

OHIO UNIVERSITY
ATHENS, OHIO 45701

BOARD OF TRUSTEES

November 13, 1991

TO: *Those listed below
FROM: Alan H. Geiger, Secretary, Board of Trustees *A. Geiger*
SUBJECT: Minutes of the October 25, 1991, Meeting of the Board

Enclosed for your file is a copy of the October 25, 1991, minutes. This draft will be presented for approval at the next stated meeting of the Board.

AHG:kd

Enclosure

*Chairman and Members of the Board
Mr. Rosa
Dr. Bandy-Hedden
Dr. Ping
Dr. Bruning
Dr. North
Dr. Turnage
Dr. Geiger
Mr. Rudy
Mr. Kennard (2)
Mr. Ellis
Mr. Burns
Dr. Bryant
Archivist (2)
Regional Campus Deans
Chairs of the Senates
Chairs, Regional Coordinating Council
Mr. Kotowski

**MINUTES OF THE MEETING OF
THE BOARD OF TRUSTEES OF OHIO UNIVERSITY**

8:00 a.m., Saturday, October 26, 1991
McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION

(Friday, October 25, 1991, 11:00 a.m.)

On a motion by Mr. Schey, and a second by Ms. Grasselli, the Ohio University Board of Trustees resolved to hold an executive session previously scheduled for Friday, October 25, 1991, to consider personnel matters under Section 121.22(G) (1) O.R.C., real property matters in accordance with Section 121.22(G) (2) O.R.C., and legal matters under Section 121.22(G) (3) of the O.R.C.

On a roll call vote eight members were present, namely; Chairman Strafford, Mr. Campbell, Mrs. Eufinger, Ms. Grasselli, Mr. Heffernan, Mr. Hodson, Mr. Konneker, and Mr. Schey, all voted aye.

President Ping presented for Trustees' consideration the possible acquisition of CSX property (railroad right of way) throughout the campus and outlined its potential for recreational and other type uses. Following discussion, the Board agreed to refer the matter to the Budget, Finance, and Physical Plant Committee for recommendation at the Saturday Trustees' meeting.

The President reviewed pending legal matters between the University and others and commented on pending litigation between The Toledo Blade and the University of Toledo Foundation. While the issue of public accessibility to donor records may not totally be settled, the President suggested that our support for possible litigation in this matter be limited to the support of a very general Inter-University Council (IUC) statement on the matter. He noted such consideration is expected at the November IUC meeting. The Trustees concurred that this should be the extent of our involvement.

On a second issue, the Board of Trustees authorized the President to settle the legal matter pertaining to the Stocker Engineering and Technology Center.

The President reviewed for Trustees his pending medical leave and recommended that while he was away from the campus Provost Bruning

be named acting President. The Trustees concurred with the recommendation and will offer an appropriate resolution at the Saturday meeting.

I. ROLL CALL

Nine members were present, namely; Chairman J. Craig Strafford, M.D., Richard R. Campbell, Charlotte C. Eufinger, Jeanette G. Grasselli, Dennis B. Heffernan, Thomas S. Hodson, Wilfred R. Konneker, Paul R. Leonard, and Ralph E. Schey. Student Trustee Matthew D. Rosa was also present. This constituted a quorum.

President Charles J. Ping and Secretary Alan H. Geiger were also present.

II. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 29, 1991 (previously distributed)

Mr. Hodson moved approval of the minutes as distributed. Mr. Konneker seconded the motion. Approval was unanimous.

III. COMMUNICATIONS, PETITIONS AND MEMORIALS

Secretary Geiger reported President Ping and the Board of Trustees jointly received a letter from Karlyn Norum, Assistant Professor of Art Therapy, Seigfred Hall, pertaining to the matter of the Art Therapy program. He noted President Ping will be responding to Ms. Norum.

Mr. Hodson presented Secretary Geiger with materials he received prior to the Educational Policies Committee meeting of October 25, 1991, regarding the Art Therapy program. Mr. Hodson asked that the Secretary keep the petitions and related material as a matter of official record. The petitions and accompanying general information will be included with the official minutes.

IV. ANNOUNCEMENTS

Trustee Paul R. Leonard stated to Trustees that he is a member of the legal firm Emens, Hurd, Kegler and Ritter, which provides counsel on patent and intellectual property rights for University faculty members and others. He stated the firm's assignment to provide these legal services was begun under State Attorney General Celebreeze and continued under State Attorney General Fisher. Mr. Leonard noted that his appointment as Trustee was following the current assignment by Attorney General Fisher and that Mr. John Grey of the firm is the contact person for the

firm. Mr. Leonard indicated that should it be necessary for him personally to abstain or otherwise disassociate himself from any matter before the Trustees involving the University and his firm, he would do so.

V. REPORTS

Reports were presented on Friday, October 25, 1991, at 3:15 p.m. in order for Trustees to attend the Saturday morning Honors Convocation.

Chairman Strafford invited President Ping to present persons for reports. The President introduced, in turn, James L. Bruning, Provost; Gary B. North, Vice President for Administration; William Y. Smith, Executive Assistant to the President for Affirmative Action; and A. Michael Williford, Director of the Office of Institutional Research.

Much of the supportive material utilized by the presenters was sent earlier to the Trustees for their review. All materials utilized in the presentations are included with the official minutes. Therefore, only an overview of each report is provided herein.

A. ENROLLMENT REPORT

Dr. James L. Bruning, Provost

Provost Bruning reported that the University's enrollment was once again strong. He specifically thanked Vice President North and members of the Admissions staff for their good leadership in this effort. Provost Bruning reported total enrollment, including all campuses, for Fall 1991 at 27,067. This compares with a final 1990 enrollment figure of 26,526. He noted the overall growth was 541 students and that this is a 2% increase. The Athens Campus totals for 1991, including Continuing Education, is 18,595. Provost Bruning reported that all enrollment levels were up for undergraduate, graduate, continuing education, and medical categories. He commented that the enrollment on the regional campuses increased from a Fall 1990 figure of 8,267 to a Fall 1991 figure of 8,354.

Provost Bruning reported that high school students enrolling as a part of provisions provided in Senate Bill 140 show Ohio University to be the leader among state higher education institutions. He reported, for Ohio University example, the total Fall 1990 enrollment for such students was 105, and the Fall 1991 figure is 235.

The Provost commented that retention rates continue to be strong. Overall, 84% of the 1990-91 freshman class returned for the Fall 1991

quarter. Provost Bruning commented that 78% of the black freshmen returned. Both retention figures are well above the national averages.

B. HOUSING OCCUPANCY REPORT/UPDATE ON CHANGES TO HEALTH BENEFITS PLAN

Dr. Gary B. North
Vice President for Administration

Vice President North provided comparative housing data for the years 1990-91 and 1991-92. He reported that the occupancy by sex for the current year indicates that 55.5% of students living in the residence halls are women and that 44.5% are men. He reported a net increase of 54 students in the residence hall system between the two comparative years and described differences in occupancy level by academic rank. He noted an increase in the number of freshmen and a decrease in the number of upper-class individuals residing in the halls.

Dr. North provided information describing a slight decrease in the total number of students (-85) using the dining hall meal plans. He noted, however, an increase in students using the 14 and the 20-meal plan. He indicated the total number of students using the system was slightly above the food service budget base projection. Dr. North concluded by noting that a small number of people continued to use the room-only option and that a modest number of students avail themselves of the linen service option.

Dr. North reported to the Trustees that an agreement has been reached with campus constituency groups on changes to the University's health benefits plan. He reported that several changes were agreed to and a possible net affect of this will be a reduction in our medical premium costs and that the savings, when identified, will be shifted to the University's compensation pool. Dr. North noted this plan replaced the previously discussed menu benefits concept and made limited changes to the University's current plan. The planned changes are: 1) modification of prescription drug costs, 2) the implementation of a graduated deductible payment based upon salary, 3) the institution of a pre-tax spending plan which allows employees to use pre-taxed dollars for payment of medical costs and dependent care costs, 4) the elimination of a small, supplemental Aetna life insurance policy affecting a small portion of the campus employees and, 5) implementation of cost containment procedures associated with psychological treatment.

Vice President North thanked all those who helped prepare these final changes including the leadership of the Faculty Senate, the Administrative Senate, and the Classified Staff Advisory Council.

C. AFFIRMATIVE ACTION REPORT

Dr. William Y. Smith
Executive Assistant to the President
for Affirmative Action

Dr. Smith began his report by providing a background review of employment by race and gender for Athens Campus new contract hires beginning January 1, 1991. He provided detailed information on faculty classification by groups, administrative numbers by groups, and historical hiring trends for these faculty and administration groups for the period 1980-1991.

Dr. Smith commented he felt we were making adequate progress in our attempt to increase the number of women and minorities in both faculty and administrative areas, but that additional work needed to be done. For example, he reported the number of tenured-track female faculty increased from 14.8% in 1980 to 22.1% in 1991. The number of full-time female administrators in the work force increased from 32.9% to 40.9% between 1980-1991. During this same period, the percentage of female full and part-time classified employees increased from 59.1% to 64.3%. He noted, however, that the total minority increase during this period was small, representing an increase of only 13 minority females in the classified system.

Dr. Smith reported to the Trustees that there continues to be a great deal of discussion and ensuing action related to gender issues within the campus community. He outlined several steps and activities being taken in order to more fully describe these actions and noted those that have occurred since his report to Trustees at the Spring Board Meeting.

Dr. Smith's outline indicated that a Status of Women study is being compiled for the regional campuses and is expected to be published sometime next calendar year. Secondly, that a comprehensive series of workshops and other presentations are considering the matter of gender. Thirdly, six action groups have been formed on campus to consider the whole matter of women's issues. Fourthly, that a series of campus-wide discussion forums continue dealing with gender issues. Dr. Smith cautioned Trustees that his outline was only illustrative and not intended to limit where we have been or where we might go in our discussions of this important topic across the campus.

Dr. Smith commented it was his belief that we have yet to achieve a university community that is equitable and socially responsible to all. He noted that it was his opinion that in order to accomplish this, campuswide leadership was needed and some type of comprehensive reward system must be developed. He felt such reward systems, if instituted at all management levels, would give us the opportunity to meet the goals of equality and social justice for all.

D. INSTITUTIONAL RESEARCH REPORT

Dr. A. Michael Williford
Director, Institutional Research

Dr. Williford began his report by describing the major components of the institution's impact study. These included: 1) the tracking-retention study, 2) freshman treatment study, 3) freshman marketing study, 4) college outcome major's project, 5) placement study, 6) survey of alumni, and 7) involvement study. Dr. Williford commented that his remarks would concern only the involvement study.

He noted that this study was first begun in 1979 and attempts to measure the effect of general education requirements and what type of initiatives students take. He described the study process utilized and noted that it involved a comparison of freshmen and seniors in three areas. The areas were academic involvement and integration, social involvement and integration, and student satisfaction and comment. Dr. Williford presented a series of graphs depicting involvement type changes between freshmen and senior years for students by comparing data on conversations held between academic advisors and faculty members over a student's life on campus. Also compared where faculty social contacts and career-related contacts.

Dr. Williford provided information on a detailed aspect of the study which identifies those students potentially leaving the institution. He commented the survey in this area utilized predictors asking specifically, "will you return to Ohio University", accumulated grade point average, hours spent studying, and so on. Dr. Williford commented that in many cases those leaving the institution do so in order to avail themselves of academic programs not offered on this campus. In the case of female students, they may leave the campus because of a change in their marital status. He concluded by noting that the uniqueness of this particular study effort is the history of data that has been compiled and the role of our admission's policy in attracting a high calibre of students to campus.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business. Mr. Larry Lankas questioned the lack of response to a letter he had written following the June Board meeting. The Secretary was given a copy of Mr. Lankas' letter and will respond accordingly.

VII. NEW BUSINESS

A. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chair Eufinger thanked Mr. David K. Storrs, Executive Vice President, The Common Fund, for his report on the investment of The Ohio University Endowment. Mr. Storrs commented that our investment managers, under The Common Fund direction, had outperformed the stock market and he reviewed our managers' performance with South Africa's free funds, bonds, stocks, and cash. A copy of Mr. Storrs' report is included with the official minutes.

Mrs. Eufinger stated Treasurer William Kennard reviewed and commented on the "Preliminary Financial Report of the University for the Fiscal Year ending June, 1991." A copy of the report is included with the official minutes.

OHIO UNIVERSITY

Interoffice Communication

October 7, 1991

To: Dr. Alan H. Geiger, Assistant to the President
From: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT
FOR THE BENNETT HALL REHABILITATION - PHASE I PROJECT

Substitute House Bill Number 808 provides a capital appropriation totaling \$557,000.00 for the partial renovation of Bennett Hall, the main classroom facility on the Chillicothe Branch Campus. This project will rehabilitate the Bennett Hall heating, ventilating, and air conditioning system. The current system does not evenly air condition the building's three floors. The proper size of the air conditioning units will be determined and all corrections to the existing system will be made. In addition, the building's electrical service will be overhauled and expanded so that the facility will be able to continue to accommodate new electronic technology. The lecture hall will also be renovated to accommodate much needed lecture space. Upgraded audio systems, improved lighting systems, new tablet arm seating and an audio/visual podium linked to the University's microwave system will be added to increase the use of the space as a lecture hall.

Ohio University has received authorization from the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to proceed with consultant selection. Further, the University has interviewed each consultant on the roster of consultants provided by the Deputy Director with the Division of Public Works. Based on the interviews held on the Chillicothe Campus, the selection committee is pleased to recommend to the University and the Board of Trustees, the firm of Wilson and Associates, Inc.

Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their October 26, 1991 regular meeting which seeks authority to hire the consulting architect and develop construction documents of the Bennett Hall Rehabilitation - Phase I Project.

If I can be of further assistance with this matter, please advise.

JKK/sw/BENT9101.AHG

enclosure

Mr. Heffernan presented and moved approval of the resolution.
Mr. Rosa seconded the motion. All voted aye.

BENNETT HALL REHABILITATION - PHASE I

RESOLUTION 1991-- 1186

WHEREAS, the 118th General Assembly, Regular Session, 1989-1990 has introduced and approved Substitute House Bill Number 808, and

WHEREAS, the Substitute House Bill Number 808 includes \$557,000.00 for the Bennett Hall Rehabilitation - Phase I Project, and

WHEREAS, Ohio University has received permission by the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to interview and select a project architect to develop plans and specifications for the Bennett Hall Rehabilitation - Phase I Project, and

WHEREAS, Ohio University interviewed the roster of consultants provided by the Department of Administrative Services, Division of Public Works.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does recommend the firm of Wilson and Associates, Inc. as Associate to the Deputy Director, Division of Public Works.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Bennett Hall Rehabilitation - Phase I Project.

OHIO UNIVERSITY

Interoffice Communication

October 7, 1991

To: Dr. Alan H. Geiger, Assistant to the President

From: John K. Kotowski, Director, Facilities Planning 

SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT
ACADEMIC CENTER BUILDING ADDITION PROJECT

Substitute House Bill Number 808 provides a capital appropriation totaling \$500,000.00 to plan, through the receipt of bids, for the addition to the Academic Center, the main classroom facility on the Ironton Branch Campus. The total estimated project budget for the Academic Center Addition is \$4,925,000.00. The proposed structure will house multiple sized classrooms, faculty offices, student areas, storage, mechanical spaces, media facilities, and a library. Additional parking and the further development of an outdoor activity area is also expected to be the result of the building's development.

Ohio University has received authorization from the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to proceed with consultant selection. Further, Ohio University has recently received a roster of consulting architects to interview and will do so in the near future.

I have enclosed a resolution for consideration by the Board of Trustees at their October 26, 1991 regular meeting which seeks authority to a select consulting architect and develop construction documents of the Academic Center Addition (Classroom Building Planning) Project.

If I can be of further assistance with this matter, please advise.

JKK/sw/BENT9101.AHG

enclosure

**ACADEMIC CENTER ADDITION PLANNING,
IRONTON CAMPUS**

RESOLUTION 1991 -- 1187

WHEREAS, the 118th General Assembly, Regular Session, 1989-1990 has introduced and approved Substitute House Bill Number 808, and

WHEREAS, the Substitute House Bill Number 808 includes \$500,000.00 for the planning of the Academic Center (Classroom Building) Addition Project, and

WHEREAS, Ohio University has received permission by the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to interview and select a project architect to develop plans and specifications for the Academic Center (Classroom Building) Addition Project.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President, or his designee to interview and select a consulting architect for the Academic Center Addition Project and recommend the selected firm to the Deputy Director, Division of Public Works.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Academic Center (Classroom Building) Addition Project.

OHIO UNIVERSITY

Interoffice Communication

October 7, 1991

To: Dr. Alan H. Geiger, Assistant to the President

From: John K. Kotowski, Director, Facilities Planning 

SUBJECT: APPROVAL TO RECOMMEND AND HIRE THE CONSULTING ARCHITECT
FOR THE EDWARDS ACCELERATOR LABORATORY RENOVATION AND
ADDITION PROJECT

There are three sources of funds which together, will provide \$760,000.00 to renovate and construct an addition to the Edwards Accelerator Laboratory Building. The Ohio Board of Regents have awarded a \$360,000.00 investment fund loan to the College of Arts and Sciences, Department of Physics for this project. This loan requires matching funds. The investment funds will be matched by the University through the identification of \$150,000.00 in local plant funds and the tentatively allocation of \$250,000.00 from the Basic Renovations Funds to be appropriated in the FY1993-1998 Capital Improvements Bill. These funds will be used to renovate approximately 2,500 square feet of space and construct approximately 4,900 square feet of space in a two story addition to the Edwards Accelerator Building. The space involved will be laboratory areas for Physics, faculty offices, a computer laboratory, and support rooms. The addition will require some site development work.

Ohio University has received authorization from the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to proceed with consultant selection. Further, Ohio University has recently received a roster of consulting architects to interview and will do so in the near future.

I have enclosed a resolution for consideration by the Board of Trustees at their October 26, 1991 regular meeting which seeks authority to select a consulting architect and develop construction documents of the Edwards Accelerator Laboratory Renovation and Addition Project.

If I can be of further assistance with this matter, please advise.

JKK/sw/BENT9101.AHG

enclosure

Mr. Leonard presented and moved approval of the resolution.
Mr. Hodson seconded the motion. The motion passed.

EDWARDS ACCELERATOR LABORATORY RENOVATION AND ADDITION

RESOLUTION 1991-- 1188

WHEREAS, the College of Arts and Sciences, Department of Physics successfully obtained an Investment Loan from the Ohio Board of Regents in the amount of \$360,000.00, and

WHEREAS, the Ohio University has identified \$150,000.00 in local resources, and

WHEREAS, the Ohio University has tentatively ear marked \$250,000.00 in Basic Renovation Funds in the FY1993-1998 Capital Improvements Bill, and

WHEREAS, all three funding sources total \$760,000.00 and these funds have been identified to renovate and expand the Edwards Accelerator Laboratory Facility, and

WHEREAS, Ohio University has received permission by the Department of Administrative Services, Division of Public Works and the Ohio Board of Regents to interview and select a project architect to develop plans and specifications for the Edwards Accelerator Laboratory Renovation and Addition Project.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President, or his designee to interview and select a consulting architect for the Edwards Accelerator Laboratory Project and recommend the selected firm to the Deputy Director, Division of Public Works.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the Edwards Accelerator Laboratory Renovation and Addition Project.

Ohio University

Interoffice Communication

DATE: October 4, 1991
TO: The President and Board of Trustees of Ohio University
FROM: John F. Burns, Director of Legal Affairs 
SUBJECT: Lease for the Athens County Library

The University has been asked by the Athens County Library Association, legally called the Nelsonville Public Library, to grant them a lease for the southern portion of the Home Street property to construct a new library in Athens.

The University staff has prepared a recommendation for the Board of Trustees to grant a twenty-five (25) year lease of 2.5291 acres for \$1.00 for the new library.

A drawing of the site and resolution has been prepared for your consideration.

cc: Dr. Alan H. Geiger, Secretary to the Board
Mr. John K. Kotowski, Director of University Facilities Planning

Mrs. Eufinger presented and moved approval of the resolution. Mr. Schey seconded the motion. All agreed.

HOME STREET LAND LEASE

RESOLUTION 1991 -- 1189

WHEREAS, the Nelsonville Public Library has requested the University's assistance in developing a new library in Athens for the community, and

WHEREAS, the University wished to support and assist this effort by providing a twenty-five (25) year lease for a 2.5291 acre site on its Home Street property for \$1.00 consideration.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby grants the lease as requested; and authorizes the President to approve the final terms and conditions, and for the President or his designee to arrange for execution in accordance with Ohio Law.



SOUTHEASTERN LAND SURVEYS

LEONARD F. SWOYER
REGISTERED PROFESSIONAL LAND SURVEYOR

3428 Pleasant Hill Road
Athens, Ohio 45701
614/593-8701

Situated in Farm Lot 27, Section 4, Town 9, Range 14, Athens Township, City of Athens, Athens County, Ohio and described as follows:

Commencing at the Northwest corner of said Lease Lot 27; thence along the west line of said Lease Lot South $03^{\circ}01'27''$ West (assumed bearing) 3,520.44 feet to a point in the middle of Home Street; thence North $81^{\circ}13'50''$ East 30.57 feet to a set iron pin, THE TRUE POINT OF BEGINNING; thence North $03^{\circ}01'27''$ East along the east right of way of said Home Street 257.00 feet to a set iron pin; thence leaving the east right of way of Home Street and along the south right of way of Lincoln Street extended South $86^{\circ}45'27''$ East 553.27 feet to a set iron pin on the west right of way of U.S. 33 thence; South $0^{\circ}04'24''$ East 138.01 feet to a set iron pin, on the north line of a 30 foot strip of land described in Volume 212-1 of the Athens County Deed Records; thence along the north line of said 30 foot strip South $81^{\circ}13'50''$ West 572.82 feet to the point beginning containing 2.5291 acres and being a part of a tract described in Volume 229 Page 319 of the Athens County Deed Records.

Note: Unless otherwise noted all set iron pins are 5/8 inch in diameter and 30 inches in length and capped with a plastic identification marker scribed Leonard F. Swoyer R.L.S. 6765.

The above description was prepared under the supervision of Leonard F. Swoyer Registered Professional Land Surveyor Number 6765 and based on a survey performed by Southeastern Land Surveys dated September 5, 1991.

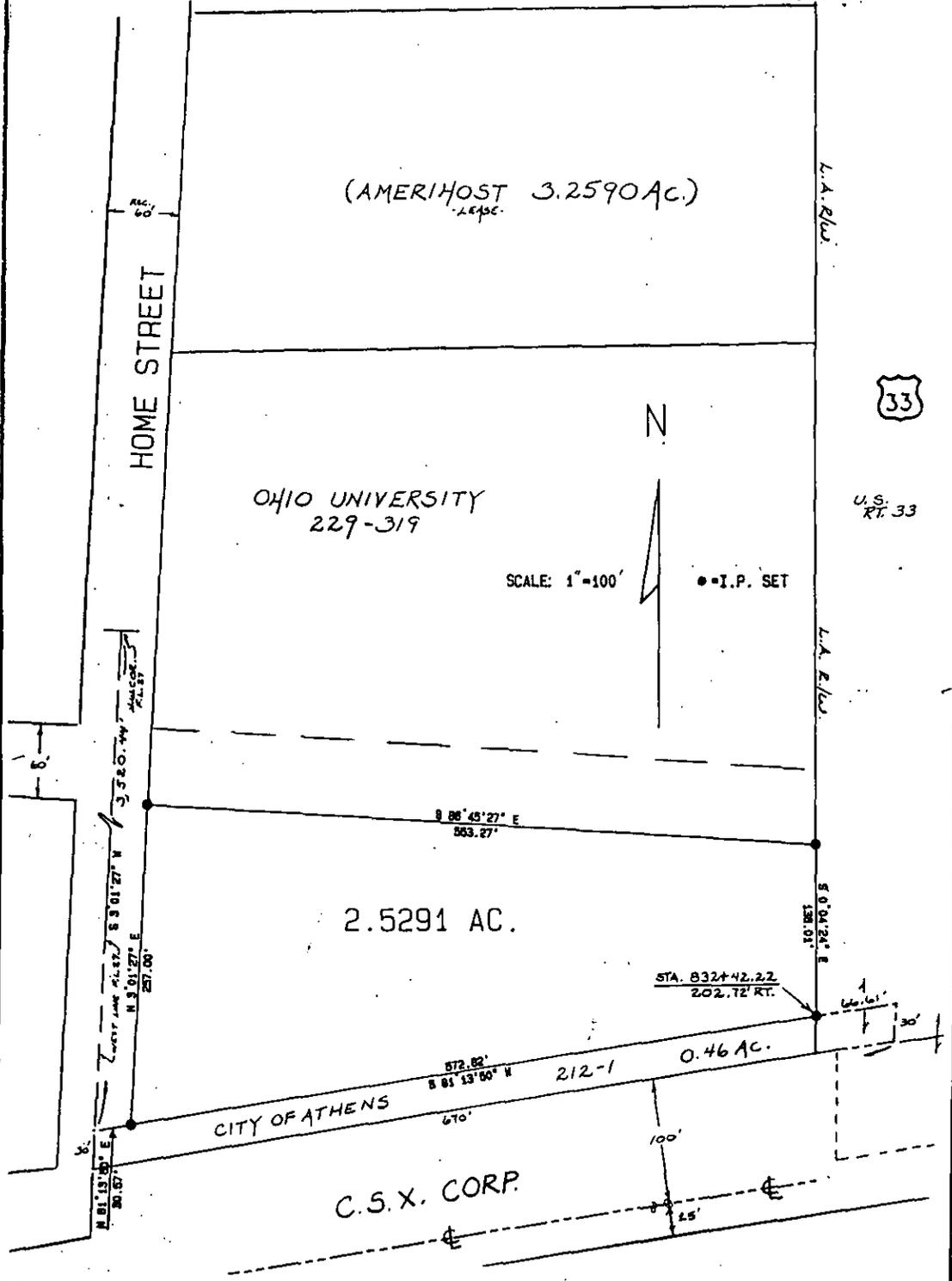
Subject to all easements and right of ways of record.



SOUTHEASTERN LAND SURVEYS

LEONARD F. SWOYER
REGISTERED PROFESSIONAL LAND SURVEYOR

3428 Pleasant Hill Road
Athens, Ohio 45701
614/593-8701



Plat of a 2.5291 Acre Tract Scale 1"=100'
 Surveyed for O.U. PLANNING OFFICE Date 9/05/91
 Subdivision Farm Lot 27
 Township Athens Section 4 Town 9 Range 14
 Corporation City of Athens County Athens State Oh.

Leonard F. Swoyer Jr.
 Leonard F. Swoyer Jr. Reg. Prof. Land Surveyor No. 6765

Ohio University

Interoffice Communication

DATE: October 4, 1991

TO: The President and Board of Trustees of Ohio University

FROM: John F. Burns, Director of Legal Affairs 

SUBJECT: Easement to Columbus Southern Power Company

As part of a plan to increase electrical service to the campus, a new 69KV substation is being constructed, and an easement is required.

Since this new improvement will directly serve Ohio University, the consideration will be \$1.00.

Enclosed is a resolution and drawing for your review and consideration to authorize this project.

Thank you very much.

JFB:vsp

cc: Dr. Alan H. Geiger, Secretary to the Board
Mr. John K. Kotowski, Director of University Facilities Planning

Mr. Heffernan presented and moved approval of the resolution. Mr. Leonard seconded the motion. All voted aye.

ELECTRIC EASEMENT, SUBSTATION PROJECT

RESOLUTION 1991 -- 1190

WHEREAS, the University is in cooperation with the Columbus Southern Power Company's plan to increase electrical service to the campus; and

WHEREAS, this new service will include a new 69KV substation on University property, and the Columbus Southern Power Company has requested an easement to construct this new facility.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University hereby grants the Columbus Southern Power Company an easement to construct the new 69KV substation; and hereby authorizes the President to approve the final terms and conditions, and for the President or his designee to arrange for execution in accordance with Ohio Law.

Mr. Heffernan presented and moved approval of the resolution. Mr. Schey seconded the motion. Approval was unanimous.

THE RIDGES ART MUSEUM FACILITY NAMING

RESOLUTION 1991 -- 1191

WHEREAS, the Ohio University Board of Trustees did on June 25, 1988, appoint an advisory committee to broadly recommend the reuse and redevelopment of The Ridges land and buildings, and

WHEREAS, the Ohio University Board of Trustees did at its June 30, 1991, meeting accept a recommendation from the University's Museum Planning Committee to house the museum on The Ridges at the former administration building, and

WHEREAS, the Trustees did at this same June 30 meeting approve a mission statement for the direction and operation of the Ohio University Museum of American Art, and

WHEREAS, the Trustees now wish to formally recognize the eight decades of involvement with Ohio University Ed and Ruth Kennedy have given, including the formulation of the Distinguished Professorships, Kennedy Lecture Series, Baker Research Grants, and most recently the gift of a major life-long personal collection of Native Southwest American weavings and jewelry which served as the catalyst for state support of the museum project.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees name the facility housing Ohio University's Museum of American Art the Kennedy Hall, in honor of Edwin L. and Ruth E. Kennedy.

Mr. Leonard presented and moved approval of the resolution. Mr. Schey seconded the motion. All agreed.

OXBOW GARDEN AREA NAMING

RESOLUTION 1991 -- 1192

WHEREAS, the Ohio University Board of Trustees support the continued development of the campus environs in special ways, and

WHEREAS, the Athens Garden Club and community friends of Alberta Carr Grones want to recognize her life-long contribution to the beautification of the entire Athens community and have made available over 3,500 daffodil bulbs for planting on the campus,

NOW, THEREFORE, BE IT RESOLVED, that an area on the east bank of the former Hocking River bed near Clippinger Hall be named Alberta's Daffodil Garden in honor of Alberta Carr Grones.

Ohio University

Interoffice Communication

DATE: October 4, 1991

TO: The President and Board of Trustees of Ohio University

FROM: John F. Burns, Director of Legal Affairs 

SUBJECT: Reappointment of Mr. G. Kenner Bush to the Innovation Center and Research Park Authority (ICRPA)

Mr. G. Kenner Bush has served with distinction as an outside member on the ICRPA since 1982 for two five (5) year terms; and the President would request that he be reappointed for another five (5) year term that will extend his service to December 31, 1995.

A resolution is attached for your consideration.

JFB:vsp

cc: Dr. Alan H. Geiger, Secretary to the Board

Mr. Schey presented and moved approval of the resolution. Mr. Konneker seconded the motion. Approval was unanimous.

**REAPPOINTMENT OF INNOVATION CENTER AND
RESEARCH PARK AUTHORITY MEMBER**

RESOLUTION 1991 -- 1193

WHEREAS, Mr. G. Kenner Bush has served in the Innovation Center and Research Park Authority (ICRPA) since 1982, and

WHEREAS, the President of the University requests that Mr. Bush be reappointed for another five (5) year term to run through December 31, 1995.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby appoint Mr. Bush to another five (5) year term as a member of the ICRPA.

Ohio University
Interoffice Communication

DATE: July 26, 1991

TO: President Ping

FROM: Alan Geiger

A. Geiger

SUBJECT: Naming of Campus Buildings

Confusion persists regarding what to call, or how to identify, the following buildings. Permit me to suggest some identification changes, holding any specific person labeling for later.

OLD

NEW

- | | |
|--|------------------------------|
| 1. Former Chemistry Building | Computer Services Center |
| 2. Former Engineering Building | Research & Technology Center |
| 3. Former Industrial Technology Building | Campus Support Building |
| 4. Former Neutron Laboratory Building | Surface Sciences Laboratory |
| 5. Chubb House | Harry B. Crewson House |

AHG:kd

Mrs. Eufinger presented and moved approval of the resolution. Ms. Grasselli seconded the motion. All voted aye except Mr. Campbell. He explained his no vote was not against Mr. Crewson, but rather one of concern about changing the Chubb name.

FACILITIES RENAMING

RESOLUTION 1991 -- 1194

WHEREAS, the Board of Trustees reaffirmed February 18, 1985, it has the sole authority to name university buildings, internal space within buildings, and various sites on campus, and

WHEREAS, there persists a continuing problem of building identification because of name duplication or change in building use.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby identify the following buildings as:

FORMER NAME

NEW NAME

Chubb House

Harry B. Crewson House

Chemistry Building

Computer Services Center

Engineering Building

Research and Technology
Center

Industrial Technology Building

Campus Support Building

Neutron Laboratory Building

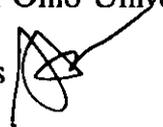
Surface Sciences Laboratory

Ohio University

Interoffice Communication

DATE: October 3, 1991

TO: The President and Board of Trustees of Ohio University

FROM: John F. Burns, Director of Legal Affairs 

SUBJECT: Belmont County Sanitary Sewer Project Easement

The Belmont County Sanitary Sewer District has requested an easement for a new sanitary sewer on the grounds of the Ohio University-Belmont Regional Campus. This project is part of the county efforts to upgrade service in this area and develop a new Industrial Park.

As part of the consideration for this easement, the University has obtained a waiver of the service fee for connecting to the new sanitary sewer.

A drawing and resolution have been prepared for your review and consideration.

Thank you very much.

JFB:vsp

cc: Dr. Alan H. Geiger, Secretary to the Board
Mr. John K. Kotowski, Director of University Facilities Planning

Mr. Heffernan presented and moved approval of the resolution. Mr. Campbell seconded the motion. The motion passed.

BELMONT CAMPUS SEWER EASEMENT

RESOLUTION 1991 -- 1195

WHEREAS, the Belmont County Sanitary Sewer District has requested an easement for a new sanitary sewer to serve the area of the Ohio University-Belmont Regional Campus, and

WHEREAS, this new sewer will service the University and the connecting fee will be waived.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby grants the requested easement to the Belmont County Sanitary Sewer District; and hereby authorizes the President to approve the final terms and conditions, and for the President or his designee to arrange for execution in accordance with Ohio Law.

Description of Easement
Lands of Ohio University Trustees

Easement No. 6

A 15 foot permanent easement, 7.5 feet on each side of the constructed centerline to lay, install, operate, maintain, repair, replace or remove a sanitary sewer line and appurtenances, together with a temporary construction easement, 15 feet on both sides of the permanent easement the centerline of which is described as follows:

Beginning at a point on the northern Right-of-Way line of US Rt. 40 in a 37.539 acre tract of the Ohio University Trustees (Deed Vol. 478, Page 739) in Richland Township, Section 27, Township 7, Range 4 of the Old Seven Ranges. Said point of beginning being 50 feet, more or less, in an easterly direction along said right-of-way line from the intersection of said right-of-way line and the northerly extension of the centerline of County Route 84.

Thence, in a northerly direction, 15 feet, more or less, to a point, containing 225 square feet, more or less, of permanent easement and 450 square feet, more or less of temporary construction easement. As shown on Drawing 2-7 of the design drawings prepared for the Belmont County Sanitary Sewer District Number 3, Fox-Shannon Place, by Vaughn Consultants, Inc.

Description of Easement
Lands of Ohio University Trustees

Easement No. 7

A 15 foot permanent easement, 7.5 feet on each side of the constructed centerline to lay, install, operate, maintain, repair, replace or remove a sanitary sewer line and appurtenances, together with a temporary construction easement, 15 feet on both sides of the permanent easement the centerline of which is described as follows:

Beginning at a point on the western property line of a 17.327 acre tract of the Ohio University Trustees (Deed Vol. 485, Page 526) in Richland Township, Section 27, Township 7, Range 4 of the Old Seven Ranges. Said point of beginning being 78 feet, more or less, in an southerly direction along said property line from the southern edge of the pavement of US Route 40.

Thence, in a easterly direction, 255 feet, more or less, to a point which is 40 feet, more or less, from the southern edge of said Route 40;

Thence, in an easterly direction, 100 feet, more or less, to a point which is 53 feet, more or less, from the southern edge of said Route 40;

Thence, in a southeasterly direction, 65 feet, more or less, to a point which is 105 feet, more or less, from the southern edge of said Route 40, containing 0.14 acre, more or less, of permanent easement and 0.29 acre of temporary construction easement. As shown on Drawings 2-7 and 2-8 of the design drawings prepared for the Belmont County Sanitary Sewer District Number 3, Fox-Shannon Place, by Vaughn Consultants, Inc.

Description of Easement
Lands of Ohio University Trustees

Easement No. 8
South of US 40

A 15 foot permanent easement, 7.5 feet on each side of the constructed centerline to lay, install, operate, maintain, repair, replace or remove a sanitary sewer line and appurtenances, together with a temporary construction easement, 15 feet on both sides of the permanent easement the centerline of which is described as follows:

Beginning at a point on the western property line of a 46.205 acre tract of the Ohio University Trustees (Deed Vol. 487, Page 183) in Richland Township, Section 27, Township 7, Range 4 of the Old Seven Ranges. Said point of beginning being 105 feet, more or less, in an southerly direction along said property line from the southern edge of the pavement of US Route 40.

Thence, in a southeasterly direction, 15 feet, more or less, to a point which is 115 feet, more or less, from the southern edge of said Route 40;

Thence, in an easterly direction, 95 feet, more or less, to a point which is 115 feet, more or less, from the southern edge of said Route 40;

Thence, in an northeasterly direction, 165 feet, more or less, to a point which is 55 feet, more or less, from the southern edge of said Route 40;

Thence, in an easterly direction, 435 feet, more or less, to a point which is 90 feet, more or less, from the southern edge of said Route 40;

Thence, in a southeasterly direction, 40 feet, more or less, to a point which is 110 feet, more or less, from the southern edge of said Route 40;

Thence, in a northeasterly direction, 40 feet, more or less, to a point which is 98 feet, more or less, from the southern edge of said Route 40;

Thence, in a southeasterly direction, 190 feet, more or less, to a point which is 120 feet, more or less, from the southern edge of said Route 40;

Thence, in a northerly direction, 12 feet, more or less, to the southern right-of-way line of US Route 40, containing 0.34 acre, more or less, of permanent easement and 0.68 acre of temporary construction easement. As shown on Drawing 2-8 of the design drawings prepared for the Belmont County

Sanitary Sewer District Number 3, Fox-Shannon Place, by
Vaughn Consultants, Inc.

Easement No. 8
North of US 40

A 15 foot permanent easement, 7.5 feet on each side of the constructed centerline to lay, install, operate, maintain, repair, replace or remove a sanitary sewer line and appurtenances, together with a temporary construction easement, 15 feet on both sides of the permanent easement the centerline of which is described as follows:

Beginning at a point on the northern right-of-way line of US Route 40, 20 feet, more or less, west of the I-70/US40 Limited Access line and in a 46.205 acre tract of the Ohio University Trustees (Deed Vol. 487, Page 183) in Richland Township, Section 27, Township 7, Range 4 of the Old Seven Ranges.

Thence, in a northerly direction, 20 feet, more or less, to a point;

Thence, in an easterly direction, parallel to and 20 feet, more or less, distant from the northern I-70/US40 Limited Access line, 130 feet, more or less, to a point on the eastern line of said 46.205 acre tract, containing 0.05 acre, more or less, of permanent easement and 0.10 acre of temporary construction easement. As shown on Drawing 2-8 of the design drawings prepared for the Belmont County Sanitary Sewer District Number 3, Fox-Shannon Place, by Vaughn Consultants, Inc.

Description of Easement
Lands of Ohio University Trustees

Easement No. 9

A 15 foot permanent easement, 7.5 feet on each side of the constructed centerline to lay, install, operate, maintain, repair, replace or remove a sanitary sewer line and appurtenances, together with a temporary construction easement, 15 feet on both sides of the permanent easement the centerline of which is described as follows:

Beginning at a point on the western property line of a 14.776 acre tract of the Ohio University Trustees (Deed Vol. 478, Page 739) in Richland Township, Section 27, Township 7, Range 4 of the Old Seven Ranges. Said point of beginning being 20 feet, more or less, in a northerly direction along said property line from the northern Limited Access line of I-70 and US Route 40.

Thence, in a northeasterly direction, parallel to the Limited Access line of US Route 40 and I-70, 155 feet, more or less, to a point which is 30 feet, more or less, from the north Limited Access line of US Route 40 and I-70.

Thence, in an easterly direction, parallel to the Limited Access line of US Route 40 and I-70, 255 feet, more or less, to a point which is 30 feet, more or less, from the north Limited Access line of US Route 40 and I-70.

Thence, in an northeasterly direction, parallel to and 45 feet distant from the north Limited Access line of I-70, and parallel to and 15 feet north of the centerline of a waterline easement conveyed by the Ohio University Trustees to the Belmont County Sanitary Sewer District in Volume , Page , Belmont County Records, 625 feet, more or less, to a point which is 45 feet, more or less, from the north Limited Access line of I-70 and 22.5 feet west of the westerly line of the County Cemetery.

Thence, in an northerly direction, parallel to the westerly line of the County Cemetery and said waterline, entering a 175.93 acre tract of the Ohio University Trustees (Deed Vol. 478, Page 739) in Section 28, Township 7, Range 4, at 410 feet, more or less, 620 feet, more or less, to a point;

Thence, in an easterly direction, parallel to the northerly line of the County Cemetery and said waterline, 170 feet, more or less, to a point which is 66 feet, more or less, from the southwest corner of a building which is east of the Natural Science Center;

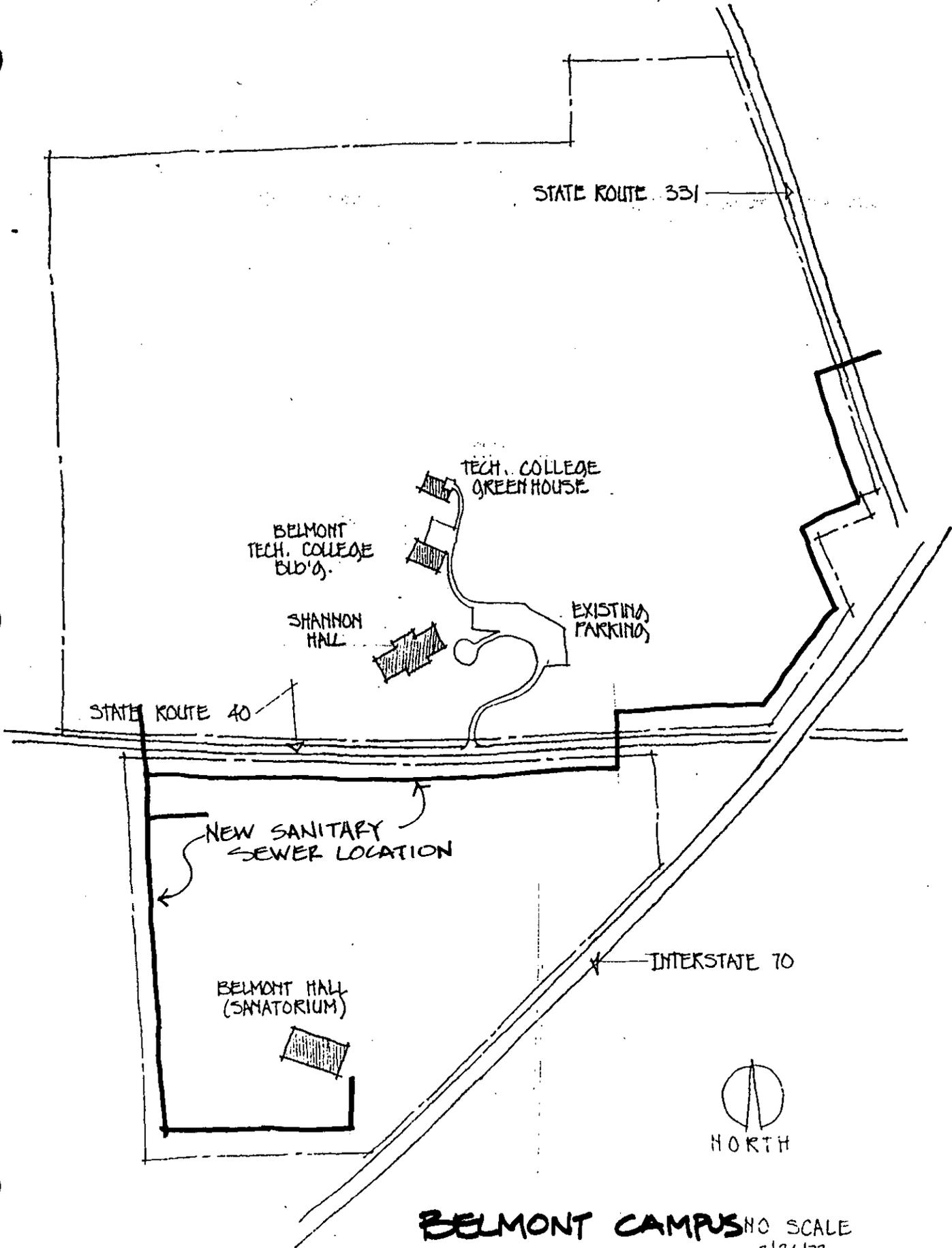
Thence, in a northeasterly direction and parallel to said waterline, 105 feet, more or less, to a point which is 65

feet, more or less, from the eastern pavement edge of State Route 331;

Thence, in a northerly direction, parallel to and 15 feet west of the centerline of said waterline easement, 1315 feet, more or less to a point;

Thence, in an easterly direction, 40 feet, more or less, to the western right-of-way line of State Route 331, containing 1.13 acre, more or less, of permanent easement and 2.26 acre of temporary construction easement.

BELMONT CAMPUS



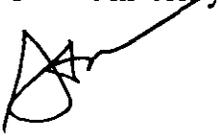
BELMONT CAMPUS NO SCALE
SANITARY SEWER 8/24/77
LOCATION MAP U.P.F.O. 374
10-7-91

Ohio University

Interoffice Communication

DATE: October 3, 1991

TO: The President and Board of Trustees of Ohio University

FROM: John F. Burns, Director of Legal Affairs 

SUBJECT: Review of GTE North Easement

As a result of the acquisition of the Ridges property, the University has assumed responsibility for a number of easements to utility companies that had been granted over the property. The renewals of these easements will be coming up; and the University will review each renewal carefully as part of the planning for development of the Ridges property.

One of the first of these is for GTE North (formerly General Telephone Company) for underground telephone lines on the south-western portion of the land behind the Dairy Barn. The University staff has reviewed the request; and would recommend granting a fifteen (15) year renewal, as this portion of the Ridges is not currently scheduled for any redevelopment.

A resolution and drawing has been prepared for your review and consideration.

Thank you very much.

cc: Dr. Alan H. Geiger, Secretary to the Board
Mr. John K. Kotowski, Director of University Facilities Planning

Mr. Heffernan presented and moved approval of the resolution. Mr. Rosa seconded the motion. All agreed.

GTE EASEMENT AT THE RIDGES

RESOLUTION 1991 -- 1196

WHEREAS, the University has acquired The Ridges property and is developing a plan for its redevelopment, and

WHEREAS, GTE North has requested renewal of an easement on The Ridges property; and granting the renewal is consistent with the University's current plans for redevelopment of The Ridges.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby grants GTE North the easement as requested; and also hereby authorizes the President to approve the final terms and conditions, and for the President or his designee to arrange for execution in accordance with Ohio Law.

Mr. Schey presented and moved approval of the resolution. Mr. Campbell seconded the motion. Approval was unanimous.

**CSX RIGHT-OF-WAY
PURCHASE-SALE AGREEMENT**

RESOLUTION 1991 -- 1197

WHEREAS, CSX Transportation, Inc., has abandoned certain rail lines in the Athens Community, including the portion of rail line that ran through the Athens Campus of Ohio University, and

WHEREAS, a Purchase-Sale Agreement has been negotiated with CSX Transportation, Inc., for the University to acquire 37.01 acres of land of abandoned right-of-way through the campus for \$470,000.00.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby resolves to purchase the 37.01 acres for \$470,000.00; and further authorizes the President to enter into the appropriate legal agreements, after his approval of the final terms and conditions; and for the President or his designee(s) to arrange for obtaining all appropriate approvals required by state law and arranging for closing on this property.

B. EDUCATIONAL POLICIES COMMITTEE

Committee Chair Grasselli thanked those giving reports to the Committee and for the manner and method of those students supporting the Art Therapy program.

Ohio University

Interoffice Communication

PRESIDENTS OFFICE

SEP 25 1991

September 24, 1991

TO: Charles J. Ping, President

FROM: James L. Bruning, Provost



Attached are summaries of the five-year reviews of academic programs completed last academic year by the University Curriculum Council. There were also two two-year reviews of certificate programs.

These summaries reflect the vigor of our ongoing program of internal program review and provide a useful self-examination of our curricular programs.

JB/jt

Attachments

Dr. Strafford presented and moved approval of the resolution. Mr. Hodson seconded the motion. All agreed.

MAJOR AND DEGREE PROGRAM REVIEW

RESOLUTION 1991 -- 1198

WHEREAS, the continuous review of academic programs is essential to the maintenance of quality within an educational institution, and

WHEREAS, Ohio University has had for many years a rigorous program of internal review, and

WHEREAS, Section 67 of Am. Sub. H.B. 694 requires that college and university Board of Trustees "shall during the 1981-83 biennium initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible."

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the 1990-91 review and approves the recommendations for academic programs.

Five-Year Program Reviews

| | Dance | Geography | History |
|----------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| Quality of Scholarship | consistent with prof degree program | all faculty professionally active | good |
| Quality of faculty teaching | good; one univ professor | good; two univ professors | excellent |
| Quality of grad students | not applicable | good | good |
| Quality of grad ed experience | not applicable | good | high |
| Demand for grad program | not applicable | growing | growing |
| Quality of under-grad majors | good | good | good |
| Quality of under-grad experience | positive | good | positive |
| Demand ug major (by students) | sufficient | increasing | strong and growing |
| Demand ug major (by non-majors) | strong | strong | strong |
| Advantages other institutions | frequent student/faculty contact | one of two largest programs in state | faculty strength in 20th century hist |
| Quality of library holdings | adequate | adequate | adequate |
| Quality facilities and equipment | generally adequate | good | adequate |
| Quality of honors program | strong | good though small | high quality |
| Quality of work-shops, etc. | not applicable | limited in scope | limited in scope |
| Quality of RHE programs | not applicable | good | good |

Five-Year Program Reviews

| | Mathematics | Management Systems | Modern Languages |
|----------------------------------|---------------------------------|--------------------|-------------------------------|
| Quality of Scholarship | Active to highly active | good | moderate to highly active |
| Quality of faculty teaching | very good | good | good |
| Quality of grad students | good | not applicable | good |
| Quality of grad ed experience | very good | not applicable | good |
| Demand for grad program | steady | not applicable | steady |
| Quality of under-grad majors | adequate | good | good |
| Quality of under-grad experience | very good | good | good |
| Demand ug major (by students) | fluctuating | high | adequate |
| Demand ug major (by non-majors) | high | strong | increasing |
| Advantages other institutions | HTC program good for recruiting | superior equipment | joint program with journalism |
| Quality of library holdings | adequate | adequate | adequate |
| Quality facilities and equipment | adequate | adequate | adequate |
| Quality of honors program | good | good | good |
| Quality of work-shops, etc. | good | good | good |
| Quality of RHE programs | good | good | good |

Five-Year Review of Tier III

Since the Tier III courses are one feature of the general education requirement that applied to all students, the usual departmental review form was not applicable.

The General Education Committee of the University Curriculum Council reviewed the Tier III component of the general education requirement and in general found it to be working. Its recommendations include better communication about the goals of Tier III, additional courses, and better review of individual Tier III courses. The committee also recommends that new Tier III courses be taught first on an experimental basis, and that no department offer more than 10 percent of the Tier III courses in any given year.

Two-Year Review of the Certificate in Political Communications

The program is administered by the Center for Political Communication and is jointly sponsored by the College of Arts and Sciences and the College of Communication. The program committee recommends a review of the curriculum and the adoption of a systematic student advising system. Enrollment trends are upward, and the program seems to be serving students well.

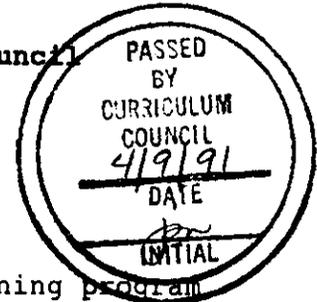
Two-Year Review of the Contemporary History Certificate Program

This is a program primarily for graduate students administered by the Contemporary History Institute. The Program Committee finds that the program has more than met original expectations and recommends that the program not be further reviewed until the regularly scheduled five-year review by the University Curriculum Council.

Ohio University - University Curriculum Council

Five-Year Review - School of Dance

March, 1991



A. Program Description.

The School of Dance provides a professional training program leading to a Bachelors of Fine Arts degree in the College of Fine Arts. Its program is accredited by the National Association of Schools of Dance.

Sixty-five percent of the curriculum consists of studio courses and the primary emphasis in the major is on choreography and performance to prepare students for careers or graduate work in the field of dance and related professions. There are 35 majors, supported by six full-time and one part-time faculty who serve as "artists-teachers."

In addition to three-years of formal course work, seniors must complete a "Senior Project," a synthesis of original choreographic work, performance, production and composition skills. Additional components of the curriculum include courses on kinesiology, music, history and teacher training.

B. Strengths of the Program.

1. The high performance standards expected for admission and completion of the degree.
2. The close contact with the faculty.
3. An excellent placement record for students going into professional fields and graduate school.

C. Weaknesses of the Program.

1. A lack of sufficient scholarships to attract talented students.
2. Need for a second large studio appropriate for classes and improved performance space.
3. The lack of resources to supplement the College's visiting artists program.

D. Recommendations.

1. Continue the partially successful efforts to secure more scholarships.
2. Continue efforts to locate additional space.
3. Increase efforts to expand funding for the visiting artists program.
4. There is no need for further review until the next cycle.

E. Review Topics.

1. Quality of the scholarship and creative activity of its faculty (where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards, and recognition).

The School places considerable emphasis upon teaching, professional and creative activity, and performance in its evaluation of faculty. This expectation is consistent with a professional degree program in a performance art. Virtually all faculty have a demonstrable record of performance and creative activity, with three having established outstanding records. One faculty member has been named a "Distinguished Professor."

The record of traditional published scholarship is minimal.

2. Quality of the teaching of its faculty (where evaluation uses student evaluation, teaching awards, written peer and outside evaluations).

Student evaluations are used for each course.

In promotion and tenure decisions, the quality of teaching is regarded as a strong factor in determining the outcome. It is a supplemental factor in annual merit evaluations. Direct observation is used for non-tenured faculty. Continuous peer assessment is based on collaborative work in workshops and performances.

Student assessment of the teaching places all faculty above 2.5 on a 5 point scale. One faculty member has been selected as a University Professor within the last five years.

3. Quality of its graduate educational experience (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes).

not applicable

4. Quality of its graduate educational experience (where evaluation uses reports of current students, alumni or employers).

not applicable

5. Demand for its graduate program (where evaluation uses application for admission and comments by current students).

not applicable

6. Quality of its undergraduate majors (where evaluation uses the analysis of test scores, merit awards and grades in all classes).

Performance expectations are very high. Entering students must audition for admission to the major and they must spend the first year on probation. The final project for seniors requires a capability to synthesize all components of the major before graduation.

About 60 percent of the majors have GPAs of 3.0 or above; the average GPA is 3.19 (compared with a university average of 2.89). Entering ACT and SAT scores vary considerably and are not considered a primary factor in determining success in the major.

The graduation rate of 7.5 per year appears low given the average of 36 majors over the past five years. This is attributed to the high attrition rate growing out of the unexpected time demands on majors during the freshman and sophomore years.

7. Quality of its undergraduate experience (where evaluation uses reports of current students, alumni or employers).

Students interviewed place a high value on the well-rounded curriculum that encompasses the full range of performance techniques, composition, choreography and academic aspects of dance. They are also positive about the creative spirit in the School, the small classes, individual attention and the openness of the faculty. Upper class students also appreciate the opportunity to assist in teaching non-majors in lower-level classes.

The students expressed an interest in having more visiting artists or dancers-in-residence to bring new ideas to the program.

The School's good placement record suggests that the program prepares its students very well for professional careers in dance. Contact with alumni is frequent and through an informal professional network but not systematic. The School's first formal newsletter is to be produced in 1991.

8. Demand for the undergraduate major by students (where evaluation uses enrollment trends and applications for the program).

The number of majors has varied only slightly during the last five years, from 40 to 35. There are two additional students for whom Dance is a second major, and there are six minors. Demand continues to be sufficient to provide the number of qualified students necessary for an effective program.

A maximum of 50 majors and minors could be accommodated.

9. The present demand for its undergraduate program by non-majors (where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments and schools).

Most non-majors use introductory studio courses specifically designed for them. These range from jazz and modern dance to ballet and attract approximately 250 students per quarter. Advanced studio courses require an audition. Two Tier 2 courses are offered and a dance minor is available for non-majors.

10. Advantages in relation to other institutions, if any (where evaluation uses distinctions in its approach, curricula or other features).

The small program provides for frequent student contact with faculty. The curriculum also provides an unusual link between performance and the more creative aspects of choreography and production. In addition, the School offers an informal "teacher training" track in the curriculum.

11. Quality of its library holdings (where evaluation uses holdings and gaps in those holdings).

Library holdings are regarded as adequate.

12. Quality of its facilities and equipment (where evaluation uses age, adequacy and condition of equipment and facilities).

Facilities are regarded as generally adequate and conveniently located. However, one additional studio would provide greater flexibility for the program, especially for instruction and public performances.

13. Quality of its honors program (where evaluation uses reports from the Honors College and alumni of its program).

The School took in its first Honors Tutorial student in 1985; it currently has three in the program and all are making excellent progress (with 3.9 GPAs). The program enjoys strong support from the faculty.

14. Quality of its offerings through workshops, independent study or experiential learning (where evaluation uses reports from the Office of Continuing Education and students in the program).

The School does not offer workshops outside the major nor does it provide for experiential learning credit.

15. Quality of its programs on regional campuses (where evaluation uses reports from the Vice Provost for Regional Higher Education, and the regional campuses).

The School does not offer its program at the regional campuses.

DATA FROM THE HISTORICAL COMPENDIUM (Attached).

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 1080520 X
 DANCE X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--|------|------|------|------|------|
|--|------|------|------|------|------|

FALL HEADCOUNTS BY MAJOR:

7 DANCE

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|-----------|------|------|------|------|------|
| FRESHMAN | 13 | 10 | 15 | 10 | 12 |
| SOPHOMORE | 5 | 6 | 6 | 15 | 5 |
| JUNIOR | 7 | 4 | 6 | 5 | 11 |
| SENIOR | 15 | 12 | 8 | 9 | 7 |
| UNDERGRAD | 40 | 32 | 35 | 39 | 35 |
| TOTAL | 40 | 32 | 35 | 39 | 35 |

ANNUAL DEGREES AWARDED:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---------------|------|------|------|------|------|
| BACCALAUREATE | 10 | 6 | 5 | 6 | -- |
| TOTAL | 10 | 6 | 5 | 6 | -- |

..... COURSES

FALL STUDENT CREDIT HOURS:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---------------|------|------|------|------|------|
| DANC | | | | | |
| UNDERGRADUATE | 1233 | 1130 | 1217 | 1189 | 1254 |
| GRADUATE | 26 | 41 | 21 | 15 | 18 |
| SUB-TOTAL | 1259 | 1171 | 1238 | 1204 | 1272 |

FALL WSCH (ATHENS):

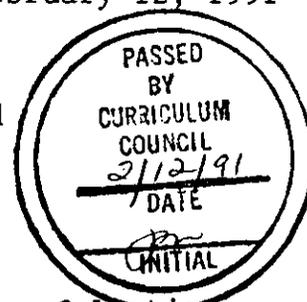
| | 1986 | 1987 | 1988 | 1989 | 1990 |
|------|------|------|------|------|------|
| DANC | 4165 | 3914 | 4087 | 3965 | 4193 |

FALL AVERAGE SECTION SIZE:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|------|------|------|------|------|------|
| DANC | 12.4 | 12.5 | 12.2 | 12.0 | 12.3 |

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|----------|------|------|------|------|------|
| BU-INDEX | .58 | .57 | .54 | .54 | .56 |

OHIO UNIVERSITY - University Curriculum Council
Five-year review of the Department of Geography
February 1991



A. PROGRAM DESCRIPTION:

The Department of Geography with a faculty of ten (nine full-time and one part-time) provides significant service and tier courses for the University at large, undergraduate major courses, and graduate courses.

All full-time faculty actively participate in the service and tier courses which account for 45% of the courses and 60% of the FTE for the department. Undergraduate major courses account for 35% of the courses and 28% of the FTE, while graduate courses account for 20% and 12% respectively.

Special curricula in the department include:

- Preparation for environmental geography - currently 33 majors
- Preparation for cartography - currently 6 majors
- Preparation for meteorology - currently 16 majors
- Geographic information systems analyst - currently 1 major
- Urban and regional planning - currently 6 majors

These special programs reflect the department's movement toward applied geography with substantial numbers of students moving directly from school to professional work in the public and private sectors.

B. STRENGTHS OF THE PROGRAM:

The close and continuing relationship that the department has with its students and alumni is a great strength.

The facilities of the department are superior.

C. WEAKNESSES OF THE PROGRAM:

The full-time and budgeted faculty are less than 75% of that recommended by the regents model. This has limited the offering of many upper-division courses to a biennial schedule or worse.

The faculty shortage has increased the department's reliance upon part-time instruction from the local area, a skill in very limited supply.

The full-time staff shortage makes it difficult to maintain the department's traditional active participation in the International Studies program. That participation is a natural expectation from the interdisciplinary and regionally interested professional geographer.

D. RECOMMENDATIONS:

1. The College of Arts & Sciences should give serious consideration to devoting additional resources to the geography department, specifically additional full-time faculty.

2. There is no need for further review until the next review cycle.

E. REVIEW TOPICS:

1. Quality of the scholarship and creative activity of its faculty

The level of professionalism in the department is measured by many scholarly activities. Priority consideration is given to publications of books, monographs, and refereed journal articles; grant funding; production of video documentaries and editorships; and, to an important but lesser extent, papers read at professional meetings.

During the review period, thirty priority items and over fifty paper presentations occurred among the faculty. Including other scholarly activity, the average faculty member exceeded two items per year. Approximately ten grants or fellowships were awarded during this time. All members of the faculty are viewed as being professionally active by the chair.

2. Quality of the teaching of its faculty

Student evaluations of each course for each quarter are conducted using the standard Arts and Sciences Evaluation Form. The data are used by the faculty as a self-evaluation tool and by the department for salary and tenure and promotion considerations.

During the review period, two professors from this small department have been designated University Professor.

3. Quality of its graduate students

Admission to the masters program requires an undergraduate GPA of at least 3.0, an undergraduate degree in geography or completion of all major requirements for that degree. Graduate record exam scores are normally necessary for stipend or scholarship support. The range of scores for recently enrolled/accepted U.S. citizens is from 930 to 1480 with a mean of 1123. While GRE scores do not generally correlate well with performance in the program, they are good predictors at the extreme of the range.

4. Quality of its graduate educational experience

From 30 - 50 graduate alumni contact the department each year to participate in the annual "Honors Banquet" or biennial "Student-Alumni Career Symposium". These interactions reflect the warmth and allegiance shared for the department and university.

5. Demand for its graduate program by students

In recent years enrollment in the masters program has grown from 14 to a current level of 26 students. This growth is partially attributed to the applied orientation of the department.

6. Quality of undergraduate majors

The quality of majors has increased in recent years as has the overall university. Average high school rank is now at the 66th percentile, combined SAT scores are over 950, and the ACT Composite score is 22. Average OU GPA is 2.81 for majors, a modest increase consistent with the increased quality of students.

7. Quality of its undergraduate educational experience

Based upon the Office of Institutional Research's report, Longitudinal Involvement Study Results for Combined Senior Classes 1986-89, every senior has had some contact with faculty outside the classroom and 2/3 reported social contacts. Over 90% report satisfaction with the quality of instruction. The active interaction with graduates reflected in item 4 above applies equally to baccalaureate graduates. Approximately 25% of the alumni (since geography became a separate department) have made financial contributions to the department/university.

8. Demand for the undergraduate major by students

Since fall 1985 majors have increased from 48 to 60 in fall of 1990.

9. The present demand for its undergraduate program by non-majors

The department provides many service courses to other departments and Tier II and III requirements for the university at large. Such courses account for over 80% of the department's FTE.

10. Advantages in relation to other institutions, if any

Of the eight public institutions in the state offering baccalaureate and masters programs, Ohio (and OSU) are the largest by a factor of two. These two are also leading in the utilization of remote sensing and geographic information systems hardware and software in courses.

The Scalia Laboratory for Atmospheric Analysis is a state of the art facility for the pre-meteorology program. It is the only one in the state at the baccalaureate level.

11. Quality of the library holdings

Library budget has increased by a factor of three during the past five years. Special curriculum and research concentrations have been stressed in recent acquisitions, e.g., geographical information systems. It is adequate.

12. Quality of its facilities and equipment

The movement of the department to Clippinger Hall has resulted in a vast improvement from the Porter Hall facilities. With the exception of a promised large lecture hall for 120 students which has not materialized, the department has the best space and equipment in the state.

13. Quality of its Honors Program

Only three students have participated in the Honors Program. None have graduated to date.

14. Quality of its offerings through workshops, independent study, or experiential learning

No workshops are offered for credit. Independent study is available on a very limited basis, e.g., a required course that is otherwise not being offered, a highly specialized topic of particular interest to a student. In each circumstance, a geography faculty member teaches the course as an uncompensated overload. Course credit by examination is available for GEOG 101 & 121. Experiential learning credit is rarely awarded in geography.

15. Quality of its programs on regional campuses

None of the regional campuses offer sufficient courses for a major in geography. There are no full-time regional campus faculty. Most offerings are provided by main campus staff as an evening class. Several alumni, current full-time professionals, teach regional classes. Usual courses include: Elements of Human Geography (GEOG 121), Elements of Physical Geography (GEOG 101), or a regional or 3rd world regional course.

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2030090 X
 X GEOGRAPHY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1986 1987 1988 1989 1990

1. FALL HEADCOUNTS BY MAJOR:

05 GEOGRAPHY

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|-----------|------|------|------|------|------|
| FRESHMAN | 8 | 7 | 6 | 9 | 8 |
| SOPHOMORE | 9 | 12 | 11 | 13 | 20 |
| JUNIOR | 16 | 9 | 13 | 14 | 18 |
| SENIOR | 20 | 22 | 18 | 20 | 20 |
| UNDERGRAD | 53 | 50 | 48 | 56 | 66 |
| MASTERS | 16 | 17 | 21 | 26 | 22 |
| GRADUATE | 16 | 17 | 21 | 26 | 22 |
| TOTAL | 69 | 67 | 69 | 82 | 88 |

2. ANNUAL DEGREES AWARDED:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---------------|------|------|------|------|------|
| BACCALAUREATE | 12 | 20 | 12 | 15 | -- |
| MASTERS | 5 | 6 | 3 | 5 | -- |
| TOTAL | 17 | 26 | 15 | 20 | -- |

..... COURSES

3. FALL STUDENT CREDIT HOURS:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---------------|------|------|------|------|------|
| GEOG | | | | | |
| UNDERGRADUATE | 2335 | 2439 | 2923 | 3056 | 2934 |
| GRADUATE | 329 | 265 | 449 | 452 | 492 |
| SUB-TOTAL | 2664 | 2704 | 3372 | 3508 | 3426 |
| INST | | | | | |
| UNDERGRADUATE | -- | -- | 160 | -- | -- |
| GRADUATE | 57 | -- | -- | -- | -- |
| SUB-TOTAL | 57 | -- | 160 | -- | -- |
| T309 | | | | | |
| UNDERGRADUATE | -- | 200 | 140 | 156 | 144 |
| SUB-TOTAL | -- | 200 | 140 | 156 | 144 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030090 X
 X GEOGRAPHY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

1986 1987 1988 1989 1990

3. FALL STUDENT CREDIT HOURS:

| DEPARTMENT TOTAL | 1986 | 1987 | 1988 | 1989 | 1990 |
|------------------|------|------|------|------|------|
| UNDERGRADUATE | 2335 | 2639 | 3223 | 3212 | 3078 |
| GRADUATE | 386 | 265 | 449 | 452 | 492 |
| TOTAL | 2721 | 2904 | 3672 | 3664 | 3570 |

4. FALL WSCH (ATHENS):

| | | | | | |
|-------|------|------|------|------|------|
| GEOG | 4994 | 4705 | 6439 | 6536 | 6935 |
| INST | 292 | -- | 251 | -- | -- |
| T309 | -- | 360 | 252 | 280 | 259 |
| TOTAL | 5287 | 5065 | 6942 | 6817 | 7194 |

5. FALL WSCH (CONTINUING EDUC):

| | | | | | |
|------|----|-----|----|----|----|
| GEOG | -- | 165 | 64 | 93 | -- |
|------|----|-----|----|----|----|

6. BRANCH WSCH (TAUGHT BY MAIN CAMPUS FACULTY)

| | | | | | |
|-------|-----|----|-----|-----|-----|
| GEOG | 229 | -- | 221 | 625 | 698 |
| TOTAL | | | | | |

7. FALL AVERAGE SECTION SIZE:

| | | | | | |
|----------|------|-------|------|------|------|
| GEOG | 24.0 | 25.3 | 27.4 | 31.8 | 20.0 |
| T309 | -- | 102.0 | 72.0 | 39.0 | 36.0 |
| TOTAL | 24.0 | 26.5 | 28.0 | 32.0 | 20.3 |
| OU-INDEX | 1.13 | 1.22 | 1.25 | 1.44 | .92 |

..... STAFFING AND PRODUCTIVITY

8. UNIT COST DATA:

| | | | | | |
|------------------|---------|---------|---------|---------|-------|
| ANNUAL WSCH | 16274 | 16802 | 20567 | 23010 | 23387 |
| DIRECT COST/WSCH | \$32.66 | \$32.39 | \$31.78 | \$31.29 | -- |
| OU-INDEX | 1.13 | 1.08 | 1.01 | .94 | |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 . BUDGET-UNIT: X
 X 2030090 X
 X GEOGRAPHY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

9. TEACHING FACULTY:

| | | | | | |
|-------------------|-------|-------|------|------|------|
| TENURED | 8 | 8 | 9 | 8 | 8 |
| NON-TENURED | -- | -- | 1 | 1 | 1 |
| TERM/PT HEADCOUNT | -- | -- | -- | 1 | 1 |
| TOTAL | 8 | 8 | 9 | 10 | 10 |
| PERCENT TENURED | 100.0 | 100.0 | 88.0 | 80.0 | 80.0 |

10. FALL FULL-TIME FACULTY

ACADEMIC YEAR CONTRACTS

| | | | | | |
|----------------|-------|-------|-------|-------|-------|
| HEAD-COUNT | 7 | 7 | 8 | 7 | 7 |
| AVERAGE SALARY | 36846 | 38604 | 41234 | 43971 | 46513 |
| MEDIAN SALARY | 34438 | 37015 | 39142 | 42523 | 45224 |

FISCAL YEAR CONTRACTS

| | | | | | |
|----------------|-------|-------|-------|-------|-------|
| HEAD-COUNT | 1 | 1 | 1 | 2 | 2 |
| AVERAGE SALARY | 42938 | 45524 | 47782 | 53266 | 57335 |
| MEDIAN SALARY | -- | -- | -- | 51542 | 56124 |

11. BUDGETED FTE STAFFING:

| | | | | | |
|----------------------|-------|-------|-------|-------|-------|
| FACULTY | 8.00 | 8.00 | 8.67 | 9.14 | 9.02 |
| GRAD. ASSISTANTS FTE | 2.58 | 2.42 | 2.53 | 3.63 | 5.09 |
| CIVIL SERVICE | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| TOTAL | 11.58 | 11.42 | 12.20 | 13.77 | 15.11 |

12. STAFFING RATIOS:

| | | | | | |
|-----------------------|-------|-------|-------|-------|-------|
| FTE STUDENTS | 181.4 | 193.6 | 244.8 | 244.3 | 238.0 |
| FTE STD/FTE FACULTY | 22.7 | 24.2 | 28.2 | 26.7 | 26.4 |
| FTE STD/FTE FAC+GAFTE | 17.1 | 18.6 | 21.9 | 19.1 | 16.9 |
| FTE STD/FTE TOT STAFF | 15.7 | 17.0 | 20.1 | 17.7 | 15.8 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030090 X
 X GEOGRAPHY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--|--------|--------|--------|--------|--------|
| 13. REGENTS MODEL/DEPART. BUDGETED: | | | | | |
| MODEL FTE FOR ENROL | 10.05 | 10.37 | 12.70 | 14.20 | 14.44 |
| BUDGETED FACULTY | 8.00 | 8.00 | 8.67 | 9.14 | 9.02 |
| DIFFERENCE FROM MODEL | -2.05 | -2.37 | -4.03 | -5.06 | -5.42 |
| % DIFF. FROM MODEL | -20.30 | -22.80 | -31.70 | -35.60 | -37.50 |
| BUDGETED FAC+GA FTE | 10.58 | 10.42 | 11.20 | 12.77 | 14.11 |
| DIFFERENCE FROM MODEL | +5.53 | +0.05 | -1.50 | -1.43 | -.33 |
| % DIFF. FROM MODEL | +5.20 | +4.40 | -11.80 | -10.00 | -2.20 |
| TOT BUDG STAFF+GA FTE | 11.58 | 11.42 | 12.20 | 13.77 | 15.11 |
| DIFFERENCE FROM MODEL | +1.53 | +1.05 | -.50 | -.43 | +.67 |
| % DIFF. FROM MODEL | +15.20 | +10.10 | -3.90 | -3.00 | +4.60 |

14. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--------------|------|------|------|------|------|
| 1 GEN. STUDY | 19.2 | 18.8 | 11.4 | 12.6 | 11.1 |
| 3 BACCALAUR. | 27.2 | 28.6 | 31.4 | 32.0 | 31.2 |
| 4 MASTERS | 9.3 | 8.6 | 13.6 | 12.8 | 16.4 |
| SUB-TOTAL | 55.6 | 55.9 | 56.4 | 57.3 | 58.7 |

STUDENT ADVISING

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|-----------|------|------|------|------|------|
| 1 FR/SO | 2.0 | 1.4 | 1.6 | 1.9 | 2.4 |
| 2 JR/SR | 1.8 | 1.8 | 1.8 | 2.0 | 3.0 |
| 3 MASTERS | 2.7 | 2.4 | 2.7 | 3.3 | 3.3 |
| 4 DOCTORS | .2 | .2 | -- | -- | -- |
| SUB-TOTAL | 6.5 | 5.7 | 6.0 | 7.1 | 8.6 |

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2030090 X
 X GEOGRAPHY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

ADMINISTRATION

| | | | | | |
|--------------------|------|------|------|------|------|
| 1 DEPARTMENT ADMIN | 7.7 | 5.3 | 8.6 | 4.4 | 4.5 |
| 2 COL/DEPT COM. | 3.4 | 2.8 | 2.2 | 1.5 | 3.1 |
| 3 UNIVERSITY COM. | .5 | 1.2 | 2.3 | 1.8 | .9 |
| 4 UNIVERSITY GVT. | -- | -- | -- | .2 | .2 |
| 5 OTHER ADMIN. | 4.4 | 7.5 | 3.2 | 2.9 | 4.4 |
| SUB-TOTAL | 15.9 | 16.7 | 16.1 | 10.6 | 13.1 |

RESEARCH

| | | | | | |
|-------------------|------|------|------|------|------|
| 1 UNIVERSITY/DEPT | 20.5 | 22.0 | 19.1 | 25.1 | 19.9 |
| 2 OTHER | 1.8 | -- | 2.7 | -- | -- |
| SUB-TOTAL | 22.2 | 22.0 | 21.7 | 25.1 | 19.9 |

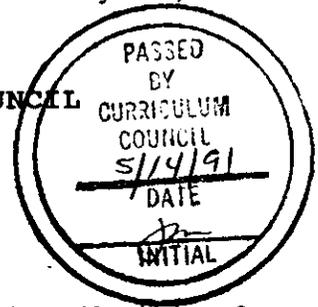
PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

..... EXPENDITURES

15. DEPARTMENTAL EXPENDITURES:

| | | | | | |
|-------------------|----------|----------|----------|----------|----|
| GENERAL OPERATING | \$531590 | \$544227 | \$653670 | \$719944 | -- |
| ROTARIES | \$12540 | \$3263 | \$1791 | \$1109 | -- |
| RESTRICTED | \$18161 | \$1144 | \$16436 | \$7358 | -- |

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF HISTORY
MAY 1991



A. PROGRAM DESCRIPTION

The Department of History offers Bachelor of Arts, Master of Arts, and Doctor of Philosophy degree programs. An undergraduate history major in the College of Arts and Sciences consists of 52 hours of history coursework. The Fall 1989 undergraduate enrollment was 127, not including 15 students in the Honors Tutorial College. The Master of Arts non-thesis option focuses on coursework in two geographical areas, a two-quarter seminar, an historiographical course, and includes written comprehensive examinations. The Master of Arts thesis option focuses on one geographical area and includes seminar and historiographical work, competency in one foreign language, and a thesis. The Fall 1989 enrollment in the Master of Arts degree program was 36. The Doctor of Philosophy degree program is offered in United States, European, and a variety of Third World areas. A dissertation and competency in two foreign languages are required. The Fall 1989 enrollment in the Doctor of Philosophy degree program was 18.

The Department sponsors the preliminary contests of the American History Contest throughout Ohio and hosts the final competition in Athens. In 1989 over 17,000 high school seniors from 450 schools participated in the preliminary contests. The Department also operates the Region 11 History Day Project for middle and high school students. In 1989 over 500 students and parents from 25 schools participated in History Day activities in Athens.

The Contemporary History Institute is an important component of the Department. The Institute is primarily a graduate level center for training in post-1945 history and its applications to current issues. Most of the Institute students are graduate students in History and half of the Department faculty have research and instructional interests in the post-1945 era.

The Department performs significant service functions to the University at both the undergraduate and Graduate levels. At the undergraduate level, the Department has extensive Tier II offerings and History faculty staff seven Tier III courses that are offered on a regular basis. The undergraduate enrollment in History courses is widely distributed, as evidenced by the fact that only 20% of the total enrollment is contributed by History majors. Students from over 50 other areas form the balance of the enrollment in History courses, with large contingents from the School of Journalism and University College. An aspect of the enrollment pattern for undergraduate history courses that is unusual at Ohio University, but that is typical of History departments nationwide is that the majority of students in all upper division courses is comprised of non-majors. At the graduate

level, the Department offerings in Third World areas have large enrollments from Master of Arts students in International Studies. The Department also provides many of the courses taken by students in the Master of Social Sciences program.

B. STRENGTHS OF THE PROGRAM:

1. The 20th Century U.S. History area has an outstanding national reputation.
2. The presence of the Contemporary History Institute provides money for graduate stipends and supplemental library funds.
3. The department is committed to an undergraduate curriculum that is balanced in its treatment of European, U.S., and Third World history.

C. WEAKNESSES OF THE PROGRAM:

1. Although the Contemporary History Institute provides funds for graduate stipends in addition to those provided by operating funds, the number of graduate stipends is low, as is the amount of Ph.D. stipends. Among the eight Ph.D. programs at Ohio state supported institutions, the department ranks roughly fifth in terms of the dollar value per Ph.D. stipend.
2. The Bentley Hall offices are very poor, especially those located in the basement. The basement offices have been described by visitors as the worst they have ever seen.
3. Graduate students interviewed complained of a lack of courses designed to prepare them for fulfilling the language requirement.

D. RECOMMENDATIONS

1. The department should continue to pursue additional funds for graduate stipends through the UPAC process. Additional operating funds should also be provided for graduate stipends.
2. Means to improve the quality and quantity of office space should be identified.
3. The department should, in consultation with Modern Languages, develop specific and practical procedures for fulfilling the language requirements for graduate degrees.
4. There is no need for further review until the next review cycle.

E. REVIEW TOPICS

1. **Quality of the scholarship and creative activity of its faculty** (where evaluation uses the analysis of publications, research performance, presentations, research projects, awards and recognition).

The Chairman uses the following criteria to classify the faculty into three levels of professional activity:

Highly Active

Faculty of associate or professorial rank who have published two or more books, who currently are actively engaged in a book-length project, and who are also producing invited papers and refereed articles as a byproduct of their current project.

Faculty of assistant rank or who have been recently promoted to associate rank who have published one book, are actively at work on another, and who are producing invited papers and refereed articles.

Moderately Active

Faculty of associate or professorial rank who have produced invited papers and refereed articles and who are actively engaged in a book-length project.

Less Active

Those faculty not satisfying the criteria for highly or moderately active professionally.

Based on these criteria, 11 faculty are highly active, 10 are moderately active, and 3 are less active.

2. **Quality of the teaching of its faculty** (where evaluation uses student evaluation, teaching awards, written peer evaluations and outside evaluations)

All courses are evaluated by students using a two part instrument. The first part is a questionnaire containing 18 questions pertaining to the course and instructor and 7 questions pertaining to the teaching assistants. The second part of the evaluation instrument solicits comments on the course, instructor, exams, readings, and discussion leaders.

The Chairman reviews the results of student evaluations before returning the original materials to the faculty. Neither the Chairman nor the faculty review the evaluation responses before final grades are assigned. The Chairman keeps an on-going record of the summary responses for each faculty member. This record also includes the course name and number, the number of students

enrolled, the number taking part in the evaluation, and a course GPA figured on the basis of the final grades assigned. These records are considered by the Department Peer Evaluation Committee whose recommendations are the major factor in raise determinations. Tenure and promotion committees also use the student evaluation records as their chief source of information in considering the teaching aspects of the Department promotion and tenure criteria.

Students interviewed rated the quality of teaching as excellent. Many commented that the faculty seem genuinely enthusiastic about their teaching responsibilities.

3. Quality of its graduate students (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity, and grades in all classes)

Admission to the graduate programs in History is based on a combination of undergraduate and graduate transcripts, letters of recommendation, a lengthy sample of written work, and the GRE general examination. Median scores for students submitting GRE scores to the Department in AY 88-89 are 530, 570, and 510 on the verbal, quantitative, and analytical parts of the exam, respectively. These scores compare to a national median for History students of 568, 541, and 563, respectively. A recent entering group of students included five students who achieved a score in the 90th percentile on at least one of the three parts of the GRE general exam.

Two M.A. graduates were recently awarded doctoral fellowships at Harvard and Princeton. The department's latest Ph.D. graduate is on leave from SUNY-Potsdam taking a post-doctoral fellowship at Princeton. Two recent Ph.D. candidates have been hired by Auburn University and the College of Wooster.

4. Quality of its graduate educational experience (where evaluation uses reports of current students, alumni, or employers)

The quality of the graduate educational experience is high, based on the informal employment record of graduates and the small number of students leaving without completing a degree. In the depressed market for History professionals of the late 1970's and 1980's, virtually all Ph.D. graduates found employment commensurate with their educational level. M.A. graduates find employment as secondary school teachers or public historians or enter Ph.D. programs at Ohio University or elsewhere.

Students interviewed were very pleased with their experience. One problem mentioned by several students is the difficulty in finding courses that are suitable for preparation for the language examinations.

During the past five years only five students have voluntarily left the graduate program. Three of these left for financial

reasons. The remaining two left the program to pursue careers in other areas.

5. Demand for its graduate program by students (where evaluation uses application for admission, comments of current students)

Demand for the graduate programs is growing, as evidenced by the fact that enrollment has increased from 27 in Fall 1985 to 54 in Fall 1989. Four Ph.D. candidates are expected to graduate in Academic Year 90-91.

6. Quality of its undergraduate majors (where evaluation uses the analysis of test scores, merit awards, and grades in all classes)

The Chairman and interviewed faculty rate the Department's undergraduate majors as good. In Fall 1989, the average ACT composite was 22.68, SAT verbal was 514, and SAT math was 521. The average OU GPA was 2.80.

7. Quality of its undergraduate educational experience (where evaluation uses reports of current students, alumni or employers)

Students interviewed were very satisfied with their experience. Several cited the easy availability of faculty and their attention to advising duties as a positive aspect of the undergraduate program.

8. Demand for undergraduate major by students (where evaluation uses enrollment trends and applications for the program)

Evaluated on the basis of enrollment trends, the demand for the undergraduate major is strong and growing. The total number of undergraduate majors has increased from 92 in Fall 1985 to 142 in Fall 1989. The number of degrees awarded has also increased to reflect the increase in enrollment.

9. The present demand for its undergraduate program by non-majors.

History department offerings are much in demand for fulfilling the Humanities area requirements and the Social Science area requirements in the College of Arts and Sciences. A full third of the enrollment in Fall 1989 was from 52 areas. Another indication of the strong demand for department offerings is the fact that all of the departments upper-division courses enroll a majority of non-majors.

10. Advantages in relation to other institutions, if any (where evaluation uses distinctness in its approach, curricula, or other features)

The strength of the department in the area of twentieth century history is an advantage compared to other institutions in Ohio. This strength is evidenced by the award of the first Eminent Scholar position in the area of history by the Ohio Board of Regents.

Another advantage compared to other institutions in Ohio is the large number of faculty with primary training, research and teaching interests in Third World areas. No other state assisted school has such a large Third World component.

A third advantage compared to other Ohio schools is the department's commitment to an undergraduate curriculum that is balanced in its treatment of European, U.S., and Third World history.

11. The quality of its library holdings (where evaluation uses holdings and gaps in those holdings)

The existing holdings are adequate if considered together with access to an interlibrary loan system. The ability of the department to acquire new materials is adequate when supplemented by the Contemporary History Institute's Edna Jacobsen Endowment. However, the department has been unable to re-subscribe to several important journals lost in the mid-1970's.

Graduate students interviewed described the library holdings as adequate only when combined with interlibrary loans.

12. Quality of its facilities and equipment (where evaluation uses age, adequacy, and condition of equipment and facilities)

A major problem with facilities is the quality of the basement offices in Bentley Hall of most of the faculty. These offices have been described by visitors as the worst faculty offices they have ever seen. Another more serious problem is the extremely poor heating and cooling system in Bentley. This problem was noted in the last five year review.

13. Quality of its Honors Program. (where evaluation uses reports from the Honors College and alumni of its honors program)

An indication of the high quality of the Honors program is the success of its graduates. Three of the eleven graduates of the past five years have graduated from law schools at Harvard, the University of Virginia, and Washington University. Seven are currently enrolled in or have completed graduate degree programs at the University of Connecticut, the University of North Carolina, Duke University, the University of Michigan, Ohio State University, and Ohio University.

14. The quality of its offerings through workshops, independent

study, or experiential learning. (where evaluation uses reports from the Office of Continuing Education and students in the programs, with specific discussion of experiential learning evaluation required, if appropriate)

The only instances of credit granted through workshop offerings were the two tours of Classical and Byzantine sites in Greece in 1986 and 1989. These tour workshops were conducted by a full-time faculty member who regularly teaches the courses for which credit was granted on the Athens campus.

Ten independent study courses are offered by correspondence. Course credit by examination is offered for nine courses. All of these courses are also taught on the Athens campus in the traditional manner and the instructors with supervisory responsibility for the courses regularly teach their counterparts on the Athens campus.

The only case of experiential credit being granted involved a student in Alaska who produced a lengthy paper on the local community of Tok under the guidance of a full-time faculty member.

15. The quality of its programs on regional campuses. (where evaluation uses reports from the Vice Provost for Regional Higher Education, the regional campus deans, faculty, and students in off-campus programs).

The best indication of the quality of the department's programs on regional campuses is the good record of their students who transfer to the Athens campus.

The lack of a full-time faculty member on the Ironton campus is a concern of the department. The department plans to bring this matter to the attention of the Vice Provost for Regional Higher Education.

DATA FROM THE HISTORICAL COMPENDIUM:

Attached.

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030120 X
 X HISTORY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1986 1987 1988 1989 1990

1. FALL HEADCOUNTS BY MAJOR:

09 HISTORY

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| FRESHMAN | 15 | 29 | 35 | 33 | 36 |
| SOPHOMORE | 17 | 20 | 28 | 38 | 42 |
| JUNIOR | 31 | 30 | 27 | 33 | 27 |
| SENIOR | 23 | 31 | 42 | 38 | 42 |
| UNDERGRAD | 86 | 110 | 132 | 142 | 147 |
| MASTERS | 26 | 29 | 34 | 36 | 46 |
| DOCTORAL | 9 | 10 | 10 | 18 | 19 |
| GRADUATE | 35 | 39 | 44 | 54 | 65 |
| TOTAL | 121 | 149 | 176 | 196 | 212 |

2. ANNUAL DEGREES AWARDED:

| | | | | | |
|---------------|----|----|----|----|----|
| BACCALAUREATE | 14 | 17 | 30 | 35 | -- |
| MASTERS | 4 | 6 | 5 | 8 | -- |
| DOCTORATE | 1 | 1 | -- | 1 | -- |
| TOTAL | 19 | 24 | 35 | 44 | -- |

..... COURSES

3. FALL STUDENT CREDIT HOURS:

| | | | | | |
|---------------|------|------|------|------|------|
| C H | | | | | |
| UNDERGRADUATE | -- | -- | -- | -- | 16 |
| GRADUATE | -- | -- | 60 | 65 | 70 |
| SUB-TOTAL | -- | -- | 60 | 65 | 86 |
| C S | | | | | |
| UNDERGRADUATE | -- | 45 | 115 | 165 | -- |
| SUB-TOTAL | -- | 45 | 115 | 165 | -- |
| HIST | | | | | |
| UNDERGRADUATE | 5574 | 6084 | 6970 | 5901 | 6439 |
| GRADUATE | 666 | 1018 | 719 | 1069 | 1071 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2030120 X
 X HISTORY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|---|-------|-------|-------|-------|-------|
| 3. FALL STUDENT CREDIT HOURS: | | | | | |
| CONTINUED: HIST | | | | | |
| SUB-TOTAL | 6240 | 7102 | 7689 | 6970 | 7510 |
| INST | | | | | |
| UNDERGRADUATE | -- | 165 | 250 | 240 | -- |
| GRADUATE | 15 | -- | -- | -- | -- |
| SUB-TOTAL | 15 | 165 | 250 | 240 | -- |
| T312 | | | | | |
| UNDERGRADUATE | 152 | 176 | 52 | 196 | 148 |
| SUB-TOTAL | 152 | 176 | 52 | 196 | 148 |
| DEPARTMENT TOTAL | | | | | |
| UNDERGRADUATE | 5726 | 6470 | 7387 | 6502 | 6603 |
| GRADUATE | 681 | 1018 | 779 | 1134 | 1141 |
| TOTAL | 6407 | 7488 | 8166 | 7636 | 7744 |
| 4. FALL WSCH (ATHENS): | | | | | |
| C H | -- | -- | 309 | 334 | 388 |
| C S | -- | 81 | 207 | 297 | -- |
| HIST | 12051 | 14368 | 14221 | 14492 | 15072 |
| INST | 77 | 259 | 392 | 376 | -- |
| T312 | 273 | 316 | 93 | 352 | 266 |
| TOTAL | 12401 | 15025 | 15222 | 15852 | 15727 |
| 5. FALL WSCH (CONTINUING EDUC): | | | | | |
| HIST | -- | 367 | -- | -- | 424 |
| 6. BRANCH WSCH (TAUGHT BY MAIN CAMPUS FACULTY) | | | | | |
| HIST | 108 | -- | 534 | 493 | 363 |
| T312 | -- | -- | 136 | 100 | 115 |
| TOTAL | 108 | -- | 671 | 594 | 478 |

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030120 X
 X HISTORY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

1986 1987 1988 1989 1990

7. FALL AVERAGE SECTION SIZE:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|----------|------|------|------|------|------|
| C H | -- | -- | 12.0 | 13.0 | 9.0 |
| HIST | 26.0 | 23.6 | 31.2 | 23.6 | 26.9 |
| T312 | 32.6 | 38.0 | 26.0 | 42.6 | 26.5 |
| TOTAL | 26.2 | 23.9 | 30.8 | 23.9 | 26.6 |
| OU-INDEX | 1.23 | 1.10 | 1.38 | 1.07 | 1.20 |

..... STAFFING AND PRODUCTIVITY

8. UNIT COST DATA:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|------------------|---------|---------|---------|---------|-------|
| ANNUAL WSCH | 35640 | 38984 | 43496 | 45982 | 45856 |
| DIRECT COST/WSCH | \$37.60 | \$37.72 | \$37.55 | \$39.23 | -- |
| OU-INDEX | 1.30 | 1.25 | 1.19 | 1.18 | |

9. TEACHING FACULTY:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|-----------------------|------|------|------|------|------|
| TENURED | 22 | 22 | 23 | 23 | 24 |
| NON-TENURED | 1 | 1 | 1 | 1 | 1 |
| TERM/PT HEADCOUNT | 1 | -- | 1 | -- | 2 |
| EARLY RETIREE HEADCNT | 1 | 1 | 1 | 1 | 1 |
| TOTAL | 25 | 24 | 26 | 25 | 28 |
| PERCENT TENURED | 91.0 | 95.0 | 92.0 | 95.0 | 88.0 |

10. FALL FULL-TIME FACULTY

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|-------------------------|-------|-------|-------|-------|-------|
| ACADEMIC YEAR CONTRACTS | | | | | |
| HEAD-COUNT | 21 | 21 | 21 | 21 | 21 |
| AVERAGE SALARY | 39824 | 41413 | 46105 | 49704 | 52573 |
| MEDIAN SALARY | 36437 | 38104 | 41214 | 45244 | 48247 |
| FISCAL YEAR CONTRACTS | | | | | |
| HEAD-COUNT | 2 | 2 | 2 | 2 | 3 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2030120 X
 X HISTORY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

10. FALL FULL-TIME FACULTY

CONTINUED: FISCAL YEAR CONTRACTS

| | | | | | |
|----------------|-------|-------|-------|-------|-------|
| AVERAGE SALARY | 49324 | 52592 | 58379 | 63282 | 72979 |
| MEDIAN SALARY | 48162 | 46168 | 50490 | 53666 | 77924 |

11. BUDGETED FTE STAFFING:

| | | | | | |
|----------------------|-------|-------|-------|-------|-------|
| FACULTY | 22.63 | 23.30 | 23.50 | 23.00 | 23.50 |
| GRAD. ASSISTANTS FTE | 7.26 | 7.26 | 7.26 | 7.26 | 7.92 |
| CIVIL SERVICE | 2.00 | 2.00 | 1.50 | 1.75 | 2.75 |
| TOTAL | 31.89 | 32.56 | 32.26 | 32.01 | 34.17 |

STAFFING RATIOS:

| | | | | | |
|-----------------------|-------|-------|-------|-------|-------|
| FTE STUDENTS | 427.1 | 499.2 | 544.4 | 509.1 | 516.3 |
| FTE STD/FTE FACULTY | 18.9 | 21.4 | 23.2 | 22.1 | 22.0 |
| FTE STD/FTE FAC+GAFTE | 14.3 | 16.3 | 17.7 | 15.8 | 16.4 |
| FTE STD/FTE TOT STAFF | 13.4 | 15.3 | 16.9 | 15.9 | 15.1 |

13. REGENTS MODEL/DEPART. BUDGETED:

| | | | | | |
|-----------------------|--------|--------|--------|--------|--------|
| MODEL FTE FOR ENROL | 22.00 | 24.06 | 26.85 | 28.39 | 28.31 |
| BUDGETED FACULTY | 22.63 | 23.30 | 23.50 | 23.00 | 23.50 |
| DIFFERENCE FROM MODEL | +0.63 | -0.76 | -3.35 | -5.38 | -4.81 |
| % DIFF. FROM MODEL | +2.80 | -3.10 | -12.40 | -18.90 | -16.90 |
| BUDGETED FAC+GA FTE | 29.89 | 30.56 | 30.75 | 30.26 | 31.42 |
| DIFFERENCE FROM MODEL | +7.89 | +6.50 | +3.91 | +1.88 | +3.11 |
| % DIFF. FROM MODEL | +35.80 | +27.00 | +14.50 | +6.60 | +10.90 |
| TOT BUDG STAFF+GA FTE | 31.89 | 32.56 | 32.26 | 32.01 | 34.17 |
| DIFFERENCE FROM MODEL | +9.89 | +8.50 | +5.41 | +3.63 | +5.86 |
| % DIFF. FROM MODEL | +44.90 | +35.30 | +20.10 | +12.70 | +20.60 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030120 X
 X HISTORY X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

14. X DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

| | | | | | |
|--------------|------|------|------|------|------|
| 1 GEN. STUDY | 7.0 | 13.6 | 12.6 | 9.5 | 7.4 |
| 3 BACCALAUR. | 39.1 | 33.7 | 38.1 | 28.3 | 27.9 |
| 4 MASTERS | 13.0 | 15.9 | 11.0 | 15.5 | 12.1 |
| 5 DOCTORAL | .9 | .6 | .1 | 1.1 | 2.5 |
| SUB-TOTAL | 59.8 | 63.7 | 61.6 | 54.3 | 49.7 |

STUDENT ADVISING

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| 1 FR/SO | 1.9 | 1.6 | 2.5 | 2.1 | 2.4 |
| 2 JR/SR | 1.8 | 2.2 | 2.6 | 1.5 | 2.7 |
| 3 MASTERS | 1.8 | 1.5 | 1.9 | 2.5 | 2.4 |
| 4 DOCTORS | .9 | .6 | .5 | 1.2 | .9 |
| SUB-TOTAL | 6.2 | 5.7 | 7.4 | 7.1 | 8.2 |

ADMINISTRATION

| | | | | | |
|--------------------|------|------|-----|-----|-----|
| 1 DEPARTMENT ADMIN | 5.6 | 3.2 | 5.9 | 3.4 | 2.6 |
| 2 COL/DEPT COM. | 1.5 | 3.0 | 1.6 | 1.7 | 2.9 |
| 3 UNIVERSITY COM. | 1.5 | 1.1 | 1.5 | 1.3 | 1.7 |
| 4 UNIVERSITY GVT. | .4 | .1 | .1 | -- | .1 |
| 5 OTHER ADMIN. | 4.9 | 3.4 | .9 | 3.1 | 1.5 |
| SUB-TOTAL | 13.6 | 10.7 | 9.8 | 9.4 | 8.6 |

RESEARCH

| | | | | | |
|-------------------|------|------|------|------|------|
| 1 UNIVERSITY/DEPT | 20.6 | 20.1 | 21.3 | 29.2 | 33.4 |
| SUB-TOTAL | 20.6 | 20.1 | 21.3 | 29.2 | 33.4 |

PUBLIC SERVICE

| | | | | | |
|-------------|----|----|----|----|----|
| 1 COMMUNITY | -- | -- | .1 | .3 | .3 |
| SUB-TOTAL | -- | -- | .1 | .3 | .3 |

* PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
.. BUDGET-UNIT:                X
X 2030120                      X
X HISTORY                      X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

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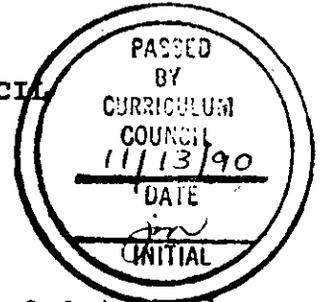
..... EXPENDITURES

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--|------|------|------|------|------|
|--|------|------|------|------|------|

15. DEPARTMENTAL EXPENDITURES:

| | | | | | |
|-------------------|-----------|-----------|-----------|-----------|----|
| GENERAL OPERATING | \$1339896 | \$1470313 | \$1633313 | \$1803745 | -- |
| RESTRICTED | \$4987 | \$21587 | \$82862 | \$180077 | -- |

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF MATHEMATICS
NOVEMBER 1990



A. PROGRAM DESCRIPTION

The Department of Mathematics grants Bachelor of Arts and Bachelor of Science degrees and participates in the Honors Tutorial Program at the undergraduate level. At the graduate level the department grants the Master of Science degree in pure mathematics, applied mathematics, computer science, and mathematics education and the Doctor of Philosophy degree in pure or applied mathematics.

The department is a major service department at Ohio University, providing mathematics instruction for majors in every college. The 1988-1989 academic year enrollment was 10,313 with total student credit hours of 68,300. Roughly 95% of the total teaching load was devoted to non-majors.

The department has 27 full-time faculty and four part-time faculty. Thirty-six teaching assistants serve as teachers of record in MA 101, MA 113, and, occasionally, higher level courses. The Fall 1989 enrollments were 47 undergraduates and 96 graduate students.

Mathematics faculty serve on doctoral and master's committees in other departments and the department has been involved in several Individual Interdisciplinary Ph.D. programs.

A master's degree program has recently been delivered to the Zanesville campus and another will be delivered to the Lancaster campus.

B. STRENGTHS OF THE PROGRAM:

The Mathematics department has excellent international reputations in the areas of topology, algebra, and applied mathematics. For example, in 1988 the department hosted the International Conference on Theory and Applications of Differential Equations. The department will host one international conference in 1990 on Boundary Value Problems in Differential Equations and another on Noncommutative Ring Theory.

Faculty recruiting efforts have been very successful in the past five years. Eight faculty members have been hired since 1985. Seven of the eight are replacement faculty. According to faculty and graduate students, the department is recognized nationally as a rapidly improving department with potential for excellence in research. This evaluation is supported by the threefold increase in journal publication activity over the past five years.

Based on interviews of undergraduate and graduate majors the quality of teaching in the department is very good. Three faculty

members have been recognized as University Professors and three teaching assistants have been recognized for their teaching.

C. WEAKNESSES OF THE PROGRAM:

A concern with the program is the classroom student/faculty ratio, particularly in service courses. For example, in Fall 1988 the average class size in service courses was 47.7. In comparison, the average class size at the branch campuses is roughly 30, according to the Chairman.

Another problem is the erosion of the rate of acquisition of library materials. In the past five years the department has suffered a net loss of ten journal periodicals and the current rate of acquisition of books is one-fifth that of 1985.

No procedure exists for preventing students from obtaining both graduate and undergraduate credit for dual listed courses.

There is no systematic review of student teaching evaluations that is applied uniformly to all faculty and teaching assistants.

The department does not presently survey its graduates. The department has begun to maintain files on students based on sources such as faculty contacts, but there is no systematic procedure for gathering information on graduates.

D. RECOMMENDATIONS

1. The department should reassess its allocation of resources in order to reduce class sizes in service courses.
2. The budget for library acquisitions should be increased to improve the rate of acquisitions.
3. The department should implement procedures to prevent students from obtaining both undergraduate and graduate credit for dual listed courses.
4. A systematic procedure for the review of student teaching evaluations should be implemented. The evaluations of all faculty and teaching assistants should be reviewed.
5. The department should implement a regular survey of its graduates.
6. There is no need for further review until the next five year cycle.

E. REVIEW TOPICS

1. Quality of the scholarship and creative activity of its

faculty (where evaluation uses the analysis of publications, research performance, presentations, research projects, awards and recognition).

Scholarship and creative activity in mathematics is usually measured by the number and quality of research papers published. Using the criterion of one paper per year published in a quality refereed math journal as "moderately active professionally" and significantly more than one paper per year as "highly active professionally", roughly eight of the faculty are highly active and thirteen are moderately active. The remainder of the faculty are active in the service functions of the department.

2. Quality of the teaching of its faculty (where evaluation uses student evaluation, teaching awards, written peer evaluations and outside evaluations)

The quality of teaching in the department is very good. All courses and instructors are evaluated each quarter using one of two forms (at the discretion of the instructor). Although statistics are not compiled, the Chairman reviews the completed evaluation forms for each non-tenured faculty member and potential problems are reported to the department promotion and tenure committee. Promotion and tenure committee members visit classes taught by non-tenured faculty members each quarter and submit a written report to the Chairman after each visit. The promotion and tenure committee also conducts interviews of major and non-major students who have previously taken courses taught by non-tenured faculty.

Prior to any promotion or tenure decision the Chairman invites to personal interviews up to 60 former major and non-major students of the candidate.

All courses taught by teaching assistants are supervised by a senior faculty member. Supervisors hold weekly meetings with the teaching assistants to review coverage of course material, discuss grading procedures, and address student concerns. The supervisors also visit classes each quarter. Five faculty members are currently serving as teaching assistant supervisors.

Three faculty have received recognition as University Professors. One faculty member has been named University Professor twice.

Student interviews indicate a very high regard for the teaching of both faculty and teaching assistants.

3. Quality of its graduate students (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity, and grades in all classes)

The overall quality of mathematics graduate students is good, based on faculty interviews. The faculty feel that the quality of Ph.D. students is much higher than that of master's level students.

4. Quality of its graduate educational experience (where evaluation uses reports of current students, alumni, or employers)

All graduate students interviewed rated the overall quality of their experience as very good.

5. Demand for its graduate program by students (where evaluation uses application for admission, comments of current students)

Based on enrollment figures for the past five years, the demand for the program is steady at roughly 100 students with three-quarters of these at the master's level.

In the Fall Quarter 1989, 130 applications were received and 74 students were admitted.

6. Quality of its undergraduate majors (where evaluation uses the analysis of test scores, merit awards, and grades in all classes)

The mean GPA of the 47 undergraduate majors enrolled in Mathematics in the Fall Quarter 1989 was 3.01. The mean SAT Verbal score was 477 and the mean SAT Math score was 567. The mean ACT composite score was 24.56. The mean high school rank was 87%.

The faculty rate the overall quality of undergraduate students as adequate.

7. Quality of its undergraduate educational experience (where evaluation uses reports of current students, alumni or employers)

Students interviewed rated their overall experience as very good.

There are no hard data on the employment record of recent graduates.

8. Demand for undergraduate major by students (where evaluation uses enrollment trends and applications for the program)

In Fall Quarter 1989, 43 applications were received and 37 students were admitted.

Over the past five years, the undergraduate enrollment has fluctuated from a high of 62 in 1986 to a low of 45 in 1988. Years of lower enrollment figures correspond to higher grades and test scores for those students enrolled.

9. The present demand for its undergraduate program by non-majors.

Roughly 9800 non-major students enrolled in Mathematics courses in Academic Year 1988-1989. No statistics exist on the

breakdown of courses into elective/non-elective categories.

10. Advantages in relation to other institutions, if any (where evaluation uses distinctness in its approach, curricula, or other features)

The participation of the department in the Honors Tutorial program is a recruiting advantage for the department.

11. The quality of its library holdings (where evaluation uses holdings and gaps in those holdings)

Budgetary constraints have caused an involuntary net loss of ten journals over the past five years. The rate of acquisition of books is only one-fifth that of five years ago.

12. Quality of its facilities and equipment (where evaluation uses age, adequacy, and condition of equipment and facilities)

The department is presently short of faculty office space. Space for partitioned offices has been set aside in Porter Hall. This arrangement is unsatisfactory to the faculty due to the distance to Morton and the lack of privacy. Other facilities and equipment are adequate, although many of the department's personal computers need updating.

13. Quality of its Honors Program. (where evaluation uses reports from the Honors College and alumni of its honors program)

During the past five years 26 tutorial students have participated in the department's Honors program. Seventeen faculty members have participated in the program in the past five years as instructional tutors. Fifteen students have graduated, ten of whom went on to graduate study.

14. The quality of its offerings through workshops, independent study, or experiential learning. (where evaluation uses reports from the Office of Continuing Education and students in the programs, with specific discussion of experiential learning evaluation required, if appropriate)

No workshops have been offered in the past five years, although several courses were offered as part of the Content Enrichment Program for Teachers.

Seventeen courses are offered as Independent Study (correspondence) courses. Course credit by examination is offered in ten courses. The quality of these courses is ensured by assigning a full-time faculty member to oversee each offering.

No experiential credit is granted.

15. The quality of its programs on regional campuses. (where

evaluation uses reports from the Vice Provost for Regional Higher Education, the regional campus deans, faculty, and students in off-campus programs).

The course offerings on regional campuses are equivalent to those on the Athens campus.

DATA FROM THE HISTORICAL COMPENDIUM:

The following is a summary of information from items 1,2,3,9 and 11 of the Historical Compendium.

OHIO UNIVERSITY
UCC PROGRAM REVIEW INFORMATION
MATHEMATICS

| | 1985 | 1986 | 1987 | 1988 | 1989 |
|------------|-------|-------|-------|-------|-------|
| ACT COMP | 22.43 | 22.51 | 22.87 | 24.16 | 24.56 |
| SAT VERBAL | 456 | 458 | 470 | 485 | 477 |
| SAT MATH | 586 | 581 | 575 | 590 | 567 |
| HS RANK | 73% | 73% | 77% | 88% | 87% |
| OU GPA | 2.84 | 2.77 | 2.88 | 2.96 | 3.01 |

FALL HEADCOUNT

| | | | | | |
|-----------------|-----|-----|-----|-----|-----|
| FRESHMEN | 7 | 16 | 17 | 7 | 9 |
| SOPHOMORE | 12 | 7 | 9 | 10 | 11 |
| JUNIOR | 13 | 14 | 13 | 16 | 8 |
| SENIOR | 17 | 25 | 22 | 12 | 19 |
| UNDERGRAD TOTAL | 49 | 62 | 61 | 45 | 47 |
| MASTERS | 78 | 74 | 85 | 101 | 74 |
| DOCTORAL | 23 | 17 | 20 | 16 | 22 |
| GRAD TOTAL | 101 | 91 | 105 | 117 | 96 |
| TOTAL | 150 | 153 | 166 | 162 | 143 |

ANNUAL DEGREES AWARDED

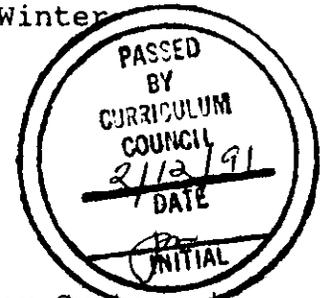
| | | | | | |
|---------------|----|----|----|----|--|
| BACCALAUREATE | 13 | 20 | 16 | 14 | |
| MASTERS | 39 | 48 | 45 | 65 | |
| DOCTORAL | 2 | 1 | 2 | 2 | |
| TOTAL | 54 | 69 | 63 | 81 | |

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF THE DEPARTMENT OF MANAGEMENT SYSTEMS
FEBRUARY, 1991

A. PROGRAM DESCRIPTION:

The Department of Management Systems is the largest department within the College of Business Administration and houses 43 faculty, about half the faculty of the College. The Department administers ten undergraduate majors leading to the BBA degree (with indication of major), and serves 600 students (Winter 1989-1990) as follows:

Business Pre-Law (101 majors)
General Business (195 majors)
Health Care Management (33 majors)
Human Resource Management (50 majors)
International Business (88 majors)
General Management (243 majors)
Management Information Systems (Formerly Computer Systems in Business) (135 majors)
Production Management (3 majors)
Quantitative Business Analysis (12 majors)
Small Business Entrepreneurship (23 majors)



Double majors are possible and are required for Business Pre-Law and International Business. All CBA Majors take a core curriculum of 56 credit hours with the addition of 24 hours in each major, plus general education requirements and electives. The Department does not offer any official minors or graduate degrees but members of its faculty also participate in the College M.B.A. The undergraduate majors in Quantitative Business Analysis and Production Management are currently being reviewed by the Department for possible revision, enhancement or phase-out.

The Department offers a significant non-major service to Ohio University. Many of its courses are listed as requirements and electives for other majors and minors in seven different colleges at Ohio University. During the 1989-90 school year 48.1% of student credit hours in Management Systems courses came from outside the College of Business Administration.

B. STRENGTHS OF THE PROGRAM:

A major strength of the Department is the high quality of its students as indicated by test scores and GPAs.

One new, ongoing, endowed chair has recently been created and filled by a nationally and internationally known figure, and two other endowed chairs will be filled by funding through the Campaign for the Third Century.

The Department maintains excellent equipment due to its ability to acquire grants for hardware and software from business.

As part of the College of Business Administration the Department is fully accredited by the American Assembly of Collegiate Schools of Business.

C. WEAKNESSES OF THE PROGRAM:

1. There is a serious shortage of classrooms and office facilities and the quality and safety of both is inadequate. This problem was discussed in the last five year review and is as yet unchanged.
2. Over one third (17 out of 43) of the faculty are term appointments.
3. The large numbers of faculty and students in the Department and the diversity within it contribute to problems in the making of departmental curriculum and management decisions. A majority (8 out of 13) of Group I faculty interviewed cited this weakness and several suggested that the department be reorganized or divided into two or more departments.
4. Curriculum and career advising are sometimes difficult for students to obtain.

D. RECOMMENDATIONS:

1. The Department should be given the strong support it needs for full realization of the planned Copeland Hall additions and renovations.
2. Efforts should be made to replace term appointments with Group I faculty positions wherever appropriate.
3. The Department should review its structure for making curricular and management decisions with careful attention given to its large size and the divergent interests it represents. As part of this review, the department should study the issue of reorganization or division into two or more departments.
4. All majors should receive curriculum and career

advising early in their academic programs.

5. There is no need for further review until the next cycle.

E. REVIEW TOPICS:

1. **Quality of the scholarship and creative activity of its faculty** (where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards, and recognition).

The Department uses the following scale to evaluate its faculty:

Highly active:

At least an average of one per year over a period of years of the following: publication of articles, books, refereed papers, presentations of papers, significant consulting, important workshop presentations, and offices held in professional organizations by a faculty member.

Moderately active:

At least one every several years of the following: papers, books, articles, panel presentations, or grant proposals.

Based on the Department's system of defining quality all of the nine full professors are highly active and nine of the associate professors are highly active. All seven of the Assistant Professors are highly active. Such high activity is not required for the instructors since they are on one year appointments, but the majority are moderately active.

During AY 88-89 the faculty published six books.

The Department has a newly endowed chair, "The Charles G. O'Bleness Professor of Management," and an "Executive-in-Residence" position. The first position has been filled by a national leader and author in management, and the second position by a successful chief executive officer of broad international experience and reputation. In addition, the Campaign for the Third Century has created an International Business Professorship.

The number of full time faculty has increased slightly over the past five years with the addition of one Communication and two Business Law faculty members.

However, of the 43 faculty 26 are Group I appointments, (18 tenured & 8 non-tenured) and 17 are term appointments (9 full time and 8 part time). Some faculty are concerned that this pattern of maintaining a high percentage of term appointments detracts from the scholarly development of the Department in that these term appointments are largely teaching and advising posts. Such positions are contracted as needed year by year without the emphasis on commitment to research and professional development, shared scholarly interest and contribution to the department that is required of Group I faculty moving through the tenure and promotion process.

2. **Quality of the teaching of its faculty** (where evaluation uses student evaluation, teaching awards, written peer and outside evaluations.)

Student evaluations are written for each course and all faculty members meet with the chair each quarter to review them. The average score for teaching effectiveness in Fall 1990 was 3.68 on a 5 point scale, 5 high. The average score for overall effectiveness of the courses was 3.66. No peer evaluations are done. The Department does not use graduate students for teaching. Departmental faculty also teach graduate courses but they are evaluated as part of the MBA Graduate Program review.

3. **Quality of its graduate students** (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes.)

N/A

4. **Quality of its graduate educational experience** (where evaluation uses reports of current students, alumni or employers.)

N/A

5. **Demand for its graduate program by students** (where evaluation uses applications for admission and comments of current students).

N/A

6. **Quality of undergraduate majors** (where evaluation uses the analysis of test scores, merit awards and grades in all classes).

The quality of its undergraduate major students is one of the Department's chief strengths. The

Department has been gradually reducing the size and improving the quality of its student body over the past five years by raising standards for admission. For AY 89-90 2200 students sought admission into the CBA, with 950 being accepted and 390 actually enrolling at OU. The College general admission requirement is that students must be in the top 25% of their high school classes. Thirty-one percent (31%) of the AY 89-90 entering class had graduated in the top ten percent of their high school class, and the average entering student ranked in the 83rd percentile of his/her high school class.

ACT scores for 1989 for the Department's three largest majors were as follows: MIS - 21.67, Management - 22.25, and General Business - 22.18, all well above the University average of 19.6.

The minimum requirement for transfer into the Department is a 3.0 overall GPA and the completion of five courses specified by the College.

7. **Quality of its undergraduate experience** (where evaluation uses reports of current students, alumni or employers).

The College retention rate ranked highest in a Winter 1990 Ohio University survey.

The individualized attention offered to the students by faculty members through involvement in interest groups outside the classroom contributes to the undergraduate experience. Noteworthy examples are the Copeland Scholar Program for freshmen and the Corporate Leadership Program for seniors.

The Management Information Systems program in the Department was selected for a 1986 Program Excellence Award by the Board of Regents.

The College has the following three tiered advising system: (1) faculty advisors assigned to all students, (2) an administrative assistant in the dean's office whose primary responsibility is to advise students about their academic progress, and (3) a career advisor/ internship coordinator, jointly funded by the College and the university Placement Office.

Curriculum and career advising problems mentioned by students and faculty include the following: (1) confusion felt by students about the nature of the major and what career it might lead to, (2) insufficient individual career advising, (3) difficulty in scheduling advising sessions due

to the timing of faculty office hours and the location of faculty offices, (4) attempting to get advising help from instructors after class and being unable to wait long enough to get a turn to speak to the instructor, "after class" being described by a number of faculty and students as a time when much advising is attempted and (5) a concern of the faculty that students sometimes are be admitted into upper level courses without all the prerequisites or take a prerequisite concurrently with an upper level course, even though both practices are actively discouraged within the College and the administration is striving to eliminate them completely.

Students pick up their registration forms at large tables marked alphabetically and manned by student workers, and although advising is recommended, it is possible to sign up for classes without seeing an advisor.

The Department uses only the University Offices of Career Planning & Placement and Institutional Research Employment Data information to review the success of its graduates.

8. **Demand for the undergraduate major by students** (where evaluation uses enrollment trends and applications for the program).

There are well over twice as many applicants for the Department's programs as spaces available.

9. **The present demand for its undergraduate program by non-majors** (where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments and schools).

There is a strong demand for many Management Systems courses to fill requirements and electives in programs throughout the university.

10. **Advantages in relation to other institutions, if any** (where evaluation uses distinctions in its approach, curricula or other features).

Management Information Systems' equipment is superior to most similar programs at Ohio universities due to gains through grants from business. Recent grants and gifts include several million dollars in hardware and software from Digital Equipment Corporation and over half a million dollars in software from Cincom Systems, Inc.

Ohio University is one of the two state schools that

offer a Health Care Management Major and differs from most universities in that it has a Business Pre-Law Program.

11. **Quality of its library holdings** (where evaluation uses holdings and gaps in those holdings).

The Department Chair reports library holdings to be adequate and improving.

12. **Quality of its facilities and equipment** (where evaluation uses age, adequacy and conditions of equipment and facilities).

The Department has been remarkably successful over the past five years considering the inadequate quality and serious shortage of its classrooms and offices. This long term problem, mentioned in the last five-year review and thus far only minimally improved, constitutes a handicap to the program.

Virtually all classrooms in Copeland Hall are inflexible in design, are badly ventilated, and suffer from a traffic noise level that at times drowns out students and faculty alike. Approximately 25% of faculty offices and 25% of scheduled classes are housed outside the building; faculty offices are spread between Scott Quad and Porter Hall, and there is a desperate need for an additional teaching "case room." In fact, the College is now renting a suite of four offices on Court Street because of the complete lack of space on campus.

There are serious safety considerations as well, including inadequate wiring, wooden offices built in space that was formerly hallway space, water leaks, faulty elevators, and passageways partially blocked by office furniture. Safety citations have been issued by the fire marshall, the building has been vacated more than once due to smoke generated by overheated wiring, the elevator periodically traps riders between floors, and there have been several instances of water leakage which resulted in the dispersion of in-wall asbestos to the space below the leak.

While the University administration is aware of these problems and The Board of Trustees has designated a Copeland Hall addition and total renovation as a priority, the most recent capital appropriation bill allocated only \$2 million of the minimal \$4.2 million requested. This \$2 million will be inadequate to start the project except for architectural drawings. The

balance has been deferred to a future biennial appropriation, with both timing and amount problematical at this time. Best current estimates place project completion into 1995 at the earliest.

13. **Quality of its honors program** (where evaluation uses reports from the Honors College and alumni of its program).

The program is highly selective in admitting Honors Tutorial students and provides a flexible and carefully monitored curriculum involving two thirds of the full-time Group I faculty. The career pattern that seems to be developing for honors graduates is that they either go directly on to graduate school or find immediate employment and enter graduate school a few years later.

14. **Quality of its offerings through workshops, independent study or experiential learning** (where evaluation uses reports from the Office of Continuing Education and students in the program).

Only faculty who regularly teach a course may offer it through Independent Study &/or Course Credit by Examination. Such courses must use approved books. The department offers only non-credit workshops. Experiential credit is granted to approximately thirty students a year through review by the faculty members who teach the particular courses involved.

15. **Quality of its programs on regional campuses** (where evaluation uses reports from the Vice Provost for Regional Higher Education, the regional campus deans, faculty and students in the off-campus programs).

The core courses for the business majors are offered at each regional campus yearly or every several years, depending on the course and the campus. The only major which can be obtained at a regional campus is General Business, available at all five regional campuses. Sixty-two (62) General Business majors graduated at the regional campuses in 1989-90. The Department has no full time faculty members at the regional campus level and major staffing is done by full time Athens faculty and part time faculty usually located near the regional campuses where they teach. About 80% of the Department's full time faculty teach one or more quarters at a regional campus each year, on a paid overload basis. There were 32 classes offered by Athens faculty at the regional campuses in 1989-90. All part time approval is done by the Department office with the regional campus dean's close cooperation and

approval. The Department provides syllabi, assigns texts, and attempts to offer workshops for non Athens based teachers when a large number are teaching a particular course.

The Chair of the Department of Management Systems is satisfied with the regional campus programs.

DATA FROM THE HISTORICAL COMPENDIUM (attached)

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--|------|------|------|------|------|
|--|------|------|------|------|------|

1. FALL HEADCOUNTS BY MAJOR:

34 MGTINFOSYS

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| FRESHMAN | 21 | 13 | 19 | 6 | 6 |
| SOPHOMORE | 26 | 21 | 14 | 23 | 15 |
| JUNIOR | 56 | 29 | 32 | 29 | 41 |
| SENIOR | 94 | 70 | 53 | 49 | 40 |
| UNDERGRAD | 197 | 133 | 118 | 107 | 102 |
| TOTAL | 197 | 133 | 118 | 107 | 102 |

35 MGTSYSTEMS

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| FRESHMAN | 79 | 80 | 75 | 75 | 74 |
| SOPHOMORE | 55 | 63 | 81 | 69 | 65 |
| JUNIOR | 71 | 65 | 67 | 76 | 76 |
| SENIOR | 117 | 86 | 101 | 73 | 85 |
| UNDERGRAD | 322 | 294 | 324 | 293 | 300 |
| TOTAL | 322 | 294 | 324 | 293 | 300 |

38 GEN BUS

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| FRESHMAN | 39 | 60 | 76 | 67 | 71 |
| SOPHOMORE | 36 | 31 | 49 | 75 | 53 |
| JUNIOR | 27 | 40 | 30 | 32 | 66 |
| SENIOR | 39 | 33 | 39 | 26 | 26 |
| UNDERGRAD | 141 | 164 | 194 | 200 | 216 |
| MASTERS | 71 | 52 | 41 | 44 | 43 |
| GRADUATE | 71 | 52 | 41 | 44 | 43 |
| TOTAL | 212 | 216 | 235 | 244 | 259 |

DEPARTMENT TOTAL

| | | | | | |
|----------|-----|-----|-----|-----|-----|
| FRESHMAN | 139 | 153 | 170 | 148 | 151 |
|----------|-----|-----|-----|-----|-----|

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1986 1987 1988 1989 1990

1. FALL HEADCOUNTS BY MAJOR:

CONTINUED: DEPARTMENT TOTAL

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| SOPHOMORE | 117 | 115 | 144 | 167 | 133 |
| JUNIOR | 154 | 134 | 129 | 137 | 183 |
| SENIOR | 250 | 189 | 193 | 148 | 151 |
| UNDERGRAD | 660 | 591 | 636 | 600 | 618 |
| MASTERS | 71 | 52 | 41 | 44 | 43 |
| GRADUATE | 71 | 52 | 41 | 44 | 43 |
| TOTAL | 731 | 643 | 677 | 644 | 661 |

2. ANNUAL DEGREES AWARDED:

| | | | | | |
|------------------|-----|-----|-----|-----|----|
| ASSOCIATE DEGREE | -- | -- | -- | 1 | -- |
| BACCALAUREATE | 306 | 261 | 249 | 214 | -- |
| MASTERS | 88 | 72 | 69 | 70 | -- |
| TOTAL | 394 | 333 | 318 | 285 | -- |

..... COURSES

3. FALL STUDENT CREDIT HOURS:

| | | | | | |
|---------------|------|------|------|------|------|
| B A | | | | | |
| UNDERGRADUATE | 1161 | 1290 | 804 | 706 | 462 |
| GRADUATE | 287 | 220 | 228 | 130 | 120 |
| SUB-TOTAL | 1448 | 1510 | 1032 | 836 | 582 |
| BUSL | | | | | |
| UNDERGRADUATE | 2153 | 2416 | 2177 | 2324 | 2196 |
| GRADUATE | 39 | 32 | 20 | -- | 32 |
| SUB-TOTAL | 2192 | 2448 | 2197 | 2324 | 2228 |
| CSB | | | | | |
| UNDERGRADUATE | 1931 | 1976 | -- | -- | -- |
| GRADUATE | 101 | 83 | -- | -- | -- |
| SUB-TOTAL | 2032 | 2059 | -- | -- | -- |
| HRM | | | | | |
| UNDERGRADUATE | 885 | 1052 | 1055 | 1043 | 1057 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES
 1986 1987 1988 1989 1990

3. FALL STUDENT CREDIT HOURS:

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|------------------|-------|-------|-------|-------|-------|
| CONTINUED: HRM | | | | | |
| GRADUATE | 198 | 201 | 176 | 180 | 166 |
| SUB-TOTAL | 1083 | 1253 | 1231 | 1223 | 1223 |
| MGT | | | | | |
| UNDERGRADUATE | 3848 | 4018 | 4686 | 4764 | 4821 |
| GRADUATE | 322 | 337 | 322 | 324 | 267 |
| SUB-TOTAL | 4170 | 4355 | 5008 | 5088 | 5088 |
| MIS | | | | | |
| UNDERGRADUATE | -- | -- | 1706 | 2162 | 2090 |
| GRADUATE | -- | -- | 76 | 46 | 29 |
| SUB-TOTAL | -- | -- | 1782 | 2208 | 2119 |
| POM | | | | | |
| UNDERGRADUATE | -- | -- | 884 | 620 | 720 |
| GRADUATE | -- | -- | 28 | -- | -- |
| SUB-TOTAL | -- | -- | 912 | 620 | 720 |
| QBA | | | | | |
| UNDERGRADUATE | 952 | 884 | 968 | 1048 | 954 |
| GRADUATE | 112 | -- | -- | -- | -- |
| SUB-TOTAL | 1064 | 884 | 968 | 1048 | 954 |
| DEPARTMENT TOTAL | | | | | |
| UNDERGRADUATE | 10930 | 11636 | 12280 | 12667 | 12300 |
| GRADUATE | 1059 | 873 | 850 | 680 | 614 |
| TOTAL | 11989 | 12509 | 13130 | 13347 | 12914 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

| | 1986 | 1987 | 1988 | 1989 | 1990 |
|------------------------|-------|-------|-------|-------|-------|
| 4. FALL WSCH (ATHENS): | | | | | |
| B A | 2827 | 2887 | 1729 | 1323 | 1140 |
| BUSL | 3975 | 4431 | 3970 | 4183 | 4035 |
| CSB | 3735 | 3770 | -- | -- | -- |
| HRM | 2101 | 2410 | 2351 | 2340 | 2329 |
| MGT | 7465 | 7812 | 8855 | 8909 | 8973 |
| MIS | -- | -- | 3266 | 4009 | 3826 |
| POM | -- | -- | 1663 | 1116 | 1296 |
| QBA | 2001 | 1591 | 1742 | 1886 | 1717 |
| TOTAL | 22106 | 22902 | 23577 | 23768 | 23317 |

| | | | | | |
|---------------------------------|----|-----|-----|-----|------|
| 5. FALL WSCH (CONTINUING EDUC): | | | | | |
| BUSL | 79 | 604 | 518 | 979 | 705 |
| MGT | -- | -- | -- | -- | 295 |
| MIS | -- | -- | 38 | -- | -- |
| TOTAL | 79 | 604 | 556 | 979 | 1000 |

| | | | | | |
|--|------|------|------|------|------|
| 6. BRANCH WSCH (TAUGHT BY MAIN CAMPUS FACULTY) | | | | | |
| B A | 136 | 129 | -- | 317 | 19 |
| BUSL | 403 | 957 | 864 | 619 | 815 |
| HRM | 270 | 436 | 420 | 279 | 403 |
| MGT | 151 | 338 | 461 | 801 | 453 |
| POM | -- | -- | -- | -- | 129 |
| QBA | 30 | 71 | -- | -- | -- |
| EMBA | 1439 | 1567 | 1606 | 1567 | 1567 |
| TOTAL | 2432 | 3501 | 3351 | 3585 | 3389 |

| | | | | | |
|-------------------------------|------|------|------|------|------|
| 7. FALL AVERAGE SECTION SIZE: | | | | | |
| B A | 31.5 | 31.5 | 32.1 | 34.5 | 25.6 |
| BUSL | 61.4 | 72.0 | 69.1 | 83.5 | 69.8 |
| CSB | 23.0 | 18.8 | -- | -- | -- |
| HRM | 25.9 | 35.3 | 38.2 | 33.6 | 30.6 |
| MGT | 30.8 | 33.2 | 36.0 | 36.0 | 31.2 |
| MIS | -- | -- | 16.2 | 18.8 | 25.8 |
| POM | -- | -- | 51.3 | 31.2 | 40.6 |
| QBA | 35.7 | 31.5 | 40.8 | 43.6 | 59.1 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

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 (BUDGET-UNIT: X
 (2040250 X
 (MANAGEMENT SYSTEMS X
 (XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

1986 1987 1988 1989 1990

. FALL AVERAGE SECTION SIZE:

| | | | | | |
|----------|------|------|------|------|------|
| TOTAL | 31.7 | 32.2 | 33.7 | 34.0 | 34.3 |
| OU-INDEX | 1.49 | 1.48 | 1.51 | 1.53 | 1.55 |

..... STAFFING AND PRODUCTIVITY

. UNIT COST DATA:

| | | | | | |
|------------------|---------|---------|---------|---------|-------|
| ANNUAL WSCH | 68808 | 68748 | 72333 | 71285 | 70835 |
| DIRECT COST/WSCH | \$25.32 | \$26.15 | \$29.10 | \$34.17 | -- |
| OU-INDEX | .87 | .87 | .92 | 1.03 | |

. TEACHING FACULTY:

| | | | | | |
|-----------------------|------|------|------|------|------|
| TENURED | 14 | 17 | 17 | 18 | 17 |
| NON-TENURED | 9 | 8 | 9 | 8 | 9 |
| TERM/PT HEADCOUNT | 13 | 13 | 16 | 15 | 14 |
| EARLY RETIREE HEADCNT | 2 | 2 | 2 | 2 | 3 |
| TOTAL | 38 | 40 | 44 | 43 | 43 |
| PERCENT TENURED | 38.0 | 44.0 | 40.0 | 43.0 | 42.0 |

. FALL FULL-TIME FACULTY

ACADEMIC YEAR CONTRACTS

| | | | | | |
|----------------|-------|-------|-------|-------|-------|
| HEAD-COUNT | 23 | 24 | 24 | 25 | 26 |
| AVERAGE SALARY | 43809 | 46471 | 49520 | 55135 | 57464 |
| MEDIAN SALARY | 40527 | 43800 | 46579 | 50825 | 53280 |

FISCAL YEAR CONTRACTS

| | | | | | |
|----------------|----|----|-------|----|----|
| HEAD-COUNT | -- | -- | 1 | -- | -- |
| AVERAGE SALARY | -- | -- | 55260 | -- | -- |
| MEDIAN SALARY | -- | -- | -- | -- | -- |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

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 ^ BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
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..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

11. BUDGETED FTE STAFFING:

| | | | | | |
|----------------------|-------|-------|-------|-------|-------|
| FACULTY | 32.67 | 33.67 | 36.51 | 39.64 | 40.55 |
| GRAD. ASSISTANTS FTE | 3.81 | 3.80 | 3.82 | 3.82 | 3.82 |
| CIVIL SERVICE | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| TOTAL | 38.48 | 39.47 | 42.33 | 45.46 | 46.37 |

12. STAFFING RATIOS:

| | | | | | |
|------------------------|-------|-------|-------|-------|-------|
| FTE STUDENTS | 799.3 | 833.9 | 875.3 | 889.9 | 860.9 |
| FTE STD/FTE FACULTY | 24.5 | 24.8 | 24.0 | 22.4 | 21.2 |
| FTE STD/FTE FAC+GA FTE | 21.9 | 22.3 | 21.7 | 20.5 | 19.4 |
| FTE STD/FTE TOT STAFF | 20.8 | 21.1 | 20.7 | 19.6 | 18.6 |

REGENTS MODEL/DEPART. BUDGETED:

| | | | | | |
|-----------------------|--------|--------|--------|-------|-------|
| MODEL FTE FOR ENROL | 42.47 | 42.44 | 44.65 | 44.00 | 43.73 |
| BUDGETED FACULTY | 32.67 | 33.67 | 36.51 | 39.64 | 40.55 |
| DIFFERENCE FROM MODEL | -9.80 | -8.77 | -8.14 | -4.36 | -3.18 |
| % DIFF. FROM MODEL | -23.00 | -20.60 | -18.20 | -9.90 | -7.20 |
| BUDGETED FAC+GA FTE | 36.48 | 37.47 | 40.33 | 43.46 | 44.37 |
| DIFFERENCE FROM MODEL | -5.99 | -4.97 | -4.32 | -.54 | +.64 |
| % DIFF. FROM MODEL | -14.10 | -11.70 | -9.60 | -1.20 | +1.40 |
| TOT BUDG STAFF+GA FTE | 38.48 | 39.47 | 42.33 | 45.46 | 46.37 |
| DIFFERENCE FROM MODEL | -3.99 | -2.97 | -2.32 | +1.46 | +2.64 |
| % DIFF. FROM MODEL | -9.30 | -6.90 | -5.10 | +3.30 | +6.00 |

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1986 1987 1988 1989 1990

14. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

| | | | | | |
|--------------|------|------|------|------|------|
| 1 GEN. STUDY | .9 | .8 | 3.1 | 3.0 | 3.2 |
| 3 BACCALAU. | 44.1 | 48.9 | 48.8 | 60.5 | 60.7 |
| 4 MASTERS | 14.8 | 13.1 | 12.6 | 9.1 | 9.4 |
| SUB-TOTAL | 59.7 | 62.7 | 64.5 | 72.6 | 73.2 |

STUDENT ADVISING

| | | | | | |
|-----------|-----|-----|-----|-----|-----|
| 1 FR/SO | 1.7 | 1.8 | 2.1 | 2.0 | 2.2 |
| 2 JR/SR | 2.0 | 3.1 | 2.8 | 2.6 | 3.9 |
| 3 MASTERS | .9 | 1.0 | .9 | 1.3 | 2.2 |
| 4 DOCTORS | .4 | .2 | .1 | .3 | .1 |
| SUB-TOTAL | 4.9 | 5.9 | 5.8 | 6.0 | 8.3 |

ADMINISTRATION

| | | | | | |
|--------------------|------|------|------|-----|-----|
| 1 DEPARTMENT ADMIN | 2.1 | 2.2 | 2.4 | 2.7 | .8 |
| 2 COL/DEPT COM. | 2.5 | 3.1 | 2.4 | 3.2 | 3.8 |
| 3 UNIVERSITY COM. | .9 | .3 | .3 | .5 | .5 |
| 4 UNIVERSITY GVT. | .3 | .2 | .2 | .2 | .3 |
| 5 OTHER ADMIN. | 7.4 | 8.2 | 8.2 | 2.7 | 1.0 |
| SUB-TOTAL | 13.0 | 13.9 | 13.4 | 9.0 | 6.2 |

RESEARCH

| | | | | | |
|-------------------|------|------|------|------|------|
| 1 UNIVERSITY/DEPT | 22.4 | 17.6 | 16.4 | 12.4 | 12.1 |
| SUB-TOTAL | 22.4 | 17.6 | 16.4 | 12.4 | 12.1 |

PUBLIC SERVICE

| | | | | | |
|-------------|----|----|----|----|----|
| 1 COMMUNITY | .3 | .1 | .1 | .2 | .5 |
| SUB-TOTAL | .3 | .1 | .1 | .2 | .5 |

* PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 X 2040250 X
 X MANAGEMENT SYSTEMS X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... EXPENDITURES

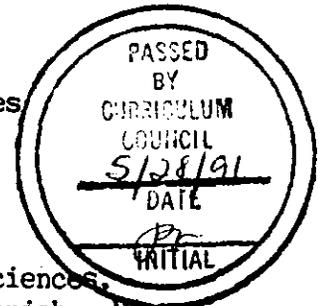
| | | | | | |
|--|------|------|------|------|------|
| | 1986 | 1987 | 1988 | 1989 | 1990 |
|--|------|------|------|------|------|

15. DEPARTMENTAL EXPENDITURES:

| | | | | | |
|-------------------|-----------|-----------|-----------|-----------|----|
| GENERAL OPERATING | \$1742020 | \$1797600 | \$2105037 | \$2435603 | -- |
| ROTARIES | -- | \$1147 | -- | \$764 | -- |
| RESTRICTED | \$247582 | \$338287 | \$220083 | \$190483 | -- |

OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL

Five Year Review of Department of Modern Languages
May 1991



A. PROGRAM DESCRIPTION

The Department is housed in the College of Arts and Sciences. Baccalaureate majors are offered in French, German, and Spanish. Minors are available in each of these languages plus Russian. Master's of Arts programs exist in French and Spanish. Coursework in Italian is also available. In addition to the expected degree coursework availability, the following are available through the auspices of this department:

1. Study abroad programs are offered in Austria, France, and Mexico. A summer program in Ecuador was started in 1989. These are one-quarter programs with majors strongly encouraged to participate but each is open to students in other fields.
2. Honors Tutorial Programs are available in French and Spanish.
3. In cooperation with the E. W. Scripps School of Journalism the Department has developed courses at the intermediate (200 level) and junior levels in French and Spanish directed toward students in journalism and mass communications. These courses are based on print and broadcast media resources in the respective language.
4. Coursework in Italian is available.
5. Undergraduate and graduate work for those students in the College of Education seeking teaching credentials.
6. Tier II and Tier III general education credit is available through several courses.

The Fall 1989 data report 60 undergraduate majors and 19 master's students. There currently are 5 Spanish and 3 French Honors Tutorial students.

These students plus the enrollment in service courses is supported by twenty-one full time Group I faculty members; three early retired faculty; three term (4 in 1990-91) and several part-time instructors; fifteen to twenty graduate students, all or most of whom serve as teaching associates; and four noninstructional staff members.

The lower division courses are designed to provide a foundation in the basic skills of the given language while upper division coursework focuses on preparation for language specific careers and enhancing humanistic education for all students. The master's programs concentrate on advanced literary, cultural and linguistic study.

The chairman classifies 7 faculty (33%) as highly active professionally. These individuals publish monographs, textbooks, and journal articles; read several conference papers per year; carry discipline based editorial and bibliographic responsibilities; in addition to consulting and being active in the proficiency movement.

With few exceptions, the remaining two-thirds of the faculty were described as moderately active in the profession. The nature of their activity is not remarkably different from highly active faculty only their level of involvement.

2. Quality of the teaching of the faculty (where evaluation uses student evaluation, teaching awards, written peer evaluation and outside evaluations).

Students are asked to evaluate teaching in every course in every quarter using the same instrument. Teaching is ranked across seven items and comments are invited.

These data are reviewed by the chair of the Department, the Peer-Evaluation Committee, and the Part-Time Instruction Committee annually. Data play a part in the total evaluation of Group I faculty and are used in rehiring decisions for part-time faculty.

Students interviewed and a review of student comments over several quarters indicate strong teaching throughout the Department. Specific comments highlighted a combination of high expectations and a willingness to help on the part of the faculty.

3. Quality of its graduate students (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity, and grades in all classes).

The chairperson rates the quality of the master's students as good.

Admission to the master's program in Modern Languages is based on past academic record, extent of the student's background in the field, reputation of the school where they did their undergraduate work, and letters of recommendation.

MA graduates either take jobs in teaching or, less frequently, in other fields or go on to doctoral work in language or literature.

4. Quality of its graduate education experience (where evaluation uses reports of current students, alumni, or employers).

Satisfaction with the program was voiced by current graduate students and alumni in a 1989 survey (18% response rate). Annual input is sought through the newsletter entitled Say There.

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Over the past five years there has been small but steady growth to the present size of 6 master's students in French and 10 to 12 students in Spanish. Master's degrees have declined between 1985 and 1989 (from 9 to 6). This coupled with the withdrawal of 15 students over the same time period raises some questions

The graduate language courses (611, 612, 613) for persons seeking a non-language degree need some joint (Modern Languages and History) attention. There are steps being taken to address this concern as expressed by the graduate students.

5. Demand for its graduate program by students (where evaluation uses applications for admission, comments of current students).

The program has grown from 12 (1985) to 19 (1989). No dramatic increase is anticipated.

6. Quality of its undergraduate majors (where evaluation uses the analysis of test scores, merit awards, and grades in all classes).

The Department's undergraduate majors are ranked as good by faculty and the chairman. ACT (M=22.76 over five years) and SAT (M of verbal = 482; M of math = 486) are comparable with the profile of the OU undergraduate.

The average OU grade point average of Modern Language majors was lower in 1989 (2.97) than in 1985 (3.11).

7. Quality of its undergraduate educational experience (where evaluation uses reports of current students, alumni, or employers).

Students who were interviewed were satisfied with their experience noting the quality of the teaching. The most common concern noted in student evaluations was the lack of time during class to speak the language. Students interviewed included majors, non-majors, and Honors Tutorial students.

The chairman expressed some concern about the percentage of teaching being done by part-time faculty and teaching associates (with 10% being the norm cited by the College of Arts and Sciences and Modern Languages having 44% of the 293 courses taught in 1989-90 being taught by Group II and III faculty and teaching associates).

8. Demand for undergraduate major by students (where evaluation uses enrollment trends and applications for the program).

Enrollment trends indicate growth in demand (34 majors in 1985 and 60 in 1989) for modern languages as a major, but

the number of graduates declined from 11 in 1985 to 8 in 1988. There was a jump in 1989 with 19 graduates but at this point in time it is unclear whether this is an indication of the reversal of the decline or a one-time occurrence.

9. The present demand for its undergraduate program by non-majors.

The demand for French and Spanish has increased over the past five years. The demand for French has gone from 4403 WSCH (34% of total WSCH) in 1985 to 5984 WSCH (33% of total WSCH) in 1989. The demand in Spanish has gone from 5690 WSCH (44% of total WSCH) in 1985 to 8368 WSCH (45% of total WSCH) in 1989. This absolute growth has strained enrollments in the first two years of each language. Class sizes (26:1) are larger than those recommended by the Association of Departments of Foreign Languages (15:1). While these numbers may be attributable to the growth of Ohio University, providing adequate numbers of sections can be a problem.

10. Advantages in relation to other institutions, if any (where evaluation uses distinctness in its approach, curricula, or other features).

The joint venture between Modern Languages and Journalism is unique. Students are provided an opportunity to study media material relevant to their chosen discipline in French or Spanish.

11. The quality of its library holdings (where evaluation uses holdings and gaps in those holdings).

Holdings are considered to be adequate to support the Department's instructional programs.

12. Quality of its facilities and equipment (where evaluation uses age, adequacy, and condition of equipment and facilities).

The demand for classrooms in Ellis Hall coupled with the increase in demand in lower division courses has led to an increasing number of language classes being scheduled in the evening.

There is a need for office space for part-time faculty and teaching associates who are housed in offices with 5 or 6 individuals per office.

Language Lab equipment is in need of replacement. Recent grant monies have made possible the addition of interactive video disc technology, but additional resources are needed to strengthen the new technology and replace out-dated and worn-out standard equipment.

13. Quality of its Honors Program (where evaluation uses reports from the Honors College and alumni of its honors program).

The Honors Program in Spanish and French is strongly supported by the faculty. Quality indicators cited were.

- a. Honors student complete courses in their respective language at a level comparable to graduate students.
- b. One of the recent graduates completed doctoral work at the University of Michigan and is currently a faculty member at Yale University.

There is no systematic follow-up of these students.

14. The quality of its offerings through workshops, independent study, or experiential learning (where evaluation uses reports from the Office of Continuing Education and students in the program with specific discussion of experiential learning evaluation required, if appropriate).

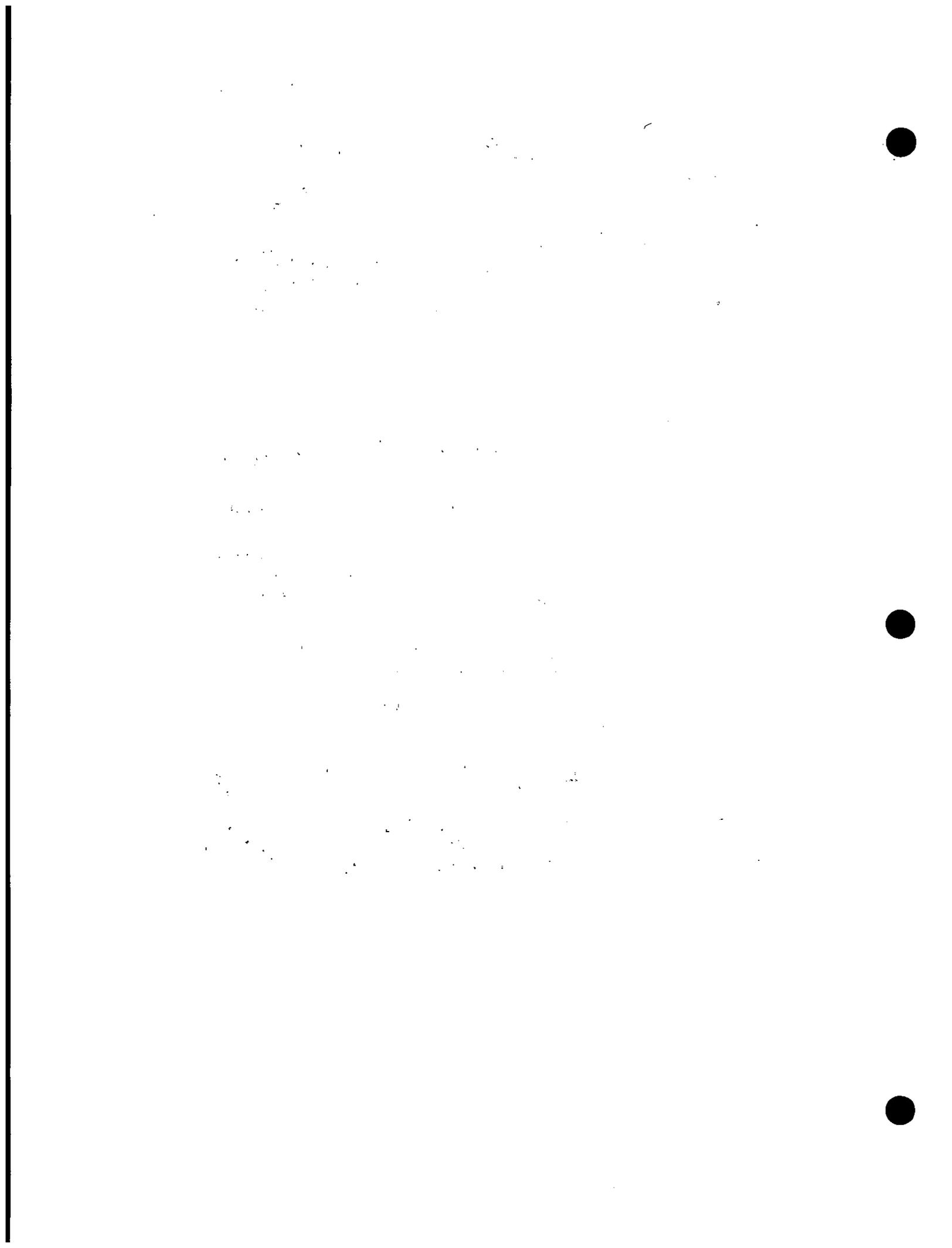
Course-credit-by examination is available for the first two years of Spanish, French, and German. Exams are reviewed on a regular basis with the intent to have them as comparable as possible to the classroom experience.

Workshop credit has been offered for the summer program in Ecuador. This program is directed by an Ohio University faculty member.

Experiential credit is possible but is infrequently requested.

15. The quality of its programs on the regional campuses (where evaluation uses reports from the Vice Provost for Regional Higher Education, the regional campus deans, faculty and students in off-campus programs).

Some language instruction (French, Spanish, German) is available on each of the regional campuses. Occasionally students who transfer to the main campus are perceived to be less well prepared than those whose language instruction occurred solely on the main campus. It is believed that improved communication among regional campus faculty and Athens based faculty could improve course offerings on all campuses. The avenue being used for this improved communication is that of the Ohio Valley Foreign Language Alliance. Its meetings bring together foreign language teachers from many areas.



PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 030160 X
 MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1985 1986 1987 1988 1989

FALL HEADCOUNTS BY MAJOR:

15 MODERN LNG

| | | | | | |
|-----------|----|----|----|----|----|
| FRESHMAN | 8 | 11 | 13 | 13 | 17 |
| SOPHOMORE | 8 | 7 | 11 | 12 | 14 |
| JUNIOR | 9 | 8 | 6 | 10 | 10 |
| SENIOR | 9 | 7 | 13 | 9 | 19 |
| UNDERGRAD | 34 | 33 | 43 | 44 | 60 |
| MASTERS | 12 | 14 | 20 | 18 | 19 |
| GRADUATE | 12 | 14 | 20 | 18 | 19 |
| TOTAL | 46 | 47 | 63 | 62 | 79 |

ANNUAL DEGREES AWARDED:

| | | | | | |
|---------------|----|----|----|----|----|
| BACCALAUREATE | 11 | 5 | 10 | 8 | -- |
| MASTERS | 9 | 7 | 4 | 5 | -- |
| TOTAL | 20 | 12 | 14 | 13 | -- |

..... COURSES

FALL STUDENT CREDIT HOURS:

| | | | | | |
|---------------|------|------|------|------|------|
| F L | | | | | |
| UNDERGRADUATE | 4 | 16 | 16 | 36 | 24 |
| SUB-TOTAL | 4 | 16 | 16 | 36 | 24 |
| FR | | | | | |
| UNDERGRADUATE | 1836 | 1941 | 1971 | 2312 | 2464 |
| GRADUATE | 148 | 129 | 138 | 159 | 165 |
| SUB-TOTAL | 1984 | 2070 | 2109 | 2471 | 2629 |
| GER | | | | | |
| UNDERGRADUATE | 643 | 778 | 797 | 762 | 902 |
| GRADUATE | 60 | 21 | 23 | 22 | 19 |
| SUB-TOTAL | 703 | 799 | 820 | 784 | 921 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 2030160 X
 MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

1985 1986 1987 1988 1989

3. FALL STUDENT CREDIT HOURS:

ITAL

| | | | | | |
|---------------|-----|-----|-----|-----|-----|
| UNDERGRADUATE | 209 | 273 | 240 | 244 | 252 |
| GRADUATE | 21 | 17 | 31 | 23 | 19 |
| SUB-TOTAL | 229 | 290 | 271 | 267 | 271 |

M L

| | | | | | |
|---------------|----|----|----|-----|-----|
| UNDERGRADUATE | 38 | 32 | 45 | 117 | 87 |
| GRADUATE | 47 | 29 | 24 | 32 | 33 |
| SUB-TOTAL | 85 | 61 | 69 | 149 | 120 |

RUS

| | | | | | |
|---------------|-----|-----|-----|-----|-----|
| UNDERGRADUATE | 124 | 172 | 212 | 236 | 276 |
| GRADUATE | 13 | -- | -- | 7 | 11 |
| SUB-TOTAL | 137 | 172 | 212 | 243 | 287 |

SPAN

| | | | | | |
|---------------|------|------|------|------|------|
| UNDERGRADUATE | 2628 | 2849 | 2991 | 3263 | 3769 |
| GRADUATE | 137 | 104 | 175 | 135 | 142 |
| SUB-TOTAL | 2765 | 2953 | 3166 | 3398 | 3911 |

T316

| | | | | | |
|---------------|----|-----|-----|-----|-----|
| UNDERGRADUATE | 52 | 124 | 104 | 232 | 248 |
| SUB-TOTAL | 52 | 124 | 104 | 232 | 248 |

DEPARTMENT TOTAL

| | | | | | |
|---------------|------|------|------|------|------|
| UNDERGRADUATE | 5533 | 6185 | 6376 | 7202 | 8022 |
| GRADUATE | 426 | 300 | 391 | 378 | 389 |
| TOTAL | 5959 | 6485 | 6767 | 7580 | 8411 |

↑ 1141

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 2030160 X
 MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

1985 1986 1987 1988 1989

5. FALL WSCH (ATHENS):

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| FL | 10 | 41 | 41 | 92 | 61 |
| FR | 4403 | 4479 | 4690 | 5535 | 5984 |
| GER | 1536 | 1591 | 1670 | 1643 | 1863 |
| ITAL | 466 | 560 | 580 | 533 | 529 |
| M L | 339 | 231 | 239 | 465 | 393 |
| RUS | 301 | 334 | 384 | 486 | 557 |
| SPAN | 5690 | 6064 | 6710 | 7199 | 8368 |
| T316 | 133 | 318 | 267 | 596 | 637 |
| TOTAL | 12881 | 13621 | 14584 | 16552 | 18396 |

6. FALL WSCH (CONTINUING EDUC):

| | | | | | |
|------|----|----|----|----|----|
| SPAN | -- | -- | 51 | -- | 61 |
|------|----|----|----|----|----|

7. BRANCH WSCH (TAUGHT BY MAIN CAMPUS FACULTY)

| | | | | | |
|-------|-----|----|-----|----|-----|
| FR | 106 | -- | 144 | -- | 138 |
| TOTAL | | | | | |

FALL AVERAGE SECTION SIZE:

| | | | | | |
|----------|------|------|------|------|------|
| FL | 1.0 | 2.5 | 5.0 | 9.0 | 5.0 |
| FR | 17.9 | 17.4 | 17.2 | 18.9 | 18.6 |
| GER | 15.0 | 16.4 | 13.6 | 12.7 | 16.2 |
| ITAL | 11.4 | 15.0 | 16.7 | 16.5 | 17.2 |
| M L | 8.2 | 5.7 | 11.5 | 10.2 | 11.0 |
| RUS | 8.5 | 14.6 | 13.0 | 13.0 | 14.4 |
| SPAN | 16.3 | 16.7 | 17.0 | 17.8 | 18.6 |
| T316 | 26.0 | 15.5 | 13.0 | 29.5 | 30.5 |
| TOTAL | 15.6 | 16.0 | 16.1 | 17.0 | 18.0 |
| OU-INDEX | .75 | .75 | .74 | .76 | .81 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030160 X
 X MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

| | 1985 | 1986 | 1987 | 1988 | 1989 |
|--------------------|---------|---------|---------|---------|-------|
| 8. UNIT COST DATA: | | | | | |
| ANNUAL WSCH | 36587 | 39000 | 39829 | 47316 | 49160 |
| DIRECT COST/WSCH | \$32.83 | \$33.20 | \$34.43 | \$32.15 | -- |
| DU-INDEX | 1.17 | 1.14 | 1.14 | 1.02 | |

9. TEACHING FACULTY:

| | | | | | |
|-----------------------|------|------|------|------|------|
| TENURED | 20 | 19 | 18 | 18 | 19 |
| NON-TENURED | 1 | 2 | 3 | 3 | 2 |
| TERM/PT HEADCOUNT | 9 | 8 | 6 | 10 | 12 |
| EARLY RETIREE HEADCNT | 3 | 3 | 3 | 3 | 3 |
| TOTAL | 33 | 32 | 30 | 34 | 36 |
| PERCENT TENURED | 66.0 | 65.0 | 66.0 | 58.0 | 57.0 |

10. ALL FULL-TIME FACULTY

| | | | | | |
|-------------------------|-------|-------|-------|-------|-------|
| ACADEMIC YEAR CONTRACTS | | | | | |
| HEAD-COUNT | 19 | 19 | 19 | 19 | 19 |
| AVERAGE SALARY | 31806 | 33424 | 34447 | 37860 | 40705 |
| MEDIAN SALARY | 30770 | 32475 | 33978 | 37101 | 39417 |
| FISCAL YEAR CONTRACTS | | | | | |
| HEAD-COUNT | 2 | 2 | 2 | 2 | 2 |
| AVERAGE SALARY | 44122 | 49823 | 54102 | 58708 | 64114 |
| MEDIAN SALARY | 43521 | 48180 | 54031 | 57124 | 62399 |

11. BUDGETED FTE STAFFING:

| | | | | | |
|----------------------|-------|-------|-------|-------|-------|
| FACULTY | 22.29 | 23.41 | 23.75 | 26.20 | 29.82 |
| GRAD. ASSISTANTS FTE | 6.49 | 6.50 | 6.40 | 5.50 | 5.50 |
| CIVIL SERVICE | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| TOTAL | 31.78 | 32.91 | 33.15 | 34.70 | 38.32 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 2030160 X
 X MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1985 1986 1987 1988 1989

12. STAFFING RATIOS:

| | | | | | |
|------------------------|-------|-------|-------|-------|-------|
| FTE STUDENTS | 397.3 | 432.3 | 451.1 | 505.3 | 560.7 |
| FTE STD/FTE FACULTY | 17.8 | 18.5 | 19.0 | 19.3 | 18.8 |
| FTE STD/FTE FAC+GA FTE | 13.8 | 14.5 | 15.0 | 15.9 | 15.9 |
| FTE STD/FTE TOT STAFF | 12.5 | 13.1 | 13.6 | 14.6 | 14.6 |

13. REGENTS MODEL/DEPART. BUDGETED:

| | | | | | |
|-----------------------|--------|--------|--------|--------|--------|
| MODEL FTE FOR ENROL | 22.58 | 24.07 | 24.59 | 29.21 | 30.35 |
| BUDGETED FACULTY | 22.29 | 23.41 | 23.75 | 26.20 | 29.82 |
| DIFFERENCE FROM MODEL | -.29 | -.66 | -.84 | -3.01 | -.53 |
| % DIFF. FROM MODEL | -1.20 | -2.70 | -3.40 | -10.30 | -1.70 |
| BUDGETED FAC+GA FTE | 28.78 | 29.91 | 30.15 | 31.70 | 35.32 |
| DIFFERENCE FROM MODEL | +6.20 | +5.84 | +5.56 | +2.49 | +4.97 |
| % DIFF. FROM MODEL | +27.40 | +24.20 | +22.60 | +8.50 | +16.30 |
| TOT BUDG STAFF+GA FTE | 31.78 | 32.91 | 33.15 | 34.70 | 38.32 |
| DIFFERENCE FROM MODEL | +9.20 | +8.84 | +8.56 | +5.49 | +7.97 |
| % DIFF. FROM MODEL | +40.70 | +36.70 | +34.80 | +18.70 | +26.20 |

14. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

| | | | | | |
|--------------|------|------|------|------|------|
| 1 GEN. STUDY | 33.3 | 32.9 | 32.9 | 34.4 | 33.7 |
| 3 BACCALAUR. | 28.6 | 33.2 | 32.1 | 30.3 | 33.8 |
| 4 MASTERS | 6.1 | 5.8 | 7.4 | 7.4 | 3.4 |
| SUB-TOTAL | 67.9 | 71.9 | 72.3 | 72.0 | 70.8 |

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030160 X
 X MODERN LANGUAGES X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

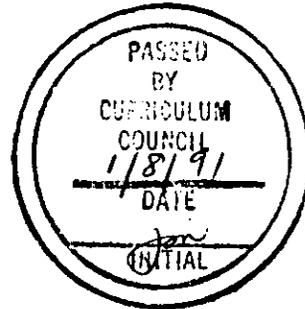
| | 1985 | 1986 | 1987 | 1988 | 1989 |
|-------------------------|------|------|------|------|------|
| STUDENT ADVISING | | | | | |
| 1 FR/SO | 1.2 | 1.7 | 1.5 | 1.3 | 1.5 |
| 2 JR/SR | 1.3 | 1.3 | 1.1 | .6 | .9 |
| 3 MASTERS | .5 | .6 | .5 | .3 | .5 |
| 4 DOCTORS | .1 | .1 | -- | .1 | -- |
| SUB-TOTAL | 3.0 | 3.6 | 3.0 | 2.1 | 2.8 |
| ADMINISTRATION | | | | | |
| 1 DEPARTMENT ADMIN | 5.0 | 5.1 | 5.6 | 4.5 | 4.8 |
| 2 COL/DEPT COM. | 1.4 | 1.7 | 2.3 | 1.3 | 1.6 |
| 3 UNIVERSITY COM. | .7 | .5 | .5 | .5 | .6 |
| 4 UNIVERSITY GVT. | -- | -- | .3 | .3 | .2 |
| 5 OTHER ADMIN. | .2 | 1.0 | .5 | .8 | .4 |
| SUB-TOTAL | 7.2 | 8.1 | 9.0 | 7.2 | 7.3 |
| RESEARCH | | | | | |
| 1 UNIVERSITY/DEPT | 20.6 | 15.1 | 14.7 | 17.4 | 17.9 |
| 2 PUBLICATION PRP. | .2 | -- | -- | -- | -- |
| SUB-TOTAL | 20.7 | 15.1 | 14.7 | 17.4 | 17.9 |
| PUBLIC SERVICE | | | | | |
| 1 COMMUNITY | 1.5 | 1.6 | 1.2 | 1.6 | 1.4 |
| SUB-TOTAL | 1.5 | 1.6 | 1.2 | 1.6 | 1.4 |

** PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

..... EXPENDITURES

| | | | | | |
|---------------------------------------|-----------|-----------|-----------|-----------|----|
| 15. DEPARTMENTAL EXPENDITURES: | | | | | |
| GENERAL OPERATING | \$1201182 | \$1294662 | \$1371254 | \$1521054 | -- |
| RESTRICTED | \$45828 | \$54469 | \$1133 | \$1795 | -- |

APPROVED AS PRESENTED
UCC January 8, 1991



**THE REPORT OF THE
FIVE YEAR REVIEW
OF
TIER III**

**PRESENTED BY
THE GENERAL EDUCATION COMMITTEE
UNIVERSITY CURRICULUM COUNCIL**

NOVEMBER 13, 1990

**THE REPORT OF THE FIVE YEAR REVIEW
OF TIER III, 1989-90**

EXECUTIVE SUMMARY

- The General Education Committee of the University Curriculum Council conducted the Five Year Review of Tier III beginning in the Spring quarter, 1989, and ending after the Winter quarter, 1990.
- Four separate surveys collected qualitative (written) and quantitative (numerical) data.
- Surveys were administered to: students in all Tier III courses for one complete academic year cycle; all O.U. faculty; all Tier III faculty; and all department chairs and/or school directors.
- Responses were tallied from 1,602 students, 291 O.U. faculty, 49 Tier III faculty, and 36 chairs/directors.
- Tier III was viewed positively by the majority of respondents in all four groups.
- The data were examined in several ways including categorizing written responses to the open-ended questions, rank-ordering the written responses, calculating the arithmetic average and standard deviation of the responses to the numeric scales, determining percentages for selected items, and assessing the reliability of the survey instruments.
- The data were interpreted in response to the Faculty Senate's original criteria for Tier III--interdisciplinary; prior coursework; and senior-level.
- Recommendations were offered focusing on:
 - Better and more extensive communication about the goals of the General Education Program and Tier III throughout the university.
 - The need for additional Tier III courses, especially from underrepresented units within the university.
 - Establishing a review committee through the GEC that would review and evaluate individual Tier III courses with the objective of providing feedback to improve the courses.

EXECUTIVE SUMMARY OF TIER III REVIEW

- The need to teach each Tier III course on an experimental basis before seeking final UCC approval.
- Setting guidelines of a maximum of 10% as the number of courses that can be offered by a department or school during a given academic year.
- Seeking support for departments or schools that have staffing problems that impact adversely on their curriculum or the development of Tier III courses.

THE REPORT OF THE FIVE YEAR REVIEW
OF TIER III, 1989-90

A. WHAT WAS THE PLANNED INTENT OF TIER III?

The Discussion Document on General Education envisioned General Education as:

That part of the undergraduate curriculum which the University specifically dedicates to education in (a) advanced intellectual skills, (b) broad knowledge of the major fields of learning and (c) the development of a capacity for evaluation and synthesis that it is deemed all university graduates should possess in order to participate effectively in the society and culture in which they will live. . . . Its focus should not be simply on course requirements but rather on trying to assure that the total undergraduate experience enables students to achieve minimal standards in advanced intellectual skills, breadth of knowledge, and affective and integrative competencies. (Discussion Document on General Education, August 30, 1978, pp. 1-2)

The Discussion Document on General Education suggested that Tier III be designed to:

Focus upon and enhance the student's capacity to integrate, absorb and synthesize the diverse learning experiences of the college years.

If it [the college experience] does not help them to clarify their value assumptions, to examine their commitments and to develop an awareness of the value issues implicit in life, work, society and culture, it fails to contribute an essential element to their education and preparation for life.

We believe that there is a need for the requirement that all students take at least the equivalent of one four or five quarter hour course The course (or courses) submitted in fulfillment should attempt to interrelate knowledge, modes of thought and values to each other and to the practical problems in life, society and culture and the world of work. (Discussion Document on General Education, August 30, 1978, pp. 17-18.)

On May 21, 1979, the Faculty Senate agreed on (Faculty Senate, Minutes, p. 8) the following three criteria for Tier III courses:

1. The course must be interdisciplinary.
2. The course must require prior coursework in one of the disciplines relevant to the course.
3. The course must be a senior level course (at least 300 level).

B. HOW WAS THE REVIEW OF TIER III CONDUCTED?

Tier III courses were required of those entering as first year students in 1982-83. Thus, the initial Tier III offerings were during the 1985-86 academic year. The first five year review of Tier III was scheduled for, and carried out during, 1989-90.

The General Education Committee of the University Curriculum Council was charged with the review process. Discussions of the procedural stages began in later 1988. Based on the desire to receive input from the greatest number of individuals affected directly or tangentially, the GEC distributed four different surveys beginning with the Spring quarter of 1989 and continuing through the Winter quarter of 1990. The four surveys were:

1. A 15-item survey distributed to all Tier III students in the four quarters from Spring, 1989, through Winter, 1990. See Appendix A for a copy of the survey.



2. A 15-item survey distributed to all department chairs and/or school directors during the Winter quarter, 1990. See Appendix B for a copy of the survey.
3. An 8-item survey distributed to all faculty, excluding the teaching physicians of the College of Osteopathic Medicine, during the Winter quarter, 1990. See Appendix C for a copy of the survey.
4. A 21-item survey distributed to all faculty teaching or having taught Tier III courses during the Winter quarter, 1990. See Appendix D for a copy of the survey.

All surveys encouraged general comments or responses specific to a survey question. This provided the GEC with qualitative data in narrative form to complement, illustrate, contradict, or add richness to the quantitative data from the surveys.

C. WHO RESPONDED TO THE FOUR DIFFERENT SURVEYS?

1. Responses to the student survey were broken down by college for the entire four quarter period:

| <u>College</u> | <u># Responding</u> |
|-------------------------|---------------------|
| Arts & Sciences | N= 328 |
| Business Administration | N= 197 |
| Communication | N= 334 |
| Education | N= 179 |

| <u>College</u> | <u># Responding</u> |
|--------------------------|---------------------|
| Engineering & Technology | N= 148 |
| Fine Arts | N= 62 |
| Health & Human Services | N= 161 |
| Honors Tutorial | N= 13 |
| University | <u>N= 59</u> |
| | T= 1,602 |

There were written comments on 573 (35.77%) of the 1,602 returned student surveys. Appendix E has randomly selected comments from student surveys. Appendix F is the distributed quantitative summary. Reading from left to right on Appendix F: the question number (Q#) from the student survey; the average score for the Spring, 1989, classes; the standard deviation (sd) or arrangement of the scores around the mean score; and the number of students(N) completing the survey. The information is repeated for the Summer and Fall, 1989, classes, and the Winter, 1990, classes. In reading the information across the first three columns for question 01 it reports that the average score for that question in the Spring, 1989, classes was 3.83 on a five-point scale (1=strongly disagree/5=strongly agree); the dispersal of the scores was 1.42 standard deviations from the mean score; and 456 students completed the survey. In the next three columns the average score in the Summer was 4.11; a standard deviation of 1.18 (the scores were closer to the mean in the Summer than in the Spring); and 211 students completed the survey.

TABLE 1

FREQUENCY OF COMMENTS ON STUDENTS' TIER III EVALUATIONS

| <u>Qtr.</u> | <u># of Surv.</u> | <u># Ret'd</u> | <u>% of Surveys</u> | <u>With Com.</u> | <u>% of Ret'd</u> | <u>% of all Surveys</u> | <u>No Com.</u> | <u>% of Ret'd</u> | <u>% of all Surveys</u> |
|--------------|-----------------------|--------------------|-------------------------|----------------------|-----------------------|-----------------------------|--------------------|-----------------------|-----------------------------|
| S'89 | 797 | 458 | 57.47 | 141 | 30.79 | 17.69 | 317 | 69.21 | 39.77 |
| SS'89 | 371 | 215 | 57.95 | 73 | 33.95 | 19.68 | 142 | 66.05 | 38.28 |
| F'89 | 783 | 510 | 65.13 | 202 | 39.61 | 25.80 | 308 | 60.39 | 39.34 |
| W'90 | 816 | 419 | 51.35 | 157 | 37.47 | 19.24 | 262 | 62.53 | 32.11 |
| total | 2,767 | 1,602 | 57.90 | 573 | 35.77 | 20.71 | 1,029 | 64.23 | 37.19 |

A total of 121 students did not identify their college on the survey.

Appendix G is the aggregated summary of students' responses. This example reproduces a copy of the student survey and reports the grand or overall mean and standard deviation for the four quarters during which students in all Tier III classes were surveyed. The five-point scale is shown at the top of the page. All means are above the midpoint (3 = neither agree nor disagree) on the response scale. All of the standard deviation scores are within acceptable social science limits.

2. A total of 54 surveys were distributed to department chairs/school directors. Surveys were returned by 36 (66.67%) of the chairs/directors. Of those 36 chairs/directors, 15 did not offer Tier III courses in their

departments/schools. The other 21 chairs/directors did offer Tier III courses and completed the entire survey. Respondents were not asked to identify their departments/schools so no breakdown of this survey by college is available. The majority of the items on the survey required a written response so there was no separate tally of the number of surveys with comments. Appendix H has a summary of the responses from the chairs/directors.

TABLE 2
RESPONSES FROM CHAIRS AND DIRECTORS

| | | |
|---|------|---------|
| Total number of surveys distributed to chairs/directors | = 54 | 100.00% |
| Total number of surveys received from chairs/directors | = 36 | 66.67% |
| Number of chairs/directors w/o Tier III ² = 15 | | |
| % of all surveys | = | 27.78% |
| % of all returns | = | 41.67% |
| Number of chairs/directors with Tier III = 21 | | |
| % of all surveys | = | 38.89% |
| % of all returns | = | 58.33% |

² The first question asked whether a Tier III course was offered. If not, the respondent simply stopped at that point and returned the survey

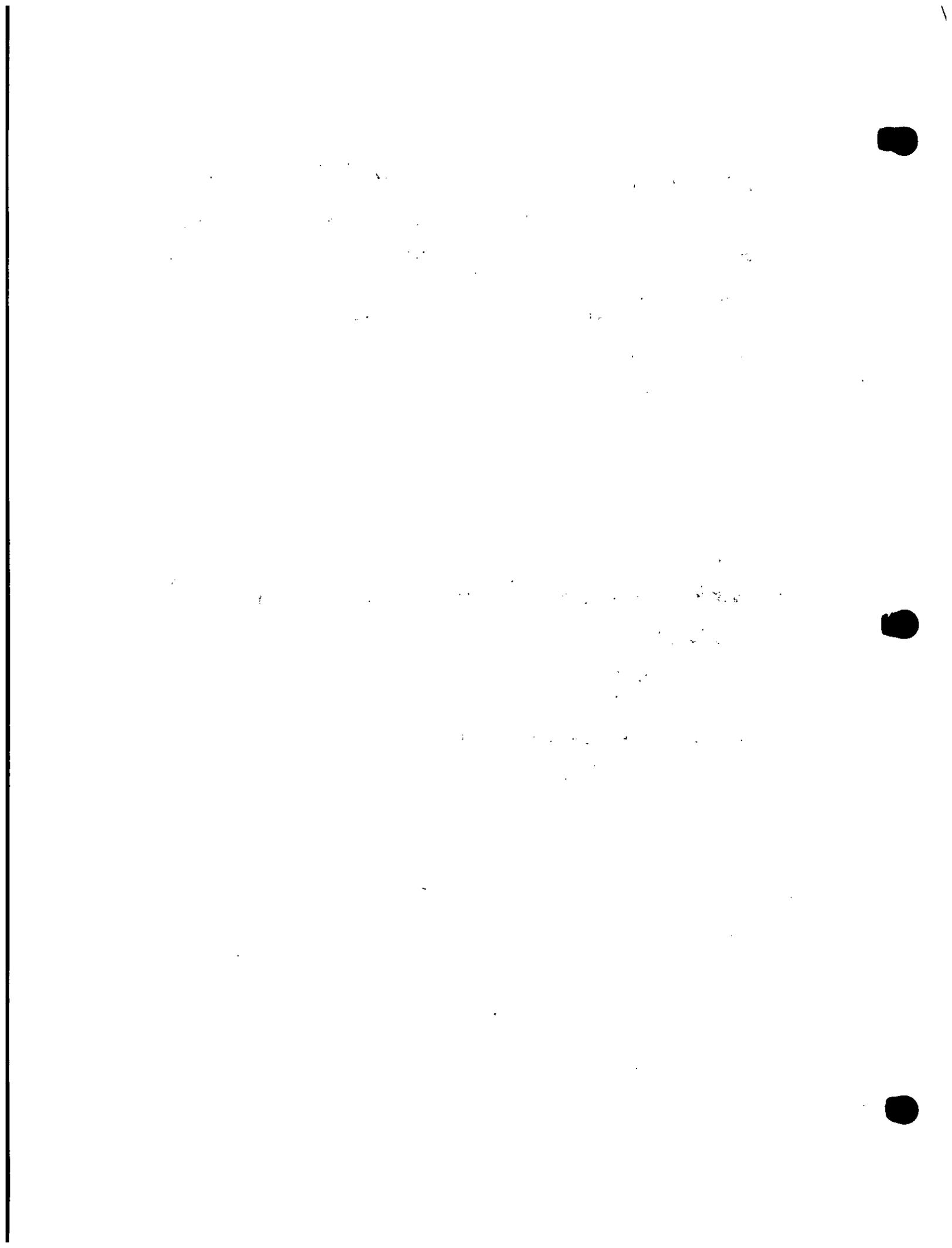
3. Surveys were distributed to 739 faculty, excluding the teaching physicians in the College of Osteopathic Medicine. There were 295 surveys returned

for a 39.92% response rate, of which 291 (39.38%) were usable. There were narrative comments on 48 (16.44%) of the 292⁴ surveys. Appendix I presents a summary of the faculty responses to the survey.

TABLE 3
TIER III FACULTY SURVEY RESPONSES

| | | |
|--|----------|---------|
| Total number of surveys distributed to faculty | = 739 | 100.00% |
| Total number of surveys received from faculty | = 295 | 39.92% |
| Total number of usable surveys from faculty | = 291 | 39.38% |
| ***** | | |
| Total number of surveys with comments | = 48 | 16.44% |
| Surveys with positive comments | = 4 | |
| % of all comments | = 8.30% | |
| % of all surveys | = 1.36% | |
| Surveys with negative comments | = 44 | |
| % of all comments | = 91.67% | |
| % of all surveys | = 14.92% | |

¹ No Tier III courses are taught by COM physicians
⁴ One otherwise unusable survey had written comments that were extracted.



4. Surveys were distributed to 62 faculty who had an active Tier III course or who had taught a Tier III course sometime since the implementation of Tier III. Responses were received from 49 (79.03%) of the Tier III faculty. There were written comments on 40 (81.63%) of the 49 surveys. Appendix J contains the summary of the Tier III faculty responses.

TABLE 4
RESPONSES FROM TIER III COURSE INSTRUCTORS

| | | |
|---|----------|---------|
| Total number of surveys distributed to Tier III instructors | = 62 | 100.00% |
| Total number of surveys received from Tier III instructors | = 49 | 79.03% |
| ***** | | |
| Total number of surveys with comments | = 41 | 83.67% |
| Surveys with positive comments | = 36 | |
| % of all comments | = 87.80% | |
| % of all surveys | = 73.47% | |
| Surveys with negative comments | = 05 | |
| % of all comments | = 12.19% | |
| % of all surveys | = 10.20% | |

D. RECOMMENDATIONS FOR IMPROVEMENTS OF TIER III

There was an overall positive response to Tier III from all four groups who were surveyed--students, faculty, Tier III faculty, and department chairs/school

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

The second part of the document provides a detailed analysis of the results. It compares the findings with previous studies and discusses the implications of the research. The authors conclude that the results are significant and provide valuable insights into the phenomenon being studied. They also suggest areas for further research and practical applications.

The final part of the document contains the conclusions and recommendations. The authors summarize the key findings and provide clear recommendations for future research and practice. They emphasize the need for continued research in this area to further our understanding of the subject matter. The document ends with a statement of appreciation to the funding agencies and the research team.

directors. While Tier III has become an important ingredient in our General Education Program, the GEC found several areas of concern.

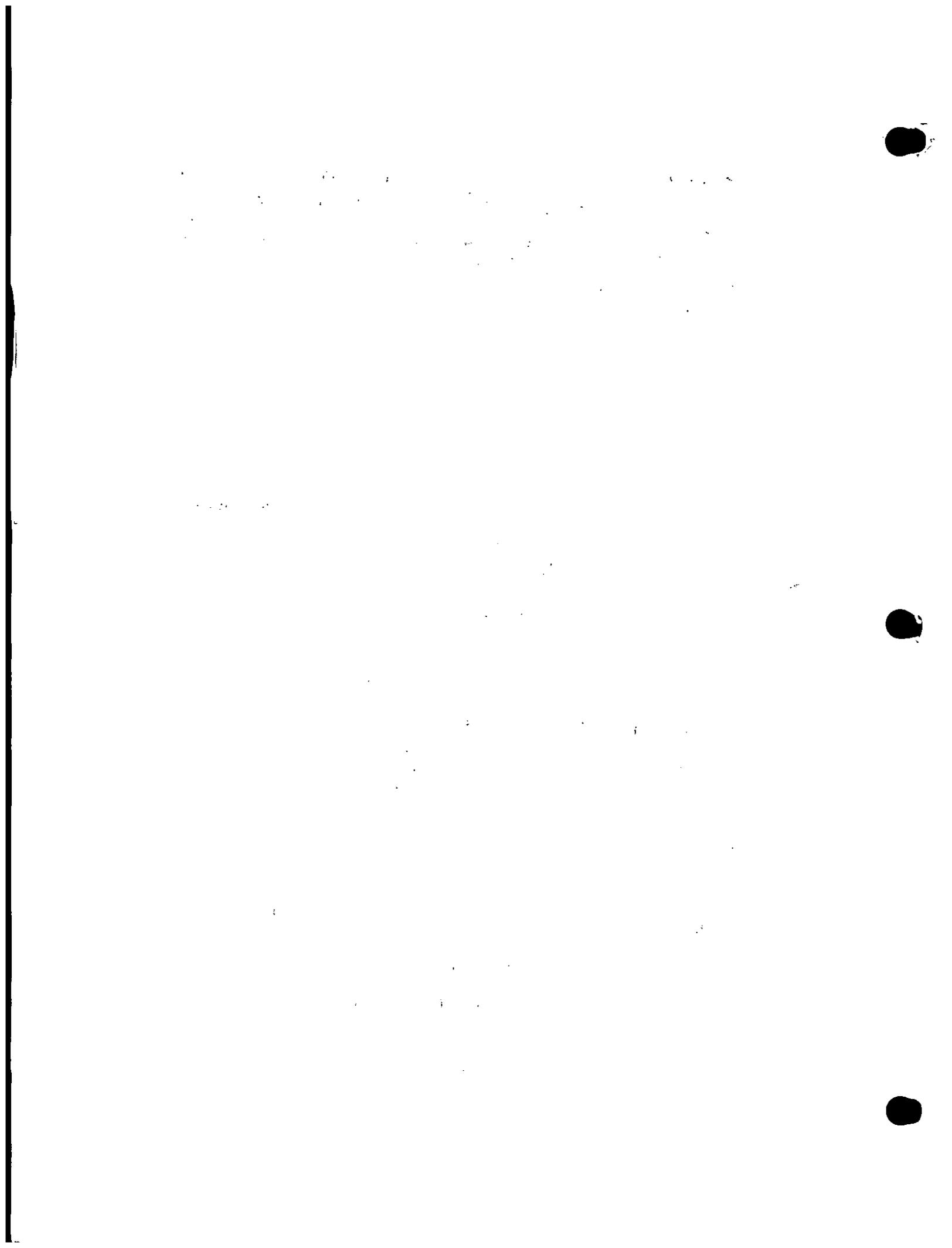
Two recommendations are presented first, based on the review of the total scope of Tier III.

Recommendation: There is a need for better and more extensive communication about the goals of the General Education Program, and Tier III in particular, to faculty and students.

- a. New faculty should be introduced to the importance and premium Ohio University places on its general education requirements;
- b. Continuing faculty need to be encouraged and rewarded for their contributions to General Education; and,
- c. Seminars and workshops need to be created for current Tier III faculty to keep alive the goals and objectives of the Tier III requirement.

Recommendation: There is a need for additional Tier III courses, particularly those from underrepresented colleges, schools, and departments. The development of more team-taught courses is especially encouraged as a way of sparking the interdisciplinary dialogue which is one goal of such offerings. A new wave of summer course development seminars should be held to aid in this effort.

The other concerns are addressed according to the original Faculty Senate criteria for Tier III courses and as a staffing concern. Recommendations follow each concern.



1. Are the courses interdisciplinary?

While there is strong evidence that many of the current Tier III courses are meeting the Faculty Senate's mandate on the interdisciplinary criteria, there are some courses that appear to be weak in the goal of achieving synthesis. This concern is expressed by those faculty teaching Tier III courses, too. The number of team taught courses is decreasing in favor of solo taught courses. The GEC views this trend with some concern since it may be more difficult to develop both the interdisciplinary breadth and promote synthesis with a single instructor in the course. In 1989, only 15 (30.61%) of 49 reporting Tier III faculty were team teaching their course(s). [Recommendation follows #3.]

2. Does the course require prior coursework in one of the disciplines relevant to the course?

There is a concern among the GEC that many courses do not require prior coursework in one of the disciplines relevant to the course. Fourteen (36.84%) of 38 Tier III faculty indicated that their courses did not have prerequisites even though the original guidelines state that there should be prerequisites for each course. [Recommendation follows #3.]

3. Is the course a senior level course (at least 300 level)?

There is a concern among some faculty respondents to the Tier III survey and among members of the GEC that not all Tier III courses are, in fact, senior level courses. This concern includes the lack of prerequisites for some courses and comments by some of the Tier III faculty that their

courses have become more like 100-level introductory courses than anything else.

In a different approach to the question of when should a student take a Tier III course, a significant number of students reported that their Tier III course could be taken in the junior year just as easily. Tier III students were answering item 11, "A Tier III course would be just as valuable if taken during the junior year." There were 1,002 (57.22%) students indicating they "agreed" or "strongly agreed" with that statement.

Tier III faculty responses to the survey item, "Tier III courses should be open to juniors as well as seniors," were decidedly negative. The average of the responses was to "disagree" with the statement. Those faculty who favor having students take the Tier III course during the junior year offer the rationale that the student then has time to explore the disciplinary areas more fully than can be done when the course is taken during the senior year.

Recommendation : As a means of assuring that Tier III courses continue to meet their stated goals, it is recommended that a faculty committee be established under the auspices of the Dean of University College to review and monitor Tier III courses. The committee would be charged with reviewing such materials as course syllabi, student papers and projects, and student evaluations with the aim of providing instructors with suggestions for improving their courses to better meet the goal of Tier III. The committee should also have the responsibility of recommending to the

UCC General Education Committee removal of Tier III status for those courses that fail to make the necessary improvements to meet the Tier III standards.

Recommendation: All Tier III courses should be taught on an experimental basis before permanent approval is sought. When seeking permanent approval, the proposer(s) should provide the GEC with copies of student synthesis papers and student course evaluations.

4. Are the Tier III course grade distributions comparable to other senior level courses?

The GEC reviewed grade distribution data for Tier III courses supplied by the Registrar and Dean Crowl. In general, Tier III course grades fell within the normal pattern for senior-level courses. It is noted with concern, however, that 18 (20.93%) of 91 sections gave more than 25% 'A' grades, with two courses giving more than 50% A's.

5. Are the staffing patterns for the Tier III courses appropriate?

In examining Tier III staffing patterns it is clear that Tier III has become a part of the regular teaching load in most departments/schools. It is also clear that some departments/schools have more flexibility in scheduling Tier III courses than others. As a result of this inequity, department chairs/school directors make decisions that impact adversely on the size of undergraduate classes, the frequency of offerings, the viability of Tier III courses that have been developed, and the teaching loads of their faculty.

Recommendation: As a general rule, it seems unwise for more than 10% of a given year's Tier III courses to be offered by a single department/school. Faculty in those departments and schools that offer few or no Tier III courses are encouraged to seriously consider participating in one of the summer Tier III course development seminars. Those departments/schools with minimal flexibility in faculty schedules should be aided in exploring ways to increase their scheduling flexibility. [See also the Faculty Senate, Minutes, May 21, 1979.]

Special thanks to Fiorella Rojas Gomez for her assistance in the coding and data entry of the student surveys.

APPENDIX A
TIER III STUDENT SURVEY

This survey is designed to solicit your opinions on the Tier III requirement. Please respond using your knowledge of the Tier III course you are enrolled in and any other information you have gathered from your fellow seniors in other Tier III classes. Many thanks.

(Circle From) 1 Strongly Disagree-----> 5 Strongly Agree

| | Strongly Disagree | | | | Strongly Agree |
|---|----------------------|---|---|---|-------------------|
| 1. This course was my first choice for a Tier III course | 1 | 2 | 3 | 4 | 5 |
| 2. I took this course because I was interested in its content | 1 | 2 | 3 | 4 | 5 |
| 3. The course covered a topic or problem from several different perspectives | 1 | 2 | 3 | 4 | 5 |
| 4. The Tier III course raised a number of issues I had not considered before | 1 | 2 | 3 | 4 | 5 |
| 5. I was able to apply knowledge gained from my major field in study to this course | 1 | 2 | 3 | 4 | 5 |
| 6. This course helped me to understand and evaluate arguments and issues from a variety of perspectives | 1 | 2 | 3 | 4 | 5 |
| 7. This course provided me with the opportunity to look at a problem in detail | 1 | 2 | 3 | 4 | 5 |
| 8. Seniors from other majors added different perspectives to the course | 1 | 2 | 3 | 4 | 5 |
| 9. This course was structured to involve students in the class more than most of my other courses | 1 | 2 | 3 | 4 | 5 |

(over)

FIVE YEAR REVIEW OF TIER III

(Circle From) 1 Strongly Disagree-----> 5 Strongly Agree

Strongly Disagree Strongly Agree

- 10. My Tier III course was more intellectually challenging than other courses taken during my senior year 1 2 3 4 5
- 11. A Tier III course would be just as valuable if taken during the junior year 1 2 3 4 5
- 12. All courses should incorporate more of an interdisciplinary focus 1 2 3 4 5
- 13. Synthesis is as important a skill for learning and understanding as analysis 1 2 3 4 5
- 14. The Tier III requirement serves a useful educational purpose 1 2 3 4 5
- 15. I would recommend this Tier III course to another student 1 2 3 4 5

Comments:

Your college _____ and major _____

APPENDIX B

TIER III SURVEY
DEPARTMENT CHAIRS AND/OR SCHOOL DIRECTORS

All department chairs and/or school directors are being asked for their comments on the Tier III requirement. The information from this survey will form part of the report of the Five-Year Review of Tier III undertaken by the General Education Committee. Your completion of this survey, and its return to the UCC office, will help the GEC complete its responsibilities in a comprehensive manner.

Please fill-in the blank or circle the correct response:

1. At least one Tier III course is taught in my department/ school.
 - a. yes
 - b. no-----> STOP, return survey without completing it

2. Do your faculty teach Tier III courses as:
 - a. part of the regular teaching assignment
 - b. an overload

3. Does offering Tier III courses cause problems in staffing major courses?
 - a. no-----> go to #5
 - b. yes-----> go to #4

4. How do you handle the staffing problems?

5. Does offering Tier III courses cause problems in staffing service courses?
 - a. no-----> go to #7
 - b. yes-----> go to #6

6. How do you handle the staffing problems?

PLEASE COMPLETE REVERSE SIDE

● ONE YEAR REVIEW OF TIER III

18

13. In what ways, if any, does the department/school benefit academically by offering Tier III courses?

14. Do the faculty teaching Tier III courses seem to suffer more burn-out than those faculty not teaching Tier III courses?
 - a. yes-----> go to #15
 - b. no-----> STOP, RETURN SURVEY

15. How can a continuing supply of Tier III courses be assured if faculty burn-out is a serious problem?

● RETURN COMPLETED SURVEY TO: A. JAMES, UCC OFFICE, PILCHER HOUSE

RETURN DEADLINE IS MARCH 1, 1990!

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APPENDIX C

TIER III SURVEY
ALL FACULTY

All O.U. faculty are being asked for their opinions about the Tier III requirement within the General Education component of undergraduate education. The information from this survey will form part of the report of the Five-Year Review of Tier III undertaken by the General Education Committee. Your completion of this survey, and its return to the UCC office, will help the GEC complete its responsibilities in a comprehensive manner.

Please use this scale to respond to the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | | | | | |
|----|---|----|-----|----|----|---|
| 1. | The Tier III requirement should be continued as it is currently structured. | 1 | 2 | 3 | 4 | 5 |
| 2. | Tier III courses result in a higher teaching load for faculty who do <u>not</u> teach Tier III. | 1 | 2 | 3 | 4 | 5 |
| 3. | I am interested in teaching a Tier III course. | 1 | 2 | 3 | 4 | 5 |
| 4. | I would develop and teach a Tier III course if it were a part of my standard teaching load. | 1 | 2 | 3 | 4 | 5 |
| 5. | Tier III courses should be open to juniors as well as seniors. | 1 | 2 | 3 | 4 | 5 |
| 6. | Tier III courses should be rigorous, senior-level courses. | 1 | 2 | 3 | 4 | 5 |
| 7. | Tier III courses meet accepted standards for senior-level courses. | 1 | 2 | 3 | 4 | 5 |
| 8. | I teach/have taught a Tier III course. | a. | yes | b. | no | |

RETURN COMPLETED SURVEY TO: A. JAMES, UCC OFFICE, PILCHER HOUSE.

RETURN DEADLINE IS FEBRUARY 28, 1990!

APPENDIX D

TIER III SURVEY
TIER III FACULTY

All O.U. faculty who teach or have taught Tier III courses are being asked for their opinions about the Tier III requirement. The information from this survey will form part of the report of the Five-Year Review of Tier III undertaken by the General Education Committee. Your completion of this survey, and its return to the UCC office, will help the GEC complete its responsibilities in a comprehensive manner.

Please fill-in the blank or circle the correct response:

1. How many times have you taught your Tier III course in the last five years?
_____ times
2. How is your Tier III course taught?
 - a. team taught
 - b. solo taught
3. What is the average size of your Tier III class?
 - a. less than 10
 - b. 10-20
 - c. 21-30
 - d. 31-40
 - e. more than 41
4. Is the class size?
 - a. too big
 - b. satisfactory
 - c. too small
5. Is this Tier III course part of your regular teaching load?
 - a. no
 - b. yes
6. Does your Tier III course have prerequisites?
 - a. yes
 - b. no
7. Is burn-out a greater problem with your Tier III course than your other courses?
 - a. no
 - b. yes

PLEASE COMPLETE REVERSE SIDE

Please use this scale to respond to the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 8. | The students taking this course have been generally well-prepared. | 1 | 2 | 3 | 4 | 5 |
| 9. | On the whole, I have been happy with my Tier III course. | 1 | 2 | 3 | 4 | 5 |
| 10. | This course achieved the goals of interdisciplinary synthesis embodied in the Tier III concept. | 1 | 2 | 3 | 4 | 5 |
| 11. | Many students are in my Tier III course only because Tier III is required. | 1 | 2 | 3 | 4 | 5 |
| 12. | Most students put in the expected effort for this course. | 1 | 2 | 3 | 4 | 5 |
| 13. | This course is graded as rigorously as all other courses I teach. | 1 | 2 | 3 | 4 | 5 |
| 14. | This course requires more effort in preparation from me than any of my other courses. | 1 | 2 | 3 | 4 | 5 |
| 15. | The rewards from teaching this course repay the effort which is put forth. | 1 | 2 | 3 | 4 | 5 |
| 16. | Writing should be a significant component of a Tier III course. | 1 | 2 | 3 | 4 | 5 |
| 17. | Tier III courses should be open to juniors as well as seniors. | 1 | 2 | 3 | 4 | 5 |
| 18. | Tier III should be optional rather than required. | 1 | 2 | 3 | 4 | 5 |
| 19. | Tier III courses result in a higher teaching load for faculty who do <u>not</u> teach Tier III. | 1 | 2 | 3 | 4 | 5 |
| 20. | The Tier III requirement should be continued as it is currently structured. | 1 | 2 | 3 | 4 | 5 |

PLEASE RESPOND TO THE QUESTION ON THE NEXT PAGE



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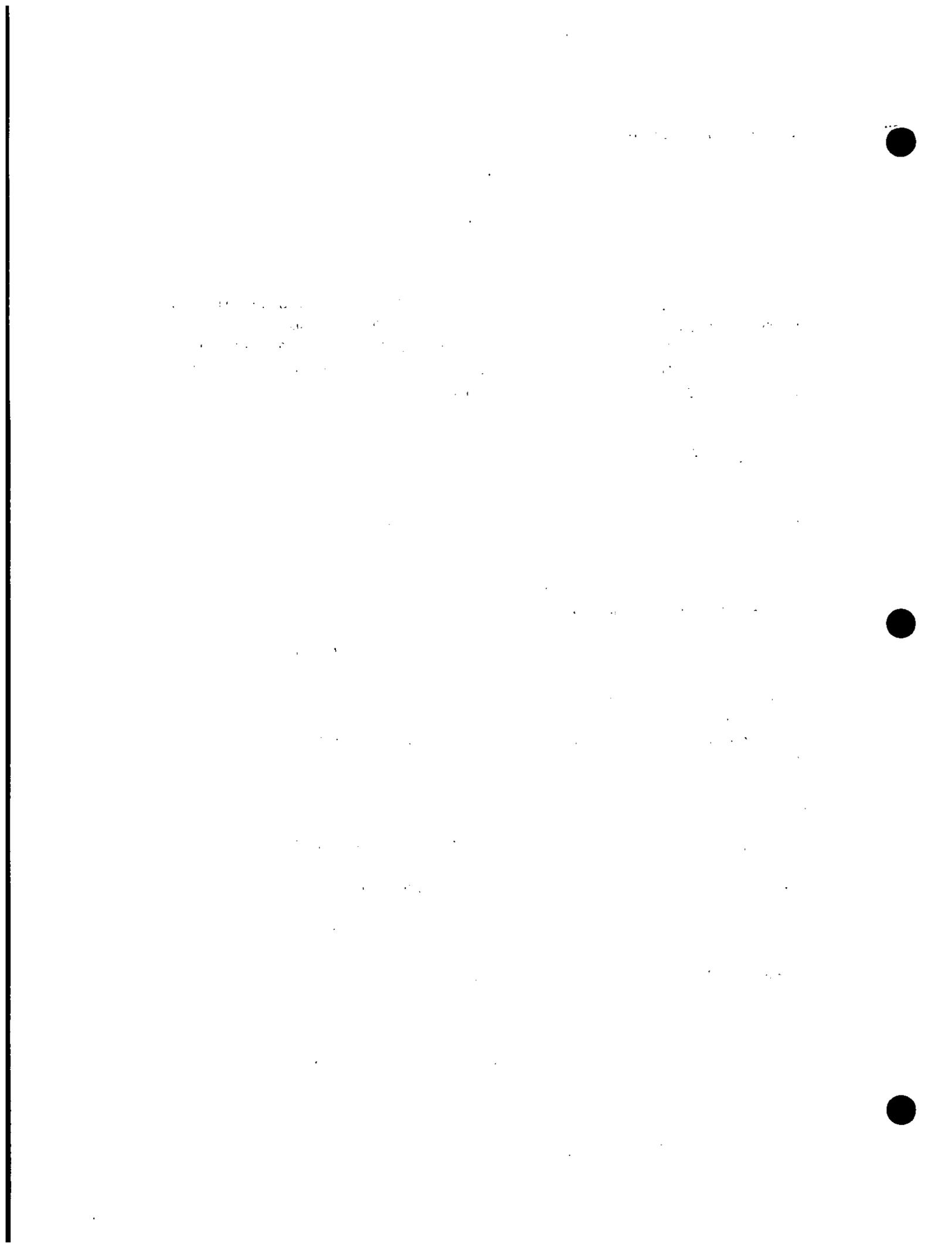
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21. What are your suggestions for improving or changing the Tier III program?

● RETURN COMPLETED SURVEY TO: A. JAMES, UCC OFFICE, PILCHER HOUSE

RETURN DEADLINE IS FEBRUARY 27, 1990!



APPENDIX E

TIER III STUDENT COMMENTS¹ SELECTED
BY UNIVERSITY COLLEGE AND AT RANDOM
BY THE GENERAL EDUCATION COMMITTEE

This course was great because of the professor. It was only the second time in my last two years at O.U. where I had really been impressed with my prof. He was extremely knowledgeable, communicated well, and had appropriate works scheduled. COM

I have heard some Tier III courses are not very good. This one, I felt, was excellent and I am sorry to hear Tier III is being phased out. If all Tier III courses were this good, no one would want to remove the. ART

I have enjoyed this course immensely. I feel that classes like these give a senior a new perspective on the Tier III subject covered. Don't do away with Tier III courses such as this one. ART

I enjoyed this class very much. It doesn't do anything for my major, but I found it to be very interesting and very addictive. CBA

This was a very good and interesting course to take. I highly recommend it. HHS

I would strongly recommend this class to another student - too bad I had to wait until my senior year to take it. COM

I would recommend one Tier III in junior year and one in senior year. UNC

The different views from students with different majors and ideas gave this class an interesting twist. ART

I feel Tier III offers students the chance to take a course that deviates from the traditional classes taken during college. It lets students see just how all subjects can be related in many different ways. ART

I would like to see a Tier III required both junior and senior years. UNC

I enjoyed the course a lot more than I expected to - or want to! I learned a great deal and was introduced to many new ideas, cultures, and ways of thinking. HHS

I found the course very interesting. Before taking this class, I was totally blind to Third World conditions. CBA

¹The comments are presented verbatim from the Tier III student surveys.

Landscape and Culture has been one of the most "culturally" educating courses I have had. Professor Wilhelm is a great teacher who runs a great course! EDU

I would have to say this was one of the most interesting classes I have ever taken in my college career. COM

Although this course did not require several hours of work for each class meeting, I learned a lot. In fact, I learned more in this course than in courses which require several hours of work for each class meeting. ENT

Tier III in Advisor Sessions is presented as an obstacle. It is, but I'm glad I took it. ART

One of the most interesting courses I've taken. Most student involvement. COM

This was a good class, one of the better ones I've had. The content is more useful than many of the other topics I've studied. I recommend keeping this as Tier III. ART

I feel that it would have helped me more if I was able to take this class during my junior year. ENT

I felt that this was a very interesting and useful class. Although it doesn't pertain to my major, I feel it has added to my capabilities outside my desired field of work. EDU

I have really enjoyed my Tier III. It has made me think about things on new perspectives. CBA

This particular class I would highly recommend - this class would probably be even better if you took it as a Frosh or Soph; then again, as a Senior, just to see how far you've come. EDU

The Human Life Cycle course can be applied to all people in every major. It forced me to take a closer look at how I view the world and my place in it. FAR

I have learned a lot of new concepts from this class. Tier III is a way to learn something different than your major. ART

In attending this Tier III class, I have attained a varied and quite valuable understanding of racism and its threat to society and I will be sure to help correct any wrongs involving these issues. BUS

I thought this course would be good, but not THIS GOOD! I had felt that I had a pretty good background in racism, but I learned so many new things. I think this class should be taken by every person at this university. EDU

THE UNIVERSITY OF MICHIGAN LIBRARY

THE UNIVERSITY OF MICHIGAN LIBRARY

THE UNIVERSITY OF MICHIGAN LIBRARY

This course is an excellent one. It attacks the problem of racism which is an important one. This course should be mandatory. CBA

This particular Tier III course is not only a great course, it is a necessity. I wish we had to take a cultural course as a freshman. FAR

Tier III styles course should be offered throughout one's education, from freshman up. UNC

I enjoyed the readings. Probably one of the most important courses I've taken. COM

I think this class should be compulsory for every major. It gives the sense of non-violence and everyone should be taught this. ENT

This is an interesting course, but it did not go with my major. EDU

Dr. Grim was great, but I think that a lot of Tier III classes get a little carried away with papers, readings, etc. I enjoyed the class (Cult. Trad. & the Arts) but I've heard terrible things about the others. CBA

Good class! I learned quite a bit. FAR

Great class. Learned a lot and now look at aging in a broader perspective. I am very fortunate to have taken such a course. Dr. Stricklin was the best professor I have ever had. He is very knowledgeable, interesting--and has a real interest in the subject. I hope to take another course later in my life as other life issues take place within my life. CBA

This class was very interesting, very informative and was conducive to learning. Since this has to deal with all humans, everyone would have to take it. HHS

I found this class to be wholly satisfying and enriching. The manner in which the course material was handled was really refreshing, and I hope more students will benefit from Dr. Bebb's evocative approach in Tier III classes. COM

I enjoyed the class and learned quite a bit. But I don't think only seniors should have to take a Tier III. It should be offered to juniors, too, if at all. I don't find it necessary for a Senior to have to take a specific class. Most find it boring and a waste of time if they don't take something in their field of interest. ART

If the course is properly run with specific goals, such as this one, it is a valuable learning tool. EDU

Interesting to learn things about art that I never learned in art history courses. Enjoyed class and even looked forward to it. Something I haven't done in college. FAR

Dr. L. A. Larson is a dynamic teacher. He is the master of this course. He can arouse interest to students and can make them think. He is one of my best teachers I have ever had. HHS

I believe that Tier III courses should make up the body of one's senior year. They help a person to learn how to deal with a subject in more than one way. UNC

Enjoyable class with interesting approach. The amount of work was hell for a summer class, especially if taking with other classes, but I guess I survived. Great prof. UNC

I am an engineering major and Shakespeare & Psychology is very removed from my field of study. I do feel, however, that it is important to become well-rounded no matter what your major. ENT

The instructor was very helpful assisting students in conferences over study questions, paper topics, etc. Because the class size was small, the individual attention helped to get more out of the course. EDU

Overall, I feel the class was good in that it provided daily challenges that forced me to think more than react, as the case generally is. COM

Was not a lot I could apply in this course from my major (economics), but I found the course very interesting. ART

A great Tier III class. I would recommend it to anyone that has to take a Tier III. HHS

If anything, we need more Tier requirements - or else we'll turn into a trade school! Tier III would be as valuable if taken as a junior as well would probably help more people graduate on time. However, this was an excellent class. COM

The most intellectually stimulating course I've had this year. COM

More courses are needed like this one which provides for a synthesis of knowledge as applied to a particular topic. COM

I believe that a Tier III course is important, and this particular course is valuable for any student. ART

There was more group involvement and discussion in this course than in any other class I've had at Ohio University. ART

This was the most intellectually stimulating course I have had in my four years at Ohio University. ART

I believe this course was the most intellectually stimulating course I have every taken. EDU

A very thorough class and extremely thought-provoking. COM

Great course. The professor and the materials prompted me to write the finest academic work since I've been in school. ART

I think that it is very important to continue the Tier III program. For many students (e.g. Bus, Ent) this is the first chance they get to get involved in another classroom experience. Variety in at least one class should be incorporated into such tight schedules. I felt that the Gandhi/King class was very pertinent to today's society. ART

Why not make every class like this: a source for learning, rather than just an instrument in the conditioning we receive to perform in the role society has dictated for us. UNC

Excellent professors. I'm not sure Tier III is totally necessary, but his was stimulating. COM

I believe only this Tier III course serves as a useful educational purpose as opposed to others. COM

I really enjoyed Lane's teaching ability. His negotiation class will come, in the future, to be very useful - perhaps the most useful. UNC

Course was too much to incorporate in a five week period, maybe less reading next time. ART

I don't think Tier 3 classes are necessary as a requirement. If students are interested in these topics, they will take them for electives. CBA

This class was quite interesting. The readings in the Kinko's book were helpful. The questions kept me up on the readings. The only thing I didn't like was the presentation, but I realize that it was a valuable part of the course. It just seemed like 5 weeks wasn't a long enough time to get it all done. ART

Too much for one summer session. ART

My evaluation does not in any way reflect Prof. Conder's teaching. He is well informed and a good teacher. I just think Tier II is pointless. COM

The room was too cold. FAR



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I think the idea behind Tier III is very good, but of course there are certain drawbacks. The most notable is that we always get closed out of Tier III courses. This keeps us from taking the most appropriate one for us. COM

I took this class because of what the catalog said about it. This class has nothing to do with what is said in there. In order to not mislead people, the bulletin should be changed. ENT

Tier 3 has become a "weed out" course and its not even part of the major! More emphasis should be put on effort--not achievement. ENT

This particular class was interesting but shouldn't be offered as a Tier III. just a regular course. I didn't learn anything extra from a Tier III than I did any other course. I feel they (Tier III) should be terminated. ART

I believe the Tier III's have been of value to my classmates and I. EDU

I enjoyed the class only because of 2 reasons: 1) It was easy; 2) Dr. Wortman is an interesting and dynamic speaker. Other than these two reasons, I found the course both boring (the topic) and totally irrelevant to anything I will be doing in the future. It seems to me that if you're interested in this stuff, this class should be available, not required. ENT

Dr. Condee is a fun teacher, this course could not have been successful without him at the helm. With all the bickering about Tier III, right now, I believe that the idea of it is bothersome. Its the final hump toward graduation. We were lucky that this course didn't have the course load of others I've heard of, plus Dr. Condee makes you interested in the subject. FAR

I wish that there was more of a choice of possible Tier III courses that I could choose from. ART

I enjoyed my Tier III class. I really did. But somehow I think there's a need for greater political, social and environmental awareness that a class like the Tier III's could present. What better opportunity to involve the "future" in relevant, vital current issues? COM

This course was an excellent course with application to Day-to-Day living, as well as any profession. At the same time, I would have absolutely no interest in or use for a course on Michelangelo. The Tier III courses should be electives or, as in the case of this course, general education requirements. CBA

More Tier III courses should be offered. It's ridiculous that so many people get closed out all the time. Any Tier III could be taken your junior year. Why should we wait till our senior year. HHS

The first section of the report discusses the current state of the industry and the challenges it faces. It highlights the need for innovation and investment in research and development to remain competitive in a rapidly changing market.

The second section provides a detailed analysis of the market trends and forecasts. It identifies key drivers of growth and potential risks that could impact the industry's performance over the next five years.

The third section outlines the strategic recommendations for industry leaders. It emphasizes the importance of building strong relationships with customers and suppliers, as well as investing in talent and technology to drive long-term success.

The fourth section discusses the regulatory environment and its impact on the industry. It examines recent legislative changes and provides insights into how companies can navigate these challenges effectively.

The fifth section concludes the report by summarizing the key findings and reiterating the importance of proactive planning and execution. It encourages industry stakeholders to work together to address common challenges and seize emerging opportunities.

The sixth section provides a list of resources and references used in the report. It includes links to industry associations, government agencies, and academic journals that provide further information on the topics discussed.

The seventh section contains the report's disclaimer and contact information. It states that the information is provided for informational purposes only and does not constitute an offer or investment advice.

The eighth section provides a brief overview of the report's structure and content. It serves as a guide for readers, highlighting the key sections and their primary focus areas.

The ninth section discusses the report's methodology and data sources. It explains the research methods used to gather information and ensures transparency in the data collection process.

The tenth section provides a list of the report's authors and contributors. It acknowledges the expertise and contributions of the individuals and organizations involved in the report's development.

The eleventh section contains the report's executive summary. It provides a concise overview of the main findings and recommendations, allowing readers to quickly grasp the report's key messages.

The twelfth section provides a list of the report's appendices. It includes additional data, charts, and tables that support the main text and provide a more detailed look at the report's findings.

I do not care much at all for Tier 3 classes. I feel they put too much pressure on a Senior, besides the ones they already have. If you must continue Tier 3s, you should have to take it as a junior. Why can't these classes be a learning experience, but in a fun way. Why does it have to be so hard. You can learn just as much without the pressures of reading 4 books, 2 papers and 2 tests, too much. HHS

I enjoy the class I'm in, African and American Women, because there is the possibility to study women from so many different perspectives, historical and anthropological, as well as through literature, religion, and many other areas. In specifics, the lecture by Professor Daniel on Athens women in 1900 was very interesting and I loved The Joys of Motherhood! However, the reading load for the midterm was too heavy. Maybe one of the course pack articles should have been cut. COM

Although there is a lot of questions surrounding Tier III courses as a whole, I feel this particular Tier III course exemplifies what these types of courses should consist of. It covered the problems and horrors of the Holocaust from many different perspectives and was the most intellectually stimulating class that I took in my 4 years at Ohio University which is what a Tier III class should achieve. This Tier III should be a model for other Tier IIIs. ART

I found this course, Social Human Behavior, to be very interesting and a refreshing change from my regular schedule. However, I found it extremely frustrating and ridiculous picking a Tier 3 class and getting into my original choice. CBA

This class was great. It made you look at an ethical issue and see how you as well as others view the issue, and how they would react if they were in that specific situation. COM

While I feel synthesis is important, I didn't feel any of the Tier III courses offered afforded me the opportunity to use anything from my major. The Tier III idea is admirable but needs to be related to more majors. ART

I believe that in theory, Tier III classes are useful and can be stimulating. Teachers should promote synthesis rather than flat out memorization. Synthesis means allowing students to choose related topics of their choice and construct them the way they wish! EDU

More of the grade in Tier III's should come from attendance and participation. This policy would lead to a more enjoyable class and not just a thing you have to take. ENT

I feel Tier III classes should be geared more toward subjects that seniors will be facing upon graduation. As a senior, gender and aging is the last thing on my mind. CBA

I really enjoyed this course. It has helped me view ideas and solve problems in different ways. It has also taught me to view things more openly. FAR

This course helped me because for my major I need to know something about foreign countries. I feel I can now talk about a Third World country without feeling ignorant. COM

Was a very interesting class. Made you really look at Native American problems. HHS

If Tier III classes are going to be required, there should be more offered during Spring Quarter because classes fill up so fast. ART

This was a very interesting course that I would highly recommend for other students. Cultural landscapes pulled together ideas from many different areas -- economics, historic, political, etc. COM

I feel the Tier III requirement is pretty useless. Most seniors give the class last priority and don't study for it or learn from it. COM

This course, "Peace Corps Volunteers and Third World Development" is the best synthesizing Tier 3 course I believe. Only in the conquer of Third World problems can all professions and specializations be brought together in the solution. It allows many professions to work together, learn each other's biases and experiences, and facilitates the effort in finding solutions to problems. ART

I really wonder if Tier III is that valuable to anybody! HHS

An Excellent Course. EDU

This course was okay. Bob Rhodes is a good instructor, but it seemed like much of the class material was over the students' heads. The readings for the course seemed to be too abstract and were difficult to grasp and conceive. ART

Our textbook for the class was 2 separate handbooks comprised of photocopied articles, bound up by Kinkos. For \$12.00 for the first handbook, we used only 4 of the articles. In the second handout, for \$8.00, we used 4 of those articles. I feel ripped off. The instructor used several abstract theories written by a diverse group of authors. The instructor did not relate the theories into a useful and comprehensive lecture. He would go off on tangents, aimlessly leading the class into a jumbled mess. This class, (not Tier III in general), due to the lack of organization by the instructor, was the worst class I've taken here at O.U. I pity those students who will pay \$20 for a book they don't need, pay the salary of an incompetent instructor, and learn absolutely nothing, all because the powers at O.U. feel we should be like Harvard. CBA

Why do we need a Tier III course? I enjoyed listening to Prof. Rhodes and believe I have learned a lot from this class. I would really have taken a Tier III relating to my major. EDU

Although I really enjoyed this Tier III class (Folklore of Espionage) I do wish the requirement would be dropped. This is the only course that appealed to me and I would have been very disappointed if I would not have gotten in it. I'm all for synthesis, but I feel it should be done on a more disciplinary basis, not interdisciplinary. CBA

This course never really sparked an interest for me. It was not a topic I enjoyed.

I don't really understand the concept of a Tier III course. What are we going to do with this knowledge when we graduate. I have learned many different things, but I took a different Tier III before this and was quite bored. CBA



The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In addition, it is crucial to review the records regularly to identify any discrepancies or errors. This proactive approach helps in resolving issues before they become significant problems.



Furthermore, the document highlights the need for clear communication between all parties involved. Regular meetings and reports can help in staying updated on the current status and any changes that might affect the records.

Finally, it is recommended to use standardized formats and templates for all records. This consistency makes it easier to compare and contrast different entries, leading to more accurate and reliable data.



By following these guidelines, you can ensure that your records are not only accurate but also easy to manage and understand. This will ultimately lead to better decision-making and overall success in your organization.

APPENDIX F

MEANS AND STANDARD DEVIATIONS
OF STUDENT EVALUATIONS OF TIER III
DISTRIBUTED BY QUARTER ACROSS ALL CLASSES

| Q # | Mean S '89 | sd ^a | N | Mean SS'89 | sd | N | Mean F '89 | sd | N | Mean W '90 | sd | N |
|-----|---------------|-----------------|-----|---------------|------|-----|---------------|------|-----|---------------|------|-----|
| 01 | 3.83 | 1.42 | 456 | 4.11 | 1.18 | 211 | 3.77 | 1.45 | 507 | 3.93 | 1.33 | 419 |
| 02 | 3.96 | 1.16 | 458 | 4.02 | 1.10 | 211 | 3.82 | 1.23 | 507 | 3.89 | 1.13 | 419 |
| 03 | 4.06 | 0.92 | 458 | 4.11 | 0.84 | 210 | 4.08 | 1.00 | 508 | 4.21 | 0.87 | 419 |
| 04 | 4.01 | 1.03 | 457 | 4.02 | 1.02 | 211 | 3.83 | 1.10 | 508 | 4.12 | 0.92 | 417 |
| 05 | 2.93 | 1.35 | 458 | 3.07 | 1.36 | 211 | 3.06 | 1.39 | 508 | 3.23 | 1.34 | 417 |
| 06 | 3.56 | 1.07 | 458 | 3.77 | 1.02 | 210 | 3.67 | 1.04 | 508 | 3.87 | 0.98 | 417 |
| 07 | 3.80 | 1.05 | 458 | 3.80 | 1.01 | 209 | 3.75 | 1.09 | 506 | 3.87 | 0.99 | 418 |
| 08 | 3.14 | 1.18 | 457 | 3.55 | 1.08 | 208 | 3.59 | 1.17 | 508 | 3.70 | 1.12 | 419 |
| 09 | 3.34 | 1.22 | 458 | 4.08 | 1.05 | 210 | 3.90 | 1.20 | 508 | 4.01 | 1.09 | 419 |
| 10 | 3.14 | 1.17 | 456 | 3.29 | 1.16 | 213 | 3.18 | 1.25 | 507 | 3.24 | 1.13 | 418 |
| 11 | 3.66 | 1.28 | 453 | 3.63 | 1.25 | 214 | 3.36 | 1.30 | 506 | 3.60 | 1.21 | 419 |
| 12 | 3.33 | 1.10 | 453 | 3.36 | 1.12 | 214 | 3.31 | 1.11 | 505 | 3.48 | 1.06 | 414 |
| 13 | 3.76 | 1.02 | 452 | 3.88 | 0.99 | 213 | 3.93 | 0.97 | 507 | 3.87 | 0.94 | 417 |
| 14 | 3.11 | 1.34 | 451 | 3.39 | 1.27 | 214 | 3.35 | 1.27 | 509 | 3.38 | 1.25 | 415 |
| 15 | 4.04 | 1.23 | 454 | 4.28 | 1.00 | 213 | 3.83 | 1.32 | 508 | 4.15 | 1.06 | 418 |

^a The standard deviation (sd) indicates how clustered the responses are around the mean. None of the figures reported in the table show much dispersion.

Note: Response scale went from 1 = strongly disagree to 5 = strongly agree.

APPENDIX G

TIER III STUDENT SURVEY

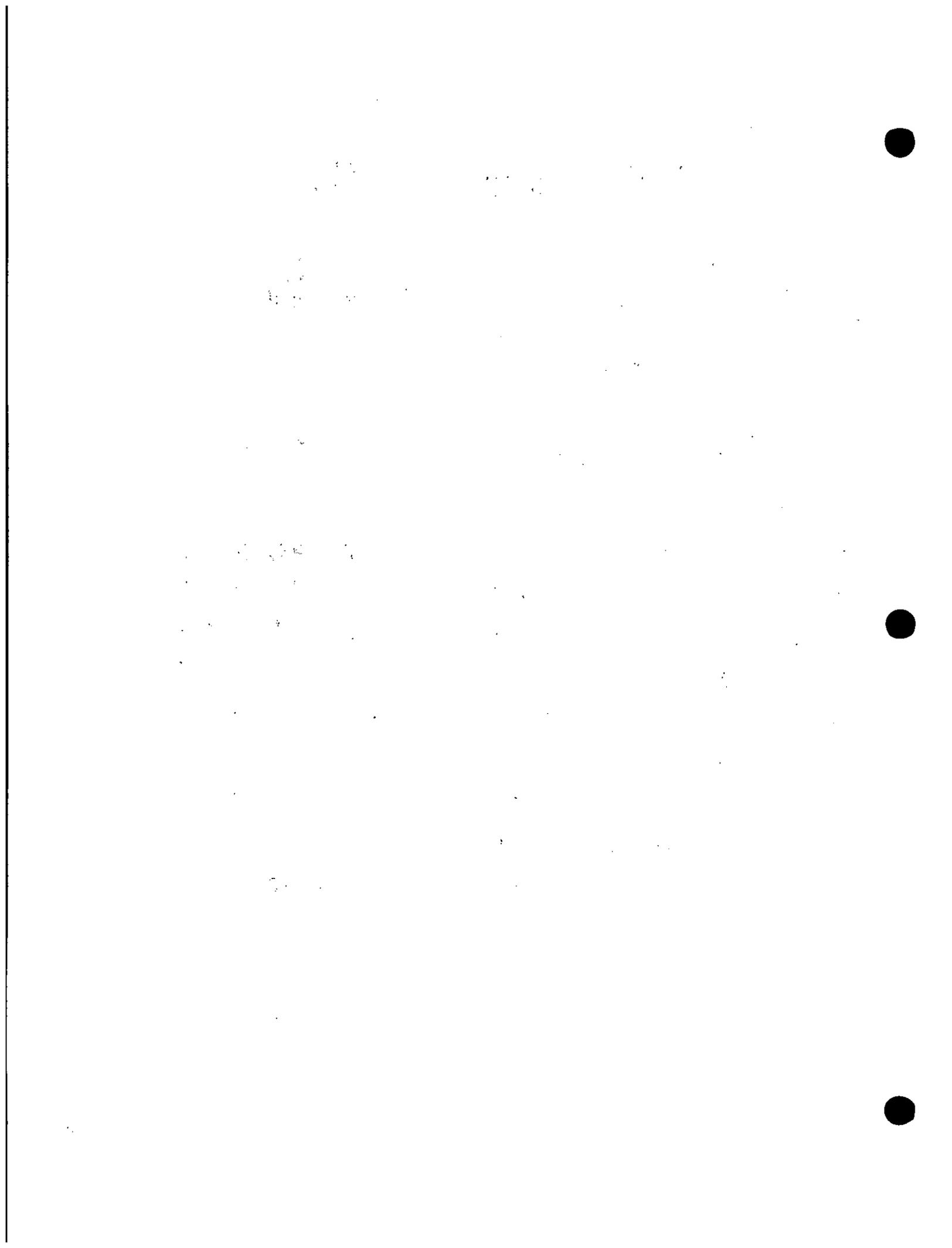
SUMMARY STATISTICS FOR THE FOUR
QUARTERS OF DATA COLLECTION

Scale used for responses:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | |
|----|--|-----------------------------|
| 1. | This course was my first choice for a Tier III course | $\bar{x} = 3.91; sd = 1.35$ |
| 2. | I took this course because I was interested in its content | $\bar{x} = 3.92; sd = 1.16$ |
| 3. | The course covered a topic or problem from several different perspectives | $\bar{x} = 4.12; sd = 0.91$ |
| 4. | The Tier III course raised a number of issues I had not considered before | $\bar{x} = 3.99; sd = 1.02$ |
| 5. | I was able to apply knowledge gained from my major field in study to this course | $\bar{x} = 3.07; sd = 1.36$ |
| 6. | This course helped me to understand and evaluate arguments and issues from a variety of perspectives | $\bar{x} = 3.72; sd = 1.03$ |
| 7. | This course provided me with the opportunity to look at a problem in detail | $\bar{x} = 3.81; sd = 1.04$ |
| 8. | Seniors from other majors added different perspectives to the course | $\bar{x} = 3.50; sd = 1.14$ |
| 9. | This course was structured to involve students in the class more than most of my other courses | $\bar{x} = 3.83; sd = 1.12$ |

(over)



FIVE YEAR REVIEW OF TIER III

34

Scale used for responses:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | |
|-----|---|-----------------------------|
| 10. | My Tier III course was more intellectually challenging than other courses taken during my senior year | $\bar{x} = 3.21; sd = 1.18$ |
| 11. | A Tier III course would be just as valuable if taken during the junior year | $\bar{x} = 3.56; sd = 1.26$ |
| 12. | All courses should incorporate more of an interdisciplinary focus | $\bar{x} = 3.37; sd = 1.10$ |
| 13. | Synthesis is as important a skill for learning and understanding as analysis | $\bar{x} = 3.86; sd = 0.98$ |
| 14. | The Tier III requirement serves a useful educational purpose | $\bar{x} = 3.31; sd = 1.28$ |
| 15. | I would recommend this Tier III course to another student | $\bar{x} = 4.08; sd = 1.15$ |

Comments:

Your college _____ and major _____

MEMORANDUM

TO: THE BOARD OF DIRECTORS
FROM: [Name]
SUBJECT: [Subject]

1. [Text]

2. [Text]

3. [Text]

4. [Text]

5. [Text]

6. [Text]

7. [Text]

8. [Text]

9. [Text]

10. [Text]

11. [Text]

12. [Text]

13. [Text]

14. [Text]

15. [Text]

16. [Text]

17. [Text]

18. [Text]

19. [Text]

20. [Text]

Very truly yours,
[Signature]

[Name]

APPENDIX H

TIER III SURVEY
DEPARTMENT CHAIRS AND/OR SCHOOL DIRECTORS

SUMMARY STATISTICS AND COMMENTS

1. At least one Tier III course is taught in my department/ school.
 - a. yes = 21
 - b. no = 15

2. Do your faculty teach Tier III courses as:
 - a. part of the regular teaching assignment = 20
 - b. an overload = 01

3. Does offering Tier III courses cause problems in staffing major courses?
 - a. no = 13
 - b. yes = 07

4. How do you handle the staffing problems? Responses are rank-ordered with number of responses indicated in brackets.
 - *sacrifice departmental/school offerings [04]
 - *offer courses irregularly [03]
 - *hire part-time people to cover courses [01]
 - *try for minimal interference [01]
 - *courses taught as overloads [01]
 - *faculty on early retirement teach them [01]

5. Does offering Tier III courses cause problems in staffing service courses?
 - a. no = 14
 - b. yes = 06

6. How do you handle the staffing problems?
 - *only offer one Tier III course [02]
 - *increase class size [02]
 - *Provost funds hiring staff for Tier II [01]
 - *decrease number of service courses [01]
 - *offer courses irregularly [01]
 - *faculty on early retirement teach them [01]



7. What guidelines are followed in distributing the Tier III course money?

- a. it goes into the department/school travel budget = 02
- b. it goes into the general 300-900 = 08
- c. all of it goes to the instructor for course enhancement = 03
- d. part of it goes to the instructor = 00
- e. other = 08

8. Would you schedule Tier III courses if the \$750 stipend were eliminated?

- a. yes = 11
- b. no = 08

9. If the \$750 stipend were increased, to what ends would you direct the additional funds?

- *general 300-900 budget [13]
- *department/school travel budget [07]
- *course enhancement [05]
- *to the instructor [04]
- *faculty research [02]
- *departmental/school needs [01]
- *part-time instructors [01]
- *increase Tier III offerings [01]

10. Should Tier III be continued as a General Education requirement?

- a. no, not as a GE requirement = 03
- b. yes, as is = 10
- c. yes, but modified = 05

11. What modifications would you recommend be made to Tier III?

- *one of the areas of the course should be tied to the student's major [02]
- *constant supply of new courses/faculty [01]
- *not required [01]
- *allow majors-only courses to count [01]
- *reaffirm goal as GE capstone course [01]
- *distribute students to decrease close-outs [01]
- *create better GE courses [01]
- *don't pass Tier III courses so easily into the curriculum [01]

*required only for students not already
in an "interdisciplinary" major [01]

12. Are Tier III courses fulfilling their mission as part of the General Education requirement?

*yes [11]
*individually, yes; overall, no [03]
*it's doubtful, no evaluations available [02]
*availability seems to be the key [02]
*more courses are needed [02]
*no [02]
*not sure [02]
*quality too variable [01]
*smaller class sizes needed [01]

13. In what ways, if any, does the department/school benefit academically by offering Tier III courses?

*faculty get to teach things not otherwise possible [06]
*opportunities to interact w/students from across campus [04]
*offer majors a Tier III course [03]
*none [03]
*very little [02]
*good courses [02]
*complement existing synthesis [01]
*FTE [01]
*different ways to look at issues [01]
*come to depend on money for 300-900 [01]

14. Do the faculty teaching Tier III courses seem to suffer more burn-out than those faculty not teaching Tier III courses?

a. yes = 03
b. no = 16

15. How can a continuing supply of Tier III courses be assured if faculty burn-out is a serious problem?

*enhance rewards to faculty [04]
*reduce already heavy teaching loads [01]
*offer courses that faculty find personally stimulating [01]

FIVE YEAR REVIEW OF TIER III

- *burn-out is a problem in service courses,
not Tier III [01]
- *courses must be less instructor-specific [01]
- *have retirees teach them [01]
- *reduce class size [01]

APPENDIX I

TIER III SURVEY
ALL FACULTY

SUMMARY STATISTICS

Scale used for responses:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | |
|----|---|-----------------------------|
| 1. | The Tier III requirement should be continued as it is currently structured. | $\bar{x} = 2.91; sd = 1.44$ |
| 2. | Tier III courses result in a higher teaching load for faculty who do <u>not</u> teach Tier III. | $\bar{x} = 2.73; sd = 1.16$ |
| 3. | I am interested in teaching a Tier III course. | $\bar{x} = 2.91; sd = 1.50$ |
| 4. | I would develop and teach a Tier III course if it were a part of my standard teaching load. | $\bar{x} = 3.15; sd = 1.51$ |
| 5. | Tier III courses should be open to juniors as well as seniors. | $\bar{x} = 2.82; sd = 1.40$ |
| 6. | Tier III courses should be rigorous, senior-level courses. | $\bar{x} = 3.81; sd = 1.26$ |
| 7. | Tier III courses meet accepted standards for senior-level courses. | $\bar{x} = 3.29; sd = 1.27$ |
| 8. | I teach/have taught a Tier III course. | $\bar{x} = 1.78; sd = 0.41$ |

APPENDIX J

TIER III SURVEY
TIER III FACULTY

SUMMARY STATISTICS AND COMMENTS

1. How many times have you taught your Tier III course in the last five years?

| | |
|--------|--------|
| 0 = 1 | 8 = 1 |
| 1 = 4 | 10 = 1 |
| 2 = 6 | 11 = 1 |
| 3 = 4 | 12 = 1 |
| 4 = 9 | 15 = 1 |
| 5 = 14 | 16 = 1 |
| 6 = 4 | |

2. How is your Tier III course taught?

| | | |
|----------------|------|--------|
| a. team taught | = 15 | 31.25% |
| b. solo taught | = 33 | 68.75% |

3. What is the average size of your Tier III class?

| | | |
|----------|------|--------|
| a. < 10 | = 03 | 6.12% |
| b. 10-20 | = 14 | 28.57% |
| c. 21-30 | = 16 | 32.65% |
| d. 31-40 | = 13 | 26.53% |
| e. > 41 | = 03 | 6.12% |

4. Is the class size?

| | | |
|-----------------|------|--------|
| a. too big | = 21 | 43.75% |
| b. satisfactory | = 26 | 54.17% |
| c. too small | = 01 | 2.08% |

5. Is this Tier III course part of your regular teaching load?

| | | |
|--------|------|--------|
| a. no | = 07 | 14.58% |
| b. yes | = 41 | 85.42% |

6. Does your Tier III course have prerequisites?

| | | |
|--------|------|--------|
| a. yes | = 24 | 63.16% |
| b. no | = 14 | 36.84% |

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UNITED STATES DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C. 20535

7. Is burn-out a greater problem with your Tier III course than your other courses?
- | | | | |
|----|-----|------|--------|
| a. | no | = 33 | 76.74% |
| b. | yes | = 10 | 23.26% |

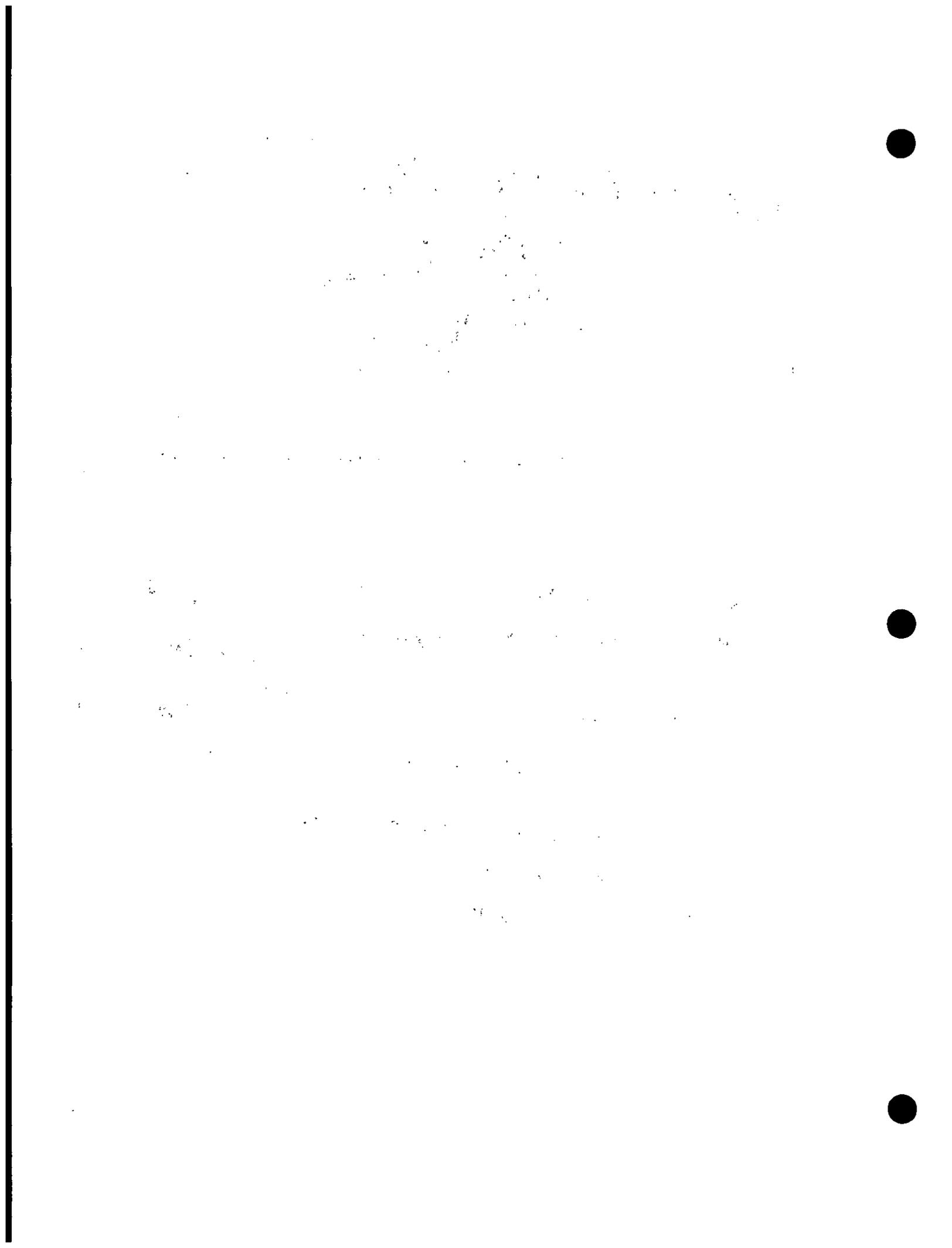
Please use this scale to respond to the following statements:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | |
|-----|---|-----------------------------|
| 8. | The students taking this course have been generally well-prepared. | $\bar{x} = 2.69; sd = 0.88$ |
| 9. | On the whole, I have been happy with my Tier III course. | $\bar{x} = 3.00; sd = 1.04$ |
| 10. | This course achieved the goals of interdisciplinary synthesis embodied in the Tier III concept. | $\bar{x} = 4.15; sd = 1.05$ |
| 11. | Many students are in my Tier III course only because Tier III is required. | $\bar{x} = 3.81; sd = 1.10$ |
| 12. | Most students put in the expected effort for this course. | $\bar{x} = 3.63; sd = 1.00$ |
| 13. | This course is graded as rigorously as all other courses I teach. | $\bar{x} = 4.08; sd = 1.06$ |
| 14. | This course requires more effort in preparation from me than any of my other courses. | $\bar{x} = 3.55; sd = 1.31$ |
| 15. | The rewards from teaching this course repay the effort which is put forth. | $\bar{x} = 3.85; sd = 1.05$ |
| 16. | Writing should be a significant component of a Tier III course. | $\bar{x} = 4.51; sd = 0.92$ |
| 17. | Tier III courses should be open to juniors as well as seniors. | $\bar{x} = 2.37; sd = 1.38$ |
| 18. | Tier III should be optional rather than required. | $\bar{x} = 1.94; sd = 1.30$ |
| 19. | Tier III courses result in a higher teaching load for faculty who do <u>not</u> teach Tier III. | $\bar{x} = 2.17; sd = 1.08$ |
| 20. | The Tier III requirement should be continued as it is currently structured. | $\bar{x} = 3.70; sd = 1.23$ |

21. What are your suggestions for improving or changing the Tier III program?
 [Faculty comments are reported verbatim.]

- *smaller class size (15-25) [10]
- *increase number of Tier III courses [08]
- *review course content for synthesis requirements [07]
- *offer to juniors [06]
- *have Tier III meet together more often [04]
- *increase amount of stipend [04]
- *increase incentives for faculty to offer Tier III courses [04]
- *orient students better to goals/objectives of Tier III [03]
- *require senior standing only [02]
- *eliminate requirement; make voluntary [02]
- *continue Summer Seminars for development [02]
- *provide release time and/or funds for upgrading courses [02]
- *assess knowledge levels of students [02]
- *better monitoring of courses to eliminate "100-level" ones [02]
- *increase amount of writing [02]
- *permit a few grad students in each course [01]
- *keep grad students out of courses [01]
- *offer courses in the "theory of synthesis" [01]
- *make teaching Tier III part of regular loads [01]
- *eliminate Tier III [01]
- *balance enrollments across colleges [01]
- *increase number of faculty in areas with many
 Tier III classes [01]
- *organize courses by college [01]
- *return to team teaching concept [01]
- *require Tier III courses for all colleges [01]



APPENDIX K

RELIABILITY OF TIER III STUDENT SURVEY INSTRUMENT

| <u>Survey Instrument</u> | <u>Number of Responses</u> | <u>Coefficient Alpha</u> | <u>Number of Items</u> |
|--------------------------|----------------------------|--------------------------|------------------------|
| Student-S '89 | 439 | .879* | 15 |
| Student-SS'89 | 203 | .851 | 15 |
| Student-F '89 | 495 | .856 | 15 |
| Student-W '90 | 401 | .855 | 15 |

RELIABILITY OF TIER III FACULTY SURVEY INSTRUMENTS

| <u>Survey Instrument</u> | <u>Number of Responses</u> | <u>Coefficient Alpha</u> | <u>Number of Items</u> |
|--------------------------|----------------------------|--------------------------|------------------------|
| Faculty " | 253 | .497 | 7 |
| Tier III Faculty "" | 38 | .546 | 19 |

* Alpha reliability scores at or above .80 are expected to indicate that a measurement is reliable (Emmert & Barker, 1989, p.72).

" Faculty were surveyed during the Winter quarter, 1990.

"" Tier III faculty were surveyed during the Winter quarter, 1990.

1944-1945 (1945) 1945-1946

1944-1945 (1945) 1945-1946

1944-1945 (1945) 1945-1946

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1944-1945 (1945) 1945-1946

1944-1945 (1945) 1945-1946

APPENDIX L
TIER III ENROLLMENTS

| <u>Quarter</u> | <u>Sections</u> | <u>Enrollment</u> | <u>Average Size</u> |
|----------------|-----------------|-------------------|---------------------|
| <u>1986-87</u> | | | |
| Summer | 4 | 60 | 15 |
| Fall | 16 | 388 | 23 |
| Winter | 25 | 707 | 31 |
| Spring | <u>24</u> | <u>708</u> | <u>30</u> |
| Totals | 69 | 1,863 | 27 |
| <u>1987-88</u> | | | |
| Summer | 10 | 210 | 21 |
| Fall | 20 | 604 | 30 |
| Winter | 20 | 622 | 31 |
| Spring | <u>25</u> | <u>721</u> | <u>29</u> |
| Totals | 75 | 2,157 | 29 |
| <u>1988-89</u> | | | |
| Summer | 14 | 385 | 28 |
| Fall | 22 | 577 | 26 |
| Winter | 28 | 810 | 29 |
| Spring* | <u>25</u> | <u>797</u> | <u>32</u> |
| Totals | 89 | 2,569 | 28.5 |

* = quarters surveyed as part of Five Year Review of Tier III

FIVE YEAR REVIEW OF TIER III

| | | <u>1989-90</u> | |
|---------------|-----------|----------------|-----------|
| Summer* | 13 | 371 | 28 |
| Fall* | 26 | 783 | 30 |
| Winter* | 27 | 816 | 30 |
| Spring | <u>30</u> | <u>850</u> | <u>28</u> |
| Totals | 96 | 2,820 | 30 |

* = quarters surveyed as part of Five Year Review of Tier III

APPENDIX M

1989-90 TIER III OFFERINGS
BY COLLEGE AND DEPARTMENT/SCHOOL

In 1989-90 there were 91 sections of 62 individual Tier III courses offered. Distribution by college was as follows:

| <u>College</u> | <u>Number of Sections</u> | <u>Percent of Offerings</u> |
|--------------------------|---------------------------|-----------------------------|
| Arts & Sciences | 57 | 62.64 |
| Business Administration | 2 | 2.20 |
| Communication | 1 | 1.10 |
| Education | 2 | 2.20 |
| Engineering & Technology | 0 | 0.00 |
| Fine Arts | 10 | 10.99 |
| Health & Human Services | 14 | 15.38 |

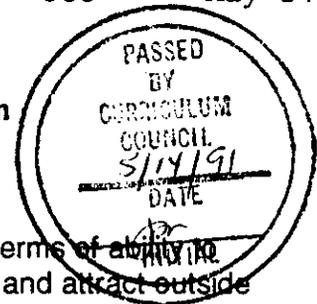
Those departments or schools offering the largest number of Tier III courses/sections included:

| <u>School/Department</u> | <u>Number of Courses</u> |
|--------------------------|--------------------------|
| Home Economics | 11 |
| Afro-American Studies | 9 |
| Comparative Arts | 8 |
| English | 7 |
| History | 6 |
| Philosophy | 6 |

| <u>School/Department</u> | <u>Number of Courses</u> |
|--------------------------|--------------------------|
| Botany | 4 |
| Modern Languages | 4 |
| Sociology | 4 |
| Geography | 3 |
| Zoology | 3 |

Report of the Program Committee

Two Year Review of the
Contemporary History Certificate Program
May 1991



Introductory Statement

The certificate program has more than met original expectations in terms of ability to recruit top-quality students, place graduates in promising positions, and attract outside funding. The program is affiliated with the Contemporary History Institute and there are several "affiliated" departments: History, Political Science, Economics, Journalism, and the Honors Tutorial College. Students major in one of these departments and earn a Contemporary History Certificate. This program is predominantly for graduate students.

The Need for the Program

The fact that the program has attracted students from a number of major and prestigious institutions and from at least eight foreign countries indicates the need for such a program. Approximately 12-15 students are admitted each year with twice that number denied admission. About 2/3 of the students admitted are new or incremental students.

Curriculum

There have been no curriculum changes since the program was approved by UCC.

Faculty and Instruction

The History Department has received authorization to hire a non-tenure track faculty member in 20th century American history to help relieve some of the burden the success of the certificate program has placed on the department. There is an externally-funded chair in Contemporary History co-located in the History Department and the Contemporary History Institute. Student evaluations of courses have been overwhelmingly positive.

Admission Requirements

There have been no changes in the admission requirements since UCC approved the certificate program.

Administration

The administrative structure remains as it was when the program was approved and no changes are contemplated.

Timing and Evaluation

The Institute Advisory Committee reviews Institute activities (including the certificate program) and recommends changes. Since none of the faculty who teach in the program are housed in the Institute they are evaluated by their home departments. No formal follow-up evaluation of graduates has yet been done.

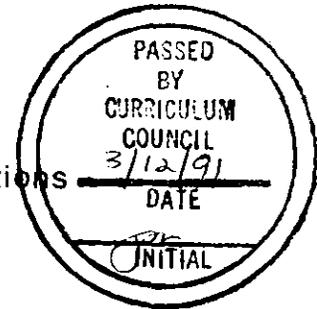
Budget and Financial

The budget and financial situation seems relatively stable with a combination of University support and outside funding. The institute has been successful in obtaining outside funding which also supports the certificate program.

Committee Recommendations

The Committee recommends that the program need not be further reviewed until the scheduled UCC 5 year review.

Report of the Program Committee
Two Year Review of the
Certificate Program in Political Communications
March, 1991



Introductory Statement

At the two-year review the original program description seems to be still appropriate and reflective of the actual operations of the Certificate Program. Those departments and schools included in the original proposal participate in the program. The program is a certificate opportunity to students in a number of majors and is not a new major. Increasing enrollments speak to the future of the program.

The Need for the Program

Need for the program was underestimated in the original proposal. All first recipients of the certificate all obtained positions in the field. Enrollment in POCO 201 has been much greater than originally estimated. There seems to be an increasing interest in the program.

Curriculum

There has been no alteration in the curriculum in the first two years of the program. Some of the courses in the original proposal are not offered frequently, but there are enough alternatives that this has not been a major problem to students so far.

Faculty and Instruction

Teaching of POCO 201 has been the responsibility of 3 faculty so far and another is scheduled for the spring 1991. Departments are reimbursed when their faculty are released to teach POCO courses. This has been working fine so far. All departments involved have been very supportive of the program.

Admission Requirements

There are no admission requirements to the certificate program or to POCO 201. Not all students who take POCO 201 go on with the program. Those who complete POCO 201 and want to go on with the certificate program must declare their intention and file a program checksheet with the director of the Center for Political Communications.

Administration

The program is administratively in the Center for Political Communication. The Center is jointly sponsored by the Colleges of Arts and Sciences and Communication. There has been no change in the administrative arrangements from the original proposal.

Timing and Evaluation

There has been no formal evaluation of the program. There have been student evaluations of the courses. They are in the process of developing a uniform course evaluation instrument and should have uniform course evaluations by time of the 5 year review.

Budget and Financial

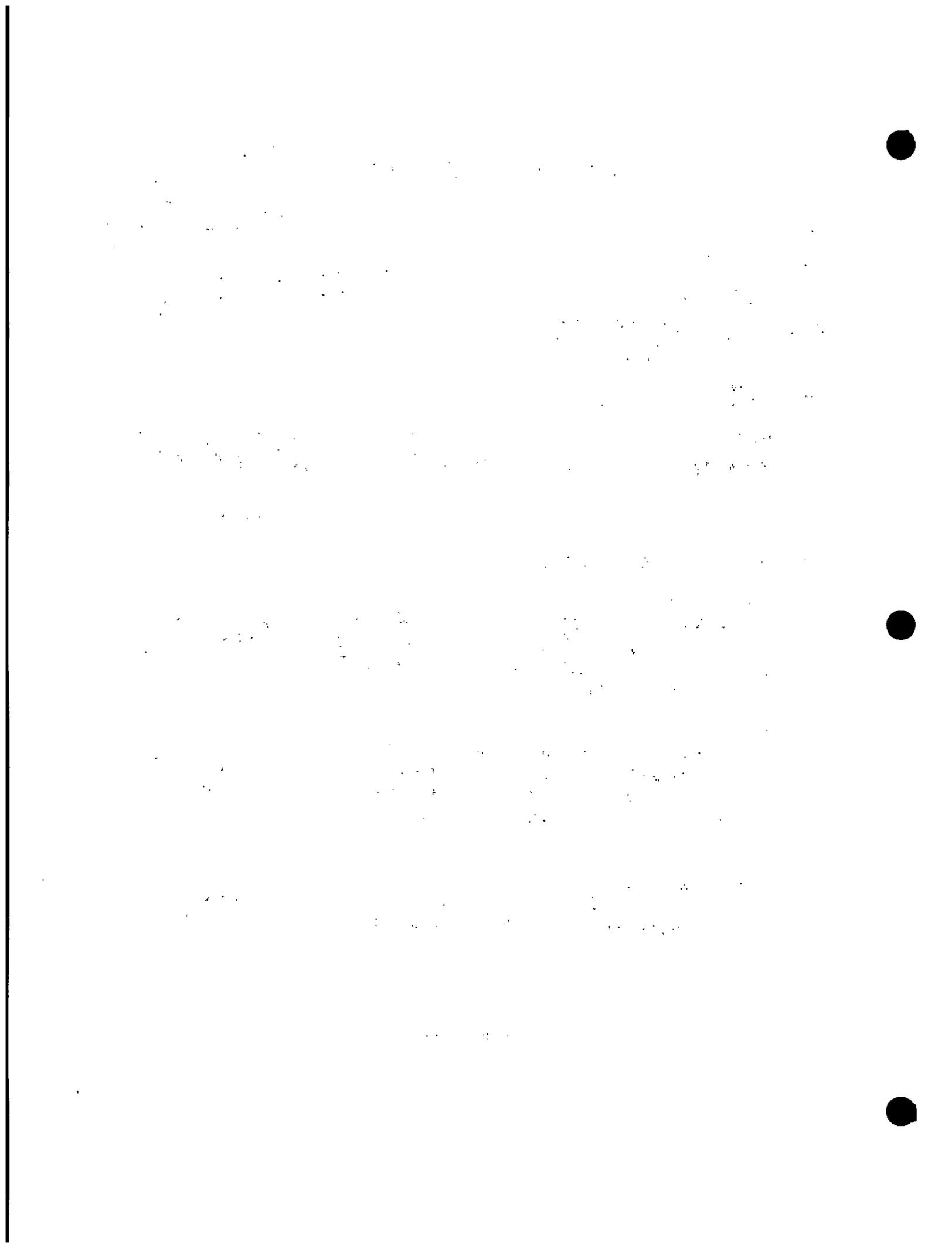
The certificate program itself has no budget but is financed out of the Center. The Center director has characterized the financial support as adequate but could use more.

Committee Recommendations

1. The director of the Center for Political Communication should review courses in the certificate program with the appropriate departments/courses to determine if new courses should be considered or old courses deleted for the curriculum.

2. The director of the Center should use the faculty in the Center to set up a systematic student advising system. The current informal system seems to work well with the small number of students in the program currently but is likely not to be sufficient for larger numbers of students which seems to be the trend in the program.

3. If the enrollment trend, as indicated in the report on the program, continues the Center will need more funds to reimburse the departments for the additional faculty who will be needed to teach the additional sections of the PCCO courses. ~~additional replacement faculty.~~



Ohio University

Interoffice Communication

September 17, 1991

TO: Dr. Charles J. Ping, President

FROM: James Bruning, Provost 

SUBJECT: Creation of a New Department in the College of Business Administration

As the attached memo indicates, the Dean of the College of Business Administration has recommended that a new department be created in the college. The rationale is that the Management Information Systems program has developed sufficient strength that autonomy now seems both reasonable and desirable.

The MIS program has benefitted considerably from the six-year inflow of funds from the Academic Challenge award it received in 1985, and these funds have now been made a permanent part of the college's budget. It will therefore have the necessary resources to sustain the quality of the program at its present level.

The Dean has assured me that this change can occur without the addition of clerical or other support staff. That being the case, it seems to me that the recommendation is a good one, and I thoroughly support it.

JB/jt

... of the ...

Mr. Konneker presented and moved approval of the resolution. Mr. Hodson seconded the motion. All voted aye.

NEW DEPARTMENT, COLLEGE OF BUSINESS

RESOLUTION 1991 -- 1199

WHEREAS, the Department of Management Systems has developed a program in Management Information Systems; and

WHEREAS, the Management Information Systems program has matured and grown to the point that it seeks autonomy; and

WHEREAS, the institution of a separate department of Management Information Systems would better serve the interests of both faculty and students; and

WHEREAS, the College has sufficient resources to sustain a new department without adding faculty or staff; and

WHEREAS, the faculty of the program, the Dean of the College of Business Administration, and the Provost have recommended that a separate department of Management Information Systems be established;

NOW, THEREFORE, BE IT RESOLVED that the Dean of the College of Business Administration shall establish a separate department in the College of Business Administration to be called the Department of Management Information Systems.

Ohio University

Interoffice Communication

September 30, 1991

TO: James L. Bruning, Provost

FROM: T. Lloyd Chesnut, Vice President *TLC*
Research and Graduate Studies

SUBJECT: Establishment of the George E. Hill Center for Counseling and Research

This proposal has been revised by Dean Singleton and retitled according to your conversations with him. I have, therefore, attached a new resolution which may be submitted to the Board of Trustees.

Attached is a copy of a proposal and a resolution for the Board of Trustees regarding the establishment of The George E. Hill Center for Counseling and Research at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board.

The purpose of the center is to provide on-site clinical training for graduate counseling students, to provide an additional resource for counseling to the community, and to serve as a catalyst for increased research opportunities for faculty and students. The center will provide a forum for faculty to demonstrate state-of-the art counseling approaches and techniques to Master's and Doctoral students. In turn, the students will provide services to the general community, under the supervision of licensed faculty members.

The primary objective of this center is to provide a focus for needed counseling services in Southeastern Ohio. The center is not likely to attract large amounts of grant funding. Therefore, it would be only a minor player, if at all, in our centers distribution formula.

The center will be operated by the Counseling Education Program, which is part of the School of Applied Behavioral Sciences and Educational Leadership with the College of Education. The faculty clinical supervisor, Dr. Lisa Lopez Levers, will be supervised by Dr. Thomas Sweeney, program coordinator of Counselor Education.

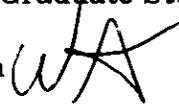
bcv

Ohio University

Interoffice Communication

Date: September 25, 1991

To: T. Lloyd Chesnut, Vice President, Research & Graduate Studies

From: H. Wells Singleton, Dean, College of Education 

Re: The George E. Hill Center for Counseling and Research

The faculty of the Counselor Education Program is in the process of developing the George E. Hill Counseling Center. The project is housed in McCracken Hall and will provide an additional counseling resource to the community and will avail faculty and students of increased research opportunities.

The prospectus for the development of the George E. Hill Center for Counseling and Research is attached. I consider this to be a worthwhile project. I fully endorse the faculty request for status as a Center.

HWS/gb

Mr. Hodson presented and moved approval of the resolution. Mr. Hodson noted that Professor Hill was a faculty member held in high esteem by his University colleagues. Mr. Heffernan seconded the motion. The motion passed unanimously.

ESTABLISHMENT OF GEORGE E. HILL CENTER

RESOLUTION 1991 -- 1200

WHEREAS, Ohio University has identified expertise in the area of counseling and research, and

WHEREAS, such expertise exists within the Counseling Education Program which is part of the School of Applied Behavioral Sciences and Educational Leadership within the College of Education, and

WHEREAS, the Center will provide on-site clinical training for graduate counseling students, provide an additional resource for counseling to the Southeastern Ohio community, and serve as a catalyst for increased research opportunities for faculty and students, and

WHEREAS, the Center will provide a forum for faculty to demonstrate state-of-the-art counseling approaches and techniques to Master's and Doctoral Students, and

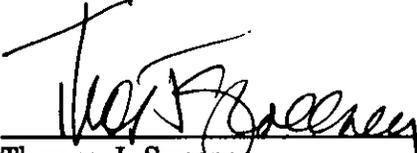
WHEREAS, the students will provide services to the general community, under the supervision of licensed faculty members.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees establishes The George E. Hill Center for Counseling and Research.

The George E. Hill
Center for Counseling and Research

Counselor Education
College of Education
Ohio University
Athens, Ohio

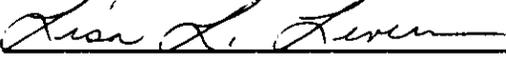
H. Wells Singleton
Dean, College of Education



Thomas J. Sweeney
Coordinator, Counselor Education

Donald M. Knox 9-26-91

Donald Knox
Director, School of Applied Behavioral
Sciences and Educational Leadership



Lisa Lopez Levers
Assistant Professor
Clinical Supervisor Designee

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all data is entered correctly and consistently.

3. Regular audits should be conducted to verify the accuracy of the information.

4. The second section covers the various methods used to collect and analyze data.

5. These methods include surveys, interviews, and focus groups, each with its own strengths and limitations.

6. The choice of method depends on the specific research objectives and the nature of the data.

7. It is important to select the most appropriate method for the study.

8. In conclusion,

**PROPOSAL ABSTRACT: ESTABLISHMENT OF THE
GEORGE E. HILL CENTER FOR COUNSELING AND RESEARCH**

The faculty of the Counselor Education Program proposes the development of a training, service, and research center. The purpose of the center is to provide on-site clinical training for graduate counseling students, to provide an additional resource for counseling to the community, and to serve as a catalyst for increased research opportunities for faculty and students.

The Counselor Education Program is located within the College of Education, at McCracken Hall. The center will be housed in existing space in McCracken Hall and consists of a reception area and seven counseling offices. The center will provide a forum for faculty to demonstrate state-of-the-art counseling approaches and techniques to Master's and Doctoral students. In turn, the students will provide services to the general community, under the supervision of licensed faculty members. The center is conceptualized as interdisciplinary and services will be coordinated with other university programs such as the Osteopathic Medical Center. The center also will avail faculty and students of increased research opportunities. Several faculty members recently have authored grant proposals to address continuing research needs.

1. The first part of the document is a letter from the Secretary of the State to the Governor, dated 18th March 1954. It contains a report on the progress of the work done by the Committee on the Constitution since its appointment in 1952. The Committee has held several public hearings and has received many suggestions from the public. It has also held several meetings with the members of the Executive Council and the members of the Legislative Council. The Committee has also held several meetings with the members of the public. The Committee has also held several meetings with the members of the public. The Committee has also held several meetings with the members of the public.

REPORT OF THE COMMITTEE ON THE CONSTITUTION

1. THE FIRST PART OF THE DOCUMENT IS A LETTER FROM THE SECRETARY OF THE STATE TO THE GOVERNOR, DATED 18TH MARCH 1954.

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**The George E. Hill
Center for Counseling and Research**

Counselor Education

College of Education

Ohio University

Athens, Ohio

**Dr. Thomas J. Sweeney
Counselor Education Program Coordinator**

**Dr. Lisa Lopez Levers
Assistant Professor
Clinical Supervisor**

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Prospectus: Establishment of the George E. Hill Center for Counseling and Research

The Counselor Education (CE) Program in the School of Applied Behavioral Sciences and Educational Leadership (SABSEL) is in the process of developing the George E. Hill Center for Counseling and Research (GEHCCR). The CE Faculty has identified the development of the George E. Hill Center for Counseling and Research as a significant method for addressing the counseling-related training, service, and research needs of this rural Appalachian region of Southeast Ohio. The facility will provide a format for the demonstration of state-of-the-art counseling approaches and techniques by faculty to Master's and Doctoral students. In turn, the students -in-training will provide services to the general community, under the supervision of licensed faculty members. The center will avail faculty and students of increased research opportunities. The Center is located in McCracken Hall at Ohio University. The CE Program functions within the College of Education and works cooperatively with the various teacher education and education administration programs within the College.

The Counselor Education Program, which is nationally accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE), provides training to Master's and Doctoral level students in the areas of School Counseling, Community Counseling, Rehabilitation Counseling, Business and Industry, and Counselor Education. Faculty professional competencies and research interests represent such areas of counseling as school, severely emotionally disordered children, family and marriage, clinical, gerontological, Employee Assistance Programming (EAP), rehabilitation, gender issues, substance abuse, wellness, issues over the lifespan, mental health administration, and counselor education. The CE faculty has made a commitment to meeting the pre-and post-service needs of counseling professionals in this Appalachian region.

A. Need for a Counselor Training, Service, and Research Center

A severe shortage of counseling professionals in rural environments has been identified (Elkin & Boyer, 1987; Jackson, Seekins, Dinghan, and Ravesloot, 1990; Keller, Murray, Hargrove, & Dengerink, 1983). Researchers have noted that individuals with human service needs who live in rural areas generally have more educational, economic, and vocational disadvantages than those who live in urban areas, and that they experience disproportionately high rates of unmet needs in critical areas of their lives, e.g., education, medical, mobility, employment, transportation, and personal care (Foss & Kelly, 1990; Omohundro, Schneider, Marr, & Granneman, 1983; Wagenfeld, 1988). Data gathered in the 1980 census (Shaw, 1981) indicate that Ohio counties in the Appalachian region, particularly those in Southeast Ohio, have the highest poverty rates, the highest rates of disabilities, and the lowest rates of children graduating from high school.

The need exists in Southeastern Ohio for additional human service personnel who have been trained at the graduate level. By extension, training that focuses on Appalachian culture and rural issues meets a critical need.

There is a paucity of research related to rural mental health and rehabilitation issues. Little research has been conducted with rural Appalachian populations or around their human service needs. Little research has been conducted related to the administration of health delivery systems in rural areas. Numerous faculty members recently have submitted various

types of proposals for research funding and maintain ongoing interest in conducting meaningful research. The Center would serve as a catalyst for research in relevant areas.

B. Plan for Meeting the Need

The establishment of the George E. Hill Center for Counseling and Research can satisfy some of the unmet counseling needs in the greater Athens area. These needs can be met in three significant areas: the Counselor Education Program, the Athens Community, and the Ohio University Community.

Counselor Education Program

Master's level students in the CE Program are required to complete 700 hours of supervised clinical practicum and internship. Doctoral level students are required to complete 1200 hours of supervised internship. There are limited opportunities for appropriate placement sites in the community. Some students have found it necessary to accept placement at sites that are not close to the University, necessitating faculty to travel great distances in order to provide required on-site visits.

The availability of an in-house Counseling Center would provide ideal training and placement opportunities for both Master's and Doctoral level students. Students would be afforded the opportunity to observe faculty members in actual clinical situations and to interact in an apprenticeship like fashion. The Counseling Center would avail the students of in-house placement for practicum and internship. Because in-house placements would reduce faculty travel time, additional faculty time would be available for clinical mentoring of students in training.

The Center would provide faculty and students with increased opportunities to conduct field related research. There is a dearth of research related to rural Appalachian counseling issues, and this impairs a cogent understanding of the service delivery system in this region.

The Greater Athens Area Community

Currently there are an inadequate number of counseling resources in the Athens area. Waiting lists for the local community mental health center are an average of 6 weeks long. Independent practitioners also have waiting lists for client service. The Ohio Rehabilitation Services Commission has mandated services for the most severely disabled, thereby eliminating the major referral source for individuals who are less severely disabled and for injured workers. School counselors in the area have an unmanageable ratio of students-to-counselors, and estimate their ability to provide school-based counseling services to children as anywhere from one-counselor-to-600-students to one-counselor-to-2,000-students. Clearly, school children in this area have many unmet needs. A counseling training and service center would provide an additional option for services to the general public.

The Ohio University

As members of the community in general, university faculty, staff, and family members have limited resources available for counseling needs. Although the University has an Employee Assistance Program (EAP), the services provided are limited in scope and primarily

focus on substance abuse. Physicians at the Ohio University Osteopathic Medical Center have indicated a critical need for rehabilitation counseling services for disabled individuals and injured workers who do not qualify as severely disabled enough for services within the Ohio Rehabilitation Services Commission.

C. Unique Value of the George E. Hill Center for Counseling and Research to the University

Although the Center is not proposing to provide counseling services to students, Hudson Health Center currently has a thirteen visit limit for students. If the student requires additional counseling services he/she must be referred to the local community mental health center or to a private practitioner. Private practitioners and the local mental health center have waiting lists of six or more weeks. The George E. Hill Center for Counseling and Research will provide an additional referral resource.

Presently there is a severe shortage of Rehabilitation Counselors to meet the needs of disabled individuals in rural areas. This dearth of Rehabilitation Counselors makes it difficult for those individuals in the greater Athens area to obtain services. The Osteopathic School of Medicine could use the George E. Hill Center for Counseling and Research as a referral source for those disabled individuals who do not meet the requirements for services from the Ohio Rehabilitation Services Commission.

D. Personnel and Department Involvement

Dr. Lisa Lopez Levers has assumed responsibility for developing and supervising the George E. Hill Center for Counseling and Research. Other faculty members in the Counselor Education Program will be involved with the Center. Presently, faculty provide supervision to internship and practicum students. Direct supervision of students by faculty will occur without the necessity of travel. The Center will provide for more efficient use of faculty time. Reduced travel time will allow for supervision, training, and research opportunities.

E. Fiscal Resources

Budget for the First Year of Operation

I. Personnel

| | |
|-----------------------------|---------------|
| Faculty Clinical Supervisor | 4,806 |
| Doctoral Clinical Assistant | |
| Stipend/Taxes | 10,469 |
| Tuition Waiver | 3,250 |
| Clerical Assistant | |
| Salary and Benefits | <u>12,258</u> |
| Subtotal | 30,783 |



| | | |
|-------------------|----------|--------------|
| II. <u>Other</u> | | |
| Equipment | | 6,550 |
| Office Supplies | | 2,500 |
| Publicity | | 1,800 |
| Telephone | | 5,240 |
| Installation | 2,210 | |
| Local use | 2,230 | |
| Long Distance Use | 800 | |
| Postage | | 700 |
| Printing | | 1,100 |
| Testing Materials | | <u>1,200</u> |
| | Subtotal | 19,090 |
| | Total | 49,873 |

Budget Justification

I. Income Sources

First Year of Operation

The income for the first year of operation will come from internal sources of the College and University:

1. College of Education
2. Revolving Loan Account

Each will provide fifty percent of the first year's operating costs.

On-going Support

The center will derive income for on-going expenses through foundation grants, federal and state grants, and contracts with local agencies and school boards. Based on preliminary contacts, these appear to be reasonable sources for on-going support.

Foundation grants will be submitted to such state and national foundations as:

1. The Kellogg Foundation
2. Goodyear Tire and Rubber Company Fund
3. Bolton Foundation
4. Danforth Foundation

UNITED STATES DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION

Washington, D. C. 20535

TO : DIRECTOR, FBI (100-442610)

FROM : SAC, NEW YORK (100-100000)

SUBJECT: [Illegible]

[Illegible text]

5. The Mead Corporation Foundation
6. The American Financial Corporation Fund

Grants are available from state and federal agencies. For example, the Ohio Department of Mental Health tentatively has nearly one million available next biennium.

Since there is a shortage of service providers in the area, contracts with local agencies and school boards should be secured. For example, Athens County Children's Service needs contract services.

II. Expenses

Personnel

Faculty Clinical Supervisor - This individual shall provide supervision during times the University is not in session, i.e., during the Winter break and the three weeks between Summer Session II and Fall Quarter. The rate of pay is based on the University per-credit hour rate paid to Assistant Professors for a three-hour Summer course and a four-hour Winter course.

Doctoral Clinical Assistant - This individual shall assist in the operation of the center and the clinical supervision of Master's degree students.

Clerical Assistants - This individual shall schedule appointments, maintain the files and bill for services. The amount, \$12,258, is based on twenty four (24) hours a week at the entry rate of \$8.60 per hour.

Other (Selected Items)

Equipment - This amount, \$6,550, represents the expense of computer equipment (\$3,500), two (2) file cabinets (\$500), a desk (\$800), an office chair (\$150), an answering machine (\$200), and additional furniture for the counseling rooms (\$1,400).

Publicity - The amount, \$1,800, represents the amount necessary to pay for brochures and advertising.

Testing Materials - The amount, \$1,200, will be used to purchase testing material such as intelligence and personality tests.

F. Available Space

The George E. Hill Center for Counseling and Research is located on the third floor of McCracken Hall. Presently, there is a reception area, and seven counseling offices.

G Administrative Control

The Center shall be operated by the Counseling Education (CE) Program. The CE program is part of the School of Applied Behavioral Sciences and Educational Leadership within the College of Education.

The faculty clinical supervisor, Dr. Lisa Lopez Levers, shall be supervised by Dr. Thomas Sweeney, program coordinator of Counselor Education.

References

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- Wagenfeld, M.O. (1988). Rural mental health and community psychology in the post community mental health era: An overview and introduction to the special issue. Journal of Rural Community Psychology, 9, 5-12.

June 26, 1991

Interoffice Communication

TO: James L. Bruning, Provost *JLC*
FROM: T. Lloyd Chesnut, Vice President
Research and Graduate Studies
SUBJECT: Establishment of the Center for Advanced Materials
Processing

Attached is a copy of a proposal and a resolution for the Board of Trustees regarding the establishment of a Center for Advanced Materials Processing at Ohio University. I have reviewed the proposal and believe it can become an important component of the state's proposed material science effort. I recommend taking it to the President and the Board.

The Center will be dedicated to the advancement of the science of materials processing and manufacturing. The goal of the center will be to 1) provide a center of expertise in Advanced Materials Processing; 2) provide R & D and material testing services to Government, (both State, e.g. EMTEC, and Federal, e.g. USAF) and private industries within the US by undertaking funded research projects; 3) provide training, research opportunities and financial assistance to undergraduate and graduate students at Ohio University by involving them in funded projects; 4) provide educational services (through courses, seminars, workshops, and conferences) to industry as well as Ohio University students; 5) provide employment and research opportunities for ENT faculty; 6) strive for National and International prominence.

This Center will be administratively housed in the College of Engineering and Technology and the Director, Dr. Jay Gunasekera, will report to the Dean of the College.

bcv

Mr. Rosa presented and moved approval of the resolution. Mr. Konneker seconded the motion. All agreed.

**ESTABLISHMENT OF CENTER FOR ADVANCED
MATERIALS PROCESSING**

RESOLUTION 1991 -- 1201

WHEREAS, Ohio University has identified expertise in the area of Advanced Materials Processing, and

WHEREAS, such expertise exists within the College of Engineering and Technology, and

WHEREAS, no Center currently exists for the study of Advanced Materials Processing at any institution of higher education.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees establishes the Ohio University Center for Advanced Materials Processing.

Ohio University

Interoffice Communication

DATE: June 4, 1991

TO: Lloyd Chesnut, Vice President for Research and Graduate Programs

FROM: T. R. Robe, Dean, College of Engineering and Technology 

SUBJECT: Center for Advanced Materials Processing

Attached is a proposal for the establishment of a **Center for Advanced Materials Processing** in the College of Engineering and Technology at Ohio University. Although there are still some implementation details to work out, I recommend we proceed by seeking formal approval from the Board of Trustees for the establishment of this Center at Ohio University.

I am convinced the purpose and mission of this Center will complement well the teaching and research mission of the College.

ec CAMP

xc: Jay Gunasekera
M. K. Alam

Proposal for the
Establishment of a Center for
ADVANCED MATERIALS PROCESSING

at

OHIO UNIVERSITY

Prepared by

Jay S. Gunasekera
Moss Professor of Mechanical Engineering

M.K. Alam
Associate Professor of Mechanical Engineering

May 31, 1991

SUMMARY

This is a proposal for the establishment of a Center for Advanced Materials Processing at Ohio University which will be dedicated to the advancement of the science of materials processing and manufacturing. In addition, the center will provide research and training facilities to faculty, students and industry. The need for such a center is clearly established in the introduction/justification. Ohio University is uniquely qualified to setup such a center because of: strong faculty strength in this area; excellent lab facilities; past experience with a large number of R & D projects in materials processing; the new interdisciplinary Ph.D program in Integrated Engineering (Materials Processing); and a significant number of qualified graduate students interested in pursuing Masters' theses and Ph.D Dissertations in this field.

INTRODUCTION/JUSTIFICATION

Materials processing and manufacturing, which convert raw materials into finished products, are of fundamental importance to numerous high-technology industries such as aerospace, automotive, communication, computer and electronics. The advent of new materials and advanced processes which is in progress throughout the industrial world is influencing the entire manufacturing process. This has led to intense global competition among manufacturing nations striving to increase their productivity and hence their economy. The key issue then is how to improve the U.S. manufacturing position in this international struggle, with due considerations to aspects such as the environment, safety etc.

The emergence of advanced sensors coupled with statistical process control, computer modeling, and the scientific understanding of the material behavior under processing condition, have created new opportunities for the processing of advanced "difficult-to-form" materials using advanced processing techniques. In some cases by using conventional (well understood) alloys (eg. steel) it has become feasible to fully implement Computer Integrated Manufacturing(CIM) where process, product information, and quality control function are all merged into a single, plant-wide, flexible manufacturing system, with enhanced productivity, product consistency and reduced costs. However, this is not true for newer, complex, advanced alloys which have very narrow processing windows, where materials can be formed with no defects. Hence, new processes have to be designed and carefully controlled in order to produce parts with consistent quality. In this global competition for the best materials processing technique, Ohio University is highly qualified to the advancement of the materials processing technology in U.S.A..

Ohio University has established an excellent record in the area of advanced material processing. Projects have been funded by National Science Foundation, U.S. Air Force, EMTEC, General Electric Co., Allison Gas Turbine Division and Pratt & Whitney to study the processing (such as forging, rolling and casting) of new alloys as well as new processing methods such as Chemical Vapor Deposition for composite materials, optical waveguides, synthesis and processing of ceramic powders and nanoparticles. Researchers from Mechanical Engineering, Chemical Engineering, Physics and Chemistry departments have been extremely active in investigating different aspects of Materials

Processing. These activities have established a unique knowledge and technology base at Ohio University. The proposed center will integrate these activities into a critical mass and facilitate greater interdisciplinary interaction between researchers at Ohio University, and National Laboratories and industries with similar research interests. Such interaction will promote and enhance interdisciplinary research and graduate education at Ohio University. This is an important objective for Ohio University, as stated in the "Toward the Third Century" document by the colloquium on the Third Century.

The objective of the proposed center is, therefore, to develop expertise in the area of processing of advanced materials and also develop new and innovative processes for conventional materials. The center will also emphasize the use of the computer in all phases of material processing:- design, communication, analysis, simulation, sensors, process controls, testing, etc.,

According to a recent report by the National Committee for Material, the three principal components of an automated materials process control system are the process model, sensors, and control:

- A model of the process provides an understanding and a relationship of the independent and dependent variables.
- Sensors indicate and provide on-line information, real time feedback regarding critical and significant parameters as dictated by the model.
- A control function maintains quality assurance in the manufacturing process.

This committee also reached the following conclusions pertaining to modeling:

- A new process design methodology needs to be developed that integrates fundamental understanding with numerical methods to simplify sensing and control.
- Much fundamental research is needed in process understanding and the development of relevant process models.
- Process models will lead to process understanding only if the models developed utilize accurate materials data. Unfortunately the data base is nonexistent or the existing data bases are not reliable. Hence a cooperative joint industry-university-National Institute of Standards and Technology funded by the Federal Government to measure and collect the required model parameters at industrial sites is needed.

The proposed center would establish a concerted effort in these areas to provide

integrated solutions. Recent workshops by the National Science Foundation on Materials Processing have emphasized the development of all these areas as being vital to the nation's infrastructure and global competitiveness.

OBJECTIVES

The objective of the proposed center for Advanced Material Processing will be to:

1. Provide a center of expertise in Advanced Materials Processing.
2. Provide R & D and material testing services to Government, (both State, eg. EMTEC, and Federal, eg. USAF) and private industries within the US by undertaking funded research projects.
3. Provide training, research opportunities and financial assistance to undergraduate and graduate students at Ohio University by involving them in funded projects.
4. Provide educational services (through courses, seminars, workshop, and conferences) to industry as well as Ohio University students.
5. Provide employment and research opportunities for ENT faculty.
6. Strive for National and International prominence.

METHODOLOGY

To achieve the aforementioned goals and objectives, it will be necessary to establish an organization to manage, develop and execute activities of the center as follows:

1. The Center should be established in the College of Engineering and Technology since the advanced materials processing is of engineering nature by itself even though it is multi-disciplinary in structure.
2. Initially the Center would consist of a Director and a Secretary, both on a part-time basis.
3. The Center would also include an Industry Advisory Council consisting of members from various industries of the related field. This advisory council will meet yearly at the center to discuss the current issues, apart from communicating

between the members by other means.

4. The Center would also establish a Consortium of companies related to field, by which the center can work closely with the industries and solve common problems.
5. The Center would also include interested faculty and graduate students from related units of Ohio University.
6. The Center would organize workshops for technology transfer for US industries as well as hold international conferences for exchange of ideas.

CONCLUSIONS

The importance of Advanced Materials Processing has been emphasized by several government agencies such as the DoD, NSF and industry such as the aerospace, automotive and electronics. The establishment of an Advanced Materials Processing center will be a very positive development for Ohio University. The center will focus research activities into specific areas within materials processing and help bring together faculty from several departments within the ENT as well as other Colleges within the University, to solve interdisciplinary problems in materials processing. The center will be in a position to quickly and effectively respond to RFP's from government agencies such as the DoD and EMTEC as well as industry. The center with its interdisciplinary faculty will be in a position to participate not only as a subcontractor (as has been traditionally done in the past by several individual faculty) but directly bid for larger contracts as the prime contractor. The center will greatly enhance the recently approved Ph.D. program in Integrated Engineering (Materials Processing).

BUDGET

The center will be funded primarily through research projects. There will be a period of transition before new projects are funded through the center. Consequently, some funding for the center must be established for the first one or two years.

It is proposed that some of the active and pending projects listed on pages 6 and 7, which would naturally be within the purview of the center, would be moved into the center with effect from June 1991. The center's share of the funding from these projects will provide most of the monies required for the year. The following projects are proposed for inclusion into the center:

1. "Computer Modeling of Ring Rolling," funded by United Technologies, Pratt & Whitney (\$553,000). Principal Investigator - J.S. Gunasekera
2. "Modeling of CVD," funded by EMTEC (\$100,000). Principal Investigator - M.K. Alam
3. "Modeling of OVD Process," proposed to the National Science Foundation. (\$259,000, pending). Principal Investigator - M.K. Alam

These projects should provide \$25,000 - \$30,000 to the center in the first year. The College of Engineering will contribute \$10,000 to the center for the first year of operation.

| | |
|--|----------|
| Funds available for the first year (1991 - 1992) | \$35,000 |
|--|----------|

The minimal budget for the first year of operation would be:

| | |
|---------------------------------|----------|
| Director | \$2,500 |
| Secretarial Support (half time) | \$15,000 |
| Travel | \$2,500 |
| Info. & Comm. | \$1,500 |
| Graduate Assistants | \$10,500 |
| Computer | \$1,000 |
| Supplies | \$2,000 |

Total \$35,000

RELEVANT RESEARCH PROJECTS

The following are the lists of projects that the department has done/doing in the past 5 years.

| | | | |
|------|--|------------------------|--|
| 1986 | USAF, Materials Lab. Contract F33615-86-C-5067 S-785-000-002 | \$1500000 \$173,000 | Processing Science Prime - UES Inc. OU contract |
| 1987 | Wyman-Gordon Consortium of Co. | \$10,000 \$50,000 | Ring Rolling |
| 1987 | NSF/OSU | \$10,000 | Buckling of Billets |
| 1987 | USAF, Materials Lab. Contract F33615-86-C-5039 GM-Allison | \$1200000 \$70,000 | Rolling of TiAl Prime - Allison OU contract |
| 1987 | EMTEC (Edison Materials Technology Center) CT2 | \$36,000 | State-of-the-art in Extrusion |
| 1987 | EMTEC, CT3 | \$54,000 | Modeling of Casting Porosity |
| 1987 | NSF Contract DMC 8611345 | \$288,000 | CAD/CAM of Polymer Extrusion Dies |
| 1987 | EMTEC, CT6 | \$25,000 | Extrusion of Super Conducting Material |
| 1987 | EMTEC | \$20,000 | Assessment of CVD |
| 1988 | USAF/Schultz Steel Co. Contract 388-283-DB | \$58,831 | Statistically Designed Experiments for Material Characterization |
| 1988 | NSF/Univ. of Kentucky | \$15,245 | Effect of Temperature on Machining |
| 1988 | NSF | \$108,000 | Analysis of OVD process for optical fiber |
| 1989 | United Technologies Pratt & Whitney | \$89,165 | Analytical Modeling of Ring Joining |
| 1989 | EMTEC | \$100,000 | Modelling of CVD |
| 1989 | EMTEC | \$5000 | Extrusion of Super Conductive Materials |
| 1990 | USAF, Materials Lab. GM-Allison | \$59,762 | Analysis of Pack Rolling of Strips and Sheets |

| | | | |
|------|--|------------------------|--|
| 1990 | USAF/UES Inc. KIDS Program | \$52,860 | Generation of 3-D Models from 2-D |
| 1990 | EMTEC | \$172,048 | Reduced friction and Wear in Dry Contact Bearings and Seals |
| 1991 | United Technologies Pratt & Whitney | \$553,000 | Computer Modeling of Ring Rolling |
| 1991 | NSF | \$259,000 (pending) | Modified OVD process |

LIST OF POTENTIAL SPONSORS

United States Air Force (USAF)
Edison Materials Technology Center (EMTEC)
Universal Energy Systems (UES)
Pratt & Whitney (P&W)
General Electric (GE)
General Motors - Allison Division (GM-Allison)
General Motors - Delco Division (GM-Delco)
Ford Motor Co.
APEX (Cooper Industries)
Wyman-Gordon Co.
Cameron Iron Co.
Schultz Steel Co.

JAY S. GUNASEKERA
Moss Professor, P.E.
Department of Mechanical Engineering
Ohio University, Athens, Ohio 45701
(614) 593-1555

AREAS OF SPECIALIZATION

CAD/CAM, FEM, Mechanical Design, Manufacturing Processes

ACADEMIC BACKGROUND

- B.S., Mechanical Engineering, University of Ceylon, 1967. (First in Batch)
- M.S., Production Technology, Imperial College, London, 1969. (Distinction Award)
- Ph.D., Imperial College, University of London.

PROFESSIONAL BACKGROUND

- Consultant to USAF Materials Lab (through Systran Corp.), ARCO, UES, Ladish, GE, SDRC, Timken, and Cameron Forge
- Moss Professor, Mechanical Engineering, Ohio University, 1987-
- Professor, Mechanical Engineering, Ohio University, 1985-87
- Associate Professor, Mechanical Engineering, Ohio University, 1983-85
- NRC/AFSC Senior Research Fellow, Wright Patterson AFB, 1981-82
- Senior Lecturer, Mechanical Engineering, Monash University, 1977-81
- Director, Bd. of Ceylon Steel Corp., Sri Lanka, 1976-77
- Lecturer in Charge, Dept. of Prod. Eng., University of Sri Lanka, 1972-77
- Teaching Assistant, McMaster University, 1970-71
- Research Assistant, Imperial College, London, 1971-72 and 1968-70
- Asst. Lecturer in Mechanical Engineering, University of Ceylon, 1967-68

PUBLICATIONS

- 75 journal articles, conference papers, and reports. One chapter on Sheet Metal Forming for the SME (Society of Manufacturing Engineering) Handbook, 1984.
- Two books, on CAD/CAM of Dies, Ellis Horwood, UK, 1989 and Advanced Strength of Materials, 1991.

PATENTS

- One with the USAF Materials Laboratory #16758

RESEARCH CONTRACTS

- Over \$1 Million in external funds during the last five years.
- Broad range of projects in CAD/CAM, FEM, Manufacturing Processes.
- Research grants from NSF, Stocker Endowment Fund, UES, USAF, EMTEC, GE, Pratt & Whitney, Allison, and Industry.

PROFESSIONAL

- FIMech, FIProd, Mem. ASME, S.Mem. SME, NAMRI, CIRP
- P.E. (Highest Grade in Ohio)

Daniel A. Gulino
Assistant Professor
Department of Chemical Engineering
Ohio University
Athens, OH 45701
(614) 593-1495

AREAS OF SPECIALIZATION

Thin Films (Properties and Applications), Surface Modification, Coatings

ACADEMIC RECORD

- Ph.D., Chemical Engineering, University of Illinois/Urbana, 1983.
- M.S., Chemical Engineering, University of Illinois/Urbana, 1982.
- B.A., Chemistry, Kenyon College, 1979.

EXPERIENCE

- Assistant Professor, Chemical Engineering, Ohio University, 1989 - present
- Research Engineer, National Aeronautics and Space Administration - Lewis Research Center, Cleveland, OH, 1983-1989

PUBLICATIONS

- 28 journal articles and conference presentations
- One chapter in Surface Modifications II (pub by TMS) on Thin Film Coatings for Space Applications

PROFESSIONAL MEMBERSHIPS

- American Chemical Society
- American Vacuum Society
- American Institute of Chemical Engineers

HONORS/AWARDS/OTHER RECOGNITION

- Elected to Sigma Xi
- Elected to Phi Lambda Upsilon
- Listed in Who's Who Among Rising Young Americans, 1991 Edition

M. KHAIRUL ALAM
Ph.D., P.E.
Department of Mechanical Engineering
Ohio University, Athens, Ohio 45701
(614)-593-1558

AREAS OF SPECIALIZATION

Material Synthesis & Processing, Powders, Ceramics, Thin Films, Solidification, Aerosols

ACADEMIC BACKGROUND

- B. Tech. in Mechanical Engineering, Indian Inst. of Tech., India, 1978
- M.S. in Mechanical Engineering, California Institute of Technology, 1979
- Ph.D. in Mechanical Engineering, California Institute of Technology, 1984

PROFESSIONAL BACKGROUND

- Associate Professor, Mechanical Engineering, Ohio University, 1988-Present.
- Assistant Professor, Mechanical Engineering, Ohio University, 1983-88.
- Visiting Faculty, California Institute of Technology, Summer, 1986
- Engineering Trainee (summer), Guest Keen Williams Ltd., India, 1977

PUBLICATIONS

- 32 journal articles, conference papers, and reports.

PATENTS

- Reactor for Producing large Particles of Materials from gases (with Dr. R. C. Flagan). Patent # 4,642,227 (dated 2/10/87)

PROFESSIONAL

- Member of the American Society of Mechanical Engineers
- Member of the American Association for Aerosol Research
- Member of the American Association of Combustion Synthesis
- Member of TMS
- Reviewer for NSF, Journals: Aerosol Sci. & Tech., AIChE, ASME etc.

AWARDS

- Nominated for the Russ Professorship, Ohio University.
- Research Award from College of Engg. & Tech., Ohio University.
- National Aeronautics and Space Administration: Certificate of Recognition and Awards for Technical Innovation and Inventive Contribution.

MOHAMMAD M. DEGHANI
Ph.D., P.E.
Department of Mechanical Engineering
Ohio University, Athens, Ohio 45701
(614)-593-1561

AREAS OF SPECIALIZATION

CAD/CAM, FEM, Mechanical Design, Manufacturing Processes

ACADEMIC BACKGROUND

- B.S., Mechanical Engineering, Louisiana State University, 1980.
- M.S., Mechanical Engineering, Louisiana State University, 1982.
- Ph.D., Mechanical Engineering, Louisiana State University, 1987.

PROFESSIONAL BACKGROUND

- Project Engineer, Centerpoint Inc., Baton Rouge, LA, 1985
- Project Engineer, Ethyle Corp., Baton Rouge, LA, 1985
- Assistant Professor, Mechanical Engineering, Ohio University, 1987-date

PUBLICATIONS

- 7 journal articles and conference papers

PROFESSIONAL MEMBERSHIP

- Reviewer for the ASME Journal of Engineering Materials and Technology.
- Session Co-Chairman, ASME Winter Annual Meeting, 1988, Chicago, IL
- Organizing Committee Member, IEXTRU'89, Athens, OH.
- ASME Advisor
- ENT Intergraph Committee
- Departmental Graduate Committee Chairman

AWARDS

- Outstanding Teacher Award in ENT for 1989-90.

Kenneth R. Halliday
Associate Professor, P.E.
Department of Mechanical Engineering
Ohio University, Athens, Ohio 45701
(614 593-1557)

AREAS OF SPECIALIZATION

Mechanical Design, Design for Manufacture, Dynamic Systems

ACADEMIC BACKGROUND

- BSME, Western New England College, 1973
- MSME, University of Massachusetts, Amherst, 1974
- Ph.D., University of Massachusetts, Amherst, 1977

PROFESSIONAL BACKGROUND

- Visiting Scientist, CIM Branch, Materials Laboratory, WPAFB 1987-89
- Associate Professor of Mechanical Engineering, Ohio University, 1981-
- Assistant Professor of Mechanical Engineering, University of Rhode Island, 1979-81
- Member, University of Rhode Island Robotics Research Institute, 1979-81
- Visiting Assistant Professor of Mechanical Engineering, University of Texas-Arlington, 1976-79
- Research Engineer, Bates Linear Accelerator Facility, Middletown, Ma., 1973-76
- Consulting Civil Engineer, Frank A Meunier & Assoc., Somers, Conn., 1971-73
- Components Test Engineer, GE Ordnance Systems, Pittsfield, Mass., 1968-71

PUBLICATIONS

- 17 journal articles, conference papers and reports

RESEARCH CONTRACTS

- Expert Systems for Mechanical Design - \$75,000 USAF, WPAFB
- Modular Design for Manufacture - \$250,000, Ohio Department of Development
- Design of Force Sensors for Robot End Effectors, \$150,000, URI Robotics Research Institute

PROFESSIONAL

- ASME, SME, Society for the History of Technology
- PE
- Expert Witness in Mechanical Fault Analysis

DAVID C. INGRAM
Associate Professor
Department of Physics and Astronomy
Ohio University, Athens, Ohio 45701
(614) 593-1705

AREAS OF SPECIALIZATION

Surface modification of materials with ion beams and plasma techniques
MeV ion beam analysis of materials

ACADEMIC BACKGROUND

Ph.D. Electrical Engineering, Thesis title: A study of ion implantation of heavy inert gases into nickel and copper, Salford University, 1980.
M.Sc. Atomic Collisions in Solids, Salford University, 1976.
B.Sc. Electronics with Material Science, Salford University, 1975.

PROFESSIONAL BACKGROUND

Associate Professor of Physics, Ohio University, 1989-
Consultant to industry in Advanced Surface Treatments for Materials, 1989-
General Manager, Whickham Ion Beam Systems Ltd. 1989
Chief Scientist, Whickham Ion Beam Systems Ltd. 1987-1989
Visiting Research Fellow, University of Durham, U.K., 1987-1989
Manager, Materials Research Division Labs, Universal Energy Systems Inc.,
1983-1987
Senior Scientist, Universal Energy Systems Inc., 1983-1987
Scientist, Universal Energy Systems Inc., 1983-1987
Research Fellow, Metallurgy Division, Atomic Energy Research
Establishment, Harwell, U.K., 1979-1982

PUBLICATIONS

Over 40 refereed articles on the near surface modification and analysis of materials predominantly using ion beams or plasma techniques.
Two chapters in Properties of Amorphous Carbon, eds. S.A. Altevitz and J.J. Pouch, Materials Science Forum 52/53 1990 577

RESEARCH CONTRACTS

Managed over \$1 Million dollars in research contracts in the last eight years.

PROFESSIONAL MEMBERSHIPS

Institute of Physics, U.K.; American Physical Society; Materials Research Society; Bohmische Physical Society; American Vacuum Society; American Society for Metals.

Mr. Campbell presented and moved approval of the resolution. Mrs. Eufinger seconded the motion. All agreed.

REGIONAL COORDINATING COUNCIL APPOINTMENTS

RESOLUTION 1991 -- 1202

BE IT RESOLVED by the Board of Trustees of Ohio University that the following roster of persons be appointed to membership on the Coordinating Councils for the following Regional Campuses of Ohio University:

Ohio University-Belmont

John W. Moore, Jr.

For a four-year term beginning October 28, 1991, and ending at the close of business June 30, 1995, vice Daniel Frizzi, who resigned.

Ohio University-Zanesville

Richard K. Goodrich

For a nine-year term beginning October 28 1991, and ending at the close of business June 30, 2000, vice Charles L.A. Wehr, whose term expired.

CURRICULUM VITA

RICHARD K. GOODRICH, M.D., M.P.H.

PERSONAL DATA

Home Address: 1226 East Drive
(corresponding) Zanesville, Ohio 43701
(address) Telephone: (614) 453-7679

Office Address: 950 Bethesda Drive
Building V
Zanesville, Ohio 43701
Telephone: (614) 452-6190

Married: 25 years
Mary Barber Goodrich
Occupation: State (of Ohio) Board of Education
Elected Member, 10th Congressional District

Children: Steven R. Goodrich
Wake Forest University, BA 1990

Elizabeth Ann Goodrich
Wake Forest University, BA 1991

EDUCATION

8/87 - 8/88 Master of Public Health, Maternal & Child Health
University of North Carolina
Chapel Hill, North Carolina

1964 - 1965 Chief Resident, Obstetrics & Gynecology
1961 - 1964 Resident, Obstetrics & Gynecology
University of Cincinnati
Cincinnati General Hospital
Cincinnati, Ohio

1958 - 1959 Internship
Medical College of Virginia
Richmond, Virginia

1954 - 1958 University of Cincinnati, M.D.
College of Medicine
Cincinnati, Ohio

1951 - 1954 Ohio University, B.S. Cum Laude
Athens, Ohio

1948 - 1951 Zanesville High School
Zanesville, Ohio

ACADEMIC APPOINTMENTS

1964 -1965 Assistant Clinical Professor
University of Cincinnati
Cincinnati General Hospital
Cincinnati, Ohio

GOVERNMENT SERVICE

1988 - present Ohio Department of Health
Consultant, Maternal & Child Health

1987 World Health Organization
Participant. Consultation on the Study of
Determinants of Obstetrical Interventions
Copenhagen, Denmark

1959 -1951 United States Public Health Service
Commissioned Corps

PROFESSIONAL SOCIETIES

Diplomat, American Board of Obstetrics & Gynecology
Certified - 1968
Recertified - 1979

Fellow, American College of Obstetricians & Gynecologists

Member, American Public Health Association

Member, Ohio State Medical Association
Muskingum County Academy of Medicine

MEDICAL LICENSE

1990 - present; State of North Carolina No. 39599

1958 - present; State of Ohio No. 22898

ADMINISTRATIVE APPOINTMENTS

Bethesda Hospital
Zanesville, Ohio

Chief of Medical Staff, 1984
Executive Committee of Medical Staff, 1981-1983
Chairman, Department of Obstetrics & Gynecology
1978-1980
Chairman, By-laws Committee, 1990-1991

Good Samaritan Medical Center
Zanesville, Ohio

Chief of Medical Staff, 1976
Executive Committee of Medical Staff, 1971-1975
Chairman, Department of Obstetrics & Gynecology
1975, 1978, 1979

Muskingum County Academy of Medicine
Zanesville, Ohio

President, 1986

Ohio Section American College of Obstetricians and
Gynecologists, Representative of the Ohio Department of
Health. 1990

Ohio State Medical Association, Committee on Infant and
Maternal Mortality, Representative of the Ohio
Department of Health. 1990

1970-1971

1972-1973

1974-1975

1976-1977

1978-1979

1980-1981

1982-1983

1984-1985

1986-1987

1988-1989

MEDICAL PRACTICE

1965 - present: Solo practice, Obstetrics & Gynecology
Deliveries: approximately 8,000
Surgical Procedures: approximately 8,000

COMMUNITY SERVICE

Zanesville-Muskingum County Board of Health
Member, Board of Trustees 1990-1991

Bethesda Hospital
Zanesville, Ohio
Member, Board of Trustees, 1985 -1988

Y.M.C.A.
Zanesville, Ohio
Member, Board of Trustees, 1970 - 1976
President, Board of Trustees, 1971 - 1974

Central Presbyterian Church
Zanesville, Ohio
Member, 1948 - present

Rotary International
Zanesville, Ohio
Member, 1966 - 1972

Richard K. Goodrich, M.D., M.P.H.
Curriculum Vita

REFERENCES:

Available on request

John W. Moore, Jr.
16 Prospect Street, Brookside
Bridgeport, OH 43912
(614) 635-0187

WORK EXPERIENCE

- 5/86 to Present - Vice President, Personnel/Human Resources, Wesbanco, Inc.
Bank Plaza, Wheeling, WV 26003 (304) 234-9273
Wesbanco, Inc. is the Holding Company of nine banks in West Virginia. Wheeling Dollar Bank is the Flagship Bank of the Holding Company.
Duties include: Development and Administration of: Human Resource Policies regarding Employment, Salary Administration, Benefits, Training, and Staff Development, as well as, the Strategic Integration and Planning of Holding Company Affiliate Banks into the Personnel/Human Resources area. Hold the title of Secretary for the Wesbanco, Inc. ESOP and Pension Plans.
- 4/80 to Present - Vice President, Personnel/Human Resources, Wheeling Dollar Bank, Bank Plaza, Wheeling, WV 26003 (304) 234-9273
Duties above reflect current responsibilities in Holding Company. Currently direct three professional employees with Wheeling Dollar Bank to carry out Human Resource function.
- 7/76 to 4/80 - Director of Personnel, Wheeling Dollar Bank
Bank Plaza, Wheeling, WV 26003 (304) 234-9273
Developed Personnel/Human Resources programs at the bank, including written Personnel Policies, Salary Administration, Job Descriptions, and Job Evaluations.
- 10/74 to 6/76 - Director, Counseling Center/Assistant Director, Financial Aid, West Liberty State College, West Liberty, WV 26074 (304) 336-5000
Supervised staff of two counselors and clerical help. Also directed the college's work study program and other aid programs.
- 12/72 to 10/74 - Counselor/Financial Aid Assistant, West Liberty State College, West Liberty, WV 26074 (304) 336-5000
Performed individual and group psychotherapy, as well as, training and development groups.
- 8/71 to 12/72 - Financial Aid Assistant/Counseling Intern (Part-Time), West Liberty State College, West Liberty, WV 26074 (304) 336-5000
Worked in Financial Aid and Counseling office while in Graduate School.
- 8/70 to 6/71 - Teacher, Bridgeport High School, Bridgeport, Ohio 43912
Taught Social Studies to grades 8, 9, & 12.

John W. Moore, Jr.

Page 2

EDUCATION

M.A. Counseling, West Virginia University, Morgantown, WV

B.A. Social Science Education, West Liberty State College, West Liberty, WV

AFFILIATIONS

Upper Ohio Valley Personnel Association, Past President

West Virginia Bankers Association Insurance Committee, Committee Member

Salvation Army Advisory Board, President

Wheeling Area Chamber of Commerce

Ohio University Belmont Center for Excellence, Steering Committee, Board Member

Ohio County Schools Vocational Business Department Advisory Board, Chairman

PERSONAL

Married - four children

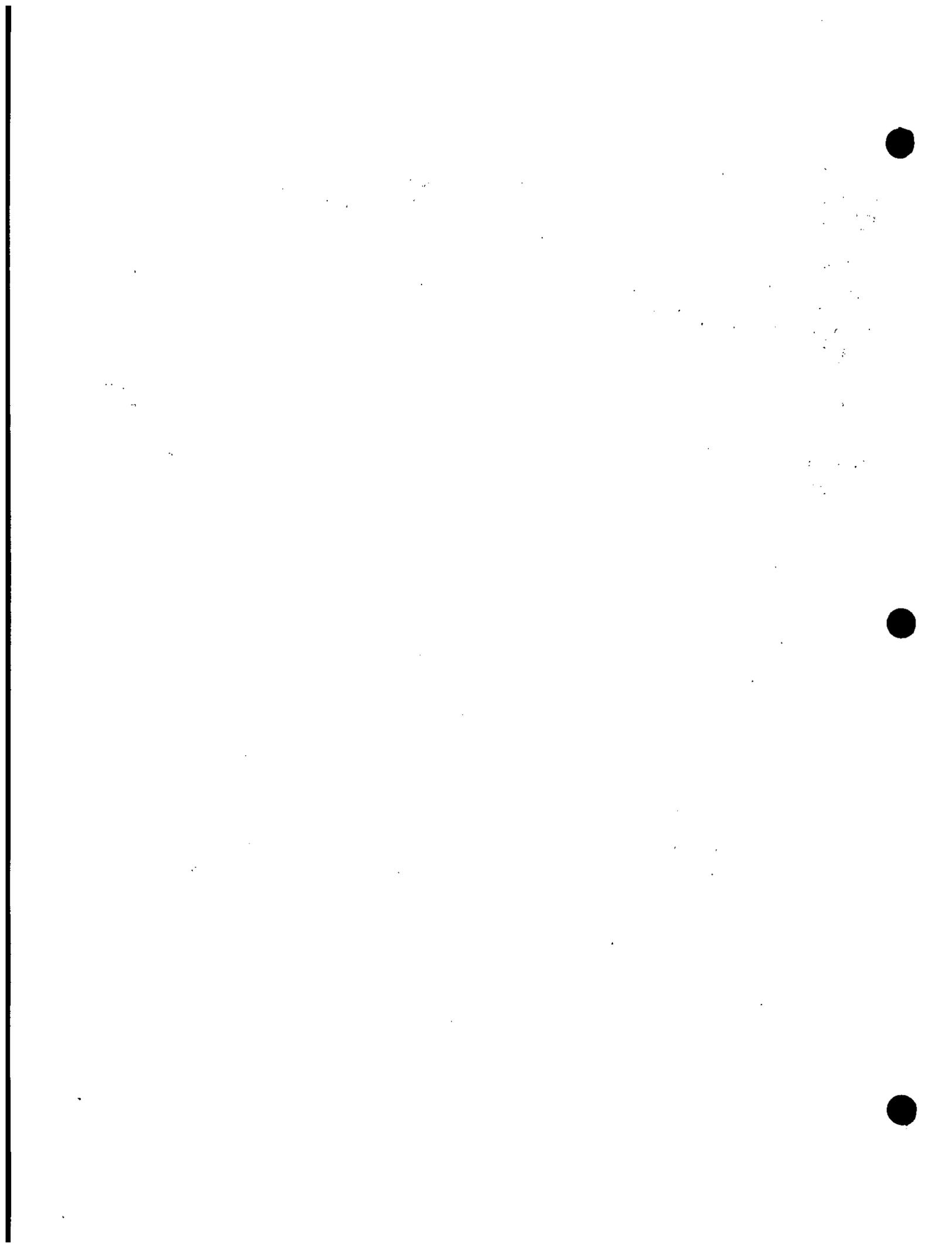
Maintain small consulting practice

542

9/23/91

C. BOARD-ADMINISTRATION COMMITTEE

Committee Chair Schey reported that the Committee met on Friday to review matters to be presented to the Board.



Dr. Strafford presented and moved approval of the resolution. Mr. Schey seconded the motion. All agreed.

SECURITY AGREEMENT UPDATE

RESOLUTION 1991 -- 1203

WHEREAS, Ohio University periodically has faculty and staff involved in research activity that requires them to have access to classified information, and

WHEREAS, the United States Government requires that the University obtain security clearance as a precondition of its faculty and staff having access to classified information necessary for their research, and

WHEREAS, the University has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the named persons occupying the following positions: Charles J. Ping, President; James L. Bruning, Provost; T. Lloyd Chesnut, Vice President for Graduate and Research Programs; Carol Blum, Assistant Vice President for Research; and William L. Kennard, Treasurer; and

WHEREAS, this Managerial Group is delegated all of the Board of Trustees' duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to Ohio University, and

WHEREAS, members, as named below, of the Board of Trustees and all officers of the University not named as members of the Management Group shall be effectively excluded from access to all classified information in the possession of Ohio University and shall not be processed for a personnel clearance, and

WHEREAS, the Management Group shall review and approve any classified research proposals at the University.

THEREFORE, BE IT RESOLVED, that Ohio University, Cutler Hall, Athens, Ohio, 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Richard R. Campbell; Charlotte C. Eufinger; Jeanette G. Grasselli; Dennis B. Heffernan; Thomas S. Hodson; Wilfred R. Konneker; Paul R. Leonard; Ralph E. Schey; and J. Craig Strafford, M.D.

CONFIDENTIAL

CONFIDENTIAL

SECRET

CONFIDENTIAL

Ms. Grasselli presented and moved approval of the resolution. Dr. Strafford seconded the motion. Approval was unanimous.

PROVOST AS ACTING PRESIDENT

RESOLUTION 1991 -- 1204

WHEREAS, President Charles J. Ping will be on medical leave and his schedule of activities will be restricted during a period of recovery from surgery,

NOW, THEREFORE, BE IT RESOLVED that Provost James L. Bruning be named acting president, effective November 19, 1991, and continuing during the period of the medical leave of President Ping.

Mr. Schey presented and moved approval of the resolution. Mr. Schey commented that President Baker has long served as his role model and was singularly responsible in 1949 for his attending the Harvard Business School. Ms. Grasselli seconded the motion. Approval was unanimous.

**DISTINGUISHED VISITING TRUSTEE
PROFESSOR APPOINTMENT**

RESOLUTION 1991 -- 1205

WHEREAS, John C. Baker served as the fourteenth president of Ohio University from 1945 to 1961, and upon his retirement was elected President Emeritus, and

WHEREAS, Dr. Baker has been a distinguished representative of Ohio University in the state as well as nationally and internationally, and

WHEREAS, since his retirement, Dr. Baker has contributed generously of his time and resources to enhance and further the University's interests, and

WHEREAS, through the establishment of the Baker Peace Studies Program by Dr. Baker and his wife, Elizabeth, he has proven to be a good and faithful steward of the gift of life, and

WHEREAS, the current student generation and the entire University community will greatly benefit from his presence on campus.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University appoints John C. Baker as Distinguished Visiting Trustee Professor for the period February 1 through April 30, 1992.

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

Secretary Geiger stated that the Trustees will meet on the Athens campus Friday, January 24, 1992, for committee/study sessions and Saturday, January 25, 1992, for the formal Board meeting.

IX. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly congratulated Dennis Heffernan on his special service as a trustee and for his great love and enthusiasm for Ohio University. Each wished him well with his future marriage and relocation abroad.

Members welcomed Wil Konneker as the newest member of the Board of Trustees and thanked him for his past many years of dedicated service to his alma mater.

Mr. Campbell apologized for not being able to remain on campus, following the Board meeting, for lunch honoring Dennis Heffernan and the Ohio University/Kent football game. He commented he was pleased with the progress of the Tower Project.

Mrs. Eufinger expressed appreciation for Treasurer Kennard's Preliminary Financial Report to the Budget, Finance, and Physical Plant Committee. She noted she enjoyed lunch with student leaders and dinner with Foundation Board members.

Ms. Grasselli stated she very much enjoyed her interaction with students this weekend.

Mr. Heffernan thanked members for their expressions of good feelings and personal support for him, and commented that Wil Konneker was most deserving of his trustee appointment. He congratulated Chairman Strafford for conducting a good meeting.

Mr. Hodson noted he and Mr. Heffernan had been good friends for over 20 years and shared a strong love for Ohio University. He commented that Mr. Heffernan, among many other things, gave excitement and wit to the Board and served as an inspiration to all. Mr. Hodson thanked William Smith for his report on institutional diversity and equity and stated he shared his belief that we have just begun this important matter.

Mr. Konneker stated he was truly honored to be named a trustee. He congratulated Chairman Strafford for his conduct of the meeting.

Mr. Leonard commented that he will miss Dennis Heffernan and reminded members that Dennis was Governor Celeste's first trustee appointment to Ohio University.

Mr. Rosa indicated that names for the to-be-named student trustee position have been forwarded to the Governor's office. He also remarked that students remain interested in The Ridges and asked that consideration be given to identify ways and resources for extending all types of programming from the Athens Campus to Regional Campus locations.

Mr. Schey outlined the importance of entrepreneurs to building businesses and the overall role of higher education in economic development matters. He commented as a Bobcat and a Browns fan, he was praying for luck for Saturday's game rather than dedication, perspiration, or inspiration.

President Ping commented he was pleased with Wil Konneker's appointment as a trustee and had been grateful over the years for all his good service. He noted this same sense of commitment and obligation, for example, was typical for most all individual trustees in what they do for the university, and in our service to this region of the State.

The President thanked members for their naming President Emeritus John C. Baker as Distinguished Visiting Trustee Professor. He noted Dr. Baker was 96 years young, enjoys reading, and continues to have a deep concern about social issues. President Ping commented Dr. Baker brings a unique history and enthusiasm to this new role, and that one of the objectives with his return is to undertake an oral history of higher education in general, and in particular, Ohio University following World War II.

President Ping briefed members on Mr. Heffernan's future plans and noted his deep appreciation for the time Dennis gave in support of the University. He commented it was a sad goodbye.

Chairman Strafford stated it had been a pleasure working with Mr. Heffernan and wished him well. The Chairman commented the University provides the opportunity for interaction -- both giving and taking. He reflected on the institution's history and change of people, and that their names and those of buildings all bring a sense of immortality. Chairman Strafford concluded by summarizing the major focus and accomplishments of the meeting.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chair Strafford adjourned the meeting at 9:15 a.m.

XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975--240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

J. Craig Strafford, M.D.
Chairman

Alan H. Geiger
Secretary