group I, II, and Clinical – especially for situations in which there are few Group I faculty.

• A senator asked if this is grievable. In other words, can faculty complain that there is not a compelling argument for a Group II or Clinical chair? Wyatt said yes.

• A senator asked if the language was being tailored to a unit as a special case. If so, should the resolution use an example? Wyatt said we should be able to make a policy that covers all possible situations.

• A senator asked if the Chair is designated as a faculty member or an administrator. Wyatt said that the Chair is classified faculty.

• A senator noted that the phrase “with the advice and approval of regular Group I faculty” would make the word compelling acceptable if the Dean would be required to make the argument to the faculty.

• A senator asked if there needs to be stronger wording about the selection process. Wyatt argued that there a number of different selection processes across campus based upon department and college culture. It may not be advisable to dictate a specific selection process that might not work effectively in all departments.

• A senator asked about Division Chairs at the Regional campuses. Specifically, the Division Chairs are neither Department Chairs nor Deans. How do Division Chairs fit? In response, it was noted that Division Chairs are equivalent to Department Chairs in other sections of the Faculty Handbook.

Additional Questions? E-mail Sarah Wyatt at wyatts@ohio.edu.

VI. Educational Policy & Student Affairs Committee (Ben Bates)

❖ Bates did not have a report from EPSA.

Questions and Discussions

• None

VII. Finance & Facilities Committee (Joe McLaughlin)

❖ McLaughlin did not have a report from F&F.

Questions and Discussions

• None
VIII. Promotion & Tenure Committee (Kevin Mattson)

- Mattson stated that there are currently no appeals.
  Questions and Discussions
  - None

IX. New Business

- There was no new business
  Questions and Discussions
  - None

X. Adjournment

- The meeting was adjourned at 9:06PM.
Appendix: OHIO’s Pan-University Global Strategy

Faculty Senate – December 7, 2015 – Office of Global Affairs

Strategic Priorities of Ohio University

Nation’s Best Transformative Learning Community

1. Inspired teaching and research
2. Innovative academic programs
3. Exemplary student support services
4. Integrative co-curricular activities

Effective Total Compensation
Short- & Long-Term Enrollment Goals
Improve Financial Strength
Complete Capital Campaign

GRADUATES

DEVELOPING INNOVATION & TALENT WITH EXPERTISE and FRIENDS

Understand the World in the Universe and being connected to

SOLVE PROBLEMS TOGETHER
### Global Strategy Engagement Process

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Check our website: [http://www.ohio.edu/international/Global-Strategy.cfm](http://www.ohio.edu/international/Global-Strategy.cfm)
Common Themes

University-Side Strategic Priorities
Priority 1: Create a Diverse and Inclusive Campus and Community
1. Develop a comprehensive international enrollment management strategy.
2. Ensure that international population is well supported and integrated.
3. Provide training and resources for faculty and students to foster and maximize the use of classroom diversity.
4. Build capacity for academic and non-academic staff to meet the needs of international students.
5. Engage student, faculty and staff services to promote participation in international programs and activities among students.

Priority 2: Globalize Curriculum
1. Provide support for faculty to develop globally relevant courses (e.g., support for the Academic Innovation Accelerator).
2. Establish and hire an internationalization expert for academic programming in instructional innovation.
3. Implement COIL (Collaborative Online International Learning) project initiated at regional campus.
4. Determine core languages to teach and investigate a feasibility of competency-based language learning.

Priority 3: Promote Global Reach
1. Establish “Global Research Academy” for capacity building and networking among faculty and students.
2. Provide targeted funds for new faculty for conducting global research.
3. Acknowledge global research and activities for tenure and promotion.
4. Align research activities with international partnerships.

Priority 4: Increase Faculty, Staff, and Student Global Mobility
1. Enhance International Travel Fund for faculty to pursue international research and educational collaborations and for staff to build the areas of expertise.
2. Institutionalize the reward system or incentives for faculty international activities.
3. Promote global opportunities at faculty, staff, and student orientation.
4. Increase targeted funding and scholarship for student diversity, destination, and field of study for student mobility.

Priority 5: Establish and Leverage Global Network and Profile
1. Develop policy and procedures for global partnerships.
2. Create regional networks to align course development, language education, mobility programs, recruitment, alumni relations and the innovations strategy.
3. Create a mentorship program for faculty to help manage relationships.
4. Develop an effective international alumni tracking system and database and provide ongoing support for international alumni.
5. Engage international alumni to promote student mobility.

Priority 6: Improve Monitoring, Evaluation, and Communication
1. Evaluate international students’ experiences.
2. Define and measure global competencies and global learning outcomes.
3. Measure the outcomes of mobility experiences.
4. Build a database of faculty conducting global research or projects overseas.
5. Create a communication strategy that embraces diverse audience.
6. Improve communication and marketing strategy for outbound mobility.
7. Communicate resources (i.e. grants) on global research programs.
8. Profile OHIO’s international engagement domestically and internationally.
9. Introduce Global Dashboard to showcase global experiences of faculty, students and administration.

**Results: Globally competent, confident and connected graduates**
- Attract bright and diversified body of students, faculty and staff
- Globally engaged faculty and staff developing innovative research and educational opportunities
- Increase in global opportunities on campus, domestically and internationally
- Domestic and international students increase global knowledge and experience
- Increase in language enrollment
- Increase in research performance
- Alumni and partners engaged and supporting OHIO
- Increased international brand and profile