

OHIO UNIVERSITY  
ATHENS, OHIO 45701

BOARD OF TRUSTEES

April 24, 1992

**TO:** \*Those listed below  
**FROM:** Alan H. Geiger, Secretary, Board of Trustees  
**SUBJECT:** Minutes of the April 4, 1992, Meeting of the Board

Enclosed for your file is a copy of the April 4, 1992, minutes. This draft will be presented for approval at the next stated meeting of the Board.

Please place a Board retreat on your calendars for Saturday, December 5, and Sunday, December 6, 1992, in Columbus. More information on this retreat will be forthcoming.

AHG:kd

Enclosure

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

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

10:00 a.m., Saturday, April 4, 1992  
Board Room, McGuffey Hall  
Ohio University, Athens, Ohio

**EXECUTIVE SESSION**

On a motion by Mr. Schey and a second by Mr. Hodson, the Ohio University Board of Trustees resolved to hold executive sessions previously scheduled for April 3 and 4, 1992, to consider legal matters under Section 121.22(G) (3) of the Ohio Revised Code (O.R.C.), and personnel matters under Section 121.22(G) (4) O.R.C., this 3rd day of April, 1992.

On a roll call vote all members present, namely; Chairman Strafford, Mrs. Eufinger, Ms. Grasselli, Mr. Hodson, Mr. Konneker, Mr. Leonard, and Mr. Schey voted aye. This constituted a quorum. The Friday session was recessed at noon and members reconvened at 9:00 a.m. on Saturday morning to continue the Executive Session. Mr. Campbell joined the Saturday session.

President Ping briefed members on the Fraternal Order of Police request to begin labor negotiations on behalf of University security officers. He noted this negotiation was based upon a recent ruling by the State Employee Relations Board.

Matters of Trustee liability were discussed, including the issue of legal representation. A recent opinion of the State Attorney General involving eligibility to be appointed to public office was reviewed.

The President presented a review of the procedures utilized in the negotiation of University related patents and licenses involving research effort and cited potential outcomes from such activities.

**I. ROLL CALL**

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

Student Trustees Matthew D. Rosa and Monica A. Turoczy were present. This was Mr. Rosa's last official meeting as a student trustee.

President Charles J. Ping, and Secretary Alan H. Geiger were also present. Dr. Irene Bandy-Hedden, President of the Ohio University National Alumni Board of Directors, attended the meeting.

**II. APPROVAL OF THE MINUTES OF THE  
MEETING OF JANUARY 25, 1992**  
(previously distributed)

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

**III. COMMUNICATIONS, PETITIONS, AND MEMORIALS**

Secretary Geiger reported that the members of the Romeo Club of Ohio University had requested that Trustees consider naming or renaming University facilities in honor of outstanding African American alumni. The club is a service and education student organization. The Secretary noted that Trustee Chair Strafford has asked the Budget, Finance, and Physical Plant Committee to review and consider the request for future action.

**IV. ANNOUNCEMENTS**

Secretary Geiger indicated there were no announcements.

**V. REPORTS**

Chairman Strafford invited President Ping to present persons for reports. He introduced G. Kenner Bush, Chair, Management for the Third Century Task Force.

**A. Management for the Third Century Task Force**  
G. Kenner Bush

Mr. Bush, publisher of The Athens Messenger and former University Trustee, noted the individuals involved with the Task Force and the time frame under which they were working. He noted their mandate was from a similar statewide task force and was to explore how quality and costs are linked and how to measure productivity. Mr. Bush reported preliminary findings on how well we compared economically, productively, and effectively with other similar institutions and cited numerous data with cost containment and effectiveness components. Given the nature of Mr. Bush's comments, a complete copy of the highlights of his report is included with the minutes.

Mr. Bush stated Ohio University rates high marks and is, in fact, providing cost efficient and quality education. He noted the committee is just now embarking on final conclusions and recommendations and that they would welcome suggestions from Trustees.

Trustee Hodson encouraged Trustees to carefully review preliminary findings and to help in defining appropriate productivity measures.

Members thanked Mr. Bush for his good time and leadership of the Task Force.

## **VI. UNFINISHED BUSINESS**

Secretary Geiger indicated there was no unfinished business.

## **VII. NEW BUSINESS**

Chairman Strafford reported that Board Committees had, at their respective meetings, discussed matters being presented to the Board. Items for action were presented by the Committee Chairman or another committee member as designated.

## **VII. NEW BUSINESS**

### **A. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE**

Committee Chair Eufinger reported the Committee met Friday to review matters to be presented to the Board of Trustees.

Chairman Strafford presented and moved approval of the resolution. Ms. Grasselli seconded the motion. All agreed.

**PROGRAM PLANNING REPORT AND OUTLINE FOR  
1992-93 BUDGET PLAN**

**RESOLUTION 1992 -- 1220**

**WHEREAS**, the Ohio University Board of Trustees has been granted the full power and authority on all matters relative to the administration of the University,

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees receives the "Ohio University Program Planning Report, March, 1992" recommended by the President and approves the outline of the 1992-93 budget plan.

**BE IT FURTHER RESOLVED**, that if the funding available from state subsidy and tuition should be different from the specific projections made in the "Ohio University Programming Planning Report, March 1992," or contingent upon a revision of the current state mandated fee cap, the President shall implement a fiscal plan which reflects the appropriate balance of revenue from state subsidy and tuition.

**AND BE IT ALSO FURTHER RESOLVED** that if the total funding available from tuition, state subsidy, and other income should be significantly less than the projection included in the "Ohio University Program Planning Report, March, 1992," the President shall propose, for Board of Trustees review and action, an alternative fiscal plan which is commensurate with available revenue.

# Ohio University

## Interoffice Communication

March 20, 1992

TO: Charles J. Ping, President

FROM: James L. Bruning, Provost

SUBJECT: **Planning Report**



Attached is the Ohio University Planning Report. The process which culminated in this series of recommendations regarding enrollments, income and expenditure projections, as well as options related to planning pool allocations, compensation increases, and fee changes began in September. Initial discussions focused on issues facing the institution and culminated in an addendum to the action agenda summarized in Appendix G. These and other topics will become the focus of further discussion as the University moves toward its third century.

The recommendations included in the report summarize the FY 1992-93 plans for the Athens General Programs, Regional Higher Education, and the College of Osteopathic Medicine.

JB/jt  
Attachment

# **Ohio University**

## **Planning Report**

**March 1992**

TO QUOTE THE American philosopher Yogi Berra, "it's déjà vu all over again." Ten years ago, UPAC's annual report began with these words, "During 1981-82 institutions of higher education in the State of Ohio experienced dramatic changes in state support which made orderly planning extremely difficult." The report goes on to summarize UPAC's recommendations that were occasioned by a drop in state revenue and the corresponding state support to higher education. "As a result of these discussions, it was determined that (1) none of the recommendations for additional expenditures could be made, (2) all available University reserve funds would have to be utilized, plus (3) an additional underspending by all units at Ohio University would be necessary to meet the budgetary crisis." That sentence can equally well describe the budgeting processes of 1991-92.

### **Two Years of Funding Reductions**

The problems facing Ohio University in planning for the 1992-93 fiscal year were compounded by the fact that the University experienced cuts in state funding two years in a row. In January, 1991, during the previous fiscal year, the Office of Budget and Management directed reductions for many state agencies, including higher education. Again this year the state, continuing to face a shortfall in revenue, imposed in January reductions in state support totalling \$3.8 million for all of Ohio University's budget units. The effect of two years of reduced state support for Ohio University resulted in a drop of state support of \$5.1 million.

The reduction in state support during the current year took several forms. The first was a direct reduction in subsidy payments of 4 percent.

The second was the reduction in support given for growth. Due to the limited funds appropriated, the Board of Regents was able to provide support for growth over 1990-91 enrollments at only 72 percent instead of 100 percent of earned subsidy.

In January of this year the governor's office announced that, due to a decline in state revenue, it would be necessary to introduce reductions in expenditures for all state agencies. The percentage of these cuts borne by higher education was greater than the share that state support for education represents within the state budget. President Ping made this observation in his remarks to the Ohio University Board of Trustees on January 24, 1992.



Direct state support for students represents 12.4 percent of the total state budget. The 1991 cut in university support was 39 percent of the total reductions in the state budget that year. The 1992 cut in student support is 29 percent of the total current reductions in the state budget. In summary, student support, 12.4 percent of the total state budget, has absorbed 29-39 percent of the reductions in the past two years.

The cumulative effect of two years of budget cuts is intensified by the steady erosion of support caused by inflation over the past ten years coupled with the inability of state support to provide funds for enrollment growth. Starting in 1979 with an already low base of state support for students, the decade of the 1980s ended with a net loss in the state's investment in higher education. In 1979, state support per student was \$3,888. Using constant dollars, state support in 1992 is \$3,628, a reduction in a little over a decade of \$260 per student. This is a product of two factors: state support failed to keep pace with inflation, and actual enrollment has not been funded. For example, Ohio University is under funded by \$986,230 for students currently enrolled.

In an environment of shrinking resources, reduced further in purchasing power by the effect of inflation, increasing enrollment pressures due to higher retention, and an increasing shift in the percentage of the costs of their education borne by students, UPAC has developed a spending plan for 1992-93.

## **Coping with Cuts**

When the governor's office announced the latest round of funding reductions in January of 1992, the share of the reductions that would fall upon the Athens general program was \$2.5 million. The University experienced an additional shortfall of two hundred sixty thousand dollars due to the state's underfunding for increased budgeted enrollment growth: the University received only 72 percent of the amount that was earned for additional students. A third cause of reduced income was a drop in investment income, due to declining interest rates. The combination of all three factors produced a shortfall for the Athens general program totalling approximately \$2.9 million.

The effect of a mid-year budget cut is increased by its timing. Since a unit typically has half of its budget already spent at mid-year, a two percent cut calls for a four percent reduction in remaining funds. That being the case, the administration made every effort to buy time for the units to deal with cuts of this size. It did so by borrowing funds allocated for other purposes, such as repair of the track and delaying various other renovation projects. Since the winter to date had been fairly mild, an additional quarter million dollars was taken from the purchased utility fund. Still other sources of funds were various small reserves that had been set up to guard against unbudgeted contingencies: a reserve for repair to the central telephone switch, a fund that allowed the University to self-insure against theft, and a reserve to compensate for fluctuating currency values in overseas programs.

The result of this attempt to buy time for the budget units was that the amount of reductions passed on to the budget units was slightly over 1.1 percent, totalling approximately \$1.3 million. The hope is that the funds borrowed from capital projects can be restored at some future date in order to complete needed repairs to buildings and to minimize the pernicious effects of deferred maintenance.

In January a hiring review was imposed. Vacancies could be filled only after additional review by the dean or vice president and final approval by the provost. In February, when it seemed likely that the four percent subsidy reduction would be continued for FY 92-93, staffing guidelines were issued for budget planning to provide consistency across units in dealing with the prospects of diminished resources. The guidelines included, for the academic areas, giving priority to teaching high demand and general education courses, giving special recognition to faculty who teach significantly larger numbers of students and courses during these difficult times, and the postponing of classes which have enrollments less than ten. For all units the guidelines included a request that staffing reductions through attrition should focus on administrative and support positions and on areas of low student interest.

## **Postponement of a Planning Pool**

In normal budget years, a central activity of the planning process is competition by budget units for additional resources from the UPAC Planning Pool. Each year the planning pool reallocates resources in response to planning priorities of the University. This pool, ranging from \$1 million to \$1.3 million, provides an opportunity for planning units to apply for funds for their unit budget to address important needs or to pursue new directions in their programs. It became obvious to UPAC, however, that the state's budget situation made it unlikely that there would be enough additional dollars in the coming fiscal year to fund such a pool. As a result, UPAC recommended that the usual planning pool be deferred for the current year, with hopes that the economy of the state, and consequently support for higher education, would rebound in the following year.

However, so important has the concept of a planning pool become to University welfare that UPAC considered a one-year alternative called the UPAC mini-pool. Concerns for the erosion of supplies and equipment budgets across campus led UPAC to the conclusion that addressing these needs, even in a limited way, was an important priority in this year's planning cycle. The mini-pool was to be a modest \$400,000 and available for one-time-only expenditures, with each planning unit being allowed to request allocations equal to one percent of their operating budget. The announcement of the UPAC mini-pool was received with approval by budget units, and several of them, both academic and nonacademic, had a tentative agreement to devote some part of their allocation to a request for purchase of a high-speed laser printer for the Computing and Technology Center. This kind of cooperation across budget unit lines is unusual in any institution and shows a remarkable spirit of cooperation that should be encouraged.

Unfortunately, the worsening budget situation in the state, and the reduction in planning unit budgets occasioned by the decline in state support, led UPAC to conclude that even a mini-pool was beyond the scope of budget planning in this year of economic uncertainty and declining revenue. In January the provost announced the suspension of the mini-pool planning process but requested units to retain their proposals just in case improving funding prospects would allow the mini-pool to be reinstated. At the time of the writing of the UPAC report, this seems unlikely.

## Signs of Strength

Amid concerns about budgets the University enjoyed many positive indications of continuing strength. Enrollment in the 1991 summer session was the highest in the history of Ohio University. The Athens campus program enrolled 5,323 students. An additional 3,864 students were enrolled at the regional campuses giving a total for all campuses of 9,187, an increase of nearly 3 percent over the previous year. Fall quarter enrollments also increased over a year previously, with 18,595 students enrolled on the Athens campus and an additional 8,846 at the regional campuses, for a total University enrollment at all campuses of 27,441.

Ohio University also continues to attract national attention as a highly ranked institution in national college guides. *The 1992 Guide to 101 of the Best Values in America's Colleges and Universities* described Ohio University as "a public ivy eminently worthy of the name." Following the ivy-league theme, *The Fiske Guide to Colleges 1992* said, "If only there were ivy on the walls, it could easily be mistaken for a small, private school nestled in the classic college town of Athens." *Barron's 300 Best Buys in College Education* highlighted the Honors Tutorial College as "highly regarded." *Money Magazine*, in its 1992 edition of *Best College Buys* ranks Ohio University as number 24 in its top 100 value rankings and as the best college value in Ohio. Ohio University also receives favorable comment in *How to Get an Ivy League Education at a State University*. National attention of this type has produced an unusually large flow of applications, with freshman applications up 10 percent over a year ago.

## Income Estimates for Athens General Programs

Income sources for the Athens general program budget are (1) student-based instructional subsidies from the state, (2) student tuition and fees, and (3) other income from investment earnings, indirect cost recovery from grants and contracts, and various miscellaneous sources.

The effects on the income picture produced by state budget cuts are detailed in the previous discussion. However, there is an additional effect on the amount of support given to each campus by changing the fee assumption.

When the Board of Regents submits a higher education budget to the governor and the legislature, it approximates the amount of funds needed to fund enrollments at Ohio public colleges and universities for the coming biennium. This funding level would include cost increases for inflation, utilities, insurance, salary increases, and supplies and equipment. But should there not be enough funds appropriated to keep the students' share of the cost of their education constant, the pieces are made to fit by changing the fee assumption. This is akin to finding yourself with unexpected guests and only a single pizza. One way to cope and solve the problem is to cut the pizza into smaller pieces.

Students currently pay approximately 46 percent of the cost of their education, and state tax dollars pay 54 percent. The increase in the student share--the fee assumption--has been forced by the underfunding by the state of growth, failure to provide enough funds for actual enrollments, and the effects of inflation.

The recommendations which follow offer a worst case to best case continuum of options. The assumptions behind the state subsidy lines for each of the options below are the following:

**Option A:** Instructional subsidy models are rolled forward and funded for enrollments at FY-93 levels. Reductions of 8 percent are then imposed on the subsidy originally recommended for FY-93 by the Office of Budget and Management to cover a FY-93 budget deficit significantly larger than the \$473 million currently projected.

**Option B:** Instructional subsidy models are rolled forward and funded for enrollments at FY-93 levels. Reductions of 6 percent are then imposed on subsidy due to projected deficit of \$473 million.

**Option C:** Subsidy models are rolled forward and funded for enrollments at FY-93 levels. State imposed reductions of 4 percent are imposed. Athens Campus subsidy would be equal to the amount originally earned in FY-92.

**Option D:** Subsidy levels are rolled forward for enrollments at FY-93 levels. The state economy is assumed to improve and income is as originally forecast. No additional state budget reductions are imposed on higher education, and subsidy remains as projected in the original appropriations bill.

The current language of the budget bill limits tuition increases to 7 percent. It is believed, however, that if instructional subsidy from the state drops to the levels indicated in Options A or B, the tuition cap will be increased or removed.

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**Table I****Income Budget Options  
1992-93**

|                       | <u>OPTION A</u><br><u>8% Reduction</u> | <u>OPTION B</u><br><u>6% Reduction</u> | <u>OPTION C</u><br><u>4% Reduction</u> | <u>OPTION D</u><br><u>No Reduction</u> |
|-----------------------|--|--|--|--|
| Tuition and fees      | \$72,860,000                           | \$72,294,000                           | \$71,445,000                           | \$70,531,000                           |
| Resident UG           | 9 1/2%                                 | 8 1/2%                                 | 7%                                     | 5%                                     |
| Nonres surcharge      | 9 1/2%                                 | 8 1/2%                                 | 7%                                     | 7%                                     |
| Graduate              | 10%                                    | 10%                                    | 10%                                    | 10%                                    |
| Institutional Subsidy | 61,406,000                             | 62,976,000                             | 63,968,000                             | 67,048,000                             |
| Other Income          | <u>9,503,000</u>                       | <u>9,503,000</u>                       | <u>9,503,000</u>                       | <u>9,503,000</u>                       |
| <b>TOTAL</b>          | <b>\$143,769,000</b>                   | <b>\$144,773,000</b>                   | <b>\$144,916,000</b>                   | <b>\$147,082,000</b>                   |

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Under Option A, undergraduate tuition and fees will grow by \$94, an increase of 9.5 percent. Under option B, undergraduate tuition and fees will increase by \$84, a rise of 8.5 percent. Option C calls for a change in undergraduate tuition and fees of \$69, an increase of 7 percent. Option D calls for an increase of \$49, a 5 percent change. Percentage changes for the nonresident surcharge range from 9.5 percent to 7 percent and will result in the following increases: \$106 (option A), \$95 (option B), and \$78 (options C and D) UPAC recommends changing graduate fees by ten percent since Ohio University still ranks near the bottom in graduate instructional fees charged by Ohio's Universities. Consequently, for all options the proposed increase in graduate tuition is \$91 plus an increase in the general fee of \$10 to \$19, the range being \$101 to \$110. The proposed fee schedules for the Athens General Programs, Regional Higher Education, and The College of Osteopathic Medicine are presented in Appendices D, E, and F.

**Expenditure Plan for Athens General Programs**

Table II presents four expenditure plans proposed for the Athens general programs for 1992-93 corresponding to each of the income options presented in Table I. Given the

uncertainties in the state's budget situation, it is unlikely that state support in the form of student-based subsidy will be exactly that listed in any of the options in Table I. It is more likely that state support will fall somewhere between these options, necessitating a flexible spending plan that provides alternatives depending on the level of state support. Three of the spending options require \$2 million in base reductions. The most optimistic of the four, option D, allows for a base reduction of \$1 million. Making the development of a spending plan particularly difficult for the coming year are the various required expenditure increases over which the University has little or no control. Even with the proposed base reduction, there will be few additional dollars to address concerns beyond required expenditures.

## Required Expenditure Increases

*Purchased utilities:* Anticipated increases in utilities costs include not only additional usage for new buildings and space brought back on line but also the expected increases resulting from electric rate proposals now before PUCO. In addition there has also been a large increase in water rates from the city. *Medicare for new employees:* Federal law requires that all new employees be subject to medicare withholding, and this amount is the University's contribution. *New buildings and facilities:* These costs are associated with new buildings being occupied and renovated buildings being brought back into use and additional space for temporary occupancy by faculty when their home building is being renovated. *Multi-year commitments:* Included in these amounts are matching funds for the Luce grant, costs of compliance with federal and state safety and environmental mandates, and UPAC awards spread over several years. *Summer session incremental:* Record enrollments in summer necessitate funds for additional courses in order to meet anticipated student demand in 1992. *CS bonus and reclassification:* Phase out of the differential pay structure and the addition of a bonus system are included in this line item. *Payroll accrual and misc. central pool:* Standard accounting rules require that certain anticipated expenses be accrued when the fiscal year ends prior to the completion of a bi-weekly pay period.

## Income-Related Expenditure Increases

*Student aid and educational benefits:* While tuition increases generate additional income, there are expenses associated with those increases since student aid, educational benefits, and graduate student scholarships all increase with rises in tuition. *Graduate student fee waivers:* These funds are required to keep graduate tuition waivers equal to the new tuition charges and to reflect changes in the mixture of resident and nonresident students.

## Compensation Increases

*Compensation* ranges from around two percent in Option A, which represents the anticipated increases in health care costs, to nearly four percent in Option D. In spite of recently-instituted cost containment measures, health plan increases consume all the compensation budget in option A. Options B and C include in their compensation budget a recommended one percent faculty/staff salary increase. Option D proposes a two percent increase.

## Additional Expenditures

*1991-92 UPAC Pool:* Budget constrictions during 1991-92 prohibited the release of UPAC funds approved in the previous budget planning cycle. Each option provides some allocations for these awards ranging from the least in Option A to the most in option D. *Supplies and Equipment:* A pressing need across campus is for increases in this area of the budget. All options provide for addressing these needs. *Graduate stipend increases:* Options B and C propose increasing graduate stipends by one percent, and Option D includes a two percent increase.

## Table II

### Option A

#### Expenditure Plan Athens General Programs 1992-93

| <u>Expense Category</u>               | <u>Cost</u>        | <u>Cumulative<br/>Cost</u> |
|---------------------------------------|--------------------|----------------------------|
| Beginning Base                        | \$141,233,000      |                            |
| Base Reduction                        | <u>(2,000,000)</u> |                            |
| Adjusted Continuing Base              | 139,233,000        | \$139,233,000              |
| Required Expenditure Increases:       |                    |                            |
| Purchased Utilities                   | 370,000            |                            |
| Medicare for New Employees            | 78,000             |                            |
| New Buildings and Facilities          | 209,000            |                            |
| Multi-year Commitments                | 164,000            |                            |
| Summer Session Incremental            | 121,000            |                            |
| CS Bonus and Reclassification         | 369,000            |                            |
| Payroll Accrual & Misc. Central Pool  | <u>50,000</u>      |                            |
| Subtotal                              | 1,361,000          | 140,594,000                |
| Income Related Expenditure Increases: |                    |                            |
| Student Aid & Educational Benefits    | 468,000            |                            |
| Graduate Student Fee Waivers          | <u>732,000</u>     |                            |
| Subtotal                              | 1,200,000          | 141,794,000                |
| Compensation Increases (Approx. 2%)   |                    |                            |
| Health Plan Increases                 | <u>1,475,000</u>   |                            |
| Subtotal                              | 1,475,000          | 143,269,000                |
| Additional Expenditures               |                    |                            |
| 1991-92 UPAC Pool                     | 200,000            |                            |
| Supplies and Equipment                | <u>300,000</u>     |                            |
| Subtotal                              | \$ 500,000         | \$143,769,000              |



## Table II

### Option C

#### Expenditure Plan Athens General Programs 1992-93

| <u>Expense Category</u>               | <u>Cost</u>        | <u>Cumulative<br/>Cost</u> |
|---------------------------------------|--------------------|----------------------------|
| Beginning Base                        | \$141,233,000      |                            |
| Base Reduction                        | <u>(2,000,000)</u> |                            |
| Adjusted Continuing Base              | 139,233,000        | \$139,233,000              |
| Required Expenditure Increases:       |                    |                            |
| Purchased Utilities                   | 370,000            |                            |
| Medicare for New Employees            | 78,000             |                            |
| New Buildings and Facilities          | 209,000            |                            |
| Multi-year Commitments                | 164,000            |                            |
| Summer Session Incremental            | 121,000            |                            |
| CS Bonus and Reclassification         | 369,000            |                            |
| Payroll Accrual & Misc.Cen. Pool      | <u>50,000</u>      |                            |
| Subtotal                              | 1,361,000          | 140,594,000                |
| Income Related Expenditure Increases: |                    |                            |
| Student Aid & Educational Benefits    | 373,000            |                            |
| Graduate Student Fee Waivers          | <u>732,000</u>     |                            |
| Subtotal                              | 1,105,000          | 141,699,000                |
| Compensation Increases (Approx. 3%)   |                    |                            |
| Health Plan Increase                  | 1,475,000          |                            |
| Faculty/Staff Salary Increase         | <u>832,000</u>     |                            |
| Subtotal                              | 2,307,000          | 144,006,000                |
| Additional Expenditures               |                    |                            |
| 1991-92 UPAC Pool                     | 550,000            |                            |
| Graduate Stipend Increase (1%)        | 60,000             |                            |
| Supplies and Equipment (3%)           | <u>300,000</u>     |                            |
| Subtotal                              | \$ 910,000         | \$144,916,000              |

## Table II

### Option D

#### Expenditure Plan Athens General Programs 1992-93

| <u>Expense Category</u>                | <u>Cost</u>        | <u>Cumulative<br/>Cost</u> |
|--|--------------------|----------------------------|
| Beginning Base                         | \$141,233,000      |                            |
| Base Reduction                         | <u>(1,000,000)</u> |                            |
| Adjusted Continuing Base               | 140,233,000        | \$140,233,000              |
| Required Expenditure Increases:        |                    |                            |
| Purchased Utilities                    | 370,000            |                            |
| Medicare for New Employees             | 78,000             |                            |
| New Buildings and Facilities           | 209,000            |                            |
| Multi-year Commitments                 | 164,000            |                            |
| Summer Session Incremental             | 121,000            |                            |
| CS Bonus and Reclassification          | 369,000            |                            |
| Payroll Accrual and Misc. Central Pool | <u>50,000</u>      |                            |
| Subtotal                               | 1,361,000          | 141,594,000                |
| Income Related Expenditure Increases:  |                    |                            |
| Student Aid & Educational Benefits     | 299,000            |                            |
| Graduate Student Fee Waivers           | <u>732,000</u>     |                            |
| Subtotal                               | 1,031,000          | 142,625,000                |
| Compensation Increases (Approx. 4%)    |                    |                            |
| Health Plan Increase                   | 1,475,000          |                            |
| Faculty/Staff Salary Increase          | <u>1,664,000</u>   |                            |
| Subtotal                               | 3,139,000          | 145,764,000                |
| Additional Expenditures                |                    |                            |
| 1991-92 UPAC Pool                      | 840,000            |                            |
| Graduate Stipend Increase (2%)         | 120,000            |                            |
| Supplies and Equipment (3.5%)          | <u>358,000</u>     |                            |
| Subtotal                               | \$ 1,318,000       | \$147,082,000              |

## Regional Higher Education

The planning process for Regional Higher Education is similar to that of the Athens General Programs. Recommendations regarding expenses and income are made for Regional Higher Education by a planning advisory council.

### Income Estimate

The instructional subsidy from the state and student tuition and fees are the primary sources of income for Regional Higher Education. The composite revenue forecast for Regional Higher Education programs is presented in Table III.

**Table III**

**Income Budget Options  
Regional Higher Education  
1992-93**

|                        | <u>Option A</u><br><u>8% Reduction</u> | <u>Option B</u><br><u>6% Reduction</u> | <u>Option C</u><br><u>4% Reduction</u> | <u>Option D</u><br><u>No Reduction</u> |
|------------------------|--|--|--|--|
| Tuition and Fees       | \$15,880,000                           | \$15,729,000                           | \$15,503,000                           | \$15,201,000                           |
| Resident Undergraduate | 9 1/2%                                 | 8 1/2%                                 | 7%                                     | 5%                                     |
| Nonresident Surcharge  | 9 1/2%                                 | 8 1/2%                                 | 7%                                     | 7%                                     |
| Graduate               | 10%                                    | 10%                                    | 10%                                    | 10%                                    |
| Instructional Subsidy  | 11,554,000                             | 11,844,000                             | 12,192,000                             | 12,887,000                             |
| Other Income           | <u>72,000</u>                          | <u>72,000</u>                          | <u>72,000</u>                          | <u>72,000</u>                          |
| TOTAL                  | \$27,506,000                           | \$27,645,000                           | \$27,767,000                           | \$28,160,000                           |

The instructional subsidy for the regional campus programs is projected to be between \$11,554,000 and 12,887,000 depending upon option. Only the lower division enrollments in University branch campuses are buffered against enrollment decline. Resident credit program enrollments beyond the levels reflected in the appropriation law can only be funded from under earnings at other institutions. Therefore, only the enrollment based subsidy specifically targeted for Ohio University resident credit programs has been budgeted.

The tuition and fee increases for Regional Higher Education parallel those for other programs of the University. However, regional campus course enrollments are not as closely tied to student headcounts and the demographic pool of potential students as they are for Athens General Programs. Therefore, student fee revenue is more difficult to forecast.

Only minor changes are anticipated in the other income component of the Regional Higher Education budget. This income consists of various application fees, facilities rentals, miscellaneous charges and special fees.

## **Expenditure Plan for Regional Higher Education**

The Regional Higher Education expenditure plan parallels the proposed plan for Athens General Programs. The proposed expenditures for 1992-93 are presented in Table IV.

Base expenditures to be carried forward from the current total \$27,340,000. Included in this amount are expenditures funded from campus and vice provost reserve after removal of one-time only allocations.

### **Required Expenditure Increases**

Required expenditures include purchased utilities and service contracts, medicare for new employees, expenses associated with the occupancy of new buildings, and bonus and reclassification costs for civil service employees.

### **Employee Compensation**

Under Option A, the approximately two percent compensation increase is wholly required to meet escalating increases in health plan costs. Options B and C include a compensation increase of approximately three percent with one percent of the compensation pool being available as salary. Option D provides a compensation pool of approximately four percent, with two percent being available for salary increases.

### **Additional Expenditures**

The UPAC process for Regional Higher Education culminated in the recommendation of thirty-eight for funding under in 1991-92 at a cost of \$363,055. However, due to budget restraints produced by reductions in instructional subsidy during 1991-92, none of these recommendations was funded. These recommended allocations will be funded at 80 percent. The number of proposals that can be funded varies by option, from a low of \$62,000 in Option A to a complete funding of all proposals at in Option D. Descriptions of the planning proposals recommended for funding are presented in Appendix C.

## Table IV

### Option A

#### Expenditure Plan Regional Higher Education 1992-93

| <u>Expense Category</u>              | <u>Cumulative<br/>Cost</u> | <u>Cost</u>  |
|--------------------------------------|----------------------------|--------------|
| Beginning Base                       | \$27,340,000               |              |
| Base Reduction                       | <u>(380,000)</u>           |              |
| Continuing Base                      | 26,960,000                 | \$26,960,000 |
| Required Expenditure Increases:      |                            |              |
| Purchased Utilities                  | 100,000                    |              |
| Medicare for New Employees           | 4,000                      |              |
| New Building Expenses                | 75,000                     |              |
| CS Bonus and Reclassification        | <u>24,000</u>              |              |
| Subtotal                             | 203,000                    | 27,163,000   |
| Income Related Expenditure Increases |                            |              |
| Student Aid Matching                 | <u>59,000</u>              |              |
| Subtotal                             | 59,000                     | 27,222,000   |
| Compensation Increases (Approx. 2%)  |                            |              |
| Health Plan Increases                | <u>207,000</u>             |              |
| Subtotal                             | 207,000                    | 27,429,000   |
| Additional Expenditures              |                            |              |
| Fund 1991-92 UPAC Pool               | 62,000                     |              |
| Supplies and Equipment               | <u>15,000</u>              |              |
| Subtotal                             | \$77,000                   | \$27,506,000 |

## Table IV

### Option B.

#### Expenditure Plan Regional Higher Education 1992-93

| <u>Expense Category</u>              | <u>Cost</u>      | <u>Cumulative<br/>Cost</u> |
|--------------------------------------|------------------|----------------------------|
| Beginning Base                       | \$27,340,000     |                            |
| Base Reduction                       | <u>(380,000)</u> |                            |
| Continuing Base                      | 26,960,000       | \$26,960,000               |
| Required Expenditure Increases:      |                  |                            |
| Purchased Utilities                  | 100,000          |                            |
| Medicare for New Employees           | 4,000            |                            |
| New Building Expenses                | 75,000           |                            |
| CS Bonus and Reclassification        | <u>24,000</u>    |                            |
| Subtotal                             | 203,000          | 27,163,000                 |
| Income Related Expenditure Increases |                  |                            |
| Student Aid Matching                 | <u>58,000</u>    |                            |
| Subtotal                             | 58,000           | 27,221,000                 |
| Compensation Increases (Approx. 3%)  |                  |                            |
| Health Plan Increases                | 207,000          |                            |
| Faculty/Staff Salary Increase        | <u>140,000</u>   |                            |
| Subtotal                             | 347,000          | 27,568,000                 |
| Additional Expenditures              |                  |                            |
| Fund 1991-92 UPAC Pool               | 62,000           |                            |
| Supplies and Equipment               | <u>15,000</u>    |                            |
| Subtotal                             | \$77,000         | \$27,645,000               |

## Table IV

### Option C

#### Expenditure Plan Regional Higher Education 1992-93

| <u>Expense Category</u>              | <u>Cost</u>      | <u>Cumulative<br/>Cost</u> |
|--------------------------------------|------------------|----------------------------|
| Beginning Base                       | \$27,340,000     |                            |
| Base Reduction                       | <u>(380,000)</u> |                            |
| Continuing Base                      | 26,960,000       | \$26,960,000               |
| Required Expenditure Increases:      |                  |                            |
| Purchased Utilities                  | 100,000          |                            |
| Medicare for New Employees           | 4,000            |                            |
| New Building Expenses                | 75,000           |                            |
| CS Bonus and Reclassification        | <u>24,000</u>    |                            |
| Subtotal                             | 203,000          | 27,163,000                 |
| Income Related Expenditure Increases |                  |                            |
| Student Aid Matching                 | <u>57,000</u>    |                            |
| Subtotal                             | 57,000           | 27,220,000                 |
| Compensation Increases (Approx. 3%)  |                  |                            |
| Health Plan Increases                | 207,000          |                            |
| Faculty/Staff Salary Increase        | <u>140,000</u>   |                            |
| Subtotal                             | 347,000          | 27,567,000                 |
| Additional Expenditures              |                  |                            |
| Fund 1991-92 UPAC Pool               | 185,000          |                            |
| Supplies and Equipment               | <u>15,000</u>    |                            |
| Subtotal                             | \$200,000        | \$27,767,000               |

## Table IV

### Option D

#### Expenditure Plan Regional Higher Education 1992-93

| <u>Expense Category</u>              | <u>Cost</u>      | <u>Cumulative<br/>Cost</u> |
|--------------------------------------|------------------|----------------------------|
| Beginning Base                       | \$27,340,000     |                            |
| Base Reduction                       | <u>(190,000)</u> |                            |
| Continuing Base                      | 27,150,000       | \$27,150,000               |
| Required Expenditure Increases:      |                  |                            |
| Purchased Utilities                  | 100,000          |                            |
| Medicare for New Employees           | 4,000            |                            |
| New Building Expenses                | 75,000           |                            |
| CS Bonus and Reclassification        | <u>24,000</u>    |                            |
| Subtotal                             | 203,000          | 27,353,000                 |
| Income Related Expenditure Increases |                  |                            |
| Student Aid Matching                 | <u>56,000</u>    |                            |
| Subtotal                             | 56,000           | 27,409,000                 |
| Compensation Increases (Approx. 4%)  |                  |                            |
| Health Plan Increases                | 207,000          |                            |
| Faculty/Staff Salary Increase        | <u>231,000</u>   |                            |
| Subtotal                             | 438,000          | 27,847,000                 |
| Additional Expenditures              |                  |                            |
| Fund 1991-92 UPAC Pool               | 295,000          |                            |
| Supplies and Equipment               | <u>18,000</u>    |                            |
| Subtotal                             | \$313,000        | 28,160,000                 |



## Medical Education

Budget planning for the College of Osteopathic Medicine has proceeded independently but in conjunction with the planning activities of the Athens General Programs and Regional Higher Education. Medical enrollments have been forecast according to a prescribed schedule of the College and its academic programs. Admission to the entering class of the College is granted on a competitive basis to a limited number of qualified applicants.

Ohio University continues to participate in the Board of Regents' buffering formula for Ohio medical colleges. The College is thereby eligible for instructional subsidy calculated on an approved enrollment base plus line item funding for several specific programs.

### Income:

Since there is considerable uncertainty in the state budget picture, the College of Osteopathic Medicine is following the University's model in considering several income options for state appropriations for the 1992-93 fiscal year consisting of instructional and clinical subsidies. Option A represents an eight percent reduction in the initial appropriation for 1991-92; Option B a six percent reduction, Option C a four percent reduction, and Option D no reduction from the original appropriations bill.

Tuition income is based on projected medical enrollments and assumes a ten percent increase corresponding to planned increases for other graduate and professional programs in the University. The nonresident surcharge is projected to increase from a high of 9.5 percent (Option A) to a low of 7 percent (Options C and D). Enrollment is planned on a beginning class size of 100 and a total projected enrollment of 393 medical students.

The state appropriations, tuition and fee charges, and other income represent approximately 93 percent of the College's core budget. For the past two biennia the income contributed from other restricted state appropriations for primary care, family practice, geriatric programs, and Area Health Education Centers (AHEC) has been inadequate to sustain these programs at previous levels. The dramatic erosion in funding has had a deleterious effect on the College, reducing its ability to fill vacant faculty positions. Along with these diminishing restricted state appropriations, state and federal grants and contracts make up the remainder of the revenue available to the College. A summary of projected operating income is presented in Table V.

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**Table V**

**College of Osteopathic Medicine  
Estimated Operating Income  
1992-93**

| CATEGORY               | OPTION A            | OPTION B            | OPTION C            | OPTION D            |
|------------------------|---------------------|---------------------|---------------------|---------------------|
| Instructional Subsidy  | \$ 8,297,000        | \$ 8,507,000        | \$ 8,835,000        | \$ 9,018,000        |
| Clinical Subsidy       | 4,038,000           | 4,126,000           | 4,214,000           | 4,390,000           |
| Tuition                | 3,106,000           | 3,106,000           | 3,106,000           | 3,106,000           |
| Nonresident Surcharges | 137,000             | 123,000             | 101,000             | 101,000             |
| Application Fees       | 10,000              | 10,000              | 10,000              | 10,000              |
| MCI                    | 2,400,000           | 2,400,000           | 2,400,000           | 2,400,000           |
| Other Income           | <u>190,000</u>      | <u>190,000</u>      | <u>190,000</u>      | <u>190,000</u>      |
| <b>TOTAL</b>           | <b>\$18,178,000</b> | <b>\$18,462,000</b> | <b>\$18,856,000</b> | <b>\$19,215,000</b> |

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## Expenditures

The college of Osteopathic medicine's expenditures projection includes an ongoing base of \$18,212,000. Reductions in the options vary from \$321,000 (Options A-C) to \$160,000 (Option D). To the adjusted base, required increases mandated by law, associated with existing University policy, or resulting from contractual agreements, total \$14,000.

Faculty and staff compensation increases are consistent with the University plan which varies with the income options. The entire compensation pool will be required under Option A to meet increases in health plan costs. Salary increases are possible only under Options B through D: one percent raise for Options B and C, a two percent increase for Option D. In all options it is necessary to reduce ongoing budgets within the College to keep expenses in line with income. Vacancies positions will be filled as funds are available. The amount available under Option B is \$100,000 with a maximum of \$200,000 under Option D.

**Table VI**

**Preliminary Expenditure Plan  
College of Osteopathic Medicine  
1992-93**

| CATEGORY  | OPTION A          | OPTION B          | OPTION C          | OPTION D          |
|---|-------------------|-------------------|-------------------|-------------------|
| Continuing Base                                       | \$18,212,000      | \$18,212,000      | \$18,212,000      | \$18,212,000      |
| Budget Reduction                                      | <u>( 321,000)</u> | <u>( 321,000)</u> | <u>( 321,000)</u> | <u>( 160,000)</u> |
| New Base  | 17,891,000        | 17,891,000        | 17,891,000        | 18,052,000        |
| Required Expenditure Increases                        |                   |                   |                   |                   |
| Bonus and Reclass                                     | 14,000            | 14,000            | 14,000            | 14,000            |
| Compensation Increases                                |                   |                   |                   |                   |
| Health Plan Increase                                  | 237,000           | 237,000           | 237,000           | 237,000           |
| Fac/Staff Salary Increase                             | <u>          </u> | <u>168,000</u>    | <u>168,000</u>    | <u>336,000</u>    |
| Subtotal  | 237,000           | 405,000           | 405,000           | 573,000           |
| Additional Expenditures                               |                   |                   |                   |                   |
| Approved Fac. Positions                               | 0                 | 100,000           | 200,000           | 200,000           |
| Planning Pool, Equipment/<br>Supply Increase, Reserve | <u>36,000</u>     | <u>52,000</u>     | <u>346,000</u>    | <u>376,000</u>    |
| Subtotal  | 36,000            | 152,000           | 546,000           | 576,000           |
| Total Budget  | \$18,178,000      | \$18,462,000      | \$18,856,000      | \$19,215,000      |

## Appendix A

### Summary of Enrollment Projections For 1992-93 Budget Planning

| <u>Category</u>                 | <u>1991<br/>Actual</u> | <u>1992<br/>Projection</u> | <u>Change</u> |
|---------------------------------|------------------------|----------------------------|---------------|
| <u>Athens Regular</u>           |                        |                            |               |
| Undergraduate                   | 14,951                 | 14,975                     |               |
| Graduate                        | 2,491                  | 2,522                      |               |
| Subtotal                        | 17,442                 | 17,497                     |               |
| Medicine                        | 376                    | 393                        |               |
| <b>Total Athens Regular</b>     | <b>17,818</b>          | <b>17,890</b>              | <b>72</b>     |
| <br><u>Continuing Education</u> |                        |                            |               |
| Undergraduate                   | 663                    | 650                        |               |
| Graduate                        | 24                     | 50                         |               |
| OPIE                            | 90                     | 90                         |               |
| Subtotal                        | 777                    | 790                        | 13            |
| <b>Total Main and C.E.</b>      | <b>18,595</b>          | <b>18,680</b>              | <b>85</b>     |
| <br><u>Regional</u>             |                        |                            |               |
| Undergraduate                   | 7,952                  | 7,400                      |               |
| Graduate                        | 894                    | 900                        |               |
| Subtotal                        | 8,846                  | 8,300                      | (546)         |
| <b>Grand Total All Campuses</b> | <b>27,441</b>          | <b>26,980</b>              | <b>(461)</b>  |

## **Appendix B**

### **Athens General Programs Planning Pool Summary Proposals Recommended for Funding**

#### **To be funded under Option A**

**Renovation of 306 Tupper Hall Laboratory** \$52,195  
(Health & Human Services)

Funding will allow for renovation and furnishing of the 40-year-old laboratory located in 306 Tupper Hall. The laboratory is now used by students from Home Economics, Environmental Health, and Industrial Hygiene, all programs in the College of Health & Human Services. The refurbished laboratory will permit the more sophisticated scientific procedures that will lead Ohio University students into the 21st century.

**Haning Macintosh Computer Laboratory Support** \$50,000  
(Computer & Learning Services)

Funding provided will establish a Macintosh Laboratory in Haning Hall and allow for its subsequent expansion and upgrading. The demand for access to Macintosh computers by students makes this a valuable addition to campus computer availability.

**Memorial Auditorium Lighting, Sound, and Film Equipment** \$31,000  
(Dean of Students)

Funds will provide new light, sound and film equipment for Memorial Auditorium, and will eliminate the necessity of renting equipment for each performance. Supplemental sound equipment also is needed to improve the quality of existing sound until the auditorium's acoustics are improved and a totally new system is installed in Phase II of the renovation.

**Admissions Toll Free 800 Number** \$26,000  
(VP Administration)

A toll free telephone number will encourage more prospective students, parents, and guidance counselors to contact the Ohio University Office of Admissions for general information, applications for admission, and appointments for campus visitations. Such a telephone service will help keep the institution ahead of competing colleges and universities.

**Instructional Funding for Honors Tutorial College**  
(Honors Tutorial College)

\$10,000

Funding for tutorial instruction will be used to increase the per student payment to the departments from \$850 to \$900. Following the recommendation of the UPAC Task Force on the Honors Tutorial College, this request will increase the support each department receives for working with tutorial students.

**Expansion of the CD-ROM LAN Network**  
(Library)

\$21,000

Eight additional CD-ROM drives and five additional user workstations will expand the library's CD-ROM LAN Network. The addition of these CD-ROM drives will enable more students to use this important research tool.

**Additional funding under Option B**

**PACE Funding**  
(University-wide)

\$44,550

These funds will allow for the expansion of PACE, the Program to Aid Career Exploration. At a time when students and their families are expected to carry much of the financial burden for higher education, PACE allows students to earn money for educational expenses (possibly reducing some students' reliance on loans), while gaining valuable career-related experience. Continued funding will help ensure that a quality program is maintained and made available to more students and departments.

**Laboratory Compressed Air System**  
(University-wide)

\$15,000

Laboratory Compressed Air Systems in Clippinger and Seigfred Halls are in need of replacement. The Physical Plant Utilities Maintenance Department proposes to install new systems that will provide an adequate supply of dry, uncontaminated air for use in the labs on campus. While there are other systems also in need of replacement, Clippinger and Seigfred systems should be replaced first.

**Upgrading the Chinese Language Instruction**  
(Arts and Sciences)

\$14,646

To sustain the Chinese language instruction program, the linguistics department must offer 12 courses a year. Funding will upgrade the position in the Chinese language program from a part-time instructor to an instructor who can teach one course each quarter, develop the program, and supervise the teaching assistant.

**Increase School of Music's Operating Budget**  
(Fine Arts)

\$30,000

This funding is critical if the school of Music is to continue to meet the increasing costs of annual purchases and/or rentals of music for performing groups, maintenance of classroom instruments and equipment, the replacement of worn out instruments, and the development of enrollment advancement materials and activities.

**Instant Photo I.D. Card System**  
(VP Administration)

\$40,000

Funding for an updated system will provide a process to make available an instant photo ID card. Our current system has a three- to four-week delay in delivery of a photo card. This will provide a significant improvement in the quality of service to students.

**Additional funding under Option C**

**Faculty Position-Criminology**  
(Arts & Sciences)

\$49,000

Sociology's Criminology Program has been successful in developing award-winning teaching, research productivity, national visibility by several of its teachers, and a dramatic expansion in the quality and numbers of graduate and undergraduate students. A new faculty line will be funded to allow the expansion of undergraduate offerings, and to develop a formal criminology track in the M.A. Sociology.

**Thurgood Marshall Scholarship Program**  
(University-wide)

\$12,000

The Thurgood Marshall Scholarship Program is a national initiative among the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities. Thirty-six member institutions from these two organizations have established a scholarship program on their campuses to reaffirm in a very visible fashion the commitment of state and land-grant campuses to foster minority access to higher education at the undergraduate level, as well as to nurture minority students into the graduate school pipeline.

**Animal Hold HVAC**  
(University-wide)

\$80,000

These funds will be used to design and install a separate environment control system for the two main animal holding areas located in Grosvenor and Irvine, where various animals used by the college are housed. State and federal laws and regulations require that these spaces be maintained at certain temperatures and humidity levels.

**Grover Center Fitness Center**  
(University-wide)

\$34,500

These funds will be used by the Division of Recreational Sports to administer the fitness center and to program activities in the center. Supervision will help the participants use the equipment properly and insure the security of the center during all open hours.

**Minority Graduate Student Recruitment (phase 2)**  
(Institutional Services)

\$21,000

The Minority Graduate Student Recruitment Visitation Program has experienced a good degree of success over the past three years. It is now ready to enter a new phase in its overall goal of increasing minority graduate student enrollment at Ohio University. Funds provided will create seven half-time minority graduate assistantships, on a continuing basis, for the purpose of assisting this office in meeting its recruiting goal.



**Additional funding under Option D**

**Graduate Student Stipend Increase (Psychology)** \$59,500  
(Arts & Sciences)

Funding will provide for stipend increases for graduate students. The college's goal is to increase the number of students in the experimental psychology program and to increase the quality of students entering the programs in clinical and industrial/organizational psychology.

**Sound Mixing Console for Peterson Sound Studio** \$26,000  
(Fine Arts)

Funding will provide the Peterson Sound Studio with a new mixing console that will (1) enhance existing capabilities of the Sound Studio with state of the art technology, (2) add new capabilities for video and film sound, and (3) make the Peterson Studio compatible with recording facilities in the School of Music and the School of Telecommunications.

**Cooperative Education Program Support** \$15,000  
(Engineering & Technology)

The College of Education will use these funds to continue the cooperative education program efforts at the current level. Additional funds beyond this will be supplied by the college. This program has received support for the past five years from the U.S. Department of Education, but next year and on into the future the program must be supported totally by the college.

**Laboratory Coordinator for the College of Engineering** \$35,000  
Engineering & Technology)

A Laboratory Coordinator will perform the detailed design and conduct the assembly, set-up and testing of new experimental equipment, assure that laboratory set-ups are ready to operate, manage instrumentation storage and security and be responsible for the maintenance of equipment and the general well-being of the laboratories. The benefits to be derived are enhanced instruction, greater research productivity, better utilization of faculty time and net reduction in equipment expenditures.

**Linguistics Video Lectures**  
(Arts & Sciences)

\$4,846

A set of video lectures (designed by nationally known linguists, designed for self-instruction) will enable the department of linguistics to offer at least one additional course each quarter using these video taped lectures. An instructor will be assigned to lead the discussions on top of his/her normal teaching load. The rapid development in linguistics in the last decade makes it imperative for a linguistics program to broaden the course offerings and increase the number of guest lecturers.

**Equipment Support**  
(Telecommunication Center)

\$18,200

The Telecommunications Center is responsible for over six million dollars in transmitters, towers, and other electronic equipment owned by the University. Replacement and modernization of major systems has been financed through federal and state grants. These funds will provide a continuing fund for smaller equipment purchases.

**Faculty Position in Environmental Policy**  
(Arts & Sciences)

\$42,400

A tenure track faculty position in Political Science will provide instruction at both the graduate and undergraduate level on environmental policy and politics, the relations between science and public policy, and the administration of environmental policy. The person will also be expected to assume, eventually, some responsibility for managing the MSES program and developing an umbrella undergraduate certificate program.

**Underrepresented Student Recruitment**  
(Communication)

\$30,000

These funds will help expand the educational opportunities for young people who have not had those opportunities and who represent special constituencies of importance, as identified in *Toward the Third Century*. Such programs will consist of special scholarships and workshops for minorities and students from economically deprived areas of Ohio. The goal is to help students remove both educational and financial barriers to a university education.

**Scenic Technology Specialist  
(Fine Arts)**

**\$27,500**

A full-time Scenic Technology Specialist in the School of Theater will advance the technology of the scene shops, provide instruction in stage properties and scenic construction techniques, establish safety procedures in handling chemicals and machinery, and enhance existing resources of personnel and equipment.

**Administrative Senate Budget Increase  
(University Wide Proposal)**

**\$5,000**

Added funds will help to meet the operational needs of the Administrative Senate. Over the years, Administrative Senate has had to rely on intermittent funding from the Vice President of Administration and the Vice President for Regional Higher Education to initiate and support Senate projects such as service awards, outstanding administrator awards, professional development, and an administrative handbook.

**Equipment Maintenance (Zoology/Biomedical Sciences)  
(Arts & Sciences)**

**\$20,000**

A large number of students are enrolled in laboratory courses which involve a wide variety of complex equipment. A major consideration is the need to provide service for the equipment in the laboratories. In addition to our instructional equipment, a considerable amount of research equipment, originally purchased with grant funds is now the department's responsibility for maintenance. It is critical to keep equipment on service contract because of the relatively isolated location of Ohio University.

**Ohio University Videotape Production and Distribution Program  
(Administration)**

**\$29,000**

Funds will be used for the production of a new ten-minute video of Ohio University to be duplicated and distributed to 500 high school guidance offices in the University's primary market area, both in Ohio and out-of-state. The program will utilize the popular medium of video as a direct institutional tool, reaching thousands of prospective students and their parents at relatively low cost.

**Recommended but not within the limits of any anticipated state funding**

**Student Production Laboratory/Editing Bay (Telecommunication)  
(Communication)**

**\$32,500**

Funds will provide a three-quarter inch video A/B Roll system for an editing laboratory to upgrade the current facilities. This system has virtually replaced "cuts only" editing throughout the industry. Remote control equipment for an instructional laboratory also is requested so that communication behavior can be observed without obtrusive equipment present in the instructional laboratory.

**Radio TV Tape Storage Environmental Control**  
(University-wide)

\$40,000

Installation of individual environmental control systems will maintain the desired temperature and humidity conditions in the storage rooms for approximately 6,000 audio and video tapes and films. The tapes are susceptible to damage from temperature and humidity fluctuations and extremes.

**Faculty Member in Biomolecular Engineering**  
(Engineering and Technology)

\$54,300

A new tenure-track faculty position in Biomolecular Engineering will help develop new courses to provide the very special engineers that will be required as the biotechnology industry expands into the future.

**Half-time Secretary, Office of Judiciaries**  
(Institutional Services)

\$12,565

A half-time secretary in the Office of Judiciaries is required due to the increased staffing and program growth in both Judiciaries and Legal Affairs. The addition of secretarial support will enhance timely processing of judicial and legal matters, and help eliminate serious legal problems which create potential liability for Ohio University.

**Communication and Development Graduate Associate**  
(International Studies)

\$18,300

The Communication and Development Master of Arts in International Affairs option, a two year course of study jointly offered by Telecommunications and International Studies, has attracted extraordinary interest. Applications have far exceeded projected enrollments. Students in Communication and Development are unusually well qualified and experienced professionals from the U.S. and developing countries. This proposal seeks funding of three GA positions--beginning in 1991-92.

## Appendix C

### Regional Campus Planning Pool Requests

#### Chillicothe Campus

Partially funded under Options A and B; additional funding under Option C; fully funded under Option D

**Computer Services Instructional Lab Enhancements** \$47,444

Seventeen IBM or compatible computers are needed to upgrade PC Lab #2 to become compatible with the equipment in PC Lab #1. Both labs are used for instructional use.

Additional funding under Option D

**Career Counseling/Job Placement Coordinator** \$6,456

OUC has begun a Career Counseling Office with the College Adjustment Coordinator and student assistants working a total of 15+ hours a week administering career tests, providing career book and periodical resources, assisting students with the OU credential file program, and offering resume and interviewing techniques.

**Recruitment: OUC Video Tape and Cable T.V. Advertising** \$4,200

OUC has broadened the campus advertising base by using video tapes on local television and cable stations. This supplements normal radio and newspaper advertising done by the campus. By projecting a positive image and increasing visibility, OUC can continue to increase enrollment.

**Improvement and Cost Control of Library Periodicals Resources** \$7,400

The major portion of requested funding will be used to prepay periodicals subscriptions to take advantage of long-term subscription discounts. This will have the effect of reducing the inflationary price raises on journal subscriptions. A second request is for ongoing funding for a subscription to INFOTRAC ACADEMIC CD-ROM database. The indexing and abstracting provided by this database will improve the speed and quality of access to the periodical collections on the Chillicothe Campus.

**Recommended but not within the limits of any anticipated option of state funding**

**Photographic Enlarger Systems**

**\$9,583**

This proposal requests funding for five new photographic enlarger systems. These enlargers will replace five 25-year old units. These older units are in constant need of repair and service.

**Eastern Campus**

**To be funded under Option A and B**

**Additional Admissions and Registration Clerical Hours**

**\$6,620**

This proposal calls for clerical hours added to an existing part-time position in the Admissions and Registration area. Twelve hours per week would be used to cover the admissions and financial aid counter in order to free-up the financial aid student services counselor to more effectively and efficiently serve financial aid applicants and recipients.

**DISCOVER**

**\$3,000**

DISCOVER is specifically designed to help middle school and junior high students enter high school with a sharpened sense of purpose and a clearer understanding of their goals and needs. Furthermore, DISCOVER can help better prepare our students to choose the courses and programs that best match their profiles of interests, abilities, and goals.

**Additional funding under Option C**

**Campus Wide Conference**

**\$3,000**

The Faculty and Staff Sub-Committee of the Long Range Planning Committee proposes a conference for faculty, administrators and staff in keeping with the long range plans of the campus. An annual professional and educational meeting would serve the goals and objectives. Speakers would be brought in to enhance the topic or theme decided for the year by the Long Range Planning Committee.

**Gymnasium Rental**

**\$3,000**

Funds are needed to pay gymnasium rental and custodial fees in an area public school. The gymnasium is used for men's and women's club sports. There are very few opportunities for students to participate in team sports at the Eastern Campus and many recreational needs go unmet.

## **Cultural Activities**

\$8,000

This proposal is for partial funding of expanded activities which include integrating global awareness into programming and into the general education curriculum; bringing more art shows to the campus; ensuring that issues of diversity and racial tolerance become a regular part of lecture programming; and increasing support to a small but active theatre program which will soon be revitalized by a renovated auditorium.

## **Babysitting Service**

\$5,100

The OUB Babysitting Service has used work-study students as babysitters whenever possible. Frequently there are not enough work-study students available. We need to be able to pay other student babysitters a fair wage to fill in. This service is consistent with the OUB goal of providing access to adult students, many of whom could not attend classes without child care assistance. At the same time, we need to be able to hire and train students who take their babysitting responsibilities as seriously as any other job.

### **Partial funding under Option C; additional funding under Option D**

## **Computer Networking**

\$14,780

This proposal requests funds to continue campus efforts to implement a complete computer workstation network for all faculty and staff. The items requested will allow us to move this multi-year effort into its next phase. This proposal meets this unit's goals of providing up to date support for instruction and administrative services.

### **Additional funding under Option D**

## **Retention Program**

\$5,500

Funds are requested to continue support for an existing Freshman Year Retention Program and to expand its activities. The proposal includes funds for non-remedial tutoring, plaque awards for peer counselors, production of an advising video tape and support for faculty summer involvement in OUB Pre-College.

**Recommended but not within the limits of any anticipated option of state funding**

**Master's Interest Survey**

**\$2,500**

Each year OUB surveys community interest in one or more master's degree programs. This proposal requests funds to support radio, broadcast and cable notices soliciting local interests. The OUB strategic plan describes the campus as the only public institution in east central Ohio having a special graduate commitment to supporting the educational needs of its home and job-bound adult population.

**Recruitment Program**

**\$1,500**

Funds are requested to support recruitment efforts to be carried out in 1991-92, including 1) mailings to graduating seniors, and to juniors; 2) a financial aid workshop, and 3) two college information nights.

**"Partners"**

**\$1,100**

"Partners" is a videotape-based program designed to help train student employees. It will help students develop work habits, attitudes and skills needed to provide quality service. The goal is to teach students that campus jobs are real jobs, and strengthen the connection between campus work and a student's career development.

**Strong-Campbell Interest Inventory**

**\$1,400**

This proposal concerns purchase of 200 Strong-Campbell Interest Inventories, to be administered to all new full-time, degree-seeking students entering OUB in the 1991 Fall Quarter. Career counseling and interest profiles help students make wise major choices, and ultimately help in academic success.

**Library Support of Wright Festival**

**\$200**

As part of the Festival, the Library maintains a collection of James Wright's works and those of his contemporaries, and is attempting to obtain additional copies plus biographies and any critical material Wright and his contemporaries. The Library would also like to purchase more works of his contemporaries. Each year a different poet or writer will be invited to attend the festival.

**Replacement Faculty Office Furniture**

**\$4,500**

This proposal fits the goal of generally improving the instructional environment and quality of services, and increasing the productivity of existing personnel.



## Ironton

### Partially funded under Options A and B

#### **New Student Intake Process**

\$10,000

This proposal is for the necessary technical support for operating a streamlined, integrated student intake process involving the present staffs of Student Services, the Admissions Office, and the Center for Development.

### Additional funding under Option C

#### **Student Activities**

\$3,500

Involvement manifests itself in how much time and how much physical and psychological energy the students invest in the educational process. The following factors promote greater student involvement: having a job on campus, studying hard, interacting with faculty, joining student activities, and participating in intramurals. This pool proposal addresses one key construct--student activities.

#### **Computer Local Area Network Software**

\$2,944

The Local Area Network (LAN) has become an integral part of the day-to-day activities of many staff people. Enlarging it will allow the network to become a part of every staff member's personal productivity. It will also become a classroom tool to enhance students' productivity.

### Partially funding under Option D

#### **International Programming**

\$14,656

The funds will be used to develop increased international understanding and cultural awareness on campus and in the larger community and allow OUI to become the recognized community leader in the area of international affairs.

### Recommended but not within the limits of any anticipated option of state funding

#### **Supplemental Audio-Visual Equipment**

\$6,205

The benefits of this added equipment would insure the faculty of equipment availability and uninterrupted instruction time for the student. The bulb replacement and equipment repair cost would be greatly diminished.

## **Lancaster Campus**

### **To be funded under Options A and B**

#### **Business and Industry Liaison Supplement**

**\$9,197**

The major benefit to Ohio University from the Field Contact effort is increased enrollment. Field Contact activities are fully integrated with Continuing Education goals, and cost savings are achieved through the sharing of word processing equipment.

#### **Summer Lab Technician**

**\$7,687**

The continuation of the present 12-month contract will provide the necessary continuity for the successful support of faculty, library and administrative computing which enhances the education capability of Ohio University-Lancaster during the summer months, as well as providing preparation for this academic year.

### **Additional funding under Option C**

#### **Full-Time Switchboard/Information Desk Staffing**

**\$24,969**

An extensive study by a team participating in the Quality Union of Business Industry and Community Program (QUBIC) recommends hiring a full-time civil servant or two permanent part-timers to staff the switchboard/information desk to provide more consistent service and a more professional image as the first impression of the campus.

#### **Campus Advising Program**

**\$3,144**

Student Services wishes to increase the number of part-time academic advising hours that are available to students. These advisors provide academic advising to approximately 50-60% of the students advised. New responsibilities also include interviewing students who are candidates for the Kilburger Scholarship and working with junior and senior high school students who will be taking courses at the Campus under Senate Bill 140.

**Partial funding under Option C; additional funding under Option D**

**Student Recruiter Program (Project Access)**

**\$15,856**

The student recruiting program has helped the Campus to make potential students aware of our academic programs and encourage them to take advantage of these programs. It has helped our enrollment and helped Student Services to more effectively get incoming students enrolled. The student recruiters have contacted from 600 to 800 perspective students during each of the past two years.

**Partial funding under Option D**

**Community Recruiting Mailer Program**

**\$28,000**

Informing the community about the Campus and encouraging residents to attend has always been an important goal of the Campus. The mailer/recruiter program has been very successful in encouraging residents to attend.

Residents who return cards sent with the mailers were aggressively pursued by a well-trained group of student recruiters. The tools used by these students included phone calls, letters and brochures, and personal interviews and tour.

**Recommended but not within the limits of any anticipated option of state funding**

**Audio-Visual and Computer Programs**

**\$4,000**

Providing basic and quality resources to meet the educational goals of the University is a high priority of the library. Many audio visual materials become outdated and need to be replaced. New materials are constantly being developed. This proposal would allow for the purchase of audio-visual and computer programs for our faculty's use in classroom instruction.

**Compact Disc Read Only Memory (CD-ROM) Databases**

**\$4,000**

Many of the heavily used indexes are now available on CD-ROM and more are being added each year. The CD-ROMs will save valuable storage space, provide access to information not available to a regional campus and make the retrieval of the information quicker.

**Student Lab Assistant Funding**

**\$3,000**

The computer lab must be staffed during open hours to provide hardware and software security. Computer lab staff also assist students with hardware and software problems. Lab staff also assist non-computer literate students.

**Student Assistance for Financial Aid Program****\$3,579**

Student assistants do much of the day-to-day financial aid paperwork, leaving financial aid coordinators free to detect and deal with the vast number of problems that occur in the financial aid process. The request would allow for a student assistant for 20 hours a week during 50 weeks each year.

**Zanesville Campus****To be partially funded under Options A, B, and C****Funding for Computer Lab Supervisor, Part-Time Student Advisor/Counselor and Public Relations Coordinator****\$44,651**

For the past several years, three positions that provide essential basic services to students and enable the campus to address and reach the goals and objectives of the Ohio University-Zanesville Strategic Plan have been funded on a temporary basis. These three positions are: Computer Lab Supervisor, Part-time Student Counselor/Advisor, and Public Relations Coordinator. This proposal is designed to provide assurance that funds will be available to maintain these positions and insure the continuity of service.

**Additional funding under Option D****Half-Time Clerical Staff Member for Learning Assistance Center****\$14,356**

The clerical staff member in the Learning Assistance Center will serve in a front line capacity; he or she will greet people who enter the center, determine their needs, distribute appropriate materials (software for computer-aided instruction, diagnostic tests, skills workbooks, etc.), schedule appointments and tutoring sessions, and answer the phone. In addition, the person will be responsible for the clerical needs of the director (typing, record keeping, etc.).

**Partial funding available under Option D****Implementation of the Ohio University - Zanesville Marketing Plan****\$22,298**

## Appendix D

### Option A Schedule of Graduate and Undergraduate Student Fees Athens General Programs 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Undergraduate</b>  |                           |               |
| Tuition               | \$ 75                     | \$225         |
| General Fee           | 19                        | 57            |
| Nonresident Surcharge | 106                       | 318           |
| <b>Graduate</b>       |                           |               |
| Tuition               | \$ 91                     | \$273         |
| General Fee           | 19                        | 57            |
| Nonresident Surcharge | 106                       | 318           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Undergraduate</b>  |                       |               |                         |               |
| Tuition               | \$ 785                | \$2355        | \$ 860                  | \$2580        |
| General Fee           | 204                   | 612           | 223                     | 669           |
| Nonresident Surcharge | 1115                  | 3345          | 1221                    | 3663          |
| <b>Graduate</b>       |                       |               |                         |               |
| Tuition               | \$ 908                | \$2724        | \$ 999                  | \$2997        |
| General Fee           | 204                   | 612           | 223                     | 669           |
| Nonresident Surcharge | 1115                  | 3345          | 1221                    | 3663          |

## Appendix D

### Option B Schedule of Graduate and Undergraduate Student Fees Athens General Programs 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Undergraduate</b>  |                           |               |
| Tuition               | \$ 67                     | \$201         |
| General Fee           | 17                        | 51            |
| Nonresident Surcharge | 95                        | 285           |
| <b>Graduate</b>       |                           |               |
| Tuition               | \$ 91                     | \$273         |
| General Fee           | 17                        | 51            |
| Nonresident Surcharge | 95                        | 285           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Undergraduate</b>  |                       |               |                         |               |
| Tuition               | \$ 785                | \$2355        | \$ 852                  | \$2556        |
| General Fee           | 204                   | 612           | 221                     | 663           |
| Nonresident Surcharge | 1115                  | 3345          | 1210                    | 3630          |
| <b>Graduate</b>       |                       |               |                         |               |
| Tuition               | \$ 908                | \$2724        | \$ 999                  | \$2997        |
| General Fee           | 204                   | 612           | 221                     | 663           |
| Nonresident Surcharge | 1115                  | 3345          | 1210                    | 3630          |

## Appendix D

### Option C Schedule of Graduate and Undergraduate Student Fees Athens General Programs 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Undergraduate</b>  |                           |               |
| Tuition               | \$ 55                     | \$165         |
| General Fee           | 14                        | 42            |
| Nonresident Surcharge | 78                        | 234           |
| <b>Graduate</b>       |                           |               |
| Tuition               | \$ 91                     | \$273         |
| General Fee           | 14                        | 42            |
| Nonresident Surcharge | 78                        | 234           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Undergraduate</b>  |                       |               |                         |               |
| Tuition               | \$ 785                | \$2355        | \$ 840                  | \$2520        |
| General Fee           | 204                   | 612           | 218                     | 654           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |
| <b>Graduate</b>       |                       |               |                         |               |
| Tuition               | \$ 908                | \$2724        | \$ 999                  | \$2997        |
| General Fee           | 204                   | 612           | 218                     | 654           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |

## Appendix D

### Option D Schedule of Graduate and Undergraduate Student Fees Athens General Program 1992-93

| <u>Category</u>       | <b>Proposed Increases</b> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Undergraduate</b>  |                           |               |
| Tuition               | \$ 39                     | \$117         |
| General Fee           | 10                        | 30            |
| Nonresident Surcharge | 78                        | 234           |
| <b>Graduate</b>       |                           |               |
| Tuition               | \$ 91                     | \$273         |
| General Fee           | 10                        | 30            |
| Nonresident Surcharge | 78                        | 234           |

| <u>Category</u>       | <b>Actual 1991-92</b> |               | <b>Proposed 1992-93</b> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Undergraduate</b>  |                       |               |                         |               |
| Tuition               | \$ 785                | \$2355        | \$ 824                  | \$ 2472       |
| General Fee           | 204                   | 612           | 214                     | 642           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |
| <b>Graduate</b>       |                       |               |                         |               |
| Tuition               | \$ 908                | \$2724        | \$ 999                  | \$2997        |
| General Fee           | 204                   | 612           | 214                     | 642           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |



## Appendix E

### Option A Schedule of Graduate and Undergraduate Student Fees Regional Higher Education 1992-93

| <u>Category</u>  | <u>Proposed Increases</u> |               |
|--|---------------------------|---------------|
|  | <u>Quarter</u>            | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                           |               |
| Tuition  | \$ 67                     | \$201         |
| General Fee  | 9                         | 27            |
| Nonresident Surcharge                                  | 106                       | 318           |
| <b>Ironton</b>   |                           |               |
| Tuition  | \$ 65                     | \$195         |
| General Fee  | 6                         | 18            |
| Nonresident Surcharge                                  | 3                         | 9             |

| <u>Category</u>  | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|--|-----------------------|---------------|-------------------------|---------------|
|  | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                       |               |                         |               |
| Tuition  | \$ 706                | \$2118        | \$ 773                  | \$2319        |
| General Fee  | 93                    | 279           | 102                     | 306           |
| Nonresident Surcharge                                  | 1115                  | 3345          | 1221                    | 3663          |
| <b>Ironton</b>   |                       |               |                         |               |
| Tuition  | \$ 680                | \$2040        | \$ 745                  | \$2235        |
| General Fee  | 58                    | 174           | 64                      | 192           |
| Nonresident Surcharge                                  | 32                    | 96            | 35                      | 105           |

## Appendix E

### Option B Schedule of Graduate and Undergraduate Student Fees Regional Higher Education 1992-93

| <u>Category</u>  | <u>Proposed Increases</u> |               |
|--|---------------------------|---------------|
|  | <u>Quarter</u>            | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                           |               |
| Tuition  | \$ 60                     | \$180         |
| General Fee  | 8                         | 24            |
| Nonresident Surcharge                                  | 95                        | 285           |
| <b>Ironton</b>   |                           |               |
| Tuition  | \$ 58                     | \$174         |
| General Fee  | 5                         | 15            |
| Nonresident Surcharge                                  | 3                         | 9             |

| <u>Category</u>  | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|--|-----------------------|---------------|-------------------------|---------------|
|  | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                       |               |                         |               |
| Tuition  | \$ 706                | \$2118        | \$ 766                  | \$2298        |
| General Fee  | 93                    | 279           | 101                     | 303           |
| Nonresident Surcharge                                  | 1115                  | 3345          | 1210                    | 3660          |
| <b>Ironton</b>   |                       |               |                         |               |
| Tuition  | \$ 680                | \$2040        | \$ 738                  | \$2214        |
| General Fee  | 58                    | 174           | 63                      | 189           |
| Nonresident Surcharge                                  | 32                    | 96            | 35                      | 105           |

## Appendix E

### Option C Schedule of Graduate and Undergraduate Student Fees Regional Higher Education 1992-93

| <u>Category</u>  | <u>Proposed Increases</u> |               |
|--|---------------------------|---------------|
|  | <u>Quarter</u>            | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                           |               |
| Tuition  | \$ 49                     | \$147         |
| General Fee  | 7                         | 21            |
| Nonresident Surcharge                                  | 78                        | 234           |
| <b>Ironton</b>   |                           |               |
| Tuition  | \$ 48                     | \$144         |
| General Fee  | 4                         | 12            |
| Nonresident Surcharge                                  | 2                         | 6             |

| <u>Category</u>  | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|--|-----------------------|---------------|-------------------------|---------------|
|  | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                       |               |                         |               |
| Tuition  | \$ 706                | \$2118        | \$ 755                  | \$2265        |
| General Fee  | 93                    | 279           | 100                     | 300           |
| Nonresident Surcharge                                  | 1115                  | 3345          | 1193                    | 3579          |
| <b>Ironton</b>   |                       |               |                         |               |
| Tuition  | \$ 680                | \$2040        | \$ 728                  | \$2184        |
| General Fee  | 58                    | 174           | 62                      | 186           |
| Nonresident Surcharge                                  | 32                    | 96            | 34                      | 102           |

## Appendix E

### Option D Schedule of Graduate and Undergraduate Student Fees Regional Higher Education 1992-93

| <u>Category</u>  | <u>Proposed Increases</u> |               |
|--|---------------------------|---------------|
|  | <u>Quarter</u>            | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                           |               |
| Tuition  | \$ 35                     | \$105         |
| General Fee  | 5                         | 15            |
| Nonresident Surcharge                                  | 38                        | 234           |
| <b>Ironton</b>   |                           |               |
| Tuition  | \$ 34                     | \$102         |
| General Fee  | 3                         | 9             |
| Nonresident Surcharge                                  | 2                         | 6             |

| <u>Category</u>  | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|--|-----------------------|---------------|-------------------------|---------------|
|  | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Eastern, Chillicothe,<br/>Lancaster, Zanesville</b> |                       |               |                         |               |
| Tuition  | \$ 706                | \$2118        | \$ 741                  | \$2223        |
| General Fee  | 93                    | 279           | 98                      | 294           |
| Nonresident Surcharge                                  | 1115                  | 3345          | 1193                    | 3579          |
| <b>Ironton</b>   |                       |               |                         |               |
| Tuition  | \$ 680                | \$2040        | \$ 714                  | \$2142        |
| General Fee  | 58                    | 174           | 61                      | 183           |
| Nonresident Surcharge                                  | 32                    | 96            | 34                      | 102           |

## Appendix F

### Option A Schedule of Medical Student Fees 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Medical</b>        |                           |               |
| Tuition               | \$227                     | \$681         |
| General Fee           | 19                        | 57            |
| Nonresident Surcharge | 106                       | 318           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Medical</b>        |                       |               |                         |               |
| Tuition               | \$2272                | \$6816        | \$2499                  | \$7497        |
| General Fee           | 204                   | 612           | 223                     | 669           |
| Nonresident Surcharge | 1115                  | 3345          | 1221                    | 3663          |

## Appendix F

### Option B Schedule of Medical Student Fees 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Medical</b>        |                           |               |
| Tuition               | \$227                     | \$681         |
| General Fee           | 17                        | 51            |
| Nonresident Surcharge | 95                        | 285           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Medical</b>        |                       |               |                         |               |
| Tuition               | \$2272                | \$6816        | \$2499                  | \$7497        |
| General Fee           | 204                   | 612           | 221                     | 663           |
| Nonresident Surcharge | 1115                  | 3345          | 1210                    | 3630          |

## Appendix F

### Option C Schedule of Medical Student Fees 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Medical</b>        |                           |               |
| Tuition               | \$227                     | \$681         |
| General Fee           | 14                        | 42            |
| Nonresident Surcharge | 78                        | 234           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Medical /</b>      |                       |               |                         |               |
| Tuition               | \$2272                | \$6816        | \$2499                  | \$7497        |
| General Fee           | 204                   | 612           | 218                     | 654           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |

## Appendix F

### Option D Schedule of Medical Student Fees 1992-93

| <u>Category</u>       | <u>Proposed Increases</u> |               |
|-----------------------|---------------------------|---------------|
|                       | <u>Quarter</u>            | <u>Annual</u> |
| <b>Medical</b>        |                           |               |
| Tuition               | \$227                     | \$681         |
| General Fee           | 10                        | 30            |
| Nonresident Surcharge | 78                        | 234           |

| <u>Category</u>       | <u>Actual 1991-92</u> |               | <u>Proposed 1992-93</u> |               |
|-----------------------|-----------------------|---------------|-------------------------|---------------|
|                       | <u>Quarter</u>        | <u>Annual</u> | <u>Quarter</u>          | <u>Annual</u> |
| <b>Medical</b>        |                       |               |                         |               |
| Tuition               | \$2272                | \$6816        | \$2499                  | \$7497        |
| General Fee           | 204                   | 612           | 214                     | 642           |
| Nonresident Surcharge | 1115                  | 3345          | 1193                    | 3579          |



## **Appendix G**

### **UPAC ACTION AGENDA**

**1992-93**

**UPAC ACTION AGENDA  
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## I. INTRODUCTION

Beginning with the 1984-85 academic year various study groups have been established to examine the issues which should guide the work of UPAC. Membership on these study groups has not been limited to members to UPAC but also has included representatives with special interests or expertise that related to specific task force assignments.

When study groups complete their assignments, written reports are prepared which are presented to the full UPAC committee for discussion. Additional study groups with expanded membership have been established to review the work of the first effort and to incorporate into revised reports additional issues or conclusions that were raised during the report presentations.

During the current planning cycle, two UPAC task forces were formed to thoroughly review the UPAC Action Agenda and to propose changes in existing content and to incorporate new themes which have evolved from the work of the colloquium on the Third Century of the University.

This outline is an attempt to summarize the major underlying issues and conclusions contained in those reports or from the discussions that accompanied their presentation. The conclusions and action agenda items contained in this outline are not presented in any particular priority order nor are the items meant to be all inclusive. Rather, they represent an attempt to outline an action agenda to guide the work of UPAC in focusing on a planning horizon that extends beyond the preparation of the annual budget.

Planning unit participants and members of UPAC are encouraged constantly to critique this action agenda and to suggest ways in which it might become a vehicle for the continued evolution of our planning process.

## **II. FOCUS ON EXCELLENCE**

### **A. INVOLVEMENT IN LEARNING**

#### **Conclusions:**

- + Support for excellent teaching is vital to the University mission.
- + Exchange between professors about teaching strategies and concerns needs to be facilitated with particular emphasis on faculty renewal.
- + Teaching associates must be adequately prepared to contribute effectively to undergraduate education.
- + Quality undergraduate teaching must involve students in research and creative processes beginning in their early undergraduate years and continuing throughout their education.

#### **Action Agenda:**

1. All colleges should find new ways to honor distinguished undergraduate and graduate teaching by their faculty and teaching associates; Universitywide recognition for outstanding teaching must go beyond the University Professor Program.
2. Strategies need to be established to encourage faculty to update their approaches to teaching in new and unconventional ways.
3. All teaching associates with grade book responsibilities should be required to take a departmentally-based course in their first quarter of teaching which introduces them to the instructional strategies appropriate for that discipline and initiates them into the University's standards for teaching.
4. Uniform standards for language proficiency of international teaching associates should be continuously monitored.
5. If the University Curriculum Council recommends the continuation of Tier III in its present form when it is reviewed in 1989, methods should be found which reward faculty and departments for teaching Tier III classes and for developing topical, interdisciplinary, and area studies.
6. Revision of course objectives and curricula should be continued to enhance inquiry, research, and creative activity throughout the undergraduate program.

## **II. FOCUS ON EXCELLENCE**

### **B. DEVELOPING CRITICAL AND CREATIVE THINKING SKILLS**

#### **Conclusions:**

- + Critical and creative thinking skills represent the hallmark of a university education.
- + Teaching conceptual, systems oriented decision making gives students a framework for knowledge acquisition and information synthesis that serves the graduate long after the specific course content becomes obsolete.

#### **Action Agenda:**

1. Academic departments need to continuously strive to modify curricula to reflect a logical flow of educational experiences that build upon one another in developing critical thinking skills.
2. UPAC should encourage planning units to develop opportunities for interdisciplinary interaction that would encourage critical and creative thinking.
3. Individual educators should be encouraged to build problem solving components into their courses.
4. Recognition of the importance of developing critical and creative thinking skills should be expanded to include co-curricular and other noninstructional units of the University.

## **II. FOCUS ON EXCELLENCE**

### **C. INTERDISCIPLINARY INTERACTION**

#### **Conclusions:**

- + Development of interdisciplinary approaches to teaching, service and research are important aspects of strong University programs and require the removal of organizational barriers which exist within and between departments.
- + Many disciplines would benefit dramatically from combining the views of diverse fields in the research and educational thrust of their own fields.
- + Interdisciplinary interaction is fundamental to the development of critical thinking skills.
- + Few settings exist in which educators from various disciplines can meet and plan joint efforts.
- + The scope of interdisciplinary cooperation needs to extend beyond college boundaries.

#### **Action Agenda:**

1. The University should develop a strategy for the facilitation of interdisciplinary research, service and teaching.
2. The effects of interdisciplinary efforts on weighted student credit hours, faculty FTE and teaching loads should be studied to insure that their uses do not impede future interdisciplinary efforts.
3. Informal interdisciplinary forums should be encouraged to help individuals from different disciplines meet and plan together.
4. Academic programs should develop course offerings which include interdisciplinary content and stimulate involvement of faculty from related disciplines.

## **II. FOCUS ON EXCELLENCE**

### **D. POST-BACCALAUREATE INSTRUCTION**

#### **Conclusions:**

- + Strong graduate programs at Ohio University are essential components of the concept of a university.
- + Such programs stimulate research and scholarly productivity among the faculty, serve the broader interests of the state and nation by the production of new knowledge and have a direct and measurable positive impact on the quality of undergraduate programs.
- + To remain a vital component of the University enterprise, the graduate programs of Ohio University must attract and retain outstanding students.
- + Given the constraints on the size of the undergraduate program the main potential for growth in the next 3-5 years is at the graduate level.
- + Stipend and other forms of financial support for graduate students in some programs of Ohio University have not remained competitive with support levels throughout Ohio or the nation.
- + The level of increase in graduate student financial aid required to remain or become competitive differs among competing programs.

#### **Action Agenda:**

1. Ohio University should strive to increase the stipend pool by at least the same percentage as faculty compensation.
2. Planning units should be encouraged to develop a plan for growth in selected areas of excellence in their graduate programs.
3. Both graduate stipends from operating funds and the services required of graduate assistants should be competitive with those of similar programs on a national level, and be sufficient to attract and retain top quality graduate students.

4. Stipend increases should be allocated at the college level in accordance with market demand and the potential for improving the quality of future students to be recruited. The basis of selective funding should be academic preparation, minority recruitment, institutional need and service potential.
5. All participating departments should monitor the status of support provided by comparable competing programs nationally and throughout Ohio. The office of Graduate Student Services routinely collects statistical information from other universities which may be of assistance.
6. Budgetary units which have difficulty in maintaining stipends at competitive levels should be encouraged to submit well justified proposals to UPAC to address the situation.



## **II. FOCUS ON EXCELLENCE**

### **E. ACADEMIC AND SUPPORT PROGRAMMING**

#### **Conclusions:**

- + The university library with its various periodicals and collections is at the center of any living university. The increased costs of periodicals and journals especially in the science areas of the curriculum have greatly exceeded the capacity of the library to maintain the number and scope of scientific journals of the past.
- + Erosion in the support for supplies, maintenance and travel during the past 15 years due to persistent inflation and modest state funding has impaired the ability of the university to maintain and improve program quality.
- + The promotion of greater internationalism is essential to the well-being of the University, the Athens community and the state.
- + The maturing technology of information storage and retrieval has important implications for the mode of service delivery of the modern library for acquisition, storage and utilization of library materials.

#### **Action Agenda:**

1. Substantial annual allocations should continue to be provided for library acquisitions and the acquisitions budget should continue to be included in any general allocation for supplies and equipment budgets.
2. Major annual allocations should be sustained and regularized for supplies and equipment budgets. Consideration should be given to specific increases for supplies, maintenance and travel budgets. Priority should be given to units of the university where the greatest need appears to exist.
3. The faculty and administration at all levels are encouraged to remove bureaucratic hindrances and to encourage additional interdisciplinary teaching and research and service efforts.

4. A fund should be established within the university to provide for special professional travel to research conferences, libraries with special research collections, and to research facilities of other universities for Ohio University faculty, staff and students. This fund also could be used to bring international and nationally recognized scholars to Athens for short visits or seminars.
5. The recommendations of study commissions at the University, State and National levels addressing the issue of library services for the next decade should be implemented as soon as feasible.

## **II. FOCUS ON EXCELLENCE**

### **F. PROGRAM SUPPORT FOR ONGOING PROGRAMS**

#### **Conclusions:**

- + Instructional units have received and will likely continue to receive funding for instructional equipment from the state for equipment inventory replacement. A systematic allocation for equipment inventory replacement in support areas must also be developed.
- + While equipment inventory replacement in the instructional programs has been partially addressed, allocations for maintenance and repair budgets have not kept pace.
- + For many years deferred maintenance of plant facilities at Ohio University has resulted in a backlog of unbudgeted maintenance projects. Although many improvements have occurred the current small operating reserve may not be adequate to deal with crises.
- + Administrative impediments affecting the lives of students and faculty must be minimized through adequate staffing of support programs and modernization of administrative systems.

#### **Action Agenda:**

1. A significant portion of the UPAC pool should be allocated for nonpersonnel expenditures.
2. UPAC should consider well documented proposals for the purchase, repair, or replacement of high cost equipment items which are beyond the capacity of individual units to accommodate.
3. Noninstructional units should develop plans for maintenance needs necessary to avoid crisis situations and should submit plans to UPAC for consideration.
4. Development of the new interactive student record and budget accounting system should be expedited.
5. The major administrative processes of the University should be studied routinely and modifications proposed which make them more responsive to the needs they are intended to serve.

## **II. FOCUS ON EXCELLENCE**

### **G. QUALITY OF UNIVERSITY LIFE**

#### **1. Facilities and Programs**

##### **Conclusions:**

- + Maintenance and repair of the physical plant of the University are essential components of an effective working/living/learning environment of the University community.
- + A carefully defined workable plan for external orientation and promotion is required to communicate effectively and promote the many outstanding programs of the University.
- + Ohio University and the Athens community should serve as a cultural center for Southeastern Ohio.
- + Cultural and recreational activities and outlets for the creative talents of faculty, staff and students are important dimensions of the "University experience."
- + Retention of faculty, staff and students is influenced by the quality of physical facilities and the availability of adequate cultural and recreational opportunities.
- + Student/faculty/staff recreational needs are a high priority item for the University.

##### **Action Agenda:**

1. Capital funding should be sought for facilities which improve the quality of life, with special emphases on facilities for the performing arts, recreation, and cultural programs.
2. Cultural and recreational programming should be improved, expanded and emphasized for all members of the University community.

3. The systematic program of external promotion designed to develop public awareness of Ohio University and to showcase the many quality programs and accomplishments of the University should be continued.
4. The University should develop and enhance outreach activities that affect the Athens community and Southeast Ohio.

## **II. FOCUS ON EXCELLENCE**

### **G. QUALITY OF UNIVERSITY LIFE**

#### **2. Student Advising**

##### **Conclusions:**

- + Advising is one area in which improvements should be made.
- + The primary goal should be to provide for more and better interactions between students and faculty.

##### **Action Agenda:**

1. Materials to help train advisors should be made available to every department.
2. Advising training should be provided by each college using outstanding advisors from the respective college.
3. Advising should be a part of one's teaching responsibilities and given consideration in merit pay and tenure decisions.
4. All new faculty and those hired within the past five years should receive advising training.
5. All colleges should develop check sheets for every major offered; a complete set should be available for student use.
6. There should be an evaluation of the advising system.

## **II. FOCUS ON EXCELLENCE**

### **G. QUALITY OF UNIVERSITY LIFE**

#### **3. Student/Faculty/Staff/Administration Interaction**

##### **Conclusions:**

- + There is a lack of faculty/student interaction in and outside the classroom.

##### **Action Agenda:**

1. The University should maintain existing programs and develop new ones that will encourage faculty, staff, and administrators to get to know students as people, and vice versa.
2. Existing mentoring programs should be enhanced, and new ones should be developed.
3. Administrators should be more visible to students (e.g., regularly eating lunch in dining halls).
4. Opportunities should be created in which students can interact with administrators (e.g., brown bag lunches).

## **II. FOCUS ON EXCELLENCE**

### **G. QUALITY OF UNIVERSITY LIFE**

#### **4. Quality of Life Development**

##### **Conclusions:**

- + Programs inside the residence halls have a direct bearing on the retention rate.
- + Programs to improve retention are needed for students who do not live in University housing.

##### **Action Agenda:**

1. Existing programs should be evaluated to see if they are meeting student's needs.
2. Low participation students should be identified and programs developed to help them become more involved.
3. Emphasis should be on programs that appeal to the entire student population.



### III. RESEARCH AND SCHOLARLY ACHIEVEMENT

#### Conclusions:

- + There is a growing expectation for research and scholarly productivity among all faculty.
- + Often there is an imperfect match between existing departmental research equipment and resources and the research specialty of newly employed faculty.
- + Keeping active faculty and keeping faculty active in research and scholarly pursuits requires resources for travel, start-up, and summer funding and funding for teaching replacement during periodic research leaves.
- + A large number of faculty retirements are anticipated in the near future. Research and equipment needs of their replacements will significantly impact the 300-900 budgets in every area.
- + A detailed summary is needed of the types of support for research and scholarly activity available through the Office of Graduate and Research Programs and through the office of the University's Washington liaison.
- + Interdisciplinary research efforts are difficult to support under the present system. The *Educational Plan II* emphasizes the value of interdisciplinary activities but resources for it are inadequate.
- + The use of shared resources is a necessary response to the increasing cost of research equipment.

#### Action Agenda:

1. The formalized allocation process to provide teaching replacement for faculty on research or scholarly activity assignment should be enhanced. Periodic review of the process to provide teaching replacement for faculty should be conducted.
2. Supplies and equipment budgets should be increased each year by at least the general rate of inflation.
3. The Office of the Associate Provost for Graduate and Research Programs should compile a publication for faculty describing the resources available for research and scholarly activities including resources available through this office. The role of the University's Washington liaison in contacting federal agencies and other Washington funding sources should also be clarified.

4. More resources should be allocated to support graduate students in research activities and for travel to present papers.
5. A task force should be formed which makes recommendations regarding the support of interdisciplinary research and scholarly activities at the Athens as well as regional campuses.
6. The capacity of the University to provide assistance in grant application and preparation should be expanded.

#### **IV. ATTRACTING AND RETAINING OUTSTANDING STUDENTS, FACULTY and STAFF**

##### **Conclusions:**

- + If growth in the graduate programs is to be encouraged systematic analysis of graduate students' quality, acceptance and attrition rates is required for adequate assessment and accountability. Recruitment of quality graduate students should be encouraged.
- + Hiring minority and female faculty requires a multifaceted approach including attention to the University location and milieu.
- + The successful recruitment and retention of outstanding students is inextricably linked to the effective communication of the rich and varied opportunities available at Ohio University.
- + UPAC should encourage those activities that contribute most to a sense of community and encourage various sponsors to effectively communicate "The Ohio University Story."
- + Exposure to and involvement in the full range of experiences in the life of the University are important for all students and promote improved student retention, achievement and personal development.
- + Since many faculty will retire nationwide in the next 10 years it will be important to pay attention to the need to retain recently hired faculty in high demand areas.

##### **Action Agenda:**

1. The need for another Early Retirement Incentive Program for all employees should be investigated and a policy should be clearly enunciated.
2. Efforts should be expanded to attract very high quality students in selected programs who are currently applying to Ohio University but who are enrolling at other universities.
3. There is a need to provide emergency financial assistance to good students (GPA > 2.80) who have exhausted their supply of Federal and State aid and who would otherwise drop out of school.

4. Systematic collection and analysis of data about graduate students should be instituted to allow for rational assessment and planning for growth in selected areas.
5. Stipend numbers and amounts should be evaluated regularly, and the use of super-stipends to attract quality graduate students should be continued and expanded.
6. The minority recruitment program for faculty and staff begun in 1987-88 should be continued, although attention should be given to the distribution of new positions among colleges and departments to avoid staffing distortions.
7. The university should institute a policy to allow for a timely response to situations where existing faculty are being recruited by other institutions.
8. The University should strive to improve the campus environment for minorities and women by encouraging innovative work assignments and scheduling, and by regular review of environmental factors affecting this segment of the university community.
9. Due to the need to encourage interdisciplinary cooperation the use of staff planning models and weighted student credit hours should be carefully reviewed and revised to reflect the new goals of the third century document.
10. The University should seek to recruit and retain all minorities while maintaining its commitment to the recruitment and retention of black Americans.
11. Ties should be strengthened with alumni, advisory boards, the various campuses of the University, public school officials and teachers, residents of southeastern Ohio, the state and region, to communicate the opportunities available at Ohio University.
12. Available resources of financial aid should be utilized to strengthen and reinforce outstanding programs and to stimulate interest and commitment of current and potential students in strong but under-represented programs of study.
13. Admission criteria should be developed and utilized which preserve the traditionally diverse character of Ohio University enrollment while responding to need to become increasingly selective in response to enrollment management programs.
14. The University should encourage initiatives to recruit and retain top quality graduate students.
15. Additional resources should be allocated to selective areas providing exceptional graduate training, even if this requires the redirection of resources from marginal programs through the staff planning process.

## **V. CHALLENGE OF CHANGE**

### **A. TECHNOLOGICAL INNOVATION**

#### **Conclusions:**

- + Computer and other technology developments will continue to have a major impact on the university and its curriculum.
- + The effective utilization of technological innovations require the provision of faculty and staff professional development opportunities. Such opportunities should be made available and be budgeted at the college and the university level.
- + The pace of technological change, the relatively short useful life of some high technology equipment, and the costs of maintaining and servicing equipment have often not been adequately addressed when initial acquisitions have been planned.
- + While not imposing rigid standards for hardware acquisition, the present policy of monitoring hardware acquisitions for comparability and maintenance availability has been effective.
- + The conversion of existing classroom space to dedicated computer laboratories often has not been planned in the context of an overall classroom and laboratory utilization plan.

#### **Action Agenda:**

1. Proposals for the acquisition of sophisticated technological equipment, such as computers, should include provision for maintenance and repair, supervision and security, and space utilization including environmental requirements for electrical service and interconnection with existing facilities.
2. The University should examine its equipment maintenance policy with regard to setting of rates for repair. Uniform standards for maintenance of equipment should be established.
3. The university policy for the monitoring of computer and other technological acquisitions should be clarified to address questions of compatibility, cost containment, obsolescence, maintenance, and necessary professional development.

4. A long range plan for the provision of adequate classroom space should be developed before additional existing classroom facilities are utilized for computer and video laboratories.
5. A universitywide evaluation of the technology currently in use is needed to better understand:
  - a. its impact on the working environment;
  - b. its effectiveness in instruction;
  - c. the long range implications of continued use;
  - d. the needs for change and needs for stabilization in acquisition of new technology.

## **V. CHALLENGE OF CHANGE**

### **B. TECHNOLOGICAL INTEGRATION**

#### **Conclusions:**

- + Evolving instructional techniques now embrace the use of sophisticated visual aids to balance textual information.
- + Information strategies for the university need to enhance faculty, student and staff capabilities to sift through and locate pertinent data from the massive flow of information now available.
- + The nature of how information is located, retrieved and distributed on campus will require evolution of library, computer and communications services.
- + Enhanced graphic representations and high quality text presentation have become a competitive issue both for researchers seeking grant funding and for educators striving to enhance student learning.

#### **Action Agenda:**

1. Mechanisms need to be created to provide time and resources for faculty to investigate the viability of using videodisc, computer aided instruction, etc. and to integrate these technologies into the classroom.
2. Departments should identify content intensive courses that could be taught effectively using interactive video/computer methods.
3. The University needs to facilitate access to electronic information.
4. Electronic publishing technologies need to be explored by departments to improve the visual quality of instructional materials and research grant requests and reports.
5. Academic service units need to make available to faculty and students up-to-date technological resources for creating and utilizing audio/visual instructional aids.
6. The library should be encouraged to continue pursuing coordinated holdings with other libraries and to expand the use of electronic information sources as means to curb the increase in acquisition costs.
7. University guidelines should be developed to help conduct cost/benefit analyses of technological acquisitions.

## **V. CHALLENGE OF CHANGE**

### **C. RESPONSIVENESS**

#### **Conclusions:**

- + The University has faced, and will continue to face, significant modifications in the external environment.
- + There is a need for all facets of the University, including the planning process itself, to avoid rigidities and to be responsive to change.
- + Traditional lines of demarcation between disciplines and programs will continue to shift in response to change.
- + The University should implement mechanisms at every level that will detect and report significant external change.
- + The pace of change, especially in regard to technological innovation, often proceeds at a pace more rapid than can be evaluated.

#### **Action Agenda:**

1. Within the parameters of the University planning process, each responsible unit (including academic departments and schools) should formally conduct a periodic evaluation of the environment and examine the results of that process.
2. UPAC should create a small venture capital pool for unusual programs (which are programs designed in anticipation of change and may carry high risk of failure). Proposals for innovative teaching methods should be included within this pool. This pool should be used to fund programs for a maximum of two years, after which evaluation of effectiveness will be conducted before continuation of funding is assured.
3. UPAC should continue to create special task forces in response to emerging issues.



## **VI. COPING WITH SELECTIVITY AND DEMAND**

### **Conclusions:**

- + Programs with selective admission standards have experienced stable enrollment as a result of selective admissions. This may not be true in the future.
- + The quality of students in all colleges has improved with selective admissions, however students who want certain majors, but cannot make the higher admissions standards of these programs present a number of problems to the University.
- + Improved retention has increased the percentage of minority students who graduate. However, selective admissions has resulted in the attraction of a smaller number of minority students who enroll as freshmen.
- + Selective admissions has resulted in improved retention in all programs.
- + Dramatically falling numbers of high school graduates may cause an end to the high demand for admission to Ohio University and therefore an inability to practice selectivity at current levels.
- + Selective admissions policies have resulted in some loss of diversity in the student body.
- + Expectations are that one million Ohioans, representing 20 percent of Ohio's workers, will need retraining to remain employable.
- + Selective admissions criteria, while generally beneficial, can exclude some excellent students from university educations.
- + Qualities such as sensitivity, which are critical to performance in many service professions, cannot be measured by current standards of "academic preparedness."

### **Action Agenda:**

1. Summer programs which have been provided for minority students who become applicants to programs with selective admissions criteria should be continued and expanded.
2. Matriculation rates for Ohio high school students should be carefully monitored to better predict future enrollment patterns.

3. Selective admissions and student diversity should be examined in the context of the university mission, to achieve a reasonable balance between the two.
4. Formal procedures should be developed and employed for making admissions more selective in all programs of the University. Negative effects of selectivity on the student body and on instructional programs should be minimized through the advising process.
5. The University must take a leadership role in recruiting experienced individuals seeking retraining and further study by encouraging the development of programs and program options designed for the returning, experienced student.
6. In general, admissions criteria need to be sufficiently flexible to meet the needs of the various academic programs to identify alternative student profiles that meet a broader sense of what "preparedness" means.
7. Special efforts should be made in applying flexible admissions criteria to improve the enrollment distribution pattern in underutilized programs of the University.

## **VII. STRENGTH THROUGH DIVERSITY**

### **A. BREADTH OF ACADEMIC PROGRAMS**

#### **Conclusions:**

- + Among the most outstanding characteristics of Ohio University is the diversity of its student body, staff, and faculty and the breadth of its academic programs.
- + The residential nature of the campus provides a wealth of opportunity for promoting diversity in campus life.
- + Ohio University will continue to offer an unusual breadth of majors and professional degrees.
- + The breadth and diversity of academic programs must be maintained at a level of high quality.
- + Interdisciplinary efforts among existing units will have continued University support.
- + Although considerable attention has been directed to interdisciplinary programs at the graduate and faculty research level, less attention has been paid to interdisciplinary opportunities for undergraduates.

#### **Action Agenda:**

1. In responding to the need for innovation we must not slight the task of maintaining the strength of existing programs. Allocation of resources should reflect this.
2. The University should continue to investigate methods and patterns of budgeting which facilitate interdisciplinary efforts through a multiple assignments of positions.
3. Options should be explored which will allow undergraduate students greater flexibility in combining majors or foci of study in addition to existing programs such as the Bachelor of General Studies.
4. Models should be evaluated and explored that encourage cooperation among departments for graduate interdisciplinary programs.

## **VII. STRENGTH THROUGH DIVERSITY**

### **B. UNIVERSITY COMMUNITY LIFE**

#### **Conclusions:**

- + The concept of diversity at Ohio University includes persons who differ from the majority on the basis of cultural and ethnic background, gender, and physical disabilities.
- + Ohio University should be proud of its long history of acceptance of persons of diverse cultures and backgrounds.
- + The presence of persons from different backgrounds in the University community provides many opportunities for curriculum enrichment, cultural and social enrichment, and exchange.
- + More demands will be placed on the University to meet University participants' social, recreational, cultural and spiritual as well as educational needs.
- + A welcoming community climate is essential to the development of all University members.
- + Role models of diverse backgrounds and role models for the integration of diverse individuals and groups are essential to student development.
- + A supportive climate results from a combination of programs and should relationships with people.
- + Minority individuals and groups often need more proactive support to succeed in another group's culture.
- + Helping persons to interact supportively with others from different backgrounds requires continuous effort.
- + The openness of the larger Athens community to people of diverse backgrounds contributes to the attractiveness of the University as a place to work and learn.

#### Action Agenda:

1. Interaction, acceptance, and understanding among individuals must be supported and encouraged in all areas of University community life.
2. Programs and educational opportunities must be made available outside the classroom to foster acceptance and understanding.
3. Additional strategies need to be developed to insure closer integration of residential life and educational goals and to encourage involvement in co-curricular activities, cultural programs, and recreational activities.
4. Sufficient faculty and staff diversity must be developed to meet the needs of a diverse student population as advisors, mentors, and role models.
5. All University employees' sensitivity to diversity should be encouraged and developed in order to facilitate development of student sensitivity to diversity.
6. The University should be proactive in encouraging acceptance and understanding of individual and group differences, especially in its social, cultural, and recreational programs.
7. Whenever possible, courses should reflect the University's interest in addressing the issues and contributions of diverse individuals.
8. The University should extend its efforts to enhance acceptance of diversity into the larger Athens community.

## **VII. STRENGTH THROUGH DIVERSITY**

### **B. DIVERSITY OF STUDENT LIFE**

#### **1. MINORITY STUDENT PROGRAMS AND SERVICES**

##### **Conclusions:**

- + While the number of minority students seeking admission to the university has increased and retention by minority students at Ohio University is above the national average, there is still a significant gap between the number of minority students admitted to the University and those who actually enroll.
- + Due to the increased attention to recruitment of minority faculty and students, the face of Ohio University is changing.
- + Ohio University should be competitive with other comparable institutions in attracting minority graduate students.

##### **Action Agenda:**

1. Recruitment and retention of minorities must remain a high priority.
2. Particular attention must be paid to devising strategies to improve the matriculation rate of admitted minority students.
3. A plan should be devised for meeting the needs of minority students and increasing their involvement in campus life.
4. Funding of the existing minority scholarship program should be maintained and improved. These scholarships should be vigorously advertised and promoted.
5. An in depth study and analysis of the overall profile of Ohio University minority graduates should be conducted.
6. The University should seek to recruit and retain all minorities while maintaining its commitment to the recruitment and retention of black Americans.
7. Particular attention should be given to strategies for attracting black American graduate students.
8. Recruitment efforts at the graduate level could focus on faculty and staff without terminal degrees at historically black institutions.

## **VII. STRENGTH THROUGH DIVERSITY**

### **B. DIVERSITY OF STUDENT LIFE**

#### **3. INTERNATIONAL STUDENTS**

##### **Conclusions:**

- + Although there is a significant presence of international students on campus, interaction and understanding between cultural groups needs continued attention and improvement.
- + The absence of a clearly defined policy on international programming has limited the impact of international programs in the areas of curriculum and campus life.
- + No student should graduate from Ohio University untouched by its extensive international resources.
- + The internationalization of the curriculum should be matched with increased co-curricular and cultural activities that heighten awareness of the heritage and cultures of international students.

##### **Action Agenda:**

1. Instructional, co-curricular and cultural programs and services of the University should be created or modified to increase interaction and understanding between international and American students.
2. Improved public information programs should be devised to describe and promote a balanced array of international activities.
3. Cultural activities and programming should be increased and improved to enhance international understanding for all members of the University community.

## **VII. STRENGTH THROUGH DIVERSITY**

### **C. INTERNATIONAL OPPORTUNITIES**

#### **Conclusions:**

- + Ohio University enjoys a very favorable reputation for the strength of its international programs.
- + While the strength of international programs is widely perceived, broad participation in and commitment to worldwide work is missing.
- + The scale of international activities has grown beyond the capacity of existing coordination structures to provide effective leadership.
- + While international activities have proliferated, the distribution across the institution is uneven and expected outcomes have not always been achieved.
- + International projects and programs have grown sharply in the past decade as the result of initiatives of individuals or small groups and not as a coordinated institution-wide effort. Programming has limited the impact of international programs in the areas of curriculum and campus life.
- + The United States operates within an increasingly interdependent world.
- + Our graduates require an increasing level of global awareness in areas such as economics, politics and cultural heritage.

#### **Action Agenda:**

1. The scope of the Study Abroad Committee should be expanded to include review and coordination of all activities involving placement and conduct of programs for student study abroad.
2. A comprehensive university policy should be developed to spell out procedures for the establishment of international links and to describe the role of colleges and departments in promoting, screening, and evaluating international commitments.
3. Priority should be given to international agreements which have a direct impact on the curriculum and which provide opportunities for American students to study abroad.



4. Financial incentives should be created to stimulate units to engage in international activities which further institutional objectives.
5. The criteria used to select proposals for funding throughout the University should be modified to encourage ones which contribute to the internationalization of the curriculum and campus life.
6. A series of workshops on the internationalization of the curriculum should be organized.
7. Study Abroad activities should be coordinated from one central office.
8. Financial Aid policies should be reviewed with regard to support for students studying abroad. The Study Abroad Scholarship Program in the College of Arts & Sciences should be expanded to all colleges.
9. Faculty in all academic units should include in their systematic review of the curriculum a focus on the ways in which the curricula can be expanded to include a global perspective.

## **VIII. STUDENT CHARGES AND FINANCIAL ASSISTANCE**

### **Conclusions:**

- + As tuition and fees increase, additional scholarships and work opportunities are required to maintain access for able but needy students.
- + Student charges among the public universities of Ohio continue to rank above the national average.
- + Increases in the out-of-state surcharge may have contributed to a decrease in the number of out-of-state students at Ohio University.

### **Action Agenda:**

1. Tuition increases at Ohio University, regardless of economic conditions or state allocation variances should approximate increases in the general rate of inflation.
2. UPAC should continue to provide corresponding increases in the various student scholarships and other forms of financial aid to accompany any increase in student fees.
3. UPAC should support other programs that offer financial assistance to able students who are not categorized as in need, but who may drop out without some assistance.
4. While Ohio University should continue to monitor the out-of-state surcharge at other schools, it should maintain the current policy of recovering the lost state support for these nonresidents.

## IX. FACULTY AND STAFF COMPENSATION

### Conclusions:

- + The University should continue making progress toward the commitment of the 1976 Trustee Resolution to reach the upper quartile among the 13 public universities of Ohio in faculty compensation.
- + Summer, part-time, and overload rates need not be set at the same levels.
- + Summer salary rates do not provide sufficient incentive for teaching. This causes particular problems in recruitment of faculty from the upper ranks to teach in the summer.
- + Graduate student stipend levels should be increased annually to match increases at other institutions and to assure continuous recruitment of outstanding graduate students to the programs of Ohio University.
- + Health benefit costs continue to increase faster than faculty and staff salaries.

### Action Agenda

1. Faculty and contract staff compensation should be increased at a rate exceeding the general rate of inflation and to levels which preserve or improve the present relative standing among comparable institutions.
2. A travel incentive plan for Athens-based faculty should be adopted by all the regional campuses to increase the incentive to teach on regional campuses.
3. The University should continue to increase summer teaching compensation.
4. Particular attention must be paid to the recruitment of senior faculty for summer teaching.
5. The budgeting process for summer school should be made more consistent with budgeting procedures for the academic year.
6. An adjustment should be made to the salaries of employees who are very near the bottom of the state range.

7. Graduate student stipend rates should be increased annually as are other forms of compensation. The University needs to ensure that its stipends remain at a level which maintains selectivity in graduate admissions.
8. Health benefit cost containment initiatives should be continued and combined with a cost effective flexible benefits plan for faculty and staff.

## **X. RECRUITMENT AND RETENTION OF WOMEN**

### **Conclusions:**

- + Although there are many initiatives to improve the climate for women on campus, the University lacks an articulated overall mission statement.
- + The Status of Women Survey, conducted in 1988, assessed perceptions. However, many individuals appear to be unaware of University actions prior to and after the survey.
- + Exposure to women who have successfully entered occupations deters subsequent sex discrimination. Discriminatory judgments are abated when the exposure is to a group of women rather than a lone successful woman.
- + The University needs to maintain vigilance regarding salary equity.
- + The lack of availability of employment for spouses is a problem in recruiting faculty and retaining women.
- + Availability and cost of child care are of concern to employees.
- + The University needs a well-integrated, campus-wide educational program on sexual harassment, sexual discrimination, and sexism.
- + Educational efforts alone are not sufficient to deal with sexual harassment, discrimination, and sexism. Accountability needs to be built into institutional evaluation and planning.
- + Complaints of sexual harassment may be made to any of several individuals or offices on campus. However, the system may be susceptible to inconsistency in handling of cases across campus, to protection of repeat offenders, and to perceptions that the University does not take harassment seriously.
- + The climate for women can be enhanced by increasing faculty and students' awareness of scholarship by and about women.
- + There continue to be some areas in the University where women are underserved (e.g., athletic and recreational facilities).

- + Ongoing attention to women's issues is most likely to occur to the extent that the monitoring and advocacy functions are carried out as specific responsibilities of a particular individual or office.
- + The climate for and status of women can be enhanced by attracting additional resources to the university.
- + Recruitment and retention of women can be enhanced by efforts to assimilate new employees and to encourage continuing employees, regardless of gender.
- + Parental leave policies should support women's opportunities for success in their professional endeavors.

Action Agenda:

1. The University should develop a mission statement on the climate for women that articulates the values of fairness and equity as well as the need for civility and respect as fundamental values governing the institution.
2. The University should provide information in a coordinated and coherent fashion about existing processes and policies relating to topics such as sexual harassment, delay of the tenure clock, leave policies, and the salary equity study.
3. Increasing the number of women on campus, particularly in faculty positions, in senior administrative positions with line responsibilities, and in the skilled trades, will decrease sexism and further increase opportunities for women.
4. The salary equity study should be conducted every three years. An additional factor to monitor in future comparisons is comparable worth.
5. The Office of Personnel Services should develop a spouse employment referral program that includes educational institutions and employment agencies in Columbus, Marietta, Parkersburg, and Huntington.
6. A child care task force should be established to investigate various options such as university-subsidized contracting of child care, tax-sheltered spending accounts, infant care, and sick-child care.
7. Educational efforts on sexual harassment, discrimination, and sexism--particularly an integrated campus-wide program--should be encouraged. Although all employees should be targeted, a special focus should be on awareness and handling of such situations by department/unit heads.

8. Accountability can be increased by adding questions assessing recruitment and retention of women to the University Curriculum Council's 5-year review questionnaire for departments. Awareness and handling of sexual harassment and discrimination should be addressed in the annual evaluations of deans, chairs/directors, and administrative and classified supervisory personnel. Sensitivity and respect for students of both sexes should be assessed in students' evaluations of faculty teaching.
9.
  - a. We need to create an atmosphere in which individuals believe that their complaints will be dealt with fairly and effectively.
  - b. A centralized method of compiling complaints, which is particularly important in dealing with multiple offenses, should be added to the current grievance procedures.
10. Gender balance in the curriculum should be an institutional value, and encouragement should be provided for efforts to integrate scholarship by and about women into the curriculum.
11. The university should strive to attain equity across institutional facilities and resources for women.
12. A focus on women's issues should continue to be a specific responsibility of the Affirmative Action Office as well as the responsibility of a higher level administrative position.
13. Special fund raising efforts should focus on projects by and about women.
14. University-wide efforts should be initiated or increased to ease the transition of new employees and to integrate them into their departments and the university community, as well as to support and reinforce continuing employees.
15. The University should review its parental leave policy to ascertain that it assures diversity of faculty and staff by supporting women's ability to carry on a full professional life and provide adequate nurturing for their children.

Ms. Turoczy presented and moved approval of the resolution. Mr. Leonard seconded the motion. Approval was unanimous.

## **TUITION AND FEE SCHEDULE FOR 1992-93**

### **RESOLUTION 1992 -- 1221**

**WHEREAS**, the State of Ohio reduced the amount of state support for Higher Education during the current fiscal year, and

**WHEREAS**, uncertainty surrounds the state support for Higher Education in Fiscal Year 1992-93, and makes it necessary at this time to assume various levels of state support and student fee schedules reflecting these different levels.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees adopts the following schedules of fees effective Fall Quarter 1992:

1. Fee Schedule A shall be adopted provided the level of state support is less than that contained in Option B of the Program Planning Report.
2. Fee Schedule B shall be adopted provided the level of state support is less than that contained in Option C, but not less than that contained in Option B of the Program Planning Report.
3. Fee Schedule C shall be adopted provided the level of state support is less than that contained in Option D, but not less than that contained in Option C of the Program Planning Report.
4. Fee Schedule D shall be adopted provided the level of state support is equal to, or more than that contained in Option D of the Program Planning Report.

**BE IT FURTHER RESOLVED**, that the implementation of fee Schedules A or B are contingent upon a revision to the current state mandated fee cap.



OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
ATHENS CAMPUS

SCHEDULE A

|  | <u>Approved</u><br><u>1991-92</u> | <u>Proposed</u><br><u>1992-93</u> | <u>Change</u> |
|--|-----------------------------------|-----------------------------------|---------------|
| <u>Full-Time Students</u>                    |                                   |                                   |               |
| <u>Undergraduate</u> (11-20 hours inclusive) |                                   |                                   |               |
| Instructional                                | \$ 785                            | \$ 860                            | \$ 75         |
| General                                      | 204                               | 223                               | 19            |
| Non-Resident Surcharge                       | 1,115                             | 1,221                             | 106           |
| <u>Medical</u>                               |                                   |                                   |               |
| Instructional                                | 2,272                             | 2,499                             | 227           |
| General                                      | 204                               | 223                               | 19            |
| Non-Resident Surcharge                       | 1,115                             | 1,221                             | 106           |
| <u>Graduate</u> (9-18 hours inclusive)       |                                   |                                   |               |
| Instructional                                | 908                               | 999                               | 91            |
| General                                      | 204                               | 223                               | 19            |
| Non-Resident Surcharge                       | 1,115                             | 1,221                             | 106           |
| <u>Part-Time Hours</u>                       |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 97                                | 106                               | 9             |
| Non-Resident                                 | 208                               | 227                               | 19            |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 138                               | 151                               | 13            |
| Non-Resident                                 | 277                               | 303                               | 26            |
| <u>Excess Hours</u>                          |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 49                                | 53                                | 4             |
| Non-Resident                                 | 104                               | 113                               | 9             |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 81                                | 89                                | 8             |
| Non-Resident                                 | 163                               | 178                               | 15            |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
REGIONAL CAMPUSES

SCHEDULE A  
(continued)

|  | <u>Approved<br/>1991-92</u> | <u>Proposed<br/>1992-93</u> | <u>Change</u> |
|--|-----------------------------|-----------------------------|---------------|
| <u>Full-Time Students</u>                          |                             |                             |               |
| <u>Undergraduate</u> (11-20 hours inclusive)       |                             |                             |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                             |                             |               |
| Instructional                                      | \$ 706                      | \$ 773                      | \$ 67         |
| General  | 93                          | 102                         | 9             |
| Non-Resident Surcharge                             | 1,115                       | 1,221                       | 106           |
| Ironton  |                             |                             |               |
| Instructional                                      | 680                         | 745                         | 65            |
| General  | 58                          | 64                          | 6             |
| Non-Resident Surcharge                             | 32                          | 35                          | 3             |
| <u>Part-Time Hours</u>                             |                             |                             |               |
| <u>Undergraduate</u>                               |                             |                             |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                             |                             |               |
| Ohio Resident                                      | 74                          | 81                          | 7             |
| Non-Resident                                       | 184                         | 201                         | 17            |
| Ironton  |                             |                             |               |
| Ohio Resident                                      | 68                          | 74                          | 6             |
| Non-Resident                                       | 71                          | 77                          | 6             |
| <u>Excess Hours</u>                                |                             |                             |               |
| <u>Undergraduate</u>                               |                             |                             |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                             |                             |               |
| Ohio Resident                                      | 38                          | 41                          | 3             |
| Non-Resident                                       | 95                          | 104                         | 9             |
| Ironton  |                             |                             |               |
| Ohio Resident                                      | 38                          | 41                          | 3             |
| Non-Resident                                       | 43                          | 47                          | 4             |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
ATHENS CAMPUS

SCHEDULE B

|  | <u>Approved</u><br><u>1991-92</u> | <u>Proposed</u><br><u>1992-93</u> | <u>Change</u> |
|--|-----------------------------------|-----------------------------------|---------------|
| <u>Full-Time Students</u>                    |                                   |                                   |               |
| <u>Undergraduate</u> (11-20 hours inclusive) |                                   |                                   |               |
| Instructional                                | \$ 785                            | \$ 852                            | \$ 67         |
| General                                      | 204                               | 221                               | 17            |
| Non-Resident Surcharge                       | 1,115                             | 1,210                             | 95            |
| <u>Medical</u>                               |                                   |                                   |               |
| Instructional                                | 2,272                             | 2,499                             | 227           |
| General                                      | 204                               | 221                               | 17            |
| Non-Resident Surcharge                       | 1,115                             | 1,210                             | 95            |
| <u>Graduate</u> (9-18 hours inclusive)       |                                   |                                   |               |
| Instructional                                | 908                               | 999                               | 91            |
| General                                      | 204                               | 221                               | 17            |
| Non-Resident Surcharge                       | 1,115                             | 1,210                             | 95            |
| <u>Part-Time Hours</u>                       |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 97                                | 105                               | 8             |
| Non-Resident                                 | 208                               | 225                               | 17            |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 138                               | 151                               | 13            |
| Non-Resident                                 | 277                               | 302                               | 25            |
| <u>Excess Hours</u>                          |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 49                                | 53                                | 4             |
| Non-Resident                                 | 104                               | 112                               | 8             |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 81                                | 88                                | 7             |
| Non-Resident                                 | 163                               | 177                               | 14            |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
REGIONAL CAMPUSES

SCHEDULE B  
(continued)

|  | <u>Approved</u><br><u>1991-92</u> | <u>Proposed</u><br><u>1992-93</u> | <u>Change</u> |
|--|-----------------------------------|-----------------------------------|---------------|
| <u>Full-Time Students</u>                          |                                   |                                   |               |
| <u>Undergraduate</u> (11-20 hours inclusive)       |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Instructional                                      | \$ 706                            | \$ 766                            | \$ 60         |
| General  | 93                                | 101                               | 8             |
| Non-Resident Surcharge                             | 1,115                             | 1,210                             | 95            |
| Ironton  |                                   |                                   |               |
| Instructional                                      | 680                               | 738                               | 58            |
| General  | 58                                | 63                                | 5             |
| Non-Resident Surcharge                             | 32                                | 35                                | 3             |
| <u>Part-Time Hours</u>                             |                                   |                                   |               |
| <u>Undergraduate</u>                               |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Ohio Resident                                      | 74                                | 80                                | 6             |
| Non-Resident                                       | 184                               | 199                               | 15            |
| Ironton  |                                   |                                   |               |
| Ohio Resident                                      | 68                                | 73                                | 5             |
| Non-Resident                                       | 71                                | 76                                | 5             |
| <u>Excess Hours</u>                                |                                   |                                   |               |
| <u>Undergraduate</u>                               |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Ohio Resident                                      | 38                                | 41                                | 3             |
| Non-Resident                                       | 95                                | 103                               | 8             |
| Ironton  |                                   |                                   |               |
| Ohio Resident                                      | 38                                | 41                                | 3             |
| Non-Resident                                       | 43                                | 46                                | 3             |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
ATHENS CAMPUS

SCHEDULE C

|  | <u>Approved<br/>1991-92</u> | <u>Proposed<br/>1992-93</u> | <u>Change</u> |
|--|-----------------------------|-----------------------------|---------------|
| <u>Full-Time Students</u>                    |                             |                             |               |
| <u>Undergraduate</u> (11-20 hours inclusive) |                             |                             |               |
| Instructional                                | \$ 785                      | \$ 840                      | \$ 55         |
| General                                      | 204                         | 218                         | 14            |
| Non-Resident Surcharge                       | 1,115                       | 1,193                       | 78            |
| <u>Medical</u>                               |                             |                             |               |
| Instructional                                | 2,272                       | 2,499                       | 227           |
| General                                      | 204                         | 218                         | 14            |
| Non-Resident Surcharge                       | 1,115                       | 1,193                       | 78            |
| <u>Graduate</u> (9-18 hours inclusive)       |                             |                             |               |
| Instructional                                | 908                         | 999                         | 91            |
| General                                      | 204                         | 218                         | 14            |
| Non-Resident Surcharge                       | 1,115                       | 1,193                       | 78            |
| <u>Part-Time Hours</u>                       |                             |                             |               |
| <u>Undergraduate</u>                         |                             |                             |               |
| Ohio Resident                                | 97                          | 103                         | 6             |
| Non-Resident                                 | 208                         | 222                         | 14            |
| <u>Graduate</u>                              |                             |                             |               |
| Ohio Resident                                | 138                         | 150                         | 12            |
| Non-Resident                                 | 277                         | 299                         | 22            |
| <u>Excess Hours</u>                          |                             |                             |               |
| <u>Undergraduate</u>                         |                             |                             |               |
| Ohio Resident                                | 49                          | 52                          | 3             |
| Non-Resident                                 | 104                         | 111                         | 7             |
| <u>Graduate</u>                              |                             |                             |               |
| Ohio Resident                                | 81                          | 88                          | 7             |
| Non-Resident                                 | 163                         | 176                         | 13            |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
REGIONAL CAMPUSES

SCHEDULE C  
(continued)

|  | Approved<br>1991-92 | Proposed<br>1992-93 | Change |
|--|---------------------|---------------------|--------|
| <u>Full-Time Students</u>                          |                     |                     |        |
| <u>Undergraduate</u> (11-20 hours inclusive)       |                     |                     |        |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                     |                     |        |
| Instructional                                      | \$ 706              | \$ 755              | \$ 49  |
| General  | 93                  | 100                 | 7      |
| Non-Resident Surcharge                             | 1,115               | 1,193               | 78     |
| Ironton  |                     |                     |        |
| Instructional                                      | 680                 | 728                 | 48     |
| General  | 58                  | 62                  | 4      |
| Non-Resident Surcharge                             | 32                  | 34                  | 2      |
| <u>Part-Time Hours</u>                             |                     |                     |        |
| <u>Undergraduate</u>                               |                     |                     |        |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                     |                     |        |
| Ohio Resident                                      | 74                  | 79                  | 5      |
| Non-Resident                                       | 184                 | 196                 | 12     |
| Ironton  |                     |                     |        |
| Ohio Resident                                      | 68                  | 72                  | 4      |
| Non-Resident                                       | 71                  | 75                  | 4      |
| <u>Excess Hours</u>                                |                     |                     |        |
| <u>Undergraduate</u>                               |                     |                     |        |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                     |                     |        |
| Ohio Resident                                      | 38                  | 40                  | 2      |
| Non-Resident                                       | 95                  | 101                 | 6      |
| Ironton  |                     |                     |        |
| Ohio Resident                                      | 38                  | 40                  | 2      |
| Non-Resident                                       | 43                  | 46                  | 3      |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
ATHENS CAMPUS

SCHEDULE D

|  | <u>Approved</u><br><u>1991-92</u> | <u>Proposed</u><br><u>1992-93</u> | <u>Change</u> |
|--|-----------------------------------|-----------------------------------|---------------|
| <u>Full-Time Students</u>                    |                                   |                                   |               |
| <u>Undergraduate</u> (11-20 hours inclusive) |                                   |                                   |               |
| Instructional                                | \$ 785                            | \$ 824                            | \$ 39         |
| General                                      | 204                               | 214                               | 10            |
| Non-Resident Surcharge                       | 1,115                             | 1,193                             | 78            |
| <u>Medical</u>                               |                                   |                                   |               |
| Instructional                                | 2,272                             | 2,499                             | 227           |
| General                                      | 204                               | 214                               | 10            |
| Non-Resident Surcharge                       | 1,115                             | 1,193                             | 78            |
| <u>Graduate</u> (9-18 hours inclusive)       |                                   |                                   |               |
| Instructional                                | 908                               | 999                               | 91            |
| General                                      | 204                               | 214                               | 10            |
| Non-Resident Surcharge                       | 1,115                             | 1,193                             | 78            |
| <u>Part-Time Hours</u>                       |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 97                                | 101                               | 4             |
| Non-Resident                                 | 208                               | 220                               | 12            |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 138                               | 150                               | 12            |
| Non-Resident                                 | 277                               | 299                               | 22            |
| <u>Excess Hours</u>                          |                                   |                                   |               |
| <u>Undergraduate</u>                         |                                   |                                   |               |
| Ohio Resident                                | 49                                | 51                                | 2             |
| Non-Resident                                 | 104                               | 110                               | 6             |
| <u>Graduate</u>                              |                                   |                                   |               |
| Ohio Resident                                | 81                                | 88                                | 7             |
| Non-Resident                                 | 163                               | 176                               | 13            |

OHIO UNIVERSITY  
FEE SCHEDULE  
EFFECTIVE FALL QUARTER 1992  
REGIONAL CAMPUSES

SCHEDULE D  
(continued)

|  | <u>Approved</u><br><u>1991-92</u> | <u>Proposed</u><br><u>1992-93</u> | <u>Change</u> |
|--|-----------------------------------|-----------------------------------|---------------|
| <u>Full-Time Students</u>                          |                                   |                                   |               |
| <u>Undergraduate</u> (11-20 hours inclusive)       |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Instructional                                      | \$ 706                            | \$ 741                            | \$ 35         |
| General  | 93                                | 98                                | 5             |
| Non-Resident Surcharge                             | 1,115                             | 1,193                             | 78            |
| Ironton  |                                   |                                   |               |
| Instructional                                      | 680                               | 714                               | 34            |
| General  | 58                                | 61                                | 3             |
| Non-Resident Surcharge                             | 32                                | 34                                | 2             |
| <u>Part-Time Hours</u>                             |                                   |                                   |               |
| <u>Undergraduate</u>                               |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Ohio Resident                                      | 74                                | 77                                | 3             |
| Non-Resident                                       | 184                               | 195                               | 11            |
| Ironton  |                                   |                                   |               |
| Ohio Resident                                      | 68                                | 71                                | 3             |
| Non-Resident                                       | 71                                | 74                                | 3             |
| <u>Excess Hours</u>                                |                                   |                                   |               |
| <u>Undergraduate</u>                               |                                   |                                   |               |
| Belmont, Chillicothe, Lancaster and<br>Zanesville: |                                   |                                   |               |
| Ohio Resident                                      | 38                                | 39                                | 1             |
| Non-Resident                                       | 95                                | 100                               | 5             |
| Ironton  |                                   |                                   |               |
| Ohio Resident                                      | 38                                | 39                                | 1             |
| Non-Resident                                       | 43                                | 45                                | 2             |



Mr. Leonard presented and moved approval of the resolution. Mr. Campbell seconded the motion. The motion passed with Mr. Hodson abstaining from discussion or vote because of his part-time faculty role in the School of Journalism.

## **COMPENSATION POOL FOR 1992-93**

### **RESOLUTION 1992 -- 1222**

**WHEREAS**, the Program Planning Report, March 1992, contains recommended compensation pools for faculty and staff,

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees authorizes the President to prepare contracts to implement adjustments for faculty and staff in the next fiscal year in accordance with the Program Planning Report, March 1992.

**BE IT FURTHER RESOLVED** that the President is authorized to prepare recommended compensation for university executive officers for fiscal year 1992-93. The recommendations will be reviewed with the Board of Trustees at their next board meeting.

**RESIDENCE AND DINING HALL PLANNING REPORT:  
RATES FOR 1992-93**

**RESOLUTION 1992 -- 1223**

WHEREAS, sustained effort has been made to achieve financial stability for Ohio University's residence and dining hall auxiliary while still providing necessary services for student residents, and

WHEREAS, the residence and dining hall auxiliary is legally obliged to budget for all operating expenses and debt service obligations by means of fees which are collected from students who use the residential and dining hall facilities, and

WHEREAS, the residence and dining hall auxiliary fund is experiencing additional expense due to inflation and service costs, a series of new rate structures has been developed for room, board, apartments, and other services which will generate additional revenue, and

WHEREAS, the executive officers of the University have reviewed and evaluated the recommended increases in conjunction with a proposed budget for the 1992-93 fiscal year, and have concluded that the rates are commensurate with projected costs of operation, they hereby recommend that the following rate changes be approved.

**ROOM RATES (QUARTERLY)**

|                          | <u>CURRENT RATE</u> | <u>PROPOSED RATE</u> |
|--------------------------|---------------------|----------------------|
| Single                   | \$732               | \$769                |
| Double/Standard          | 595                 | 625                  |
| Double/New S. G. (staff) | 659                 | 692                  |
| Triple                   | 492                 | 517                  |
| Quad                     | 556                 | 584                  |
| Large Single             | 788                 | 827                  |

**BOARD RATES (QUARTERLY)**

|                       | <u>CURRENT RATE</u> | <u>PROPOSED RATE</u> |
|-----------------------|---------------------|----------------------|
| 7 Meal flexible plan  | \$418               | \$439                |
| 14 Meal flexible plan | 576                 | 605                  |
| 20 Meal plan          | 616                 | 647                  |
| Green Carte Blanche   | 787                 | 826                  |

RESOLUTION 1992, Continued  
Page Two

UNIVERSITY APARTMENT RENTAL RATES (MONTHLY)

| <u>APARTMENT TYPE - WOLFE STREET</u> | <u>CURRENT RATE</u> | <u>PROPOSED RATE</u> |
|--------------------------------------|---------------------|----------------------|
| Efficiency, furnished                | \$295               | \$310                |
| 1 Bedroom, furnished                 | 336                 | 353                  |
| Bedroom-Nursery furnished            | 369                 | 387                  |
| 2 Bedroom, furnished                 | 411                 | 432                  |

| <u>APARTMENT TYPE - MILL STREET</u> | <u>CURRENT RATE</u> | <u>PROPOSED RATE</u> |
|-------------------------------------|---------------------|----------------------|
| 1 Bedroom, unfurnished              | \$376               | \$395                |
| 1 Bedroom, furnished                | 428                 | 449                  |
| 2 Bedroom, unfurnished              | 444                 | 466                  |
| 2 Bedroom, furnished                | 495                 | 520                  |

WHEREAS, the 1992-93 budget incorporates Board of Trustee action in room and board rates for the next fiscal year, and

WHEREAS, the executive officers of the University have reviewed the financial premises and the 1992-93 budget and recommend its adoption.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees does hereby adopt the 1992-93 Residence and Dining Hall Fund Budget including rate increases dated April 4, 1992.

rj: RATES0.0  
3/92

# Ohio University

## Interoffice Communication

DATE: March 17, 1992

TO: Charles Ping, President

FROM: Gary North, Vice President for Administration

SUBJECT: Housing Rate Recommendations for the 1992-93 School Year

I am recommending a five per cent (5%) increase in housing rates for the 1992-93 academic year applicable to residence halls, apartments, and other auxiliary operations. My recommendation is based on review and consultation with the Dorm and Dining Planning Committee. This increase is necessary to meet anticipated cost increases in the current operation.

The following cost increase assumptions were used in projecting rates:

|                 |                          |              |
|-----------------|--------------------------|--------------|
| 1. Insurance    |                          | 22.0%        |
| 2. Compensation | A) Bargaining Unit Staff | 40¢ per hour |
|                 | B) Contract              | 2.0%         |
| 3. Utilities    | A) Electricity           | 26.0%        |
|                 | B) Gas                   | 5.0%         |
|                 | C) Water                 | 15.0%        |
| 4. Food Cost    |                          | 3.0%         |
| 5. Supplies     |                          | 5.5%         |

An average annual occupancy of 95.62% is assumed for 1992-93, based on the large number of freshmen currently housed and the number of new student applications received by the Admissions Office. A 95.16% participation rate is assumed for the food service program.

The budget includes the following expenditures for capital improvements:

|   |                    |
|---|--------------------|
| A. Capital improvements funded from operating funds                         | \$1,000,000        |
| B. Capital improvements funded from the repair and replacement reserve fund | <u>\$1,300,000</u> |
| Total projected improvement expenditures                                    | \$2,300,000        |

March 17, 1992

A summary of planned capital expenditures and equipment purchases is included with budget documentation.

In addition to the inflationary increases and reserve fund expenditures described above, the 1992-93 budget provides for:

1. Recreation program improvements in the amount of \$250,000.
2. Continuation of the Residence Life program excellence fund in the amount of \$25,000.
3. A \$10,000 increase for the residence hall security program.

I believe the rate increase is reasonable based on expected occupancy and available economic information. The new budget will provide for a continued high quality academic support and residence service program and will augment our efforts to continue to improve the quality of life for students.

I recommend approval.

GBN/rs

PROPOSED ROOM AND BOARD RATES

|                                     | 1991-92        | TOTAL    | 1992-93        |
|-------------------------------------|----------------|----------|----------------|
|                                     | QUARTERLY RATE | INCREASE | QUARTERLY RATE |
| Standard Single Room                | \$732          | \$37     | \$769          |
| Standard Double Room                | 595            | 30       | 625            |
| New South Green Double Room (Staff) | 659            | 33       | 692            |
| Triple                              | 492            | 25       | 517            |
| Quad                                | 556            | 28       | 584            |
| Large Single Room                   | 788            | 39       | 827            |
| Board - 14 meal flexible plan       | 576            | 29       | 605            |
| Board - 20 meal                     | 616            | 31       | 647            |
| Board - Green Card                  | 787            | 39       | 826            |
| Board - 7 meal                      | 418            | 21       | 439            |
| <hr/>                               |                |          |                |
| LINEN SERVICE                       | \$ 26          | \$-6     | \$ 20          |
| <hr/>                               |                |          |                |
| GARAGE PARKING                      | 57             | 2        | 59             |

UNIVERSITY STUDENT APARTMENTS

| APARTMENT TYPE                 | 1991-92        | TOTAL    | 1992-93        |
|--------------------------------|----------------|----------|----------------|
|                                | MONTHLY RENTAL | INCREASE | MONTHLY RENTAL |
| <u>Wolfe Street Apartments</u> |                |          |                |
| Efficiency, furnished          | \$ 295         | \$ 15    | \$ 310         |
| One-bedroom, furnished         | 336            | 17       | 353            |
| Bedroom - Nursery              | 369            | 18       | 387            |
| Two-bedroom - furnished        | 411            | 21       | 432            |
| <u>Mill Street Apartments</u>  |                |          |                |
| One-bedroom, unfurnished       | \$ 376         | \$ 19    | \$ 395         |
| One-bedroom, furnished         | 428            | 21       | 449            |
| Two-bedroom, unfurnished       | 444            | 22       | 466            |
| Two-bedroom, furnished         | 495            | 25       | 520            |

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3/92

OHIO UNIVERSITY  
Residence and Dining Hall  
Current Auxiliary Fund  
Revised Long Range Forecast Premises  
March 1992

1992-93      Based on the March 1992 Proposed Budget

1993-94      Same as 1992-93 except:

1. Capital Improvement projects reduced by \$712,000
2. Housekeeping equipment reduced by \$336,400
3. No withdrawal from or contribution to the Repair and Replacement Reserve.
4. Student room telephone lease purchase annual debt of \$474,500 was paid off in 1992-93

1994-95      Same as 1993-94 except:

1. The remaining telephone lease purchase annual debt of \$42,600 was paid off in 1993-94.

1995-96      Same as 1994-95.  
and  
1996-97

Note: It is understood that all inflationary costs associated with each year specified (1993-97) would be funded through room and board increases.

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      3/92

OHIO UNIVERSITY  
RESIDENCE AND DINING HALL  
CURRENT AUXILIARY FUND

173

| <u>Revised Long Range Forecast</u> | 1992-93<br>Proposed<br>Budget<br>6855 | Changes          | 1993-94<br>6855   | Changes         | 1994-95<br>6855   | Changes | 1995-96<br>6855   | Changes | March 1992<br>1996-97<br>6855 |
|------------------------------------|---------------------------------------|------------------|-------------------|-----------------|-------------------|---------|-------------------|---------|-------------------------------|
| Occupancy --- Fall Quarter         | \$                                    | \$               | \$                | \$              | \$                | \$      | \$                | \$      | \$                            |
| Income:                            |                                       |                  |                   |                 |                   |         |                   |         |                               |
| Residence Halls                    | 14,935,800                            |                  |                   |                 |                   |         |                   |         |                               |
| Dining Halls                       | 13,058,300                            |                  |                   |                 |                   |         |                   |         |                               |
| Total Income                       | <u>27,994,100</u>                     |                  | <u>27,994,100</u> |                 | <u>27,994,100</u> |         | <u>27,994,100</u> |         | <u>27,994,100</u>             |
| Operating Expenditures:            |                                       |                  |                   |                 |                   |         |                   |         |                               |
| Residence Life                     | 2,306,200                             |                  |                   |                 |                   |         |                   |         |                               |
| Dir. of Residence Services         | 345,400                               |                  |                   |                 |                   |         |                   |         |                               |
| Housing Office                     | 461,300                               |                  |                   |                 |                   |         |                   |         |                               |
| Uph. Shop/Special Maint.           | 815,600                               |                  |                   |                 |                   |         |                   |         |                               |
| Laundry Svcs. Student Room         | 18,100                                |                  |                   |                 |                   |         |                   |         |                               |
| Housekeeping                       | 4,405,300                             | (336,400)        |                   |                 |                   |         |                   |         |                               |
| Food Service                       | 8,620,300                             |                  |                   |                 |                   |         |                   |         |                               |
| Direct Maintenance                 | 1,987,400                             |                  |                   |                 |                   |         |                   |         |                               |
| Purchased Utilities                | 2,078,700                             |                  |                   |                 |                   |         |                   |         |                               |
| Capital Improvements               | 1,712,000                             | (712,000)        |                   |                 |                   |         |                   |         |                               |
| Other Admin. and Legal             | 237,500                               |                  |                   |                 |                   |         |                   |         |                               |
| Gen. Fund Indirect Cost            | 2,970,000                             |                  |                   |                 |                   |         |                   |         |                               |
| Student Room Telephone             | 652,100                               | (474,500)        |                   | (42,600)        |                   |         |                   |         |                               |
| Repair and Replacement Reserve     | (1,300,000)                           | 1,300,000        |                   |                 |                   |         |                   |         |                               |
| Operating Contingency              | 250,000                               |                  |                   |                 |                   |         |                   |         |                               |
| Total Operating Exp.               | <u>25,559,900</u>                     | <u>(222,900)</u> | <u>25,337,000</u> | <u>(42,600)</u> | <u>25,294,400</u> |         | <u>25,294,400</u> |         | <u>25,294,400</u>             |
| Net Income from Operations         | 2,434,200                             |                  | 2,657,100         |                 | 2,699,700         |         | 2,699,700         |         | 2,699,700                     |
| Interest on Debt Srv. Res.         | 222,000                               |                  | 222,000           |                 | 222,000           |         | 222,000           |         | 222,000                       |
| Total Net Inc. before Debt Srv.    | 2,656,200                             |                  | 2,879,100         |                 | 2,921,700         |         | 2,921,700         |         | 2,921,700                     |
| Debt Service - Mandatory           | 2,392,200                             |                  | 2,394,000         |                 | 2,397,900         |         | 2,399,100         |         | 2,406,600                     |
| Net Income (Deficit)               | 264,000                               |                  | 485,100           |                 | 523,800           |         | 522,600           |         | 515,100                       |
| Beginning Fund Balance             | 640,500                               |                  | 349,500           |                 | 279,600           |         | 248,400           |         | 216,000                       |
| Trans. to Plt. Funds Energy        |                                       |                  |                   |                 |                   |         |                   |         |                               |
| Management Savings                 | (555,000)                             |                  | (555,000)         |                 | (555,000)         |         | (555,000)         |         | (555,000)                     |
| Ending Fund Balance                | \$ 349,500                            | \$               | \$ 279,600        | \$              | \$ 248,400        | \$      | \$ 216,000        | \$      | \$ 176,100                    |

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REPAIR AND REPLACEMENT RESERVE  
MARCH 1992

Transfers from R. and D. Auxiliary Operations

|         |                |
|---------|----------------|
| 1978-79 | \$100,000      |
| 1979-80 | 200,000        |
| 1980-81 | 350,000        |
| 1981-82 | 150,000        |
| 1982-83 | 250,000        |
| 1983-84 | 200,000        |
| 1984-85 | 375,000        |
| 1985-86 | 375,000        |
| 1986-87 | 350,000        |
| 1988-89 | 575,000        |
| 1989-90 | <u>800,000</u> |

\$3,725,000

Transfers to R. and D. Auxiliary Operations

|         |                    |
|---------|--------------------|
| 1987-88 | (500,000)          |
| 1990-91 | <u>(1,000,000)</u> |

(1,500,000)

Interest Earned on Investments

|         |                |
|---------|----------------|
| 1981-82 | \$ 93,500      |
| 1982-83 | 84,500         |
| 1983-84 | 112,500        |
| 1984-85 | 66,200         |
| 1985-86 | 186,000        |
| 1986-87 | 186,300        |
| 1987-88 | 232,700        |
| 1988-89 | 265,300        |
| 1989-90 | 338,800        |
| 1990-91 | <u>377,400</u> |

\$1,943,200

|   |                |
|---|----------------|
| Excess Interest Income on 1974 Escrow Account                                       | 54,000         |
| Prepayment for Series B, Revenue Bonds and<br>Restructuring the 1974 Escrow Account | <u>290,300</u> |

|                 |           |
|-----------------|-----------|
| Balance 6/30/91 | 4,512,500 |
|-----------------|-----------|

|   |             |
|---|-------------|
| Transfer to R. and D. Auxiliary Operations<br>1991-92 Estimated | (1,180,000) |
|---|-------------|

|  |                  |
|--|------------------|
| Interest Earned on Investments 1991-92<br>Estimated (5% Average) | <u>225,600</u>   |
| Estimated Balance 6/30/92  | <u>3,558,100</u> |

|  |             |
|--|-------------|
| Transfer to R. and D. Auxiliary Operations<br>1992-93 Budget | (1,300,000) |
|--|-------------|

|  |                |
|--|----------------|
| Interest Earned on Investments 1992-93<br>Estimated (5% Average) | <u>177,900</u> |
|--|----------------|

|                           |                     |
|---------------------------|---------------------|
| Estimated Balance 6/30/93 | <u>\$ 2,436,000</u> |
|---------------------------|---------------------|

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**CAPITAL IMPROVEMENTS COMMITTEE**

**BUDGET RECOMMENDATION FOR 92-93**

**Operating Budget Projects**

|                                       |               |            |
|---------------------------------------|---------------|------------|
| 7800 Contingency                      | 41,000        |            |
| 7801 Exterior Paint                   | 50,000        | Aux        |
| 7803 Wolfe St. - Renovations          | 160,000       | Phy        |
| 7804 Bathroom Security Screens        | 42,000        | Aux        |
| 7805 Building Fire Alarms             | 75,000        | Env        |
| 7806 New Access/Alarm System          | 50,000        | Aux        |
| 7807 Facilities Condition Analysis    | 50,000        | Aux        |
| 7808 Weld Interiors                   | 36,000        | Aux        |
| 7809 N.S. - Shower Renovation         | 65,000        | Aux        |
| 7810 Boyd/Shively - Disabled Ramps    | 20,000        | Aux        |
| 7811 Mill St.- Landscaping            | 5,000         | Phy        |
| 7812 Staff Apts. - Kitchen Units      | 20,000        | Aux        |
| 7813 Shively - Disabled Modifications | 75,000        | Aux        |
| 7814 Hoover - Elevator Renovation     | 13,500        | Phy        |
| 7815 Tunnel Hatch Replacement         | 8,500         | Phy        |
| 7816 Convocation - Air Conditioning   | 18,000        | Phy        |
| 7817 Crawford - Carpet                | <u>21,000</u> | <u>Aux</u> |

**TOTAL BASE BUDGET**

**750,000**

**Reserve Fund Projects**

|                            |                |            |
|----------------------------|----------------|------------|
| 7802 Crawford - Cabinets   | 219,000        | Aux        |
| 7818 Mill St. - Balconies  | 50,000         | Phy        |
| 7819 N.S. - Elevated Walks | 200,000        | Phy        |
| 7820 Emergency Generators  | 243,100        | Phy        |
| 7821 Recreation Project    | <u>250,000</u> | <u>Aux</u> |

**TOTAL RESERVE FUNDS**

**962,100**

**TOTAL 92-93 CAPITAL IMPROVEMENTS**

**1,712,100**

RESERVE FUND EXPENDITURES 92-93

1. The following student bedroom furniture will be purchased from the Repair and Replacement Reserve in 1992-93:

|  |                |
|--|----------------|
| Crawford Hall - armchairs                                  | \$ 21,000      |
| Johnson Hall - bunk beds, armchairs, desks                 | 51,450         |
| Read Hall - bunk beds, armchairs, desks,<br>desk chairs    | 73,705         |
| Sargent Hall - bunk beds, armchairs, desks,<br>desk chairs | <u>190,190</u> |
| TOTAL EQUIPMENT PURCHASES                                  | 336,345        |

2. The Reserve will also fund five major capital improvement projects.

962,100

TOTAL RESERVE DRAW-DOWN

1,298,445

# BEDROOM FURNITURE PURCHASE FOR DELIVERY SUMMER 1992

## JOHNSON HALL

57 bedrooms, 105 bed spaces, no triples or lofts, new desk chairs in place.

### MOVEABLES

|  | <u>PERIOD</u> | <u>SAUDER</u> |
|--|---------------|---------------|
| 105 ea. bunk bed @ \$145                   | 15,225        |               |
| 105 ea. desk @ \$245                       | 25,725        |               |
| 60 ea arm chair @ \$175 (estimate)-3 spare |               | 10,500        |
| <b>TOTALS Johnson Hall Moveables</b>       | <b>40,950</b> | <b>10,500</b> |

## READ HALL

74 bedrooms, 131 bed spaces, 4 lofts in place in 4 triples.

### MOVEABLES

|   | <u>PERIOD</u> | <u>SAUDER</u> |
|---|---------------|---------------|
| 127 ea. bunk bed @ \$145                      | 18,415        |               |
| 127 ea. desk @ \$245                          | 31,115        |               |
| 130 ea. desk chair @ \$ 85 (estimate)-3 spare |               | 11,050        |
| 75 ea arm chair @ \$175 (estimate)-2 spare    |               | 13,125        |
| <b>TOTALS Read Hall Moveables</b>             | <b>49,530</b> | <b>24,175</b> |

## SARGENT HALL

176 bedrooms, 338 bed spaces, 14 lofts in place in 14 triples.

### MOVEABLES

|   | <u>PERIOD</u>  | <u>SAUDER</u> |
|---|----------------|---------------|
| 324 ea. bunk bed @ \$145                      | 46,980         |               |
| 338 ea. desk @ \$245                          | 82,810         |               |
| 340 ea. desk chair @ \$ 85 (estimate)-2 spare |                | 28,900        |
| 180 ea arm chair @ \$175 (estimate)-4 spare   |                | 31,500        |
| <b>TOTALS Sargent Hall Moveables</b>          | <b>129,790</b> | <b>60,400</b> |

## CRAWFORD HALL

93 bedrooms (22 quads, 32 triples), 247 total bed spaces.

MOVEABLES - desks, bunk beds and desk chairs purchased in 1989.

|  | <u>PERIOD</u>         | <u>SAUDER</u>         |
|--|-----------------------|-----------------------|
| 120 ea. arm chair @ \$175 (estimate)-5 spare |                       | 21,000                |
| <b>TOTALS Crawford Hall Moveables</b>        |                       | <b>21,000</b>         |
| <b>TOTAL All Projects</b>                    | <b><u>220,270</u></b> | <b><u>116,075</u></b> |

OHIO UNIVERSITY  
RESIDENCE AND DINING HALL CURRENT AUXILIARY FUND  
FINANCIAL PREMISES FOR THE 1992-93 BUDGET  
MARCH 1992

Rate Increase Request:

A proposed rate increase of 5.0% has been applied to all room, board and apartment charges.

Income Considerations:

In addition to the above rate increases, certain other categories have been increased correspondingly:

- a. Workshops
- b. Garage Rent
- c. Snack bar, catering and banquets, guest meals, etc.

Facility Utilization:

All residence halls will be available for the 1992-93 academic year.

Occupancy Levels:

|                         | <u>Fall Quarter</u> | <u>Average</u> | <u>Retention %</u> |
|-------------------------|---------------------|----------------|--------------------|
| 1991-92 Trustee Budget  |                     |                |                    |
| - student residents     | 6,855               | 6,490          | 94.68              |
| - dining hall students  | 6,784               | 6,399          | 94.33              |
| 1991-92 Actual/Forecast |                     |                |                    |
| - student residents     | 6,891               | 6,589          | 95.62              |
| - dining hall students  | 6,733               | 6,407          | 95.16              |
| 1992-93 Proposed Budget |                     |                |                    |
| - student residents     | 6,855               | 6,555          | 95.62              |
| - dining hall students  | 6,784               | 6,456          | 95.16              |

Repair and Replacement Reserve:

An amount of \$1,300,000 will be withdrawn from the reserve to fund major capital needs and additional projects and equipment beyond the established operating budget (\$1,000,000) contained in the Long Range Capital Plan. (See attached).

Inflationary Considerations:

Inflationary increases for compensation, raw food, utilities, and all other non-personnel operating expense amount to approximately 5.5% above the 1991-92 forecasted expenditures. The usage of operating fund balances and the Repair and Replacement Reserve for capital improvements and equipment reduces the overall room and board rate needed down to the 5.0%.

Program Excellence Fund:

The \$25,000 Program Excellence Fund, incorporated into the Residence Life Department's base budget in fiscal year 1986-87, continues to supplement quality student programs in the residence halls.

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3/92

OHIO UNIVERSITY  
RESIDENCE AND DINING HALL  
CURRENT AUXILIARY FUND  
1992-93 Proposed Budget  
March 1992

|  | -A-<br>1991-92<br>Trustee<br><u>Approved Budget</u> | -B-<br>1991-92<br>Forecast<br><u>1-31-92</u> | -C-<br>1992-93<br>Proposed<br><u>Budget</u> |
|--|---|--|---|
| Income   |   |  |   |
| Residence Halls  | \$14,372,500  | \$14,312,300                                 | \$14,935,800                                |
| Dining Halls   | <u>12,561,100</u>                                   | <u>12,507,700</u>                            | <u>13,058,300</u>                           |
| Total Income   | <u>26,933,600</u>                                   | <u>26,820,000</u>                            | <u>27,994,100</u>                           |
| Operating Expenditures                                 |   |  |   |
| Residence Life   | 2,274,000   | 2,233,600                                    | 2,306,200                                   |
| Director of Residence Services                         | 367,200   | 332,600                                      | 345,400                                     |
| Housing Office   | 444,900   | 451,600                                      | 461,300                                     |
| Upholstery Shop-Special Maint.                         | 753,600   | 776,400                                      | 815,600                                     |
| Laundry Service - Student Room                         | 17,100  | 17,600                                       | 18,100                                      |
| Housekeeping   | 3,799,500   | 4,458,200                                    | 4,405,300                                   |
| Food Service   | 8,263,900   | 8,271,000                                    | 8,620,300                                   |
| Direct Maintenance                                     | 1,885,700   | 1,866,300                                    | 1,987,400                                   |
| Purchased Utilities                                    | 2,027,600   | 1,986,800                                    | 2,078,700                                   |
| Capital Improvements                                   | 2,543,200   | 1,938,500                                    | 1,712,000                                   |
| Other Administrative and legal                         | 188,800   | 226,200                                      | 237,500                                     |
| General Fund Indirect Cost                             | 2,749,400   | 2,773,400                                    | 2,970,000                                   |
| Student Room Telephones                                | 586,500   | 650,300                                      | 652,100                                     |
| Repair and Replacement Reserve                         | (1,700,000)   | (1,180,000)                                  | (1,300,000)                                 |
| Operating Contingency                                  | <u>250,000</u>                                      | <u>104,200</u>                               | <u>250,000</u>                              |
| Total Operating Expenditures                           | <u>24,451,400</u>                                   | <u>24,906,700</u>                            | <u>25,559,900</u>                           |
| Net Income from Operations                             | 2,482,200   | 1,913,300                                    | 2,434,200                                   |
| Interest on Debt Service Reserve                       | <u>355,800</u>                                      | <u>222,000</u>                               | <u>222,000</u>                              |
| Total Net Income Before Debt Service                   | 2,838,000   | 2,135,300                                    | 2,656,200                                   |
| Debt Service--Mandatory                                | <u>2,387,600</u>                                    | <u>2,384,400</u>                             | <u>2,392,200</u>                            |
| Net Income   | 450,400   | (249,100)                                    | 264,000                                     |
| Beginning Fund Balance                                 | 572,100   | 1,426,400                                    | 640,500                                     |
| Transfer to Plant Funds--<br>Energy Management Savings | <u>(595,700)</u>                                    | <u>(536,800)</u>                             | <u>(555,000)</u>                            |
| Ending Fund Balance                                    | <u>\$ 426,800</u>                                   | <u>\$ 640,500</u>                            | <u>\$ 349,500</u>                           |

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

## **SPACE AND CAPITAL PLANNING GUIDELINES**

### **RESOLUTION 1992 -- 1224**

**WHEREAS**, the Board of Trustees did on June 24, 1978, adopt guidelines for space planning as a basis for developing the current Space Utilization and Management Study, and

**WHEREAS**, the Board of Trustees did on October 5, 1990, authorize the appointment of an architectural consultant to prepare, based upon the statement of goals and principles contained in Toward the Third Century, recommendations for space planning, campus development, and capital requests for the next decade, and

**WHEREAS**, as a part of this process the consultants, Böhm NBBJ, have developed with the Space Planning Advisory Committee, principles guiding the basics for long-range campus and capital planning.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approves these new Guidelines and directs that they be used in preparation of a revised plan for campus use, development, and capital requests.



## **GUIDELINES FOR SPACE AND CAPITAL PLANNING**

- Preserve the architectural and historical uniqueness of the Athens campus central area through careful restoration/remodeling/renovation of existing buildings and their environs.
- Maintain the Athens campus as a primarily residential institution totaling 18,000-20,000 students with about one-third housed on the campus.
- Integrate The Ridges land and buildings into the Athens campus operations and programs as need and time require.
- Develop the five outlying campuses as non-residential regional university centers.
- Determine both quantity and quality of space requirements for academic and supporting units through analysis of present and long-term future needs using realistic state and/or national standards.
- Follow a policy of "highest and best use" for space allocation within the Ohio University campuses academic area.
- Maximize effective and efficient use and reuse of existing physical plant to control growth in cost of owning and operating space.
- Limit dependence on new construction in meeting space needs and provide base operating adjustments to cover costs of any new construction.
- Preserve flexible space on the Athens campus to accommodate temporary occupant relocation during building renovations.
- Develop university and campus-wide technological and systems linkage to interconnect Ohio University campuses and programs.

Mr. Campbell presented and moved approval of the resolution.  
Mr. Hodson seconded the motion. All voted aye.

7. Campus Planning Authorization

RESOLUTION 1990 -- 1134

WHEREAS, the Board of Trustees did in 1978 adopt guidelines for purposes of space planning, and

WHEREAS, in 1980 as a result of the use of the guidelines by Richard Fleischman Architects, Incorporated, the Trustees accepted recommendations guiding campus developments and capital requests, and

WHEREAS, this space planning effort was predicated on the Educational Plan, 1977-1987, and

WHEREAS, the Board of Trustees adopted on January 30, 1988, Toward the Third Century as the Ohio University Educational Plan II.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees authorizes the President, in conjunction with the Budget, Finance and Physical Plant Committee, to interview and select an architectural consultant to prepare, based upon the statements of goals and principles contained in Toward the Third Century, recommendations for space planning, campus developments and capital requests for the next decade.

### 3. GUIDELINES FOR SPACE PLANNING

Mr. Bush presented the resolution and moved its adoption. He emphasized that the 15,000 student population planning figure was not to be taken as an enrollment projection. Mr. Lavelle seconded the motion.

President Ping reviewed the space planning process to date. He said the proposed guidelines spoke to the concerns that had surfaced in conversations and meetings on the subject, and that they provided the basis for a long-range campus plan for consideration by the Board in the fall or winter.

Mr. Keys reported on the tour of eleven potentially affected sites the previous day.

The vote to approve the resolution was unanimous.

#### RESOLUTION 1978--419

WHEREAS, the "Proposed Guidelines for Space Planning" have been developed by the University, and

WHEREAS, these Guidelines contain within themselves the reasons and justification for their development, and

WHEREAS, the Guidelines have been reviewed by the Space Advisory Committee, the University Planning Advisory Committee, and Administrative and other officers of the University,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approves these Guidelines.

1. The historical and architectural uniqueness of the Ohio University campus will be preserved by remodeling and restoration of existing buildings. Grounds, gardens, walkways, landscapings will receive attention to maintain and enhance the appearance of the campus. The College Green, a 175 year old legacy of the people of the Athens community, the State of Ohio and the nation, will reflect the campus heritage as Ohio's first university.

2. Ohio University will maintain instructional and general facilities for a maximum student population of 15,000. The facilities will serve undergraduate, graduate and professional education, research activity and the needs of a residential student population.

3. Ohio University will remain a residential campus housing a major portion of the undergraduate students on campus. The design capacity of the dormitory system and apartments will level at approximately 6,000 spaces.

4. Estimates of space requirements for particular academic departments, student services and support units will be based on: (1) long range program plans; (2) need analysis reflecting realistic national and state standards for space; (3) instructional enrollment projections.

5. Since present space exceeds relevant state standards for some types of space and for enrollment projections, the campus development plan will describe both restoration and phased processes for a net reduction over the next five biennia of 10 to 15 per cent of total space maintained by the university. Where space has definite potential for alternate use, the facility will be preserved. When the space change involves the replacement of obsolete or undesirable space, the space to be replaced will not be vacated until replacement space is available. A decision to demolish any space will require approval by the State Architect and action by the Board of Trustees. Such action will be based on detailed analysis of condition, possible alternate uses, new program potential, cost and energy savings.

6. Restoration of existing facilities rather than new construction will be the major goal of the long range plan. Replacement of facilities will be undertaken only when analysis makes it clear that current facilities are not suitable for restoration, or that remodeling will not provide appropriate spaces of the needed quality or type. Replacement will be considered where there is evidence of major operating cost and energy reductions or potential to improve dramatically the quality of instruction and research.



# Ohio University

E.W. Scripps School of Journalism  
Ohio University  
Athens, Ohio 45701-2979  
614-593-2590  
FAX: 614-593-2592

March 4, 1992

TO: Alan Geiger, Secretary, Ohio University Board of Trustees  
FROM: Ralph Izard, Director, School of Journalism *RIZ*  
SUBJECT: Russell N. Baird Graphics Laboratory

Professor Russell N. Baird formally retires at the end of the Winter Quarter 1992, completing his 40th year of service to the E.W. Scripps School of Journalism and Ohio University. The school's faculty has voted unanimously to recognize this service and Professor Baird's leadership in the 1976 establishment of the school's electronic graphics facility in Lasher Hall. This laboratory not only was the first for the school, but among the first among the nation's journalism programs.

Therefore, we request that the Ohio University Board of Trustees concur in this tribute to an outstanding faculty member by naming the current graphics laboratory the Russell N. Baird Graphics Laboratory.

It would be the intent of the faculty that appropriate designation of the naming and a suitable tribute to Professor Baird be permanently affixed to the wall outside the facility.

We sincerely appreciate your consideration of this request.

APPROVED:

*Ralph Izard*  
\_\_\_\_\_  
Director, School of Journalism

*David E. Nelson*  
\_\_\_\_\_  
Dean, College of Communication

*James L. Breuninger*  
\_\_\_\_\_  
Acting President

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

**NAMING OF JOURNALISM GRAPHICS LABORATORY**

**RESOLUTION 1992 -- 1225**

**WHEREAS**, the faculty of the E.W. Scripps School of Journalism wishes to recognize the 40 years of service given by Professor Russell N. Baird to the School of Journalism and Ohio University, and

**WHEREAS**, Professor Baird provided the leadership in 1976 to establish the School's electronic graphics laboratory, one of the first among national schools of journalism.

**THEREFORE, BE IT RESOLVED** that the graphics laboratory in Scripps Hall be named the "Russell N. Baird Graphics Laboratory".

Ms. Turoczy presented and moved approval of the resolution. Dr. Strafford seconded the motion. All voted aye.

**SANITARY SEWER EASEMENT, ATHENS CITY**

**RESOLUTION 1992 -- 1226**

**WHEREAS**, the City of Athens has requested easements across Ohio University property for the construction of a major sanitary sewer improvement project, and

**WHEREAS**, this project will directly benefit the operation of the University.

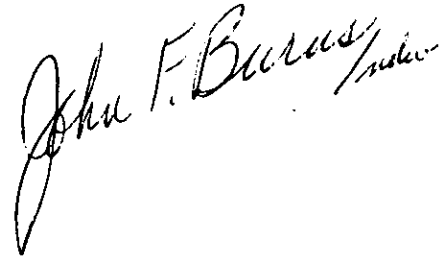
**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees hereby grants the City of Athens the requested easements for construction of a sanitary sewer improvement; and specifically delegates to the President of the University approval of the final terms and conditions, including but not limited to routing across University property, length of term, and consideration, and for the President, or his designee, to arrange for execution in accordance with Ohio law.

DATE: March 18, 1992

TO: The President and Board of Trustees

FROM: John F. Burns, Director, Office of Legal Affairs

SUBJECT: City of Athens Sanitary Sewer Project Easement



As part of its extensive sanitary sewer improvement plan the City of Athens has requested an easement over Ohio University property that will run from Richland Avenue through the campus and extend to our property east of the campus on Home Street. This proposal of the easement will be twenty (20) feet; and the final routing is still under review. The Office of Facilities Planning has prepared the attached drawing for your reference, which indicates the general length and routing for the project.

University staff have been working with the City of Athens in preparation of this project; and they recommend that the Board of Trustees grant the City of Athens the necessary easements for this project, subject to final approval of the President of the University as to precise routing across University property, length of term, and consideration.

The more extensive drawings and details of this project will be available for your review at the scheduled meetings; the University staff will be available to answer any questions; and a draft resolution has been prepared for your consideration.

Thank you very much.

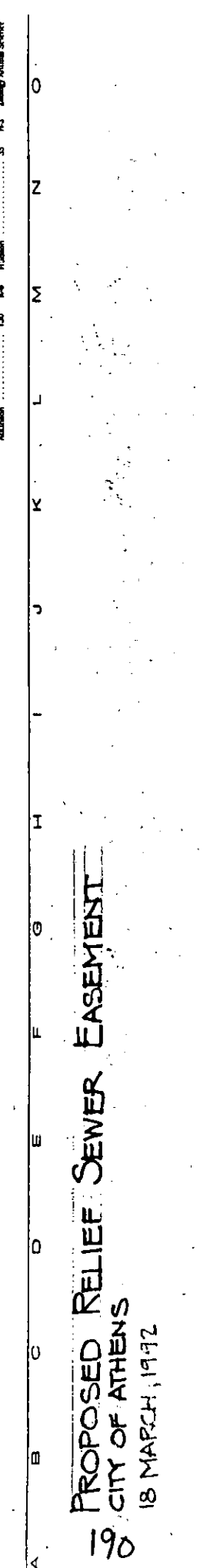
JFB:ndw

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



Country of origin:

W. C. C. C.



18 MARCH 1972

Mr. Schey presented and moved approval of the resolution. Mr. Konneker seconded the motion. The motion was approved.

**ARCHITECT FOR RENOVATION AND EXPANSION  
OF STOCKER CENTER**

**RESOLUTION 1992 -- 1227**

**WHEREAS**, Ohio University has undertaken a preliminary investigation of the feasibility of expanding the Stocker Center to better accommodate the growing programs in the College of Engineering and Technology, and

**WHEREAS**, this preliminary investigation identified three locations for expansion which would permit the College to increase the gross square footage in the Stocker Center by 16,800 square feet, and

**WHEREAS**, the National Science Foundation has under review a proposal for \$1,322,000 and the Ohio Board of Regents have committed \$661,000 from the State Action Fund subject to approval of the National Science Foundation request, and

**WHEREAS**, the College of Engineering and Technology has identified \$200,000.00 for the planning of the three additions identified in the preliminary investigation, 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 Stocker Engineering and Technology Center 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 Stocker Center 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 Stocker Engineering and Technology Center Renovation and Addition Project.

OHIO UNIVERSITY  
Interoffice Communication

March 18, 1992

To: Dr. Alan H. Geiger, Assistant to the President  
From: John K. Kotowski, Director, Facilities Planning   
SUBJECT: STOCKER ENGINEERING & TECHNOLOGY CENTER  
RENOVATION AND ADDITION

The College of Engineering and Technology has identified \$200,000.00 to plan several small additions to Stocker Center. The total area to be planned is approximately 16,800 gross square feet of space which will be mainly laboratory facilities. The total estimated project budget for the Stocker Center Renovation and Addition Project is \$2,280,000.00. The total project budget includes \$1,900,000.00 for construction with the remaining funds used for architectural and engineering fees, a contingency, printing and plan approval, and advertising. A funding package for construction is currently being developed by the College of Engineering and Technology and will involve a combination of local funds, grant funds and State Capital Improvement - Basic Renovation Funds. The funding for construction will be in place before the project is brought back to the Board of Trustees for plan approval and authorization to advertise, receive bids and award construction contracts.

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 received a roster of consulting architects to interview and will be attempting to set those interviews for the near future.

I have enclosed a resolution for consideration by the Board of Trustees at their April 4, 1992 regular meeting which seeks authority to select a consulting architect and develop construction documents for the Stocker Engineering and Technology Center Renovation and Addition Project.

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

JKK/slw/STCK9101.AHG

enclosure

Dr. T.R. Robe, Dean, Engineering & Technology

Ms. Turoczy presented and moved approval of the resolution. Ms. Turoczy noted that in offering the motion Student Senate had unanimously endorsed the project and that students were eager to be involved in the planning process. Ms. Grasselli seconded the motion. Approval was unanimous.

**ARCHITECT FOR STUDENT RECREATION FACILITY  
AND  
AUTHORIZATION FOR APPOINTMENT OF BOND COUNSEL**

**RESOLUTION 1992 -- 1228**

**WHEREAS**, the University has engaged in a study of student recreation needs during the past two years, and

**WHEREAS**, students, faculty, and staff have been actively engaged in the planning process, and

**WHEREAS**, the Student Senate recently voted unanimously to support a fee increase for the construction of a recreation facility.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees authorizes the President or his designee to commit \$750,000 from auxiliary funds to continue the architectural planning process for the construction of a student recreation facility.

**FURTHER BE IT RESOLVED**, that the President or his designee be authorized to request that the Attorney General appoint bond counsel to assist in developing a finance plan for the facility.

**BE IT FURTHER RESOLVED**, that implicit in this resolution is the expectation that students will continue to be actively involved in the planning process and, if a facility is constructed, students will not be required to pay a fee increase until such time as the facility opens for use.

# Ohio University

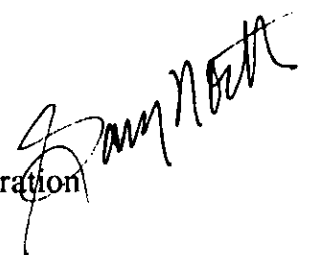
## Interoffice Communication

DATE: March 16, 1992

TO: Charles Ping, President

FROM: Gary North, Vice President for Administration

SUBJECT: Recreation Planning Project



The study of student recreation needs has continued to progress well and we are now at a stage where the process needs to be formalized. Students were surveyed last year to determine their interest in recreation resources, and they overwhelmingly endorsed the need for developing both indoor and outdoor recreational facilities. Following the student survey, an extensive study was done by the recreation planning committee to identify the priorities that should be included in a recreation facility and to estimate costs. Mr. James Flynn, a recreation specialist from the Sverdrup architectural firm, met last November with a broad cross-section of students and the recreation study committee to review our proposed plan. In addition, Mr. Flynn toured the campus and did a brief evaluation of alternative sites. He concluded that a great need for recreation facilities exists, that the committee's plan is sound, and that there are three or more possible sites for the recreation facility.

The best sites are the areas adjacent to the existing recreation complex. The building could be located on the abandoned railroad right-of-way, on the parking lot east of the baseball field, or on the golf course. The golf course provides the best location insofar as site preparation costs are concerned. It is important, however, that an evaluation be made of each of the sites to determine preparation costs before a final selection is made.

Students have been actively involved in all phases of planning, and they have enthusiastically supported committee efforts to develop a proposal for a comprehensive recreation facility. This support culminated recently in a unanimous vote by the Student Senate urging the University to continue the planning process. Student Senate voted to support the concept and made a commitment that the student body would fully fund the project providing students continue to be involved in planning and if no charges are assessed until the facility opens.

I am proposing, therefore, that we move forward with the recreation plan. I recommend:

1. That the Board of Trustees be asked to approve a resolution authorizing formal planning to continue.

March 16, 1992

2. That approval be given to execute a loan of \$750,000 from auxiliary funds to employ an architect for the development of plans and to estimate associated costs.
3. That Mr. Kennard be authorized to request the Attorney General to appoint a bond counsel to develop a funding proposal to be presented to the Board of Trustees at their October meeting.

If these steps are approved, architectural selection will be done during the summer and fall of 1992. The facilities planning process will take approximately 12-15 months and should be completed by fall of 1993. Early estimates suggest that the facility will cost between \$15-18 million.

If you concur with this proposal, I recommend that you ask the Board to act on the attached resolution.

GBN/rs

## **B. EDUCATIONAL POLICIES COMMITTEE**

Committee Chair Grasselli reported the committee met on Friday and considered matters to be presented to the Board.

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

**BACHELOR OF SCIENCE IN VISUAL COMMUNICATION DEGREE**

**RESOLUTION 1992 -- 1229**

**WHEREAS**, the School for Visual Communication has proposed a Bachelor of Science in Visual Communication degree, and

**WHEREAS**, this proposal has the support of the Dean of the College of Fine Arts and the University Curriculum Council, and

**WHEREAS**, the proposed degree will allow the School of Visual Communication to design a stronger, more relevant curriculum.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Ohio University approves the creation of such a degree and directs that it be submitted to the Board of Regents for final authorization.



# Ohio University

## Interoffice Communication

March 18, 1992

TO: Charles J. Ping, President

FROM: James Bruning, Provost



Subject: Proposed Bachelor of Science in Visual Communication Degree

I support the proposal for a new degree to be offered by the School of Visual Communication. The School currently offers either a degree in fine arts or in journalism. The proposed new degree would allow the School to offer a degree reflecting the strengths of its own curriculum.

I therefore recommend this proposal to you and urge its adoption.

JB/jt

# Ohio University

Date: January 22, 1992

Interoffice Communication

To: James Bruning, Provost

From: Margret Appel, Chair, Programs Committee, University  
Curriculum Council

Subject: VISCOM Bachelor of Science Degree

Enclosed please find two signed copies of the above new degree which was unanimously approved by the University Curriculum Council on Tuesday, January 14, 1992, and is being forwarded to you for your approval and implementation.

jsn


Enclosures

cc: Charles Scott, Director, School of Visual Communication  
Dora Wilson, Dean, College of Fine Arts  
Paul Nelson, Dean, College of Communication

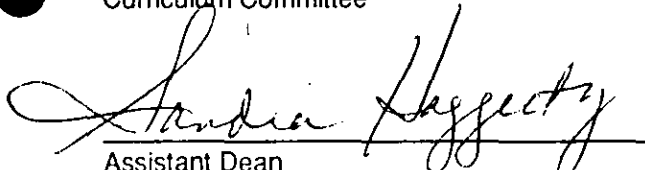
Proposal for  
Bachelor of Science in Visual Communication  
Degree

Proposal submitted by the School of Visual Communication  
Oct. 3, 1991

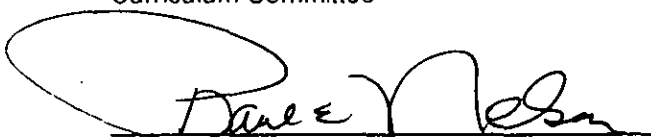
Recommended for Approval

  
Chairperson, School of Visual Communication  
Curriculum Committee

  
Director, School of Visual Communication

  
Assistant Dean  
Chairperson, College of Communication  
Curriculum Committee

  
Associate Dean  
Chairperson, College of Fine Arts  
Curriculum Committee

  
Dean, College of Communication

  
Dean, College of Fine Arts

  
Chairperson, New Programs Subcommittee, U.C.C.

Approved

  
Chairperson, University Curriculum Council

## **II. Introduction**

This is a proposal to improve the curriculum of a school that has earned international recognition for the quality of its graduates, the teaching effectiveness, service, and research activities of its faculty, and has received two Ohio Board of Regents Program Excellence Awards.

The faculty of the School of Visual Communication (VisCom) requests approval for a new interdisciplinary degree—Bachelor of Science in Visual Communication — combining the strengths of the existing Visual Communication degree programs to provide more effective educational opportunities for students

Since 1978, undergraduate students have had a choice of earning either a bachelor's degree in Journalism/Visual Communication or Fine Arts/Visual Communication.

Although students have prospered in an extremely competitive job market after graduation, the different curricular requirements for the variety of undergraduate sequences, and degrees has created confusion and misunderstanding of requirements. VisCom students must fulfill the specific degree requirements of two schools' career programs—either the Schools of Journalism and Visual Communication, or the Schools of Art and Visual Communication.

The faculty of the School of Visual Communication will be able to design a stronger, more relevant curriculum if the School is free to tailor the requirements to meet the expanding needs of its students and professional discipline.

The interdisciplinary undergraduate degree would be conferred jointly by the Colleges of Communication and Fine Arts. This concept is a logical extension of the School's interdisciplinary administration. Since its founding in 1978, the Institute of Visual Communication, and later the School, has been jointly administered by the two colleges.

At graduation ceremonies, bachelor's degrees for students specializing in the Picture Editing/Page Design, and Photo Communication sequences would be presented by the Dean of the College of Communication, and degrees for students specializing in Informational Graphics, Multi-Media, and Photo Illustration would be presented by the Dean of the College of Fine Arts.

FTE and weighted student credit hours for undergraduate courses would be equally divided between the two colleges.

## **Background**

Ohio University's School of Visual Communication has achieved recognition as a unique interdisciplinary program, staffed by nationally recognized professionals whose research and teaching are in the forefront of the exciting new technology of digital imaging. VisCom is a superior photojournalism program that also offers the only advertising photography program taught in depth in an American university.

Jointly funded by the Colleges of Communication and Fine Arts, the School is a separate administrative and budgetary unit operating as a partner with the Schools of Journalism and Art in preparing students for meaningful and demanding careers in visual communication.

Students receive quality, realistic, thorough, intensive career-oriented professional training built on a solid foundation of the liberal arts, sciences, and fine arts. Liberal arts and sciences and fine arts courses comprise approximately 75 per cent of the required

curriculum. This broad-based professional and liberal arts education provides the skills, stimulus, and motivation for successful entry into newspaper/magazine photography, picture editing/page design, advertising illustration, multi-media production, and the new field of informational graphics production. Graduates of the program have risen rapidly to leadership roles in the visual media.

Many VisCom graduates have won national recognition early in their professional careers. Over 25 percent of the program's alumni have won significant awards in professional competitions. Two of the last seven National Newspaper Photographers of the Year are former students. Five of the top 20 portfolios in the 1989 National Press Photographers Association Pictures of the Year Competition were submitted by Ohio University alumni. Awards won by former Ohio University students include:

|   |   |
|---|---|
| John Kaplan, <u>Pittsburgh Press</u>                              | 1989 National Newspaper Photographer of the Year<br>1986 second place, Newspaper Photographer of the Year<br>1984, 1985, 1986, 1988 Region 3 Photographer of the Year |
| Greg Mellis, <u>Illinois State Journal</u>                        | 1985, 1986, 1987, 1988 Region 5 Photographer of the Year  |
| Dan Dry, <u>Louisville Courier-Journal</u>                        | 1983 National Newspaper Photographer of the Year  |
| Durell Hall, Jr. <u>Louisville C-J</u>                            | 1983 Association of Black Journalists Photographer of the Year  |
| Rick Perry, <u>Seattle Times</u>                                  | 1981 National Newspaper Picture Editor of the Year  |
| Natalie Fobes, <u>Cincinnati Enquirer</u><br><u>Seattle Times</u> | 1980 Ohio Newsphotographer of the Year<br>1986 Alicia Patterson Foundation Fellowship (\$25,000)<br>1987 Meiman Environmental Reporting Award                         |
| Jim Witmer, <u>Troy (OH) Daily New</u>                            | 1984, 1990 NPPA Region 4 Photographer of the Year   |
| Mike Lupino, New York illustrator                                 | 1988 award for excellence, Expo 88 Photo Show   |

Enrollment in visual communication has steadily climbed from three majors in 1978 to over 225 in the fall of 1991. The impressive growth in enrollment is the consequence of the quality of the program. Students have come from as far away as Alaska, Africa, Asia, Europe, and South America. Successful alumni and their satisfied employers are VisCom's most effective recruiters.

With new career opportunities opening for picture editors and informational graphic specialists, the School and its students should be expected to prosper in the future. See Appendix C for enrollment data.

### III. Need for the Program

#### a. Local, regional, and national demand for graduates of the program

There is little local demand for graduates because of the specialized nature of the program. There is demand for graduates of the program regionally, and nationally. Almost 100 percent of VisCom graduates are employed in the specialties for which they were trained. Dozens of graduates are employed by newspapers in Ohio and nearby states. Graduates are working on newspapers and magazines from coast-to-coast and as far away

as Alaska. Significant numbers of alumni are successful photo illustrators in New York and other major cities. Others are working in Europe and Asia.

See Appendix A for a list of former students who have risen to visual communication management positions, or who are working as newspaper photographers or as photo illustrators. The list does not include dozens of former graduate students who received the majority of their instruction from VisCom faculty and are working in the field.

**b. Other schools within Ohio that offer the same or a similar program**

Bowling Green State University's Department of Journalism has less than five majors in its under-graduate photojournalism sequence. Six courses are offered. The one photojournalism instructor on the faculty has taken early retirement, is teaching part-time, and the school is phasing out its program.

Kent State University's School of Journalism and Mass Communication has a total of 36 undergraduate photojournalism and photo illustration majors, offers 12 courses, and has two full-time faculty members. Kent State's photo illustration courses are taught by adjunct professors from the metropolitan area. The university offers a Bachelor of Science in photojournalism, and a Bachelor of Science in photo-illustration.

Ohio State University's School of Journalism has no photojournalism sequence, offers one basic photojournalism course plus credit for work on the student newspaper, and has one photojournalism instructor. Ohio State is phasing out its photography and cinematography program.

The Ohio University School of Visual Communication has over 225 majors. VisCom faculty teach 14 undergraduate visual communication classes plus five photojournalism classes offered by the School of Journalism, and nine applied photo courses in the School of Art curriculum. In addition, VisCom's five faculty members teach 11 graduate level visual communication courses, plus two journalism, and six art graduate courses.

**c. Departments at Ohio University that received this proposal:**

This proposal has been submitted to the directors, and the college curriculum committee members of the Schools of Art, Communication Systems Management, Dance, Film, Interpersonal Communication, Journalism, Music, Telecommunications, and Theater. A copy has also been delivered to the office of the School of Comparative Arts. The proposal has been submitted to the deans, associate deans, and assistant deans of the Colleges of Communication and Fine Arts.

**d. Geographic area from which students will be drawn:**

Active undergraduate students enrolled as Visual Communication majors as of Sept. 19, 1991, include 150 Ohio residents, 68 from out of state, and seven from other countries. They are from 19 states other than Ohio, and from Indonesia, Japan, and Korea. See Appendix B. One hundred twenty seven of VisCom's majors are enrolled in the College of Communication, and 97 are in the College of Fine Arts. See Appendix C.

Historically, VisCom majors have come from 40 states, the District of Columbia, and 13 foreign countries on five continents. See Appendix B.

The School attracts highly motivated, talented students. An example is Cathryn Scott of Columbus, who entered as a freshman in September, 1989. Her precollege achievements included honors as a Columbus Public School Super Scholar, Columbus Alternative High School Honor Scholar, membership in the National Honorary Society in her junior year, Bronze Metal at the beginner's level and Honorable Mention at the intermediate level in the United States National Olympiad of Written Russian, Excellence Award for in-depth writing for the Journalism Association of Ohio Schools, First Place award in the Columbus Alternative High School poetry contest, Scholastic Magazine/Eastman Kodak National Photography Special Merit award, and Blue Ribbon finalist in the regional Scholastic Arts Exhibition. She participated in the Governor's Summer Institute for the Gifted and Talented and edited and illustrated a city-wide literary magazine.

#### **VisCom's minority enrollment has increased dramatically**

Years of painstaking, thoughtful attempts to identify and recruit talented minority students with the interest and potential to succeed in a demanding career have resulted in significant increases in minority enrollment in the School. The break-through came in the 1990-91 academic year, when eleven Black undergraduates and one graduate student were enrolled. The highest annual enrollment in past years had been four undergraduates and one graduate student.

Thirteen undergraduates and one graduate student are enrolled in the 1991-92 year. A second graduate student is expected to enroll later in the year.

Examples of minority undergraduate students enrolled in the School of Visual Communication this year include Boyzell Hosey, 27, a former instructor in the Manchester Craftsmen's Guild photographic program in Pittsburgh who entered the School as a junior in September, 1990. An Afro-American, he served a rewarding internship at the Louisville Courier-Journal this summer, and returned to classes in September.

Michael Cardue, 27, a former staff photographer of the Ypsilanti (MI) Press and photo stringer for the United Press International in the Detroit area, enrolled as a junior this fall. He is Hispanic.

#### **Non-traditional students**

Increasing numbers of non-traditional students with years of professional media experience are enrolling in the School. Examples include Tom Marks, formerly a staff photographer for the Flint (MI) Journal, and Flint Carlton, a staff photographer of the Newark (OH) Advocate. Both were in their 30's when they entered Ohio University as juniors in September, 1989. Marks completed his junior and senior years in a total of four quarters and graduated in November, 1990, with a 3.85 average. Carlton graduated in June 1991 with a 3.6 average.

Steve Clevenger, at age 40, entered the School as a junior in the fall of 1988. Through a combination of preparation of a portfolio for credit in Experiential Learning and a heavy load of classes, he earned a total of 96 quarter hours with a 3.5 grade point average in the fall and winter quarters, and was accepted for early admission into the

School of Journalism graduate program in the spring quarter of 1989. Clevenger completed his graduate classes the next spring.

**e. Enrollment anticipated in each of first four years of program**

Enrollment has grown steadily from a total of 3 undergraduate majors in 1978 to over 225 this fall. In addition, the School serves 35 graduate students in the Schools of Art and Journalism. It is anticipated that enrollment in the next four years will stabilize with about 200 undergraduate majors and 35 graduate students. See Appendix C for enrollment data.

**Extent that students in the program might be expected to enroll at OU if there were no VisCom**

Most VisCom majors have deliberately come to the University to enroll in the program. Relatively few majors are transfers from other OU programs.

**Extent of anticipated enrollment of incremental students**

The majority of VisCom majors are incremental students. High percentages are from out of state, and many are from the west coast. Although many students transfer to other majors, they typically remain at Ohio University to finish their education.

**IV. Curriculum**

The proposed undergraduate curriculum is designed to provide students with realistic and thorough, broad-based, professionally-oriented educational opportunities in visual communication, art, and journalism, while providing the liberal arts background for an equally strong foundation. Depending on a student's professional sequence, liberal arts and sciences and fine arts courses comprise 70 to 74 per cent of the required curriculum.

The School offers specialized training in picture editing/page design, informational graphics production, photo communication, multi-media production and photo illustration.

The basic educational philosophy of the School is that students must be exposed to the widest possible variety of liberal arts, and theory and techniques of visual communication to prepare them for successful life-long careers in an ever-changing world. This includes intensive classroom teaching and practical demonstrations by competent instructors, and visiting professionals.

The proposed new undergraduate curriculum for the Bachelor of Science in Visual Communication degree is on Page 7 of this document. Proposed sequence requirements are on Pages 8 and 9.

The current undergraduate curriculums leading to Bachelor of Science in Journalism/Visual Communication, and Bachelor of Fine Arts/Visual Communication degrees are in Appendix D, Pages 1, 2, 3.



# School of Visual Communication

## Curriculum for Bachelor of Science in Visual Communication

### General Education Requirements

Thoughtful choice of courses from the Tier II list in the Undergraduate Catalog will enable students to meet the requirements below and the University's Tier II requirements.

|   |                            |
|---|----------------------------|
| Tier I Freshman English Composition   | 5 hrs                      |
| Junior English Composition (MUST be 305, 307, 308, or 309)  | 4 hrs                      |
| Mathematics (PHIL 120 will satisfy this requirement and the second quarter of Philosophy below)         | 4 hrs                      |
| 2 quarters of Philosophy (1 MUST be PHIL 120 or 320)  | 8 hrs                      |
| 2 quarters of Political Science (1 must be POLS 340)  | 8 hrs                      |
| Sociology 101   | 5hrs                       |
| Anthropology 101  | 5 hrs                      |
| 2 quarters of History   | 8 hrs                      |
| Psychology 101  | 5 hrs                      |
| At least 1 quarter of Applied Sciences and Technology, or 1 quarter of Natural Sciences and Mathematics | 4 hrs                      |
| 1 quarter Tier III  | <u>4 hrs</u>               |
| Total   | 56-60 (depending on MATH ) |

**Language/Science Option** 12 hrs  
 Either 3 quarters of Foreign Language (12 hrs), or  
 1 quarter advanced course (4 hrs)  
 OR  
 3 quarters of Natural Science

**Art History Requirement** 24 hrs  
 ART HISTORY 211, 212, 213  
 ART HISTORY 307, 308, 309 History of Photo

**VisCom Core Requirements** 20 hrs  
 ART 101 Two Dimensional Design 4  
 OR  
 ART 151 Introduction to Graphic Design 4  
 ART 102 Three Dimensional Design 4  
 OR  
 ART 128 Introduction to Drawing 4  
 ART 192 Basic Photography 4  
 VICO 120 Intro to Visual Communication 4  
 VICO 121 Delivery Systems 4

**Specialization Area Requirement** 32 hrs  
 A minimum of 16 hours in advanced courses in a single department within the College of Arts and Sciences  
 PLUS

A minimum of 16 approved hours of advanced studio arts courses in the School of Art, or 16 hours of advisor approved related courses elsewhere in the University, except journalism, photography, telecommunications, and visual communication

**Accreditation Considerations**  
 The Accrediting Council on Education in Journalism and Mass Communications will permit a total of 61 hours of professional courses in the curriculum.  
 Total **accreditor defined** professional hours in proposed VisCom sequences is:  
 Picture Editing 48  
 Photo Communication 55  
 Informational Graphics 41  
 Multi-Media 45  
 Photo Illustration 48

**Plus elective courses to bring total to required 192 hours for graduation.  
 For Sequence Requirements see listing, Page 8.**

## Sequence Requirements for Bachelor of Science in Visual Communication

**Students must fulfill requirements for one area of specialization**

### **Picture Editing/Page Design Sequence**

|   |                |
|---|----------------|
| ART 397 Photo Communication                     | 5 credit hours |
| JOUR 133 Precision Language for Journalists     | 4              |
| JOUR 231 News Writing                           | 4              |
| JOUR 235 Picture Editing                        | 3              |
| JOUR 333 News Editing                           | 4              |
| JOUR 336 Advanced Picture Editing               | 3              |
| VICO 323 Publication Layout and Design          | 3              |
| VICO 426 Advanced Publication Layout and Design | 3              |
| VICO 311 Informational Graphics                 | 5              |
| JOUR 411 Communication Law                      | 3              |
| JOUR 412 Ethics, Mass Media and Society         | 3              |
| <b>Total</b>                                    | <b>40</b>      |

### **Photo Communication Sequence**

|  |           |
|--|-----------|
| ART 295 and 297 Intermediate Photography                 | 10        |
| ART 397 Photo Communication                              | 5         |
| ART 398 Photo Communication (Picture Story)              | 5         |
| ART 399 Photo Communication (Color)                      | 5         |
| ART 494 Advanced Publication Photography (Picture Story) | 5         |
| JOUR 133 Precision Language for Journalists              | 4         |
| JOUR 231 News Writing                                    | 4         |
| JOUR 235 Picture Editing                                 | 3         |
| JOUR 411 Communication Law                               | 3         |
| JOUR 412 Ethics, Mass Media and Society                  | 3         |
| <b>Total</b>   | <b>47</b> |

### **Informational Graphics Sequence**

|   |           |
|---|-----------|
| ART 250 Graphic Design Principles               | 4         |
| ART 251 Typography                              | 4         |
| ART 254 Lettering                               | 4         |
| JOUR 133 Precision Language for Journalists     | 4         |
| JOUR 231 News Writing                           | 4         |
| JOUR 235 Picture Editing                        | 3         |
| JOUR 411 Communication Law                      | 3         |
| JOUR 412 Ethics, Mass Media and Society         | 3         |
| VICO 311 Informational Graphics                 | 5         |
| VICO 323 Publication Layout and Design          | 3         |
| VICO 412 Advanced Informational Graphics        | 5         |
| VICO 426 Advanced Publication Layout and Design | 3         |
| <b>Total</b>                                    | <b>45</b> |

### **Multi-Media Sequence**

|   |           |
|---|-----------|
| ART 295 and 297 Intermediate Photography    | 10        |
| ART 397 Photo Communication                 | 5         |
| ART 398 Photo Communication (Picture Story) | 5         |
| ART 399 Photo Communication (Color)         | 5         |
| ART 496 Advanced Pub. Photo (Slide Show)    | 5         |
| TCOM 200A Production Writing/Planning       | 4         |
| TCOM 200B Audio Production                  | 4         |
| TCOM 200C Video Production                  | 4         |
| <b>Total</b>                                | <b>37</b> |

**Photo Illustration Sequence**

|   |                        |
|---|------------------------|
| ART 295 and 297 Intermediate Photography                  | 10                     |
| ART 387 Photo Illustration (Fashion)                      | 5                      |
| ART 388 Photo Illustration (Product)                      | 5                      |
| JOUR 250 Advertising Principles                           | 5                      |
| VICO 427 Advanced Photo Illustration (Business Practices) | 5                      |
| VICO 428 Advanced Photo Illustration (Studio Practices)   | 5                      |
| VICO 429 Advanced Photo Illustration (Applications)       | 5                      |
| <b>Total</b>  | <b>40 credit hours</b> |

**Internships**

Paid internships are a degree requirement. Students have worked on internships at publications in 39 states, the District of Columbia and in four foreign countries. See Appendix E for listing of internships.

**a. Sequencing of undergraduate courses over typical student's career****Freshman Year****Fall Quarter**

English composition  
ART 101 or ART 151  
VICO 120  
Anthro. or Sociology

**Winter Quarter**

Philosophy 120 (Tier I Math)  
ART 102 or ART 128  
VICO 121  
Anthro. or Sociology

**Spring Quarter**

Second quarter of Philosophy  
ART 192  
History or Pol. Science  
Psychology 101

**Sophomore Year****Fall Quarter**

Art History 211  
History or Pol. Science  
For. Lang. or Science  
Sequence Requirement

**Winter Quarter**

Art History 212  
History or Pol. Science  
For. Lang. or Science  
Sequence Requirement

**Spring Quarter**

Art History 213  
History or Pol. Science  
For. Lang. or Science  
Sequence Requirement

**Junior Year****Fall Quarter**

Junior English Comp.  
Art History 307  
Sequence Requirement  
Specialization Require.

**Winter Quarter**

Studio Art  
Art History 308  
Sequence Requirement  
Specialization Requirement

**Spring Quarter**

Studio Art  
Art History 309  
Sequence Requirement  
Specialization Requirement

**Senior Year****Fall Quarter**

JOUR 411  
Studio Art  
Sequence Requirement  
Sequence Requirement

**Winter Quarter**

JOUR 412  
Studio Art  
Elective  
Sequence Requirement  
or Elective

**Spring Quarter**

Tier III  
Specialization Requirement  
Elective  
Sequence Requirement  
or Elective

**Policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University**

The School of Visual Communication follows the recommendation of the Accrediting Council on Education in Journalism and Mass Communications that no more than 18 quarter hours in journalism, visual communication or photographic courses be accepted for transfer from junior colleges.

The School will accept all journalism courses transferred from institutions accredited by the Accrediting Council on Education in Journalism and Mass Communications.

**New courses to be approved**

None of these courses are newly proposed.

**b. Catalog description of all required or semi-required courses**

**Art History courses required for all majors**

**ART HISTORY 211, 212, 213**

**211 History of Art (4)**

Survey of western painting, sculpture, and architecture from prehistoric to Early Christian. Students advised to enroll in 211, 212, and 213 in sequence.

**212 History of Art (4)**

Continuation of 211 from Early Christian period of Europe through Renaissance. Students advised to enroll in 211, 212, and 213 in sequence.

**213 History of Art (4)**

Continuation of 212 from Baroque to present. Students advised to enroll in 211, 212, and 213 in sequence.

**ART HISTORY 307, 308, 309**

**307 History of Photography (4)**

Prereq: jr rank or perm. Historical development of photography from its inception to present including comprehensive study of artistic and technical developments and of major photographers and movements.

**308 History of Photography (4)**

Prereq: 307. Continuation of 307.

**309 History of Photography (4)**

Prereq: 308. Continuation of 307-308.

**Art foundation courses required for all majors**

**Choice of ART 101 or ART 151**

**101 Two-Dimensional Design (4)**

Studio projects exploring vocabulary of 2-dimensional design and dynamics of color systems, introduction to processes and media. Not open to jr or sr art majors.

**151 Introduction to Graphic Design (4)**

Studio projects in lettering, typography, spatial design, illustration, and media with emphasis on graphic design as visual communication. Not open to jr or sr art majors.

**Choice of ART 102 or ART 128**

**102 Three-Dimensional Design (4)**

Studio projects in 3 dimensions exploring ordered and dynamic interactions of mass, plane, volume, and space. Introduction to processes and media.

**128 Introduction to Drawing (4)**

Use of line, tone, perspective, and texture in objective drawing; development of motor control and visual skills; use of drawing tools.

**Basic photographic course required for all majors**

**ART 192**

**Basic Photography (4)**

Prereq: 191 or portfolio and perm. Continuation of 191. Approaches picture-making problems and advanced control of media for prospective majors.

**Freshmen level Visual Communication courses required for all majors**

**VICO 120**

**Introduction to Visual Communication (4)**

A survey of visual communication theory and technology from ancient cave drawings to digital computer images.

**VICO 121**

**Delivery Systems (4)**

Theory and practice of visual communication techniques in printed media.

**Photographic tools courses required for Photo Communication, Multi-Media, and Photo Illustration sequences**

**ART 295**

**Intermediate Photography (5)**

Prereq: 192, portfolio review, and perm. Thorough presentation of craftsmanship in photography with emphasis on esthetics and techniques of photography.

**ART 297**

**Intermediate Photography (4)**

Prereq: 295. Continuation of 295 with emphasis on in-depth investigation of qualities of contemporary monochrome materials.

**Graphic Design courses required for Informational Graphics sequence**

**ART 250 and 251**

**250 Graphic Design Principles (4)**

Prereq: 12 hours studio art. Explores principles of design through formal introduction to design methodology and theories of communication. Specific problems are developed from concept, through synthesis of form and semantic meaning, into visual communication.

**ART 254**

**Lettering (4)**

Prereq: Art education major or perm. Lettering as design and communication element. History and techniques of lettering and calligraphy.

**251 Typography (4)**

Prereq: 12 hours studio art or perm. Typography as designer's tool and as communication. Emphasis on design of symbols and type faces

**Photo courses required for Photo Illustration sequence**

**ART 387**

**Photo Illustration—Fashion (5)**

Prereq: portfolio review and perm. Investigation of tools and uses of applied photography in fashion photography.

**ART 388**

**Photo Illustration—Product (5)**

Prereq: portfolio review and perm. Investigation of tools and uses of applied photography in product photography.

**Photo courses required for Photo Communication and Multi-Media sequences**

**ART 397**

**Photographic Communication (5)**

Prereq: portfolio review and perm. Structured work in single images used for photographic communication in print media illustration and reportage.

**ART 398**

**Photographic Communication (5)**

Prereq: portfolio review and perm. Structured work in use of multiple photographs to report, document, and tell stories in print media.

**ART 399**

**Photographic Communication (5)**

Prereq: portfolio review and perm. Structured work in use of multiple color transparencies to produce narrative slide presentations.

**Photo courses required or recommended for Photo Communication sequence**

**ART 494**

**Advanced Publications Photography (5)**

Prereq: perm. Advanced work in photographic communication, principally newspaper picture story.

**ART 495**

**Advanced Publications Photography (5)**

Prereq: portfolio review. Advanced picture story, essay, and editorial illustration production problems in magazine photographic work.

**Photo course required for Multi-Media, recommended for Photo Communication**

**ART 496**

**Advanced Publications Photography (5)**

Prereq: portfolio review and perm. Advanced slide show production requiring multiple projectors, computer controlled programming, and audio production.

**Journalism courses required for Picture Editing/Page Design, Photo Communication, and Informational Graphics sequences**

**JOUR 133**

**Precision Language for Journalists (4)**

Intensive drill in grammar, punctuation, syntax, and usage in contexts designed especially for future journalists. Extensive attention to media examples. Diagnostic tests during first week place each student to work at own level, whether very basic to prepare for beginning journalism courses or more advanced for those who already show considerable ability but would like to sharpen language skills for advanced courses.

**JOUR 231**

**News Writing (4)**

Prereq: typing proficiency, 133. Methods of gathering and evaluating news and writing typical news stories. Practice work covering assignments and preparing copy.

**JOUR 235**

**Picture Editing (3)**

Prereq: JOUR 231. Principles and practices of picture editing. Includes consideration of picture sources, assignment, and handling; photographic technique and aesthetics; legal and ethical factors.

**JOUR 411**

**Newspaper and Communication Law (3)**  
Prereq: C or better in 231. Principles and case studies in communications law, constitutional guarantees, libel, privacy, contempt, privilege, copywrite, and government regulatory agencies.

**JOUR 412**

**Ethics, Mass Media and Society (3)**  
Prereq: C or better in 411, or perm. Social responsibility of journalistic or other mass communicators. Professional codes, responsibility of media for social change, reaction to political, economic pressures.

**Journalism courses required for Picture Editing/Page Design sequence**

**JOUR 333**

**News Editing (4)**  
Prereq: C or better in 231, English Proficiency Test. Copy reading, headline writing, news selection, and layout of news pages.

**JOUR 336**

**Advanced Picture Editing (3)**  
Prereq: 325, 235, and perm. Advanced course in picture editing designed to equip students with basic knowledge and skills necessary for employment on newspaper or magazine picture desk.

**Journalism course required for Photo Illustration sequence**

**JOUR 250**

**Advertising Principles (4)**  
Major factors in development of advertising programs.

**Telecommunication courses required for Multi-Media sequence**

**TCOM 200A**

**Telecommunications Writing and Production Planning (4)**  
Prereq: soph rank. Introduction to nondramatic script writing in telecommunications. Examination of elements of preproduction preparation.

**TCOM 200B**

**Audio Production (4)**  
Prereq: C or better in 200A. Introduction to basic audio theory and production skills, including console operation, editing, and mixing.

**TCOM 200C**

**Video Production (4)**  
Prereq: C or better in 200A. Basic elements of video program production and direction. Introduction to basic video production skills.

**Visual Communication courses required or highly recommended for Picture Editing/Page Layout and Multi-Media sequences**

**VICO 311**

**Informational Graphics (5)**

Prereq: ART 251, JOUR235, or perm. The visual presentation of quantitative and spacial information. Examines the planning, design, and computer preparation of charts, graphs, diagrams, and maps for use in newspapers and magazines.

**VICO 323**

**Publication Layout and Design (3)**

Prereq: JOUR 221, 235. Examines historic and contemporary theories of layout and make-up design. Using computer systems that simulate pagination programs, students will investigate methods of combining type, graphics, and photographs on the printed page.

**VICO 412**

**Advanced Information Graphics (5)**

Prereq: VICO 311. Visual presentation of spatial information with emphasis on design and production techniques as it pertains to newspapers and magazines.

**VICO 426**

**Advanced Publication Layout, Design (3)**

Prereq: 323 Advanced study in the use of computers as a tool for layout, design and pagination for print media.

**Visual Communication courses required for Photo Illustration sequence**

**VICO 427**

**Advanced Photographic Illustration: Business Practices (5)**

Prereq: ART 397, ART 388, perm. An investigation of the principles of studio management. Areas of study will include: copyright, computer usage, self-promotion, financial management.

**VICO 428**

**Advanced Photographic Illustration: Studio Practices (5)**

Prereq: ART 397, ART 388, perm. Advanced studio methods in the design and execution of illustration images. Particular emphasis will be placed on professional performance in producing images using advanced equipment and techniques.

**VICO 429**

**Advanced Photographic Illustration: Applications (5)**

Prereq: ART 397, ART 388, perm. A synthesis of business and photographic skills. Students will be given simulations based on a complete project concept that reflects the realities of working professionally.



## c. Comparison of curriculum with that offered at other institutions

**Indiana University Curriculum**

Indiana's School of Journalism offers the B.A.J. degree on the Bloomington and Indianapolis campuses. General requirements for the Bachelor of Arts in Journalism degree include no fewer than 27 semester credit hours and no more than 33 credit hours in the major. A total of 123 semester credit hours are required. The equivalent in quarter hours would be no fewer than 40.5 credit hours and no more than 49.5 credit hours in the major out of a total of 184.5 hours for the bachelors degree. Students must complete:

**Journalism Core Courses** (converted to quarter credit hours)

|   |                  |
|---|------------------|
| J110 Communication in American Civilization | 4.5 credit hours |
| J200 Writing for Mass Media                 | 4.5              |
| <b>J210 Visual Communication</b>            | 4.5              |
| J300 Communication Law                      | 4.5              |
| J410 The Media as Social Institutions       | <u>4.5</u>       |
| total core courses-----                     | 22.5             |

**Core also includes one reporting course selected from:**

|                                       |            |
|---------------------------------------|------------|
| J341 Newspaper Reporting              | 4.5        |
| J 342 Magazine Reporting              | 4.5        |
| J343 Broadcast Reporting              | 4.5        |
| <b>J344 Photojournalism Reporting</b> | <u>4.5</u> |
| total reporting courses-----          | 4.5        |

**Core includes one editing course selected from:**

|                                       |            |
|---------------------------------------|------------|
| J 351 Newspaper Editing               | 4.5        |
| J352 Magazine Editing                 | 4.5        |
| J353 Broadcast News Editing           | 4.5        |
| <b>J354 Photojournalism Editing</b>   | 4.5        |
| J410 The Media as Social Institutions | <u>4.5</u> |
| total editing courses-----            | 4.5        |

**One approved elective chosen from:**

|  |            |
|--|------------|
| J409 Media Management  | 4.5        |
| J414 International News Gathering Systems                            | 4.5        |
| J423 Public Opinion  | 4.5        |
| J438 Problems in Advertising   | 4.5        |
| J450 a new senior level history course, as yet unnamed, and untaught | 4.5        |
| J470 Broadcast Media Analysis  | <u>4.5</u> |
| total approved electives-----  | 4.5        |

**Three to Nine credit hours of advisor approved electives concentrating in such specialties as photojournalism:**

|   |      |
|---|------|
| J465 graphic communications (emphasizes the use of photography) | 4.5  |
| total specialization courses-----                               | 4.5  |
| total journalism hours for degree-----                          | 40.5 |

Students may earn up to 4.5 quarter hours credit for internships, but may not apply the credit to the minimum of 40.5 quarter hours required for the journalism degree. The internship credits may be used towards the 9 quarter hours permitted in journalism beyond the minimum of 40.5 quarter hours.

## Kent State University Curriculum

Kent State University offers a Bachelor of Science degree in photojournalism designed for students who wish to combine photographic study with news journalism. A maximum of 39 semester hours of Journalism and Mass Communication coursework is credited towards a degree. At least 129 semester hours is required for graduation.

|                                  |    |                                       |       |
|----------------------------------|----|---------------------------------------|-------|
| English Composition              | 6  | <b>Mass Communication</b>             |       |
| Algebra                          | 4  | Intro to Mass Communication           | 3     |
| Foreign Languages                | 8  | Newswriting                           | 3     |
| Art Survey                       | 4  | Law of Mass Communication             | 3     |
| Humanities                       | 15 | Ethics and Issues                     | 3     |
| Social Sciences                  | 12 | Internship                            | 3     |
| Soc. 32220 Data Analysis         | 3  | Photography                           | 3     |
| Soc. 32223 Data Analysis Lab     | 1  | Reporting Practices                   | 3     |
| Basic Sciences                   | 6  | Photojournalism I                     | 3     |
| EXPR 10290 Univ. Orientation     | 1  | Photojournalism II                    | 3     |
|                                  |    | Color Photography                     | 3     |
| <b>Choice of one:</b>            |    | <b>Plus choice of two:</b>            |       |
| English 20020, 20021, 30065,     |    | Photo Design Techniques               |       |
| Theater 41026, or an upper       |    | Basic Editing                         |       |
| level English course             | 3  | Advanced Photojournalism              |       |
|                                  |    | Fashion Photography                   |       |
| <b>Choice of one:</b>            |    | Electronic Field Production           |       |
| Computer Literacy                |    | Editorial Writing                     |       |
| Intro. to Comp. & Info. Systems  |    | Reporting Public Affairs              | 6     |
| Elementary Fortran Computing     |    |                                       |       |
| Intro. to Computer Science       | 3  | <b>General Electives:</b>             | 15-16 |
| <b>Choice of one:</b>            |    | At least 14 hours of general elective |       |
| Fundamentals of Speech           | 3  | credit must be taken on the upper-    |       |
| Theory, Pract. of Oral Discourse | 3  | division level. In addition, at least |       |
| Business & Prof. Speaking        | 4  | 3 hours of general electives must be  |       |
| Criticism of Public Discourse    | 3  | taken in the College of Arts and      |       |
| <b>Secondary Area Course:</b>    |    | Sciences, the Department of           |       |
| Intro. to Graphic Design         | 3  | Economics, or in survey and non-      |       |
| Photography in Western Art       | 3  | skill courses in art, architecture,   |       |
| Graphic Communication            | 3  | music, and theater.                   |       |

### Comparison of Kent State, Indiana and Ohio undergraduate curriculum

Kent State offers a Bachelor of Science degree in photo-illustration with slightly different mass communication requirements. Only two photo illustration courses are offered, compared to Ohio's six. Kent offers one color photo class, Ohio has four color classes. Indiana offers no photo illustration courses. Neither Kent or Indiana offer sequences in picture editing, informational graphics or multi-media. Indiana stands out as the only journalism school requiring all majors to take a core course in Visual Communication. Indiana offers a specialty in photojournalism with few courses to choose from. Students have a choice of taking a second level reporting class OR a photojournalism reporting class. They choose from a variety of print or broadcast editing and picture editing. Ohio's VisCom offers far greater specialization and professional depth.

d. **Name and address of appropriate accreditation agency.**

Prof. Susanne Shaw  
Accrediting Council on Education in Journalism and Mass Communications  
William Allen White School of Journalism  
University of Kansas  
Lawrence, Kansas 66045  
Phone (913) 864-3973

**Has the accreditation agency been contacted?**

A letter outlining our present program and ambitions for new degrees sent to Prof. Shaw Oct. 26, 1989. A second letter was mailed Oct. 29, 1990. In her reply of Nov. 5, 1990, Prof. Shaw pointed out that it was difficult to give a decision about accreditation based on information in a letter. She pointed out that it would be possible for the School of Visual Communication to undergo an accreditation review separate from the School of Journalism, but that there would be a duplication of the cost of accreditation because of two separate visits, annual fees, etc.

There is precedent for two programs on the same campus to have separate accreditation. The University of Wisconsin College of Agriculture's Department of Agricultural Journalism in Madison is accredited separately from the University of Wisconsin School of Journalism.

**Is the curriculum in accordance with accreditation standards?**

To be considered for accreditation, a program must meet the unit rule as a college, school or department offering professional programs preparing students for careers in journalism and mass communications. The unit must:

- 1) Be a permanent, budgeted administrative entity that has formal control over the professional curriculum
- 2) Have a permanent, and definable faculty, that is formally represented in the organizational chart of the institution, and that receives separate designation in its catalog

The Accrediting Council on Education in Journalism and Mass Communications' curriculum standard states that students must take a **minimum of 131 quarter hours in courses outside the major area of journalism and mass communication, with no fewer than 94 quarter hours in the basic arts and sciences.**

The visual communication curriculum proposed for approval by the Ohio University Curriculum Council has a **total of 139 to 141 quarter hours outside the major area** depending upon a student's professional sequence.

The visual communication curriculum includes 79 quarter hours of arts and science courses, plus 24 hours of art history which the Ohio University College of Arts and Sciences accepts in fulfillment of its humanities area requirement, for a total of **103 quarter hours of arts and sciences.**

- e. **No new courses** are planned to be submitted for approval this academic year.

V. **Faculty and Instruction**

Based on the quality of its graduates, the School's five-person faculty is regarded in the professional world of newspapers and magazines as among the most energetic, imaginative, versatile, innovative and productive teams in visual communication education in the country.

Viable professional media experience is of the utmost importance in achieving and maintaining credibility in the highly specialized field of visual communication. Master's degrees tend to be the standard for academic credentials of the majority of the persons who have taught in the nation's most respected programs. Less than 10 individuals who have ever attained national recognition for print media visual communication education have earned doctorates.

VisCom's faculty members have a combined total of over 64 years of full-time professional media experience, and over 50 years of full-time university teaching experience. One has a terminal degree, the others have master's degrees.

**Charles Scott, M.S.J.**, director of the School of Visual Communication, is a professor of journalism. He started making pictures for newspapers in 1940, and worked as a photographer for the Champaign-Urbana Courier while earning a journalism degree at the University of Illinois after World War II. Scott won over 100 awards in regional, national, and international newsphoto competitions, including grand prize in the 1952 National Press Photographers Association Pictures of the Year competition. In 1956 he was the first Illinois Newsphotographer of the Year.

As picture editor of The Milwaukee Journal he was a member of the team that pioneered in the use of negative color and run-of-paper color photography that brought international acclaim to the newspaper in the late 1950's and early 1960's when very few newspapers had the capability to print color photographs. Scott developed color separation technology that was widely adopted by newspapers and wire services.

After 10 years in Milwaukee, Scott became graphics director of the Chicago Daily News and supervised the photographic and art departments and picture desk for almost three years. During his tenure there, Daily News photographers won the National Press Photographers Association's Newspaper Photographer of the Year title three years in a row. No Chicago metropolitan newspaper photographer had ever won the award before, and none have since.

Scott left the Daily News in Mar. 1969 to join the faculty of the School of Journalism and set up an undergraduate sequence and graduate program in photojournalism. He left Ohio University in 1974 to become picture editor of the Chicago Tribune. Under his direction, the Tribune won its only Pulitzer Prize for photography, the grand prize in the World Press Photography competition, the Overseas Press Club award for the best foreign photographic coverage by a newspaper or wire service, and the National Press Photographers Association award for the best newspaper use of photographs in 1975. He returned to the University in 1976 and co-founded the Institute of Visual Communication in 1978. Scott has served on over 100 MA graduate committees and many MSJ committees.

**Terry Eiler, M.F.A.**, associate director and co-founder of the School, is a professor of art. He has had a distinguished career as a photographic educator and contract photographer for magazines in the United States and Europe for over 20 years. One of only two students who have had two summer internships at National Geographic, he later documented the Havasupai Indians in the Grand Canyon for a magazine article and the book, *Life in a Narrow Place*.

His photographs have been published in magazines noted for outstanding photo-journalism including Stern, Der Spiegel, Paris Match, Geo, America Illustrated and TIME. Eiler has documented the lifestyles of native Americans, Inuits in the Canadian Arctic, Chesapeake Bay fishermen, Appalachians in the highlands of Virginia, and other cultures for the Library of Congress, the Documerica Project of the Environmental Protection Agency, and other organizations. His interests in documentary photography have resulted in VisCom's highly successful summer workshop program in Scotland, now in preparation for the seventh year.

Eiler has won recognition in the U.S. and Europe for pioneering research and development in computer-assisted education in photo communication, editing, publication layout and design. As a member of VisCom's digital imaging research team, he has made important contributions to publication photography and color printing technology.

He has served as chairman of the graduate committees of over 100 MA/MFA candidates in the School of Art, and served on the graduate committees for many MSJ and PhD candidates in the School of Journalism. Eiler was selected as a University Professor for the 1980-81 academic year and has served in the Faculty Senate. He is one of 11 members of the Eastman Kodak Company's Educational Advisory Council.

**Edward Pieratt, M.A.**, associate professor of visual communication, covered assignments around the world as a staff photographer of the Christian Science Monitor, and as associate graphics director of the New York Trib supervised photographic coverage. Based in New York for 10 years, Pieratt covered assignments for the Black Star agency. His corporate clients include Standard Oil of Ohio, City Corp., Irving Trust, Rockwell International, TWA, and Fuji Bank. Editorial clients include TIME, Newsweek, INC., and Forbes magazines.

He has developed photo communication, photo illustration and visual communication courses, greatly expanding the curriculum of the School. A recognized expert in electronic flash photography, Pieratt has taught workshops for professional news photographers here on the campus, and across the country. He has directed several dozen MA thesis projects and served on over 100 individual graduate committees.

Pieratt has done extensive research in digital imaging and long distance transmission of pictures from computer to computer. Working on a grant from the Smithsonian Institution, he and Christopher Carr successfully accessed images stored on video discs and developed computer software to make color separations for production on a conventional printing press.

He worked as assistant managing editor/graphics of the Knoxville News-Sentinel while on leave from the University during the 1986-87 academic year, and as assistant managing editor/graphics of the Bremerton (WA) Sun in the 1990-91 academic year. Pieratt has received high praise from the Scripps Howard and John Scripps Newspapers' management for his work in Knoxville and Bremerton. At Bremerton he supervised the newspaper's change to electronic editorial pagination, and a color separation system based on VisCom developed technology.

**Christopher Carr, M.A.**, assistant professor of visual communication, is a former staff photographer of the Marion (IN) Chronicle-Tribune, and graphics director of the Birmingham (AL) Post-Herald. While still in college, working on a 10 week student internship at the Fort Myers (FL) News-Press, Carr shot the color picture that won the Best of Gannett award, competing against all of the full-time photographers in the Gannett Newspaper Group. He has served on dozens of MA graduate committees.

His master's thesis, a computer publication layout and design program, *AmperPage*, has been adopted by dozens of newspapers, and universities across the country. A key member of VisCom's digital image research group, he wrote the programs that resulted in the newspaper publication of the first digitally transmitted and color separated photographs made with electronic cameras.

Carr's computer program *PHOTONE Prepress*, which makes it possible for even the smallest newspapers to be able to afford to print quality color pictures, has attracted international attention. The computer program converts a \$6,000 Macintosh computer into a color separator that produces quality comparable to that of a \$1 million Scitek machine. *PHOTONE Prepress* is widely used in the U.S. and Europe, and is marketed world-wide.

While on an unpaid leave in the fall and winter quarters of the 1990-91 academic year, Carr worked as a freelance computer programmer based in Seattle. He also worked as a consultant for The Western Producer, a newspaper published in Saskatoon, Saskatchewan. Carr is on unpaid leave for the 1991-92 academic year developing newspaper and magazine graphics computer software.

Gary Kirksey, M.A., assistant professor of visual communication, has worked professionally as a multi-media photographer in Cincinnati, and as a product and fashion photographer based in New York, shooting assignments on location around the country, in Mexico, Japan and the Caribbean Islands.

After earning a business degree at Miami University and an MA at Ohio University, he got his start in New York City working as an assistant in advertising studios and became studio manager for Kan Photography, and the Hashi Studio. Kirksey's clients included Proctor & Gamble, the Cincinnati Reds, The Cincinnati Enquirer, Off Broadway, Video Shack, The Oxford Press, Coke Export Co., and Electric Rain Productions. He continues to do freelance photography during vacation periods. His work has been exhibited at two National Black Art Festivals in Atlanta.

Kirksey directs Ohio University's annual High School Minority Visual Communication Workshop. He is the exhibit director of *World Visions: Images by Contemporary Black Photographers*, and regional co-ordinator for the Black photographers' book project, *Songs of My People*. Kirksey produced a multi-media show documenting the book project for presentation at the National Association of Black Journalists' 1990 convention in Los Angeles. He organized and curated a show of Black photographers' work for the organization's 1991 convention in Kansas City. The prints were later auctioned to raise money for scholarships.

His efforts in identifying and recruiting Afro-American students with a demonstrated interest and talent in photo communication and photoillustration has resulted in VisCom's 1991-92 enrollment of 14 minority students. The group probably is larger than the total of all of the minority students enrolled in all of the other leading photojournalism/illustration programs in the country. He has served on dozens of MA graduate committees.

a. It is anticipated that present Visual Communication faculty will staff the program. They will continue to teach photojournalism and picture editing classes for the School of Journalism, and applied photography courses for the School of Art in addition to all visual communication courses.

**b. Minimal qualifications expected of instructors** include a master's degree and national recognition for significant professional experience. In recognition of the constant need for cross-fertilization with the media, faculty are expected to keep up-to-date by continuing to work in their fields of expertise during vacation periods and to make ever-widening circles of contact with practitioners in the media.

**c. Tenure status of faculty in program:**

Reflecting the interdisciplinary nature of the School and its function as a bridge between two colleges, Visual Communication faculty members are tenured in either the College of Communication or the College of Fine Arts. The School's director, Charles Scott, is a professor of journalism. The associate director, Terry Eiler, is a professor of art. Ed Pieratt, an associate professor of visual communication, is tenured in the School of Art. Chris Carr, an assistant professor of visual communication, is on a tenure track in the College of Communication. Gary Kirksey, an assistant professor of visual communication, is on a tenure track in the College of Fine Arts.

**d. Contemplated teaching load of faculty:**

Because of the special skills involved, visual communication classes are equipment intensive and require much one-on-one work with students. Small classes are appropriate to ensure quality instruction. Visual communication faculty members taught a total of 518 students in 45 classes for an average of 11.5 students per class in the 1988-89 academic year. These totals do not include two freshmen level visual communication survey classes totalling 306 students and averaging 153 students.

In the fall of 1991, with one faculty member on leave, the remaining four VisCom professors are teaching 193 undergraduate students enrolled in nine classes and 88 graduate students in eight classes. Graduate teaching assistants are instructing 40 undergraduate students enrolled in five class sections, and 11 graduate students in one class.

The usual teaching load in the School is three classes totaling 12 to 15 credit hours per quarter. Individual study courses, tutorials and thesis advising are not formally counted in the faculty load. Most of the faculty have significant obligations in these areas each quarter.

**Advising**

Visual Communication faculty members consider advising to be an important obligation. In addition to helping students in curricular matters, the faculty spends many hours counseling students in career planning, reviewing portfolios and providing meaningful and effective help with placement in internships and permanent positions.

All faculty members participate in student advising. New students entering the program are assigned faculty advisors. An effort is made to equalize the advising load. Students preparing for specific careers (picture editing, photo communication, advertising photography, informational graphics) are advised by faculty members who specialize in those areas.

In addition to his regular teaching and undergraduate advising duties, Terry Eiler has served as the advisor of every MA student every year except AY1989-90, when he advised one-half of the 25 MA s. Eiler has been the advisor for over 200 MA students in the last 12 years.

**e. Projected ratio of FTE students to FTE faculty**

Staffing ratios from Institutional Research Report no. FARM0100, 01/08/90, page 171 reporting School of Visual Communication statistics for College of Communication only

|                          | 1987 | 1988 | 1989 |
|--------------------------|------|------|------|
| Fall headcounts by major | 53   | 66   | 82   |
| FTE students             | 10.8 | 24.5 | 51.1 |
| FTE students/FTE faculty | 4.8  | 9.8  | 20.4 |

**f. How will new faculty for the program be selected? By whom?**

New faculty have always been chosen in a national search, seeking qualified candidates from the media and other schools. Since the founding of the Institute of Visual Communication in 1978, new faculty members in the program have been chosen by a search committee chaired by a visual communication faculty member, with other committee members from the Schools of Art, Journalism, and in recent years, the School of Visual Communication.

The School has had a five person faculty since 1985. Two junior faculty members joined the program in the 1985-86 academic year. Future faculty members will be chosen by a search committee composed of visual communication faculty.

**g. What mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?**

The faculty of the School of Communication functions as the unit's curriculum committee. Curricular matters approved by the faculty are submitted for approval by the curriculum committees of the Colleges of Communication and Fine Arts, the deans of the two colleges, and ultimately the University Curriculum Council.

**h.** The School's procedures comply with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters, and selection of academic administrative personnel.

**VI. Admission Requirements**

**a. Criteria for admission**

The School of Visual Communication admits students who normally rank in the top quarter of their high school classes. Students with lower class ranking are considered if they have outstanding SAT or ACT scores. In addition, students who demonstrate notable talent or experience or have been historically underrepresented in the School will be given special consideration for admission. All applicants will be required to submit portfolios.

The School's goal is to limit undergraduate enrollment to 200 majors. Content and quality of portfolios will be given thoughtful consideration by faculty making admission decisions.



### **Transfer student admission criteria**

All students wishing to transfer into the School must have earned at least 48 quarter hours (32 semester hours) with a grade point average of 2.5 or higher. Students who may receive additional consideration include those with demonstrated professional talent or experience, and/or those coming from historically underrepresented groups. These requirements apply to students transferring from other universities, from other programs within Ohio University, or from one program to another within the Colleges of Art and Communication. Students wishing to transfer from other programs within the University will not be considered for admission until they have passed the Journalism English Proficiency Test.

No photography or visual communication classes above the 200 level will be accepted for transfer, and no transfer classes will be accepted to fulfill sequence requirements.

Students must submit a letter stating their career goals and choice of visual communication professional sequence.

Transfer students may submit portfolios to the School of Visual Communication after having completed approximately 40 quarter hours of coursework for placement in major classes. A comprehensive selection of courses at the freshman level familiarizes students with basic visual concepts and provides initial experience in a variety of specific study areas. Visual Communication students will submit portfolios for admission to ART 295, Intermediate Photography.

Prior to the junior portfolio review (third quarter of the sophomore year), students will have completed freshman core courses (ART 100, 101 or 151, 102 or 128, 192, 151, plus two VICO courses in the major area. The visual communication faculty will evaluate portfolios and recommend whether or not students will be accepted into the major area of study. Students who are not accepted may reapply or select another area in which to present a portfolio. A form will be placed in each student's file indicating the result of the portfolio review.

### **Standards**

1. To remain active in the program, students must earn an average grade of 3.0 in VICO 120 and 121.
2. To graduate, students must earn a grade of at least 2.0 in every Art, Journalism, and Visual Communication course required for their sequence.
3. No Art, Journalism, or Visual Communication course may be taken more than twice.
4. All students are required to pass the School of Journalism English Proficiency Test. Students must pass the test to qualify to take any required journalism course except JOUR 250. Students are urged to take the test as freshmen. The proficiency test may be taken no more than three times. Passing score for this test is 75. Passing scores on retake examinations are 75 for sophomores and 80 for juniors and seniors.
5. To qualify for admission to JOUR 231, students must achieve at least 25 words per minute on a typing examination administered on the first day of class.

6. A student may not enroll in more than one photography course during any given quarter without written permission from the student's advisor.
7. Students must pass a portfolio review at the end of ART 397 to qualify for advancement to visual communication sequences except Informational Graphics and Photo Illustration. Students in the Photo Illustration sequence must pass a portfolio review at the end of their first Photo Illustration course to continue in the sequence. Students in the Informational Graphics sequence must pass a portfolio review at the end of their sophomore year to continue in the program.

**b. If number of students seeking admission exceeds budget projections, admission will be limited to those persons who submit the strongest portfolios.**

## **VII. Administration**

- a. Who will administer the program?      b. What will be the titles of the administrators?**

It is anticipated that the administration of the School of Visual Communication will be unchanged with the approval and implementation of this degree proposal.

Charles Scott, director of the school, was appointed in 1978 by the dean of the College of Communication, and Terry Eiler, associate director, was appointed by the dean of the College of Fine Arts.

- c. Will those persons have academic rank? Who will confer rank?**

Scott is a Professor of Journalism. Eiler is a Professor of Art. Future administrators would have academic rank in the School of Visual Communication. A master's degree is the minimal academic credentials acceptable for any new administrators should a vacancy occur.

- d. Who will choose administrative officers?**

A faculty search committee would present a list of candidates for director to the deans of the Colleges of Communication and Art. The director would be appointed by the deans, with the approval of the Provost. Other administrative officers would be chosen by the director.

## **VIII. Timing and Evaluation**

- a. External Publicity**

No external publicity about the proposed new degrees has been generated.

### **Admissions applications**

Applications for admissions to the School are ongoing as they have been since the original Institute of Visual Communication was formed in 1978.

**b. Start of new program**

The School hopes for approval of the proposal this academic year, in order that students may start working towards the new degrees in September, 1992.

**c. Program evaluation**

The School's program was evaluated in a Curriculum Council two year review in 1981, and five year reviews in 1985 and 1990. The next five year review should be in 1995.

VisCom was accredited by the Accrediting Council on Education in Journalism and Mass Communication in 1983 and 1989.

The most recent accreditation team visited the Schools of Journalism and Visual Communication Jan. 22-25, 1989. Recommending accreditation of the programs, the site visit team's report commented that,

"The VISUAL COMMUNICATION curriculum is solid and aggressive...Overall, the quality of the curriculum is excellent." Summing up the strengths of the School of Visual Communication, the report stated: "The innovative visual communication program is creating professional and academic excitement." See Appendix F for more detailed comments.

VisCom has been recognized by the Ohio Board of Regents with Program Excellence Awards in 1984 and 1990. The 1984 award of \$169,000 was one of only 22 given in the state-wide competition in the first year of the recognition program—and the largest dollar award ever given for program excellence. Matched with funds from the University, the award made it possible to remodel new quarters for the School in Seigfred Hall. The second award of \$150,405 equipped the School's state-of-the-art advanced digital imaging and color separation laboratory.

**IX. Budget and Financial**

The School of Visual Communication functions as a viable budgetary unit that is well established and has experienced steady growth in enrollment over the past 13 years. Most of its majors are students who have come here specifically to study in a nationally recognized program.

The revenues and expenses of the School, and its predecessor, the Institute of Visual Communication, have been included in the University's budgets for 13 years.

**Impact on student demand for courses in other departments and schools**

It is the School's goal to stabilize undergraduate enrollment at the current level of about 180 to 200 majors—with minor budgetary ramifications for most other units in the University.

An exception would be the Art History area of the School of Art. At present, VisCom majors in the College of Communication are required to take one Art History course (307) for a total of 4 credit hours. The proposed new curriculum would require six courses for a total of 24 credit hours. These courses would usually be taken during a student's second and third years in the program. A total of about 25 additional students could be expected each year.

The School of Art could expect a reduction of about 25 students each year in ART 296, Intermediate Photography (5 credit hours), and a reduction of up to 40 students each year in ART 100, Seeing and Knowing the Visual Arts (3 credit hours). Both courses would no longer be required.

Changes could be expected in demands for ART 101, Two Dimensional Design; ART 102, Three Dimensional Design; ART 128, Introduction to Drawing, and ART 151, Introduction to Graphic Design. All are 4 credit hour courses. Three of these courses are required at present. A choice of two would be required for the new degree. The reduction of demand would probably total about 160 student credit hours spread over the four courses.

The School of Journalism could expect a reduction of about 50 students each year in JOUR 221, Graphics of Communication (5 credit hours); about 25 students a year in JOUR 333, News Editing (4 credit hours), and about 12 students a year in JOUR 411, Communication Law (4 credit hours), and JOUR 412, Mass Media and Society (3 credit hours).

### **The Visual Communication budget**

Reflecting Visual Communication's unique status as a unit in two colleges, the School has separate budgets administered by the Colleges of Communication and Fine Art.

#### **Budget for 1991-92**

| Budget Category                      | Budget Line<br>College COMM | Budget Line<br>College FAR | Budget Line<br>Total |
|--------------------------------------|-----------------------------|----------------------------|----------------------|
| Faculty, staff salaries and benefits | \$170,936                   | 138,127                    | \$309,063            |
| 300-900, less graduate scholarships  | 22,066                      | 23,081                     | 45,147               |
| Graduate scholarships                | <u>41,782</u>               | <u>2,411 *</u>             | <u>44,193</u>        |
| Total                                | \$234,784                   | 163,619                    | \$398,403            |

\* Twenty-four quarters of MA scholarships and six quarters of MA stipends are in the School of Art budget. The graduate funding supports students who receive 35 of their 45 credit hours of instruction from visual communication faculty.

#### **Anticipated budgets for 1992-93 and 1993-94**

##### **1992-93**

| Budget Category                      | Budget Line<br>College COMM | Budget Line<br>College FAR | Budget Line<br>Total |
|--------------------------------------|-----------------------------|----------------------------|----------------------|
| Faculty, staff salaries and benefits | \$177,773                   | 143,652                    | \$321,425            |
| 300-900, less graduate scholarships  | 22,066                      | 23,081                     | 45,147               |
| Graduate scholarships                | <u>41,782</u>               | <u>2,411</u>               | <u>44,193</u>        |
| Total                                | \$241,621                   | 169,144                    | \$410,765            |

**1993-94**

| Budget Category                      | Budget Line<br>College COMM | Budget Line<br>College FAR | Budget Line<br>Total |
|--------------------------------------|-----------------------------|----------------------------|----------------------|
| Faculty, staff salaries and benefits | \$184,884                   | 149,398                    | \$334,282            |
| 300-900, less graduate scholarships  | 22,066                      | 23,081                     | 45,147               |
| Graduate scholarships                | <u>41,782</u>               | <u>2,411</u>               | <u>44,193</u>        |
| Total                                | \$248,732                   | 174,890                    | \$423,622            |

Projection assumes 4 percent salary increase.

**Indirect costs**

Indirect costs for the program have been included in the University's budget for years. In spite of increased student interest, the School plans to limit enrollment at present levels. Little change should be expected in fixed costs attributed to VisCom.

**Fixed costs****a. Fixed costs of the program for the first two years**

Fixed costs for this program have been covered by increased enrollment each year. The School anticipates little change in enrollment from the current 225 majors, and the 35 graduate students it serves. Ideally, VisCom would limit enrollment to 200 undergraduate majors.

**b. Expense reductions possible if enrollment drops 50 percent**

Because the School is shifting to a greater emphasis in educating picture editors, page designers, and informational graphic artists—specialists in short supply who are sought after by newspapers in sharply increasing numbers—there is little likelihood that VisCom's enrollment will drop in the predictable future.

**c. Estimate of probability that income estimates will be exceeded**

Faculty are optimistic that enrollment can be stabilized at present levels, resulting in stable income. The intention is to control enrollment by selective admission.

## APPENDIX A

# VisCom's New Generation of Graphics Managers

The School's career-oriented curriculum and thorough instruction prepares students for entry level jobs in the visual media. Many graduates have risen quickly to leadership roles and have made significant contributions to the industry.

Flint Carlton, Picture Editor, The Advocate, Newark

Rob Englehardt, Chief Photographer, Warren (OH) Tribune Chronicle

Toni Finch, Assistant Picture Editor, The Hartford Courant

Chip Gammertsfelter, Chief Photographer, Kettering-Oakwood (OH) Times

George Gibel, News Editor, Springfield (OH) Sun

David Griffin, Illustrations Editor, National Geographic Magazine

Craig Holman, picture editor, The Columbus Dispatch

Bill Kelley III, Graphics Director, The State, Columbia, SC

Bob Kinney, Design Director, Fort Wayne (IN) Journal-Gazette

Ron Londen, Director of Photography, The Orange County Register, Santa Ana, CA

Diana Martin, editor, Artist Market Place, Cincinnati

Charlie Nye, Assistant Managing Editor/Graphics, Indianapolis News

Cliff Page, Graphics Editor, Beaver County Times, Beaver, PA

Monte Paulsen, Editor and Publisher, Casco Bay Weekly, Portland, ME

Skip Peterson, Director of Photography, Dayton Daily News

David Polcyn, Photo Director, Colorado Springs Gazette Telegraph

Debra Rinegold, Assistant Picture Editor, Rocky Mountain News

Tim Revell, picture editor, The Columbus Dispatch

Mary Schroeder, Picture Editor, Detroit Free Press

Art Smith, Chief Photographer, Marietta (OH) Times

Robin Smith, Senior Sports Picture Editor, USA Today

Joe Vitti, Picture Editor, The Indianapolis News

Jim Whitmer, Chief Photographer, Troy Daily News

Francis Woodruff, Editor and Publisher, The Dalton Gazette & Kidron News, Dalton, OH

## **Visual Communication alumni working as newspaper and magazine photographers**

Jim Arnold, The State, Columbia, SC

Paul Bates, Woodbridge (VA) Times-Journal

Tim Bath, Kokomo Tribune

Patricia Beck, Detroit Free Press

David Binder, freelance, Boston

Michael Boroff, Austin American-Statesman

Bob Breidenbach, Providence Journal

Paul Burd, Chicago

Andrew Burriss, The Herald, Rock Hill, SC

Kevin Casey, Akon Beacon Journal

Steve Crompton, Sun Newspapers, Cleveland

Tim Culek, freelance, Willoughby, OH

James Decamp, This Week

Scott Demuesy, Newport News Daily News

Michael Dinneen, Anchorage Times

Allyn Divito, The Tampa Tribune

Chris Dorst, Charleston Gazette

Dan Dry, freelance, Louisville

Patricia Fife, The Vindicator, Youngstown

Louise Fish, The Athens Messenger

Natalie Fobes, freelance, Seattle

Patricia Foster, freelance, Seattle

John Froschauer, Coffey Communications, Seattle

Jose Giron, freelance and contributing editor to music magazines, San Francisco

Jack Gruber, Flint Journal

Durell Hall, Jr., Louisville Courier-Journal

Jon Hamill, Kokomo Tribune

Tonee Harbert, freelance, Portland, ME

Susan Hass, Journal-News, Washington, DC

Jeff Hinckley, The Columbus Dispatch

David Huey, freelance, Cincinnati

John Kaplan, Pittsburgh Post-Gazette

Theresa Kimmey, freelance, Wauchula, FL

Johanna Kok, Indianapolis Star

John Kuntz, United Press International, Cleveland

Barbara Lang, freelance, Dallas

Robin Layton, The Plain Dealer, Cleveland

Dan Levine, Dallas Times-Herald

Michael Levy, The Arizona Republic

Tom Marks, Lexington Herald-Leader

Cyrus McCrimmon, Rocky Mountain News



Todd McInturf, Cedar Rapids Gazette

Anne McQuarry, The State, Columbia, SC

Greg Mellis, Illinois State Journal-Register

Tammy Mobley, freelance, Washington, DC

Vince Musi, The Pittsburgh Press

Bill Neibergall, Waukesha Freeman

Jim Noelker, Charleston Gazette

Rudy Nyhoff, Augusta Chronicle & Herald

Ramon Owens, Cleveland Plain Dealer

Joe Patronite, Dallas Times-Herald

Algerina Perna, The Baltimore Sun

Rick Perry, freelance, Long Beach

Anne Pinnau, Makro, Inc., Cincinnati

Martha Rial, Virginia Journal Newspapers, Springfield

Jon Rembolt, Insight Magazine

Mark Rightmire, The Orange County Register

Robin Rombach, The Pittsburgh Press

Larry Rubin, Fame Magazine, New York

Ken Schrader, USAir Magazine, Washington, DC

Duncan Scott, The News Herald, Mentor, OH

David Scott Smith, freelance, Billings, MT

Christy Hartman Stevens, Cleveland Plain Dealer

Lew Stamp, Akron Beacon Journal

Cindy Sturm, freelance, Philadelphia

Kim Sullivan, Westchester-Rockland Newspapers, White Plains, NY

David Swanson, freelance, Philadelphia

Tom Szaley, San Diego Union-Tribune

Sameen Tarigahi, Cleveland Suburban Newspapers

Patrick Tehan, The Orange County Register

Kathy Tracy, Barrington Press

Walter Unks, Augusta Chronicle-Herald

Bill Wade, The Pittsburgh Press

Lucille Warters, Copley Newspapers

Dennis Whitehead, freelance, Washington, DC

Ann Wifker, freelance, Belguim

Robert Wojcieszak, Press Community Newspapers, Cincinnati

Bruce Zake, freelance, Akron

Susan Kirkman Zake, Akron Beacon Journal

## **Visual Communication alumni working as photographic illustrators**

Paul Alers, Closeup Foundation, Springfield, VA

Alex Arko, Boston

Jim Beck, Cleveland

James Biondo, freelance, New York

Jim Cessna, studio owner, Cleveland

Todd Chalfent, New York

Joan Condit, Chicago

Denise Conrad, Broadwood Hospital, Warren Heights, OH

George Dodson, Audio Visual Publication

Lynn Dunsmore, illustrator, Columbus

Dave Emory, owner, Columbus studio

Andy Ety, New York

Ronnie Farley, New York

Jean Fordyce, New York

Al Edwards, New York

Matt Greene, Cleveland

Robert Glasglow, New York

Bev Gross, Photographers' Representative, New York

Chris Guirlinger, San Francisco

David Gunther, Cleveland Hospital

Anne Hansteen, photo illustrator, Oslo, Norway

Dane Heithaus, New York

Jean Herr, studio manager, New York

Lauren Hicks, London, England

Dale Higgins, San Diego

Janice Hosick, Chicago

Cherrie Jackson, Los Angeles

Jeffery Kane, New York

William Kanzek, studio owner, Cleveland

Magola Kaczylska, New York

Larry Katz, St. Louis

Ann Kohler, New York

Stacy Kollar, studio owner, Scottsdale, AZ

Sandra Larson, Disney World

Don Lesko, New York

Carlo Leonardi, New York and Rome

Mike Luppino, studio owner, New York

Mark Malabrigo, studio owner, New York

Elan Maddic, Chicago

Jerry Mann, New York

Bruce McCandless, New York

Leslie McDonald, New York

Jeff McMillian, Cleveland

Bruce Mikula, New York City

Joe Mullan, Cleveland studio

Lynn Murry Lesko, studio manager, New York

Lori Nixon, infographics artist, Columbus

Jana Nizny, Los Angeles Times-Mirror Cable TV

Barbara Norman, New York

Eric Owen, studio owner, Cincinnati

William Palmer, New York

Tom Powell, Mississippi Governor's Office, Jackson

Chris Powers, Chicago

Alicia Renner, New York

Ron Rusnak, studio owner, Seattle

Karen Schuld, New York

Pauline St.Dennis, art director, New York

Monica Stevenson, studio owner, New York

Eric Stock, Denver

John Talbert, New York

Paul Teeling, New York

Jerry Tempfli, New York

Kevin Tolliver, Columbus studio

Lars Topelmann, Chicago

David Toth, Cleveland

Amy Treon, studio manager, ONS, Cincinnati

Jeff VonHoene, Atlanta studio owner

Liz Cole VonHoene, Atlanta studio owner

Russell Walker, W. Ridgeville

David White, studio owner, New York

Billy Winters, makeup artist, Paris, France

Mark Woytovich, New York

Jake Wyman, New York

## Appendix B

### Home States of 1991-92 Visual Communication Majors

Students from 23 other states besides Ohio are enrolled in the School of Visual Communication. Included are:

|   |     |
|---|-----|
| Ohio                                    | 144 |
| Colorado                                | 2   |
| Delaware                                | 1   |
| Florida                                 | 2   |
| Georgia                                 | 1   |
| Idaho                                   | 1   |
| Illinois                                | 7   |
| Indiana                                 | 1   |
| Iowa                                    | 1   |
| Kentucky                                | 1   |
| Maryland                                | 5   |
| Massachusetts                           | 1   |
| Michigan                                | 7   |
| Missouri                                | 2   |
| New Jersey                              | 3   |
| New York                                | 9   |
| Oregon                                  | 1   |
| Pennsylvania                            | 12  |
| Tennessee                               | 1   |
| Texas                                   | 2   |
| Virginia                                | 3   |
| Washington                              | 2   |
| West Virginia                           | 3   |
| Wisconsin                               | 4   |
| Total out of state undergraduate majors | 72  |

VisCom majors from other countries include:

|  |     |
|--|-----|
| Dominican Republic                       | 1   |
| India                                    | 1   |
| Indonesia                                | 2   |
| Japan                                    | 2   |
| Korea                                    | 3   |
| Total undergraduate majors from overseas | 9   |
| Total undergraduate majors               | 225 |

In recent years, VisCom students have come from the District of Columbia and 17 additional states, including:

|             |                |
|-------------|----------------|
| Alaska      | Minnesota      |
| Arkansas    | New Mexico     |
| Arizona     | North Dakota   |
| California  | Rhode Island   |
| Connecticut | South Carolina |
| Delaware    | South Dakota   |
| Georgia     | Utah           |
| Iowa        | Vermont        |
| Maine       |                |

Other undergraduate students have come from Belize, Brazil, Canada, Germany, Malaysia, Nigeria, Norway, South Korea, Taiwan and Thailand

## Appendix C

## Visual Communication Majors Within Colleges

## VisCom Major Codes

|   | 6900 FAR  | 6930 COMM  | Total Majors |
|---|-----------|------------|--------------|
| <b>Fall 1991</b>  | <b>97</b> | <b>127</b> | <b>225</b>   |
| <b>subject to change as new students' files are added</b> |           |            |              |
| Sept. 29, 1990 Athens                                     | 77        | 100        | 177          |
| Chillicothe branch  | 1         | 1          | 2            |
| Lancaster branch  | 3         | 2          | 5            |
| Zanesville branch   | <u>0</u>  | <u>1</u>   | <u>1</u>     |
| Total   | 81        | 104        | 185          |
| <br>Fall 1989   | <br>82    | <br>82     | <br>164      |
| Fall 1988   | 75        | 67         | 142          |
| Fall 1987   | 64        | 53         | 117          |
| Fall 1986   | 64        | 46         | 110          |
| Fall 1985   | 34        | 66         | 100          |
| Fall 1984   | 23        | 81         | 104          |
| Fall 1983   |           | 84         | 84*          |
| Fall 1982   |           | 128        | 128*         |
| Fall 1981   |           | 94         | 94*          |
| Fall 1980   |           | 97         | 97*          |
| Fall 1979   |           | 63         | 63*          |
| Fall 1978   |           | 3          | 3*           |

\* Prior to 1984, all VisCom majors in the College of Fine Arts were included in School of Art totals, and only VisCom majors in the College of Communication were reported.

Appendix D

## School of Visual Communication

### Curriculum for Bachelor of Science in Journalism

Visual Communication majors have a choice of earning either a Bachelor of Science in Journalism, or a Bachelor of Fine Arts degree. Below is the curriculum for the journalism degree.

#### General Education Requirements

**Tier I** 2 quarters of English Composition, 1 quarter of Mathematics (PHIL 120 Logic)

**Tier II** 30 hours of approved courses in 4 out of 5 areas of liberal arts

**Tier III** Senior level interdisciplinary liberal arts course

Careful selection of courses to fulfill General Requirements below will also satisfy Tier I and II requirements.

#### General Requirements

2 quarters of Political Science

2 quarters of either Sociology or Anthropology

2 quarters of Economics

1 quarter of Psychology (except PSY 121)

2 quarters of History

2 quarters of English Composition

1 quarter of Statistics (PSY 121)

2 quarters of Philosophy (one must be Logic)

Either 3 quarters of Foreign Language

OR 3 quarters of Science

ART 100 Visual Art

ART HISTORY 307 History of Photography

#### Specialization Area Requirements

A minimum of 36 hours in advanced courses in a single department within the College of Arts and Sciences

OR

A minimum of 18 approved hours in one Arts and Sciences department, and 18 approved hours in any other series of related courses except journalism, telecommunications, fine arts photography, and visual communication.

#### VisCom Core Requirements

ART 100 Visual Art

3

ART 101 Two Dimensional Design

4

ART 151 Introduction to Graphic Design

4

ART 192 Introduction to Photography

4

AH 307 History of Photography

4

VICO 120 Introduction to Visual Comm

4

VICO 121 Delivery Systems

4

VICO 220 Topic Seminar

2

JOUR 133 Precision Language

4

JOUR 231 News Writing

4

JOUR 221 Graphics of Comm

5

JOUR 235 Picture Editing

3

JOUR 333 News Editing

4

JOUR 411 Communication Law

3

JOUR 412 Mass Media and Society

3

Plus a choice of one of the following:

JOUR 331 Reporting Contem. Issues

3

JOUR 363 Review and Criticism

3

JOUR 441J Magazine Feature Writing

3

JOUR 464 Reporting Public Affairs

3

JOUR 465 Editorial Page

3

Requirements for Picture Editing/Page Design, Photo Communication, Multi-Media, Informational Graphics, and Photo Illustration Sequences are the same for the BSJ and BFA degree



## Appendix D

# School of Visual Communication

## Curriculum for Bachelor of Fine Arts Degree

Visual Communication majors have a choice of earning either a Bachelor of Science in Journalism, or a Bachelor of Fine Arts degree. Below is the curriculum for the fine arts degree.

### General Education Requirements

**Tier I** 2 quarters of English Composition, 1 quarter of Mathematics (PHIL 120 Logic)

**Tier II** 30 hours of approved courses in 4 out of 5 areas of liberal arts

**Tier III** Senior level interdisciplinary liberal arts course

### VisCom Core Requirements

|  |   |                                    |   |
|--|---|------------------------------------|---|
| ART 100 Visual Art                     | 3 | JOUR 133 Precision Language        | 4 |
| ART 101 Two Demensional Design         | 4 | JOUR 231 News Writing              | 4 |
| ART 151 Introduction to Graphic Design | 4 | JOUR 221 Graphics of Communication | 5 |
| ART 192 Introduction to Photography    | 4 | JOUR 235 Picture Editing           | 3 |
| AH 307 History of Photography          | 4 | JOUR 411 Communication Law         | 3 |
| VICO 120 Introduction to Visual Comm   | 4 |                                    |   |
| VICO 121 Delivery Systems              | 4 |                                    |   |
| VICO 220 Topic Seminar                 | 2 |                                    |   |

### Art History Requirements

AH 211, 212, 213 survey courses, plus AH 308, 309 history of photography, for total 20 hours, plus AH 307 above

### Photographic Foundation Requirements

ART 295, 296, 297 photographic technique courses, total 15 hours

### Studio Arts Requirements

In addition to the VisCom core of ART 100, 101, 192, and 151, visual communication majors are required to complete an additional 30 hours of studio arts or advisor approved visual communication courses in computer graphics, computer layout and design or multi-media. These courses should be 200 (sophomore) level or above in any class listed in art except photography.

**Requirements for Picture Editing/Page Design, Photo Communication, Multi-Media, Informational Graphics, and Photo Illustration Sequences are the same for the BSJ and BFA degrees**

# School of Visual Communication

## BFA and BSJ VisCom Sequence Requirements

**Requirements VisCom sequences are the same for the BFA and BSJ degrees**

### Picture Editing/Page Design

|   |        |    |           |
|---|--------|----|-----------|
| ART 397 or JOUR 397 Photo Communication or Photojournalism                    | 5      | or | 3 hours   |
| JOUR 336 Advanced Picture Editing   |        |    | 3         |
| JOUR 412 Mass Media and Society (core requirement for BSJ degree)             |        |    | 3         |
| VICO 323 Publication Layout and Design  |        |    | 3         |
| VICO 426 Advanced Publication Layout and Design                               |        |    | 3         |
| Photo, Journalism or Visual Communication upper division courses as electives |        |    | <u>12</u> |
| Total   | 32 BFA |    | 24 BSJ    |

### Photo Communication

|   |        |    |          |
|---|--------|----|----------|
| ART 387 or 389 Fashion or Product Photography                                 |        |    | 5 hours  |
| ART 397 or JOUR 325 Photo Communication or Photojournalism                    | 5      | or | 3        |
| ART 398 or JOUR 326 Picture Story   | 5      | or | 3        |
| ART 399 or JOUR 327 Color Slide Show  | 5      | or | 3        |
| ART 494 Advanced Publication Photography                                      |        |    | 5        |
| JOUR 412 Mass Media and Society (core requirement for BSJ degree)             |        |    | 3        |
| Photo, Journalism or Visual Communication upper division courses as electives |        |    | <u>5</u> |
| Total   | 33 BFA |    | 24 BSJ   |

### Multi-Media

|  |        |    |          |
|--|--------|----|----------|
| ART 389 Product Photography                                |        |    | 5 hours  |
| ART 397 or JOUR 325 Photo Communication or Photojournalism | 5      | or | 3        |
| ART 398 or JOUR 326 Picture Story                          | 5      | or | 3        |
| ART 399 or JOUR 327 Color Slide Show                       | 5      | or | 3        |
| TCOM 200A Production Writing/Planning                      |        |    | 4        |
| TCOM 200B Audio Production                                 |        |    | 4        |
| TCOM 200C Video Production                                 |        |    | <u>4</u> |
| Total  | 32 BFA |    | 26 BSJ   |

### Informational Graphics

|   |        |  |          |
|---|--------|--|----------|
| ART 250 Graphic Design Principles               |        |  | 4 hours  |
| ART 251 Typography                              |        |  | 4        |
| ART 254 Lettering                               |        |  | 4        |
| JOUR 336 Advanced Picture Editing               |        |  | 3        |
| VICO 311 Informational Graphics                 |        |  | 5        |
| VICO 323 Publication Layout and Design          |        |  | 3        |
| VICO 426 Advanced Publication Layout and Design |        |  | <u>3</u> |
| Total   | 24 BFA |  | 24 BSJ   |

### Photo Illustration (Fine Arts majors only)

|   |        |  |          |
|---|--------|--|----------|
| ART 387 Fashion Photography   |        |  | 5 hours  |
| ART 388 Product Photography   |        |  | 5        |
| VICO 427 Advanced Photo Illustration  |        |  | 5        |
| VICO 428 Advanced Photo Illustration  |        |  | 5        |
| VICO 429 Advanced Photo Illustration  |        |  | 5        |
| Photo art, photo communication, photo illustration or VICO upper division electives |        |  | <u>5</u> |
| Total   | 30 BFA |  |          |

## Appendix E

# Visual Communication Internships

A paid internship is a degree requirement in the School of Visual Communication. Students must compete with other students nationally to be hired as interns. Many Ohio University VisCom students have two, three, or four internships during their college careers. VisCom students have worked on paid internships at publications in 39 states, the District of Columbia, and in four foreign countries. The publications include:

### Alabama

Birmingham Post-Herald

### Alaska

Anchorage Daily News

### Arizona

Arizona Daily Star  
Arizona Republic  
Phoenix Gazette  
Tucson Citizen

### Arkansas

Associated Press, Little Rock bureau

### California

Modesto Bee  
Los Angeles Times  
Sacramento Bee  
San Bernardino Sun  
San Jose Mercury-News  
Torrence Daily Breeze  
Ventura Star Free Press

### Colorado

Denver Post  
Colorado Springs Gazette-Telegraph  
Colorado Springs Sun  
Rocky Mountain News  
Snowmass Sun

### Connecticut

Hartford Courant

### Florida

Florida Times-Union  
Ft. Myers News-Press  
Gainesville Sun  
Hollywood Sun-Tattler  
Jacksonville Journal  
Miami Herald  
Orlando Sentinel-Star

### Florida, continued

Palm Beach Post  
Sarasota Herald-Tribune  
St. Petersburg Times

### Georgia

The Plains Monitor  
Atlanta Journal and Constitution

### Idaho

Idaho Statesman  
Twin Falls Times-News

### Illinois

Chicago Sun-Times  
Illinois State Journal and Register  
Peoria Journal-Star

### Indiana

Fort Wayne Journal-Gazette  
Fort Wayne News Sentinel  
Indianapolis Star  
The Herald, Jasper

### Iowa

Cedar Rapids Gazette

### Kansas

Topeka Capital-Journal  
Wichita Eagle and Beacon

### Kentucky

Lexington Herald-Leader  
Louisville Courier-Journal  
Owensboro Messenger-Inquirer

### Louisiana

New Orleans Times-Picayune

### Maine

Biddeford Journal-Tribune  
Kennebec Journal

Maryland

Frederick Post  
Baltimore Sun  
Montgomery County Journal  
Patuxent Publishing Co., Columbia

Massachusetts

Boston Globe  
Lawrence Eagle-Tribune  
Quincy Patriot-Ledger

Michigan

Detroit Free Press  
Detroit News  
Flint Journal  
Grand Rapids Press  
Jackson Citizen Patriot  
Muskegon Chronicle  
Saginaw News

Minnesota

Minneapolis Star and Tribune  
St. Paul Pioneer-Press

Missouri

Columbia Tribune  
Kansas City Star

Montana

Billings Gazette  
Missoula Missoulian

Nevada

Nevada State Journal and Gazette

New Mexico

Albuquerque Tribune

New York

Binghamton Evening Press  
Binghamton Sun-Bulletin  
Glens Falls Post-Star  
Ithaca Journal  
Niagara Falls Gazette  
Rochester Democrat and Chronicle

North Carolina

Fayetteville Observer-Times  
Raleigh News Observer and Times  
Winston Salem Journal and Sentinel  
Greensboro News and Record

North Dakota

Bismarck Tribune

Ohio

Akron Beacon-Journal  
Athens Messenger  
Cambridge Jeffersonian  
Cincinnati Enquirer  
Cincinnati Post  
Cleveland Magazine  
Cleveland Plain Dealer  
Cleveland Press  
Columbus Dispatch  
Columbus Citizen-Journal  
Dayton Daily News  
Dayton Journal-Herald  
Dover-New Philadelphia Times-Reporter  
Elyria Chronicle-Telegram  
Kettering-Oakwood Times  
Mansfield News-Journal  
Marietta Times  
Martins Ferry Times-Leader  
Medina County Gazette  
Newark Advocate  
Record Publishing Co., Stow  
St. Marys Evening Leader  
Sidney Daily News  
Springfield Sun  
Tiffin Advertiser-Tribune  
Troy Daily News  
Warren Tribune Chronicle  
Willoughby News-Herald  
Youngstown Vindicator

Pennsylvania

Allentown Morning Call  
Beaver County Times  
Harrisburg Patriot-News  
Philadelphia Inquirer  
Pittsburgh Press  
Erie Daily Times and Morning News  
York Dispatch

South Carolina

Greenville News & Piedmont  
The State, Columbia

Tennessee

Knoxville News-Sentinel  
Nashville Banner  
Memphis Commercial Appeal  
In View Magazine, Whittle Publishing Co., Knoxville

Texas

Dallas Morning News  
Dallas Times-Herald  
El Paso Herald-Post  
Houston City Magazine  
San Antonio Light

Virginia

Fredricksburg Free Lance-Star  
Richmond Times-Dispatch and News Leader  
Roanoke Times and World-News  
Virginian-Pilot and Ledger-Star (Norfolk)  
Daily Press/Times-Herald (Newport News)

Washington

Everett Herald  
The Olympian, Olympia  
Seattle Post-Intelligencer  
Seattle Times  
Spokane Chronicle  
Spokane Spokesman-Review  
Walla Walla Union-Bulletin  
Yakima Herald-Republic  
Tacoma News-Tribune

West Virginia

Charleston Gazette  
Wheeling Intelligencer

Wisconsin

The Milwaukee Journal

Wyoming

The Cody Enterprise  
Jackson Hole News

District of Columbia

The Associated Press, Washington bureau  
National Geographic Magazine  
World Magazine, National Geographic Society  
The Washington Post  
The Washington Times

Overseas

O Globo, Rio de Janeiro, Brazil  
A Day in the Life of Japan  
Paris edition, International Herald-Tribune  
Aftenposten, Oslo, Norway

**Photo Illustration, Audio-Visual and Television News Photo Internships**

School of Visual Communication students have worked on paid internships in the areas of advertising, photo illustration, medical and scientific photography, and audio-visual production and television.

California

Paul Matsuda Studio, San Francisco

Florida

Disney World

Illinois

Gramercy Studio, Chicago  
John Hall Studio, Chicago  
Dennis Marnchey Studio, Chicago

Nevada

Media Ventures, Reno

New York

Jade Alberts Studio, New York City  
Chuck Baker Studio, New York City  
Arthur Beck Studio, New York City  
Tom Hooper Studio, New York City  
David Langley Studio, New York City  
Mike Luppino Studio, New York City  
Barry Seidman, Inc., New York City studio  
Albert Watson Studio, New York City

North Carolina

Michael Kearney Illustration, Charlotte  
Furniture Mart Studios, Winston-Sale

Ohio

Bob Evans Farms, PR Dept., Gallipolis  
British Petroleum, Cleveland  
Cedar Point Amusement Park  
Dave Emory Studio, Columbus  
Jeffrey Kane Studio  
Kenyon College Public Information Office  
Manning Studio, Cleveland  
Marathon Oil  
Mort Tucker Studio, Cleveland  
Ohio State University Hospitals, Columbus  
Ohio University School of Osteopathic Medicine  
Owens Studio, Cincinnati  
Proctor & Gamble, Cincinnati  
Remington Studio, Cleveland  
Randna Productions, Cincinnati  
Rycus Associates Photography, Columbus  
Studio R, Cleveland  
Zena Photo Studio, Cleveland  
WKVI Productions, Dayton  
WKRC-TV, Cincinnati  
WHIO-TV, Dayton

Pennsylvania

Guild Studio, Pittsburgh

Texas

Southwest Commercial Studio, El Paso

## Appendix F

### Accreditation Review

The site visit team of the Accrediting Council on Education in Journalism and Mass Communication, which examined the Schools of Visual Communication and Journalism in January, 1989, included Sandra Eisert, design director and senior graphics editor of the San Jose Mercury-News. Neale Copple, dean of the College of Journalism at the University of Nebraska, was chairman. The Schools' programs were accredited. Both schools have been accredited for years.

The team's report indicates they were impressed by VisCom's faculty, students, facilities, and innovative approach to visual communication education.

Here are their comments about the School:

**"The VISUAL COMMUNICATION curriculum is solid and aggressive. It is one of the few programs in the country that offers attention to picture editing...Overall, the quality of the curriculum is excellent."**

**"The internship program in the Visual Communications area is excellent.."**

**"The Scripps building does not include photojournalism classrooms or lab, which are in a separate School of Visual Communication housed in Fine Art's Seigfred Hall to take advantage of the extensive Fine Arts darkroom and studio facilities. VisCom facilities, which occupy the third floor, have also been renovated...Although the physical separation of the School of Journalism and the School of Visual Communication may have some drawbacks, it is a very practical use of facilities."**

**"Visual Communication could still benefit from some electronic darkroom/picture editing equipment and a wire service picture service or "library" of pictures for students' editing work."**

**"It should be noted that the School of Journalism benefits because most of the photography expenses are in the budget of the Visual Communication School."**

Summing up the strengths of the Schools, the report stated: **"The innovative visual communication program is creating professional and academic excitement."**

VisCom was not mentioned in the listing of "Limitations."

Mr. Konneker presented and moved approval of the resolution. He noted these 11 individuals contributed a combined total of 287 years of service to Ohio University. Mr. Hodson seconded the motion. All voted aye.

## **FACULTY/ADMINISTRATIVE EMERITUS/EMERITI AWARDS**

### **RESOLUTION 1992 -- 1230**

**WHEREAS**, the following individuals have rendered dedicated and outstanding service to Ohio University, and

**WHEREAS**, their colleagues and deans have recommended action to recognize their service,

**THEREFORE, BE IT RESOLVED** that emeritus status be awarded to the following individuals upon their retirement:

#### ***College of Arts and Sciences***

Alice Kemmerle, Assistant Dean Emerita, Administrative  
Howard Latz, Professor Emeritus of Chemistry  
Harry Hultgren, Associate Professor Emeritus of Classical Languages  
Calvin Thayer, Professor Emeritus of English  
Peter Heidtmann, Professor Emeritus of English  
Ernst Breitenberger, Professor Emeritus of Physics

#### ***College of Business Administration***

James Lee, Professor Emeritus of Management

#### ***College of Education***

Milton Ploghoft, Professor Emeritus of Education

#### ***College of Fine Arts***


Robert Borchard, Associate Professor Emeritus of Art  
David Prince, Professor Emeritus of Film  
Margaret Stephenson, Professor Emerita of Music

# Ohio University

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## Interoffice Communication

March 17, 1992

TO: Charles J. Ping, President  
FROM: James L. Bruning, Provost   
SUBJECT: **Recommendations for Emeritus Status**

I am pleased to recommend the following individuals for emeritus status. They have rendered dedicated service to Ohio University in a variety of departments and disciplines. Their names and departmental recommendations are attached for your review.

JB/jt  
Enclosures



Office of the Dean  
Wilson Hall  
Ohio University  
Athens, Ohio 45701-2979  
614-593-2850  
FAX: 614/593-0053

College of Arts and Sciences

May 23, 1991

**TO:** James Bruning, Provost

**FR:** F. Donald Eckelmann, Dean, College of Arts and Sciences

**RE:** Administrative Emeritus Status for Alice Kemmerle

Assistant Dean of Students Alice Kemmerle will be retiring this summer after twenty-five years in the Dean's Office serving students. She has gone from a part-time counselor to being responsible for the entire undergraduate student affairs area. Her dedication, care and excellence are recognized across campus.

She has counseled and cleared for graduation approximately 8,000 Arts and Sciences majors during her career. Her empathy with students and their parents coupled with her firmness and calm manner have been a hallmark of the College of Arts and Sciences student affairs area. Her presence and integrity have strengthened this office and the entire University community. She has unselfishly given of herself to the students, her co-workers and the University community. Throughout it all she has maintained a professional manner and has contributed much to the respect accorded the awarding of a degree from the College of Arts and Sciences.

For these reasons, as well as because I hold her in high personal regard, I would like to nominate Ms. Alice Kemmerle for Administrative Emeritus status.



FDE/at.emrstD

# Ohio University

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614-593-2850  
FAX: 614/593-0053

College of Arts and Sciences

February 13, 1992

**TO:** James Bruning, Provost

**FR:** F. Donald Eckelmann, Dean, College of Arts and Sciences

**RE:** Emeritus status for two English Professors

It is my pleasure to support the Emeritus nominations from the English Department for Professors Peter Heidtmann and Calvin Thayer. Both men have been valuable members of the University community, their department and the college.

Dr. Heidtmann has been with the University since 1964. During that time he has taught thousands of students, provided leadership as Director of the Master of Liberal Studies Program and as the department's graduate chair. In addition, he served for awhile as a faculty advisor in the Dean's Office.

He has consistently maintained his professional stature, been a contributing member of the University community, and has taken great interest in providing students with quality instruction. I wholeheartedly support the nomination of Peter Heidtmann for Professor Emeritus of English.

Likewise, I am pleased to support the nomination of Calvin Thayer as Professor Emeritus of English. Dr. Thayer joined the faculty as a full professor in 1967. Since that time he has encouraged numerous undergraduate students in the study of Shakespeare and Renaissance drama and as directed several dissertations.

Dr. Thayer has also been responsible for recruiting excellent faculty and for serving two terms as the department's graduate chair. His career includes the publishing of two books, several articles and the associate editorship of The Ohio Review.

FDE/at.eemerf





# Ohio University

Department of English Language and Literature  
Ellis Hall  
Ohio University  
Athens, Ohio 45701-2979

College of Arts and Sciences

2/13/92

To: F. Donald Eckelmann, Dean, Arts and Sciences

From: John Hollow, Chair, English 

Subject: Emeritus status for Professor Calvin Thayer

I would like, on behalf of the English Department, to nominate Professor Calvin Thayer for the rank of Professor Emeritus of English.

Professor Thayer has served Ohio University extraordinarily well since 1967 when he joined the faculty as a Full Professor (his previous career was at LSU and the University of Oklahoma; he has also been a Visiting Professor at the University of Colorado and the University of California, Berkeley). He is the author of two well-received books, of numerous articles, and has served for many years as an associate editor of The Ohio Review. He is particularly well-known for his success as an instructor of graduate students, having not only directed several dissertations, but also running an annual seminar on either Shakespeare or other Renaissance drama that is always over-subscribed. He served as the Department's Graduate Chair during the terms of two Department Chairs. He has also been very successful as a recruiter of other faculty: four current or former members of the Department came here in part because they knew or had worked with Professor Thayer in one way or another. He is and continues to be a real part of the Department.

Professor Thayer has richly earned the right to be named among those faculty who have given much to make Ohio University a fine educational institution.



# Ohio University

Department of English Language and Literature  
Ellis Hall  
Ohio University  
Athens, Ohio 45701-2979

College of Arts and Sciences

2/13/92

To: F. Donald Eckelmann, Dean, Arts and Sciences

From: John Hollow, Chair, English

Subject: Emeritus status for Professor Peter Heidtmann

I would like, on behalf of the English Department, to nominate Professor Peter Heidtmann for the rank of Professor Emeritus of English.

Professor Heidtmann has served Ohio University extraordinarily well since he joined the faculty in 1964. He has published a book and several articles, edited The Ohio Review, directed the Master of Liberal Studies Program, served as the Department's Graduate Chair, and developed one of the University's more successful Tier III courses. He has also been, all of his years here, one of those most difficult things to define, an extraordinarily good colleague.

Professor Heidtmann has richly earned the right to be named among those faculty who have given much to make Ohio University a fine educational institution.

# Ohio University

Office of the Dean  
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College of Arts and Sciences

614-593-2850  
FAX: 614/593-0053

January 31, 1992

**TO:** James Bruning, Provost  
**FR:** F. Donald Eckelmann, Dean, College of Arts and Sciences  
**RE:** Nominations for Emeritus Status

Attached are Emeritus Status nominations for Ernst Breitenberger, professor in the Department of Physics; and Howard Latz, professor in the Department of Chemistry. I support both nominations.

Professor Ernst Breitenberger joined Ohio University in 1963 and was one of those involved in establishing and building the department's graduate program. In addition to his work as Chair of the Graduate Committee, he was nominated several times by the graduate students in physics as the outstanding graduate professor.

Professor Howard Latz became a member of the Chemistry Department in 1966 and served as its chairman from 1982 to 1986. Undergraduate students will remember him best for his thorough treatment of Spectrochemical and Instrumental Methods of Analysis. In addition, over the years, he directed 16 graduate students, 12 of whom received PhD degrees.



FDE/at.emeritF

# Ohio University

## Interoffice Communication

Date: January 28, 1992

To: F. Donald Eckelmann, Dean of Arts and Sciences

From: Louis E. Wright, Chair of Department of Physics and Astronomy LEW

Subject: Emeritus Status for Professor Ernst Breitenberger

As Chair of the Department of Physics and Astronomy, I would like to nominate Professor Ernst Breitenberger to Emeritus Professor of Physics. Dr. Breitenberger joined our department in September 1963 and retired in June of 1991 after 28 years of distinguished service. Fortunately for the department Dr. Breitenberger will be teaching 1/3 time for two more years.

Professor Breitenberger was one of the leading figures in establishing and building the graduate program in physics at Ohio University. He served many years as Chair of the Graduate Committee, and more recently, has been the first year advisor for graduate students. Professor Breitenberger was nominated several times by the graduate students in physics as the outstanding graduate professor, and three years ago, was nominated by the department for the college outstanding teacher award.

Professor Breitenberger remains intellectually very active--he is working on a mathematics book for students in science and engineering and publishes scientific biographical sketches of scientists and mathematicians quite regularly.

# Ohio University

Date: January 29, 1992 Interoffice Communication

To: F. Donald Eckelmann, Dean, Arts and Sciences

From: <sup>GAW</sup> Gene A. Westenbarger, Acting Chair, Department of Chemistry

Subject: Emeritus Nomination for Howard W. Latz

Professor Howard W. Latz has taken early retirement effective January 1, 1992 after twenty-five years of service. I would like to nominate him for Emeritus status.

Howard joined the department in 1966 after receiving his BS from Rochester Institute of Technology in 1959 and his PhD from the University of Florida. After three years as a research specialist for Union Carbide he switched to an academic career and came to Ohio University in 1966. He was promoted to Associate Professor in 1969 and Full Professor in 1975. He was chair of the department from 1982 to 1986 and steered the department through several difficult years with great skill and diplomacy.

Many undergraduate students remember Howard best for his thorough treatment of Spectrochemical and Instrumental Methods of Analysis. Over the years Howard directed 16 graduate students, 12 of whom received PhD degrees. Many of these students have gone on to attain important positions in both academia and the chemical industry.

I believe it would be a fitting honor to bestow Emeritus status on Howard.

GAW:rc

Office of the Dean  
Wilson Hall  
Ohio University  
Athens, Ohio 45701-2979

College of Arts and Sciences

614-593-2850  
FAX: 614/593-0053

February 3, 1992

**TO:** James Bruning, Provost  
**FR:** F. Donald Eckelmann, Dean, College of Arts and Sciences  
**RE:** Emeritus Nomination

In addition to the two earlier nominations I made for Emeritus status, I would like to nominate Harry Hultgren, associate professor of Classical Languages.

Professor Hultgren has been with Ohio University for thirty-five years, twenty-one years as Chairman of the Department of Classical Languages. During all this time, he has given of himself for the department, the College and the students. To quote from the department's nomination:

"In some of the darkest years of the University, Professor Hultgren taught extraordinary overload to maintain course offerings and to accumulate high enrollments... In a very real sense this department owes its very existence to Harry Hultgren."

In addition to his contributions to the department and the University, Professor Hultgren has distinguished himself in his devotion to the teaching of the Classics. For at least one year, he taught Latin at Alexander High School without so much as reimbursement for travel expenses to help that now thriving program survive the illness of its Latin teacher. He has shown infinite patience over the years to students struggling with various academic difficulties, providing individual tutoring on weekends to hundreds of students. In fact, he taught Greek to a blind student (drawing the letters in the palm of her hand and taping the entire first-year grammar book for her to "read") and Latin to a deaf student who could read lips.

In addition to his work with students in Classics, Professor Hultgren also served for a time in the student affairs area of the Dean's Office, providing a listening ear and academic counsel to many thousands of students. For all these reasons, I wholeheartedly support the nomination of Harry Hultgren as Associate Professor Emeritus of Classical Languages upon his full retirement at the end of this academic year.

at.emerG





DATE: November 15, 1991

TO: Dr. William Day, Dean, College of Business Administration and  
Dr. David Stewart, Associate Provost

FROM: Arthur J. Marinelli, Chair, Department of Management Systems

SUBJECT: Emeritus Status for Dr. James Lee, Professor of Management

The Department of Management systems recommends that Dr. James A. Lee be granted by Ohio University upon his retirement from the University this year the title of Professor Emeritus of Management. Dr. Lee joined Ohio University in 1969 as Chair and Professor in the Organizational Sciences Department (former name of the Management Department) and has been a faculty member at Ohio University ever since that time. He has served as a Professor, Director of Graduate Programs of the College of Business Administration, Director of the Ohio University Programs in Malaysia, and Department chair over the years.

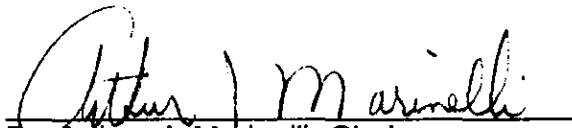
Dr. Lee has had a most impressive career at Ohio University. He has been selected as a finalist for the University Professor award for outstanding teaching, and is an internationally known scholar. He has published three well known and valuable articles in the Harvard Business Review as well as articles in Business Management, Academy of Management Review, Business Horizons, Operations Management Review, Collegiate News and Views, Singapore Institute of Personnel Management Review, Berita Personnel, International Journal of Management, and the Mid-American Journal of Business. His book The Gold and Garbage in Management Theories, Ohio University Press was a thought provoking book on Management theories. His most recent book on Labor Relations has been a valuable addition to the labor guides and texts in the field.

Dr. Lee has taught extremely well with high standards of performance required of his students in a wide number of courses from introductory to the most advanced graduate courses in the College. He has taught extensively in management development programs, at the regional campuses, and at the Chillicothe Correctional Institute for Ohio University. Dr. Lee served as Director of Industrial Relations and as Personnel Director of major American companies and large divisions of companies prior to receiving his DBA from Harvard University and coming to Ohio University. He served as Professor and Dean of the College of Business at the Haile Sellassie

University from 1966-69, and Professor and founding Dean of the College of Industrial Management at the University of Petroleum and Minerals in Dhahran Saudi Arabia from 1974-1976. He helped create and launched the Executive MBA Program for Ohio University in Malaysia.


Dr. Lee has developed one of the largest case files of international business cases found anywhere in the world while at Ohio University. His work in cross-cultural management and international management marks him as one of the true leaders in these fields.

He has always been a professor who was devoted to his students as teacher and mentor both in and out of the class. He helped develop critical thinking and critical case analysis for thousands of Ohio University students.



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Dr. Arthur J. Marinelli, Chair  
Department of Management Systems



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Dr. William Day, Dean  
College of Business Administration

/bc

Date: June 13, 1991

To: Dr. James Bruning, Provost

From: Wells Singleton, Dean, College of Education

Re: Emeritus Status for Dr. Ploghoft

The School of Curriculum and Instruction has voted to extend Emeritus status to Dr. Ploghoft. I concur and ask you to facilitate the process.

Dr. Ploghoft has a rich and extensive history with the College of Education. His accomplishments are well known among his peers, both here and in other institutions as well as in international arenas.

A man of unflagging energy, Dr. Ploghoft has always had a mission to pursue. His willingness to explore uncharted waters has been responsible for new directions taken by the college from time to time. In many ways, Dr. Ploghoft has been one of the very few to seize the moment in capturing a new idea and setting a course which in many cases, proved very lucrative for the college.

I suspect that even in retirement, Dr. Ploghoft will remain a very integral part of this college and we welcome him as an emeriti.

gb

cc: Dr. Milton Ploghoft

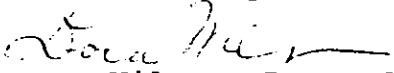
Dr. William D. Rader, Director, Curriculum & Instruction

# Ohio University

DATE: July 30, 1991

Interoffice Communication

TO: James Bruning, Provost

  
FROM: Dora Wilson, Dean, College of Fine Arts

SUBJECT: Emeritus nomination for Associate Professor Robert Borchard

I am pleased to recommend that Associate Professor Robert Borchard be granted the rank of Associate Professor Emeritus of Art. Robert Borchard comes highly recommended by his colleagues in the School of Art. He has had a long and distinguished career as an art educator and is recognized as a leading proponent for art education throughout the state of Ohio. Robert Borchard has dedicated many years to Ohio University and is lauded as an exemplary teacher and supportive advisor for numerous students over the years.

I would like to add my words of endorsement for this nomination for emeritus status. Please see the attached letters of recommendation documenting the School's support for Associate Professor Emeritus status for Robert Borchard. Thank you for your consideration.

DW/gem


Enclosure

Ohio University  
Interoffice Communication

July 9, 1991, 1991

To: Dora Wilson, Dean, College of Fine Arts

From: Joe Bova, Director, School of Art



Subject: Emeritus nomination of Associate Professor Robert Borchard

I wish to recommend Associate Professor Robert Borchard for the rank of Associate Professor Emeritus. Professor Borchard has served Ohio University and the School of Art since 1966. Beyond his twenty-five years of teaching for the university, he has energetically contributed to the art education of the youth of the community by giving of his time to the SMAWK (Saturday Morning Art Workshop for Kinder) Program for fifteen years, and has retired in a year when he had just held a successful exhibition of his art work which was the result of a Faculty Fellowship he was awarded in 1988-89. The exhibition was in High Harlow Essex County, England. Not one to let down his expectation of self during his last regular academic year of service, Professor Borchard planned, coordinated and hosted a state-wide symposium of the Ohio Art Education Association (OAEA) that was held on the OU campus this past April 19 and 20. The OAEA nominated Professor Borchard for "Art Educator of the Year" Award in 1986. During this past year he took on the additional responsibilities of serving as a consultant to the Federal Hocking School District for programs sponsored by the Ohio State Department of Education and as a technical assistant to programs state-wide that are sponsored by the Ohio State Division of Special Education. A very much appreciated contribution of Professor Borchard's over the years has been his role in the success of the School of Art Studies Abroad Program in England.

Associate Professor Borchard's presence in the School of Art and his leadership of the Art Education program testify to his deserving emeritus status. I respectfully submit this nomination for your consideration.

RECEIVED  
JUL 23 1991  
OFFICE OF THE DEAN  
COLLEGE OF FINE ARTS  
By \_\_\_\_\_

358

July 9, 1991

To: Tenure and Promotion Committee members, Bradshaw, Nulf, Pettigrew, Poepplemeyer, and Williams

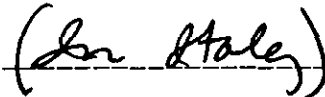
From: Joe Bova, Director



I am nominating retiring Associate Professor Robert Borchard for Emeritus status. Please read the attached nomination, which I have prepared for Dean Wilson's consideration and check off and sign below according to your judgement. I apologize for processing this by a mail distribution but I thought it would hasten the outcome and do so without a meeting during Summer. Please note that Gary Pettigrew has already expressed his opinion in response to my asking him to investigate procedure for me. Please pass on to the person named after you after signing. Thank you.

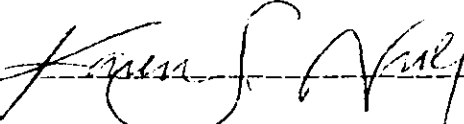
I approve    disapprove    emeritus status for Robert Borchard.

Marilyn Bradshaw



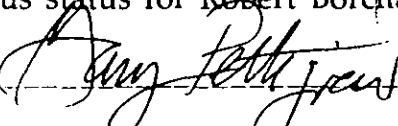
I approve    disapprove    emeritus status for Robert Borchard.

Karen Nulf



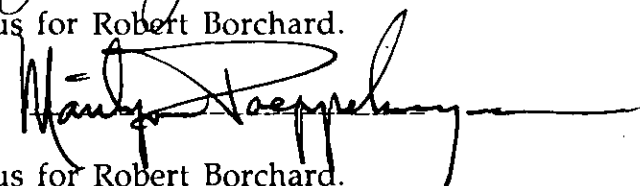
I approve    disapprove    emeritus status for Robert Borchard.

Gary Pettigrew



I approve    disapprove    emeritus status for Robert Borchard.

Marilyn Poepplemeyer



I approve    disapprove    emeritus status for Robert Borchard.

Dan Williams





Ohio University

College of Fine Arts  
Jennings House  
Ohio University  
Athens, Ohio 45701-2979  
614/593-1808

Office of the Dean

January 9, 1992

Dr. James Bruning  
Provost  
Ohio University  
Cutler Hall

Dear Dr. Bruning:

I am pleased to recommend that David Prince be granted the rank of Professor Emeritus of Film. I am adding my words of endorsement to those of Dr. David Thomas, Director of the School of Film. Mr. Prince has had many achievements during his career at Ohio University. In view of his long record of success, I would like to recommend that he be considered for Emeritus status.

Sincerely,

A handwritten signature in cursive script, reading "Dora J. Wilson".

Dora J. Wilson  
Dean

DJW/gem

School of Film  
378 Lindley Hall  
Ohio University  
Athens, Ohio 45701-2979

College of Fine Arts

614/593-1323  
Fax: 614/593-4229

January 7, 1992

Dora Wilson  
Dean, College of Fine Arts  
Jennings House  
Ohio University  
Athens, Ohio 45701

Dear Dean Wilson:

I am writing to recommend that David Prince be considered for Emeritus status. He has taught at Ohio University for 21 years and during that time has received substantial recognition as a cinematographer and videographer. In light of his professional accomplishments, I recommend that he be considered for Emeritus status.

Sincerely,

David O. Thomas, Ph.D.  
Director  
School of Film

RECEIVED  
JAN 7 1992  
OFFICE OF THE DEAN  
COLLEGE OF FINE ARTS  
By \_\_\_\_\_ 261



# Ohio University

## Interoffice Communication

**DATE:** February 4, 1992

**TO:** James Bruning, Provost

*D. Wilson*

**FROM:** Dora Wilson, Dean, College of Fine Arts

**SUBJECT:** Emeritus Nomination for Professor Margaret Stephenson

I am pleased to recommend that Professor Margaret Stephenson be granted Professor Emeritus status at Ohio University. The faculty of the School of Music strongly recommends that Professor Stephenson receives this recognition. I am very much in support of this recommendation. She has many accomplishments in her field and has long been recognized as a distinguished vocal artist. As a result of her dedicated work her students have gone on to achieve many great honors and awards and to become distinguished performers in their own right.

Please see the attached summary statements from the School of Music which presents major achievements of Professor Stephenson's tenure at Ohio University. I recommend that Professor Margaret Stephenson be granted the rank of Professor Emeritus. Thank you for considering this recommendation.

DW/gem

Ohio University  
Interoffice Communication

Date: January 14, 1992

To: Dora Wilson, Dean  
College of Fine Arts

From: Bert Damron, Acting Director  
School of Music

Subject: Nomination for Faculty Emeritus Status

**RECEIVED**  
JAN 14 1992  
OFFICE OF THE DEAN  
COLLEGE OF FINE ARTS  
By \_\_\_\_\_

On behalf of the faculty of the School of Music, I am pleased to nominate Professor Margaret Stephenson for Faculty Emeritus status. In June of 1992 Margaret will be retiring after 25 years of distinguished service in the School of Music. Professor Stephenson has acquired a national reputation as an outstanding teacher of singing and her students can be found in a variety of settings, including professional singing and university (voice) teaching. This is especially noteworthy in view of the fact that these fields are *extremely* competitive.

A brief overview of Margaret Stephenson's accomplishments is as follows:

Professor Stephenson has been on the O.U. School of Music faculty since 1967, and Chair of the Voice Division since 1980. She teaches applied voice and class voice for majors and non-majors. She received her Bachelor of Music degree in Voice from Chicago Musical College and her Master of Arts degree from Columbia University Teachers College in New York. She has done additional graduate study at the Julliard School of Music in New York City. She is a former concert artist and oratorio and symphony soloist, and was affiliated with the Steele Jamison Agency in New York and the Alkahest Celebrity Bureau in Atlanta, Georgia. Prior to coming to Ohio University, she was an instructor of voice at Troy State University in Troy, Alabama and director of the Troy Madrigal Singers.

Professor Stephenson has served on many School of Music committees including several Promotion and Tenure Committees, the Graduate Committee, the Advisory Committee, the Grievance Committee, and the Concerto Committee. She is the first woman to achieve full professor status in the College of Fine Arts and the only woman ever to achieve this status in the School of Music. She has been very active in Athens community work, including 6 years as choir director at the First

United Methodist Church, member of the church's Administrative Board, volunteer for the O'Blenness Fund Drive, private teacher of voice in the community, and soloist with the Ohio University Symphony. During her stay in Vietnam Ms. Stephenson conducted the National Protestant Church Choir and the Embassy Women's Chorus.

Margaret Stephenson is a member of the National Association of Teachers of Singing (NATS), the Ohio Music Education Association, the Music Educators National Conference, and the National Federation of Music Clubs (NFMC). She has been the Great Lakes District Coordinator, Northeast Regional Chairman of Opera, and member of the National Scholarship Board of NFMC. Professor Stephenson presently serves as National Chairman for the NFMC Young Artist Auditions, Ohio Federation of Music Clubs Opera Chairman, and member at large of the NFMC National Board. She has served as an adjudicator for numerous professional organizations and activities. Professor Stephenson is a member of two professional honorary organizations: Pi Kappa Lambda and Delta Omicron.

I would be happy to furnish any additional information and/or documentation that is required. Thank you for your consideration of this request.

b

Mr. Rosa presented and moved approval of the resolution. Mr. Leonard seconded the motion. Approval was unanimous.

## **FACULTY FELLOWSHIP AWARDS**

### **RESOLUTION 1992 -- 1231**

**WHEREAS**, the proposed University Faculty Fellowships on the attached lists have been reviewed in accordance with University policy and found to be meritorious.

**NOW, THEREFORE, BE IT RESOLVED** that the attached University Faculty Fellowships for 1992-93 are approved.

**BE IT FURTHER RESOLVED** that the Provost can approve changes in the conditions of the Fellowships but not the total number of Fellowships.

# Ohio University

## Interoffice Communication

March 4, 1992

TO: Dr. Charles Ping, President

FROM: James L. Bruning, Provost

SUBJECT: **Faculty Fellowship Leaves**



I have read the attached Faculty Fellowship Leave requests. I recommend them to you for approval and signature.

The total number requested (29) is significantly below the number requested in previous years and also is well below the 5% limit (40) established by earlier Trustee action.

JB/jt  
Attachments

**FACULTY FELLOWSHIP LEAVES**  
**1992-93**

| NAME                                | DEPARTMENT        | LEAVE DATES          | PURPOSE  |
|-------------------------------------|-------------------|----------------------|--|
| <i>COLLEGE OF ARTS AND SCIENCES</i> |                   |                      |  |
| Gar W. Rothwell                     | Botany            | Fall, Winter, Spring | Study of Cretaceous and Tertiary filicalean ferns in Western Canada.   |
| Laurence Bartlett                   | English           | Winter               | Research on William Congreve's work and productions of Restoration drama since 1978.   |
| David Bergdahl                      | English           | Fall, Winter, Spring | Research on the linguistic foundation of post-structuralist literary critics.  |
| Sam Crowl                           | English           | Fall, Winter, Spring | Completion of various writing projects, including a study of Shakespeare in film and book-length manuscript on directors of Shakespeare. |
| Susan Crowl                         | English           | Winter, Spring       | Preparation of critical edition of Vol. XVI of <i>The Complete Works of Robert Browning</i> .  |
| Linda Hunt                          | English           | Fall, Winter, Spring | Preparation of a critical study of the Victorian author, Amy Levy.   |
| Zinny S. Bond                       | Linguistics       | Winter, Spring       | Completion of monographs on perceptual errors in casual communication and on the acoustic-phonetic structure of Latvian.                 |
| Howard Wicke                        | Mathematics       | Fall                 | Research on unsolved problems in topology concerning continuous mappings and related topics.   |
| David Burton                        | Modern Languages  | Fall, Winter, Spring | Preparation of a critical edition of the plays of Juan de la Cueva.  |
| Richard Danner                      | Modern Languages  | Spring               | Completion of various studies on La Fontaine.  |
| John Bender                         | Philosophy        | Winter, Spring       | Research on various problems in epistemology and aesthetic theory.   |
| Edward Baum                         | Political Science | Winter, Spring       | Course revision and research on trends in public personnel administration and government management information systems.                 |

|                   |                                |                      |   |
|-------------------|--------------------------------|----------------------|---|
| Hal Arkes         | Psychology                     | Fall, Winter, Spring | Research on various problems in cognitive psychology.   |
| Elliot M. Abrams  | Sociology/Anthropology         | Spring               | Research on the sociology of emotions.  |
| Christine Mattley | Sociology/Anthropology         | Winter, Spring       | Research on archaeological sites in southeastern Ohio.  |
| Fredrick Hagerman | Zoological/Biomedical Sciences | Winter, Spring       | Investigation of the effects of specific exercise intervention on muscle atrophy during simulated weightlessness. |

*COLLEGE OF BUSINESS ADMINISTRATION*

|             |                          |        |  |
|-------------|--------------------------|--------|--|
| John Day    | Management Info. Systems | Fall   | Development of computerized materials for classroom use.   |
| Edward Yost | Management Systems       | Winter | Research on management development and human resource management techniques in Malaysia.               |
| Ashok Gupta | Marketing                | Spring | Completion of research on accelerating the development and marketing of new technology-based products. |

*COLLEGE OF COMMUNICATION*

|                  |            |                      |  |
|------------------|------------|----------------------|--|
| Anne Cooper-Chen | Journalism | Fall, Winter, Spring | Research on mass communication in Japan. |
|------------------|------------|----------------------|--|

*COLLEGE OF EDUCATION*

|                |        |        |   |
|----------------|--------|--------|---|
| Crystal Gips   | SABSEL | Spring | Preparation of a course in educational policy analysis. |
| Richard Miller | SABSEL | Fall   | Research on the roles and functions of college deans.   |

*COLLEGE OF FINE ARTS*

|                 |               |                      |  |
|-----------------|---------------|----------------------|--|
| Mary Manusos    | School of Art | Fall                 | Research on art in The Yucatan.                                |
| Charles McWeeny | School of Art | Fall, Winter, Spring | Research on and completion of a work on large ceramic objects. |

|                    |               |                      |   |
|--------------------|---------------|----------------------|---|
| Daniel Williams    | School of Art | Winter, Spring       | Research on new photographic techniques.  |
| Seabury Quinn, Jr. | Theater       | Fall, Winter, Spring | Completion of a book on comedy. for computer music.                                     |
| George Sherman     | Theater       | Fall, Winter, Spring | Gaining additional experience in directing and the completion of the writing of a play. |

*COLLEGE OF OSTEOPATHIC MEDICINE*

|                 |                      |              |  |
|-----------------|----------------------|--------------|--|
| Marjorie Nelson | Osteopathic Medicine | Fall, Winter | Development of prototype software for medical and osteopathic students studying anatomy. |
|-----------------|----------------------|--------------|--|

REGIONAL CAMPUSES

Chillicothe

|              |                     |                |  |
|--------------|---------------------|----------------|--|
| Dennis Deane | Humanities Division | Winter, Spring | Completion of a body of artistic work as a media installation. |
|--------------|---------------------|----------------|--|



Ms. Grasselli presented and moved approval of the resolution. Mr. Konneker seconded the motion. All agreed.

**ESTABLISH CENTER FOR  
INTELLIGENT CHEMICAL INSTRUMENTATION**

**RESOLUTION 1992 -- 1232**

**WHEREAS**, Ohio University has established faculty expertise and research programs in chemical instrumentation research within the Department of Chemistry in the College of Arts and Sciences, and

**WHEREAS**, the establishment of the Center will serve as a focal point for increased sponsored funding and recruitment of graduate students and post-doctoral scientists in the area of chemical analysis and instrumentation, and


**WHEREAS**, the Center will offer unique educational opportunities for undergraduate students by giving them exposure to new chemical measurement technologies, as well as to relevant applications of these technologies.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees establishes the Center for Intelligent Chemical Instrumentation.

# Ohio University

## Interoffice Communication

March 17, 1992

TO: Charles J. Ping, President  
FROM: James L. Bruning, Provost   
SUBJECT: **Center for Intelligent Chemical Instrumentation**

The attached request to establish a Center for Intelligent Chemical Instrumentation within the College of Arts and Sciences is one that I support and recommend to you for approval. Such a center will strengthen our graduate programs and will aid in our pursuit of grants and in technology transfer efforts.

DS/jt

February 11, 1992

TO: James L. Bruning, Acting President/Provost  
FROM: T. Lloyd Chesnut, Vice President *TL*  
Research and Graduate Studies  
SUBJECT: Center for Intelligent Chemical Instrumentation

Attached is a request from Don Eckelmann to establish a Center for Intelligent Chemical Instrumentation within the Department of Chemistry. Although the center will initially be composed of faculty members from within the Department of Chemistry, its potential to expand to include faculty outside the department is considerable. It seems that there is also potential for technology transfer and economic development.

As you are aware, one of the participants has recently received national recognition in the development of Chemical Instrumentation. Visibility provided by establishment of the center should lead to increased sponsored funding and enhance graduate student recruitment. I recommend its approval and presentation at the next Board of Trustees meeting.

by  
Attachment

cc: D. Eckelmann  
G. Westenbarger

Office of the Dean  
Wilson Hall  
Ohio University  
Athens, Ohio 45701-2979

College of Arts and Sciences

614-593-2850  
FAX: 614/593-0053

February 4, 1992

**TO:** Lloyd Chesnut, Vice President for Research and Graduate Programs  
**FR:** F. Donald Eckelmann, Dean, College of Arts and Sciences  
**RE:** Center for Intelligent Chemical Instrumentation

I endorse the enclosed proposal for the establishment of a Center for Intelligent Chemical Instrumentation. I have read and discussed the proposal with the appropriate personnel involved and am highly supportive of establishing such a center.

Should you have any questions, please feel free to call me or any of the participating faculty members.



FDE/at.intlchmG

cc: Gene Westenbarger, Chair, Department of Chemistry

Proposal for the Establishment of a

## Center for Intelligent Chemical Instrumentation

Prepared by

Gary W. Small, Associate Professor

Howard D. Dewald, Assistant Professor

Peter de B. Harrington, Assistant Professor

Department of Chemistry

Ohio University

## Introduction

An essential component of the technology base of the United States is the development of state-of-the-art devices for detecting and quantifying chemical compounds in a variety of environments. For example, the competitiveness of the American chemical industry is directly dependent on the efficiency of the chemical processes used and on the quality control measures employed in the production of chemical materials. The key to monitoring and optimizing production efficiency, as well as monitoring product quality, is the availability of automated instrumentation that can make real-time quantitative measurements on the reactants and products involved in chemical processes. Just as important, worker safety in industrial settings is dependent on the availability of chemical sensing devices that can be used to detect the presence of hazardous materials.

The need for dedicated chemical measuring devices can be similarly motivated for regulatory monitoring of atmospheric emissions, groundwater monitoring, or monitoring at hazardous waste sites. Automated monitoring of clinically relevant chemical species in hospital settings or home patient monitoring of species such as glucose in blood provide additional examples of the need for state-of-the-art chemical sensors.

Each of the monitoring scenarios described above requires what might be termed "intelligent" chemical instrumentation. In each case, specific chemical species are being monitored in environments in which a variety of other chemical compounds may be present or in which a host of parameters may be changing such as temperature, pressure, or humidity. The term, "intelligent instrument", refers to a new generation of chemical sensors with advanced capabilities for overcoming these environmental effects by a synergistic combination of new measurement hardware and automated data analysis software.

The need for intelligent chemical instrumentation defines a natural interface between the basic research in chemical analysis being conducted in academic settings

and the application-driven industrial, regulatory, or hospital settings described above. Motivated by a desire to enhance such collaborations between academic and industrial scientists, this proposal outlines the establishment of the Center for Intelligent Chemical Instrumentation (CICI) at Ohio University. Building upon the established research programs of three faculty in the Department of Chemistry, CICI will attempt to foster industrial-academic research collaborations in the area of intelligent chemical instrumentation, provide a focal point for recruiting graduate students and post-doctoral scientists in this research area, furnish a conduit for the exchange of information and expertise with other Ohio University centers and institutes, and seek to gain national and international prominence for Ohio University in this important research area.

### **CICI Activities**

The primary goal of CICI is to foster industry-academic collaborations in the area of intelligent chemical instrumentation and thereby increase the level of research funding arising from industry sources. Ohio University is geographically well-positioned to allow such collaborations, given the existence of significant chemical industry in Ohio and contiguous states.

The key to establishing industrial research collaborations is a free exchange of ideas between scientists in industry and academia. Through such an exchange of ideas, industrial scientists will become familiar with the research being conducted at Ohio University, and CICI faculty will gain a greater appreciation for the needs of industry in the area of chemical instrumentation. Center funds will be used to help support three approaches to opening lines of communication between CICI faculty participants and industrial researchers. First, a series of seminars and symposia will be established to bring researchers in industry to Ohio University, either individually or in groups. Second, workshops will be held through which industrial researchers can come to Ohio University to gain experience with state-of-the-art techniques being used in the research groups of the faculty participants. Third, a brochure describing the

center will be developed for distribution to industrial scientists.

The establishment of CICI will also serve as a focal point for recruiting graduate students and post-doctoral scientists in the area of chemical analysis. The CICI brochure described above will also be useful in increasing the visibility of Ohio University and the Department of Chemistry in the all-important area of graduate student recruiting. By defining a focus for our research efforts, we hope to attract students who would not have considered Ohio University previously. We propose to aid this recruiting effort through the use of center funds to establish graduate student fellowships for outstanding students. These fellowships would provide nationally competitive stipends.

CICI will offer unique educational opportunities for undergraduate students by giving them exposure to new chemical measurement technologies, as well as to relevant applications of these technologies. This experience will be extremely valuable to students seeking employment in industry or government settings in which increased emphasis is being placed on high technology solutions to chemical measurement problems.

The establishment of CICI will also provide visibility internally for the research being conducted in intelligent chemical instrumentation. Collaborations and cooperative efforts with other centers and institutes at Ohio University may be fostered in this way, as the need for chemical sensors is present in numerous other disciplines in science, medicine, and engineering. The research conducted at CICI may also give rise to marketable technologies that can serve as the basis for high technology/low environmental impact businesses for the state of Ohio. CICI will work with the Ohio University Innovation Center to identify and promote potentially marketable research.

### **Personnel**

The three founding members of CICI are analytical chemists with established individual research programs that each focus on different aspects of the development of intelligent chemical instrumentation. The backgrounds of these individuals and their



current research interests are summarized below.

**Gary W. Small**, Associate Professor of Chemistry, B.S., 1979, University of North Carolina at Chapel Hill, Ph.D., 1984, Pennsylvania State University. Research interests:

- Environmental monitoring techniques based on passive FTIR remote sensing.
- Infrared sensors for determining glucose in blood.
- Infrared-based fiber optic chemical sensors for process monitoring/control.
- Advanced signal processing and multivariate calibration strategies for chemical analysis.

**Howard D. Dewald**, Assistant Professor of Chemistry, B.S., 1980, University of Wyoming, Ph.D., 1984, New Mexico State University. Research interests:

- Development of chemically modified electrodes for use in drug interaction studies.
- Voltammetric sensors for environmental field-testing of toxic and hazardous materials.
- Development of new detection methods in chromatography based on electrochemistry.
- Applications of chaos theory in the study of electrochemical processes.

**Peter de B. Harrington**, Assistant Professor of Chemistry, B.S., 1980, Randolph-Macon College, Ph.D., 1988, University of North Carolina at Chapel Hill. Research interests:

- Development of expert systems and neural networks for automated chemical analysis.
- Development of chromatographic fingerprinting methods for the automated detection of chemical species.
- New data analysis strategies for use in protein sequencing.

- Automated methods for material characterization by mass spectrometry.

### **Financing CICI**

No start-up funds are requested from the Center Revolving Fund. It is anticipated that sufficient revenue to operate the center will accrue through incentive funds based on the recovery of indirect costs from the research grants of the faculty participants. Given that the research emphasis of the center encompasses the existing research efforts of the faculty participants, no significant start-up expenditures are anticipated. We propose to increase the activities of the center slowly, commensurate with the accumulation of incentive funds. Given current University budgetary constraints, we feel this is the most fiscally responsible strategy for developing the center.

### **Space Requirements**

No requests for additional laboratory or office space will be made initially. The space occupied in Clippinger Laboratories by the three faculty participants will be sufficient to start the center. As CICI develops, however, requests for additional space may be necessary.

### **Administrative Structure**

The three faculty participants, in conjunction with the Chair of the Department of Chemistry, will administer the center. The Director of CICI will be appointed by the Dean of the College of Arts and Sciences, upon recommendation by the Chair of the Department of Chemistry. The Director will be appointed for a three-year term, and will be responsible for reporting on center activities to the appropriate administrative units. Decisions regarding the allocation of center funds will be made jointly by the faculty participants, in consultation with the Chair.

### **Plans for Future Expansion**

The applicability of chemical sensing technology to other disciplines in science,

medicine, and engineering provides a natural avenue for the expansion of CICI to include faculty researchers outside of the Department of Chemistry. It is expected that the increased visibility for research in chemical analysis provided by the center will lead to collaborations with faculty in other departments and colleges, and subsequently to additional faculty participants in CICI.

In addition, the establishment of CICI may serve to attract new faculty to Ohio University in the area of intelligent chemical instrumentation. We consider the hiring of additional faculty to be an important mechanism for the future expansion of CICI.

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

**RENAMING OF CENTER FOR  
GEOTECHNICAL AND GROUNDWATER RESEARCH**

**RESOLUTION 1992 -- 1233**

**WHEREAS**, the Center for Geotechnical and Groundwater Research is an established Center at Ohio University, and


**WHEREAS**, the current and future focus of the Center addresses broad environmental issues, and

**WHEREAS**, a change of name for the Center would complement the newly established Ph.D. program in the College of Engineering and Technology, and

**WHEREAS**, nationally and at the state level research organizations are including environmental concerns in their names,

**THEREFORE, BE IT RESOLVED** that the name of the Center for Geotechnical and Groundwater Research be changed to Center for Geotechnical and Environmental Research, effective immediately.

March 17, 1992

TO: Charles J. Ping, President  
FROM: James L. Bruning, Provost   
SUBJECT: **Change of Name for the Center for Geotechnical and Groundwater Research**

I fully support the request from the Center for Geotechnical and Groundwater Research to change its name to the Center for Geotechnical and Environmental Research. The change not only would better identify the research interest of the Center but would also be in line with national trends.

DS/jt

January 29, 1992

TO: James L. Bruning, Provost

FROM: T. Lloyd Chesnut, Vice President  
Research and Graduate Studies

SUBJECT: New Title for the CGGR

*TLC*

I have reviewed the attached request for a change in title for the Center for Geotechnical and Groundwater Research. I recommend that the name be changed and presented to the Board of Trustees for approval

by  
Attachment

### **CENTER FOR GEOTECHNICAL & GROUNDWATER RESEARCH**

College of Engineering and Technology  
418 Stocker Center  
Ohio University  
Athens, Ohio 45701

**DATE:** January 22, 1992

**TO:** T. Lloyd Chesnut, Vice President, Research and Graduate Studies

**FROM:** Gayle F. Mitchell, Director, CGGR

**RE:** New Title for the CGGR

This is to request a change in title for the Center for Geotechnical and Groundwater Research. The requested change is to the new title of **Center for Geotechnical and Environmental Research (CGER)**. This decision is based on several discussions with you, Dean Robe, and others over the past year on the advisability of changing the name or title to more correctly reflect the Center's current and future planned focus. This issue was discussed at the last External Advisory Board meeting of the CGGR and the consensus was positive for a new title for the Center.

Some of the more important reasons for this change in title are as follows:

- 1) The current and future focus of the Center addresses broad environmental issues rather than more narrowly focused groundwater.
- 2) The name would be more in line with the newly established Ph.D. program in Integrated Engineering-Geotechnical and Environmental. (See attached brochure)
- 3) There appears to be a push statewide toward establishment of a state Environmental Center which would position our Center to more readily take advantage of this should it occur. (See attached newspaper article)
- 4) Nationally, organizations are changing their names to ones that include "quality" and "environment" because their area of expertise has moved into this arena. (See attached magazine article)

T. Lloyd Chesnut  
Page 2  
January 22, 1992

I would appreciate your bringing this request for change in title to the attention of the Board of Trustees at their next scheduled meeting. Thank you for your assistance.

GFM/hrm  
Enclosures

cc: Dean T. Richard Robe  
Dean F. Donald Eckelmann  
Shad Sargand  
Paul Sullivan



## What's in a name? Perhaps a sweeter rose

Image is tied to words—as several organizations have recognized with their name changes.

The Water Pollution Control Federation is now the Water Environment Federation, the International Association of Water Pollution and Research is changing its name to the International Water Quality Association, and the National Water Well Association has become the National Ground Water Association.

"To the outside world, our people came to be seen as 'pollution people,'" said Roger Dolan, president of WEF. "It was an image issue. Also in today's world—even if you accurately interpret the old name—the word 'control' just isn't good enough. We don't control pollution anymore; we eliminate it. That's why we changed."

The name change, voted on during the federation's annual meeting last month, is effective immediately. WEF will institute the name change in its publications, products, and services over the next few months.

Dolan's sentiments were echoed by Tony Milburn, executive director of the International Association on Water Pollution Research and Control, which is planning to finalize its name change to the International Water Quality Association at its biennial meeting in Washington next May.

"Organizations are moving from technical names to names that include 'quality' and 'environment' because their area of expertise has moved into the arena of public debate," he said.

For IAWPRC, the name change has evolved over the past six years, starting with the decision in 1986 to launch a new magazine, *Water Quality International*, and continuing through a plenary discussion of water quality issues in the year 2000 at the 1990 biennial meeting.

The words "water pollution" indicate a problem-oriented approach, said Milburn, whereas "quality" is solution-oriented.

The National Water Well Association has also changed its name, effective immediately, to the National Ground Water Association. The change was adopted at the group's annual convention in Washington in late October. Founded by well and pump contractors in 1948, the organization now represents more than 23,000 members from every profession in groundwater protection.

"The name change reflects more properly the scope of interest of the association," said Kevin McCray, spokesman for NGWA.

# Environmental technology plan draws cautious praise

By Scott Powers  
Dispatch Environment Reporter

If the governor has his way, Ohio will become a leader in finding ways to dispose of toxic substances, filter pollutants from the air, or to reuse plastic foam cups.

Gov. George V. Voinovich attaches high priority to creating the nation's first "environmental technology center," said Development Director Donald Jakeway and Voinovich aide Timothy Cosgrove. The governor proposed the center Tuesday in his State of the State speech.

The center could become the state's ninth Edison Center, combining government, university and business resources to push environmental technology.

Jakeway thinks Ohio could quickly take a place on the cutting edge of environmental technology since, apparently, there are no similar state-federal-private

efforts in any other state yet. Voinovich issued a specific challenge to federal officials in his speech.

The proposal drew cautious praise from both environmental groups and environment companies, some of it tempered by skepticism that it can be done on the state's tight budget and by cynicism regarding Voinovich's motives.

John Rumpler, campaign director of the Ohio Public Interest Research Group, said, "Research and technological assistance can play a positive role in environmental protection, but what we need now is action."

Jakeway said a plan will be developed in the next eight to 10 months for a center that is "similar to, if not a part of, the Edison Center." Planning will be led by the governor's Science and Technology Council.

The state's eight Edison Centers mix state and federal grants with private company contracts to seek

technological advances in specific fields, such as micro-biotics or metal-joining processes.

Already, several Ohio universities have environmental technology programs. The environmental technology center could bring all of those together, and could be set up in more than one place, Jakeway said.

Jakeway said he hopes all interested universities, environmental groups and businesses join in the planning. He said he already is hearing from some.

Michael Sheward of the National Solid Wastes Management Association in Washington said the governor's idea has potential.

"Our chief concern would be that industry within the solid waste field is involved, that we keep a real-world focus on the search for better technologies," Sheward said. "That's a healthy way of looking at the environment: to have everybody who has an interest and knowledge in

the issue to join in to try to provide better technology."

Ed Hopkins, environmental policy director for Ohio Citizen Action, said he can endorse environmental technology research, so long as it does not replace environmental action.

"A lot of politicians use research as a means to postponing solutions to today's problems," Hopkins said. "Pollution is primarily a political problem, not a technological problem. The Federal Office of Technology Assessment said we have the technology available today to cut pollution by 50 percent."

Richard C. Sahli, executive director of the Ohio Environmental Council, was more encouraged.

"I definitely do endorse what he called for," Sahli said. "I agree with his observations that this is the wave of the future and a situation that Ohio could very easily position itself in to be a national leader."

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### **C. BOARD-ADMINISTRATION COMMITTEE**

Committee Chairman Schey reported the Committee met on Friday and received a report from President Ping on a proposed minor amendment to the Ohio University Foundation Code of Regulations. Mr. Schey noted the committee did not question the change.

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

## **HONORARY DEGREE AWARDS**

### **RESOLUTION 1992 -- 1234**

**WHEREAS**, the University Committee on Honorary Degrees has recommended that Ohio University honor the persons listed below through the conferral of an honorary degree, and

**WHEREAS**, it remains for the President to determine whether these persons wish to accept the award.

**THEREFORE, BE IT RESOLVED** that the degrees recommended be conferred at appropriate times in the future after the President has determined that the persons recommended wish to be honored.

Stanley J. Aronoff  
William G. Black  
Myron S. Magen  
N. Scott Momaday  
Gertrude F. Rempfer  
Bernarda Bryson Shahn  
K. Wayne Smith

## **STANLEY J. ARONOFF**

Stanley J. Aronoff has continuously been a member of the Ohio General Assembly since 1960. Mr. Aronoff served in the House of Representatives from 1960 to 1966 and the Senate from 1966 to present date. He has been the Ohio Senate President since 1989.

Senator Aronoff has made meaningful contributions to Ohio's higher education system and has been uncompromising in his support for rational planning and increased and continuing budgetary commitment. In addition, he authored Senate Bill 140 which provides an opportunity for able area high school students to attend nearby colleges and universities for high school and college credits.

Stanley Aronoff has also led the fight for greater recognition of The Arts in Ohio. He has given increased visibility to the Ohio Arts Council and has created, through imaginative funding, the opportunity for art in public facilities. His "one percent" for art in all new state facilities is one such example.

## **WILLIAM GRANT BLACK**

The Right Reverend William Black has recently retired as Bishop of the Episcopal Diocese of Southern Ohio. Prior to his service as Bishop, Reverend Black served as Rector of the local Church of the Good Shepherd from 1962 to 1973.

Reverend Black has been a dynamic leader of the Episcopal Diocese, a strong civic leader, and a counselor to all. He embodies a model of religious cooperation with public interests, while avoiding any confusion between church and state. His contributions are many and vary from local matters involving health care, human and religious relations, and building international awareness. At the state and federal levels his involvement includes programming reviews of mental health and retardation matters and appalachian issues.

The Rt. Rev. Black is a Trustee of Kenyon College and serves as a member of the College of Arts and Sciences Board of Visitors.

## **MYRON S. MAGEN**

Myron S. Magen, D.O., retired June 1991 as Dean of Michigan State University College of Osteopathic Medicine. He now holds the Patenge Endowed Chair (Academic) at Michigan State University.

Dr. Magen has been a tireless leader of the practice of osteopathic medicine and the education of osteopathic practitioners. For over thirty-five years he has personally continued the practice and teaching of medicine. He has, as well, served his profession's state and federal associations, the United States Public Health Service, and numerous state departments of education. Dr. Magen is a prolific writer, authoring over fifty major publications in the health care field.

Dr. Magen was among a hand full of professional educators and practitioners that were extremely helpful to the early development of our College of Osteopathic Medicine. He was particularly insightful with suggestions for administrative structures and curriculum formats. Dr. Magen was, and remains, a source of inspiration and strength for the College of Osteopathic Medicine.

## N. SCOTT MOMADAY

N. Scott Momaday's work is at the center of who we are, what makes us distinctive as humans: *language*. And through language he articulates our connection with ourselves and with our earth.

Dr. Momaday is internationally acclaimed as one of today's eminent writers. His winning the Pulitzer Prize for *House Made of Dawn* in 1969 began a renaissance in American Indian writing. Momaday's success lies in his ability to tell a story and his masterful use of language. He demonstrated that Indian writing was no longer of interest merely to anthropologists or others curious about Indian culture, but that it was to be taken seriously as literature. Dr. Momaday's work has become an integral part of our nation's literary treasure and history.

In Momaday's work, stories are crucial to the transcendence of place and time, the recovery of the past, and the restoration of the self. He writes in *The Way to Rainy Mountain*: "The verbal tradition... has suffered a deterioration in time. What remains is fragmentary: mythology, legend, lore, and hearsay." Momaday's work -- in novels, essays, poetry, and visual arts -- brings the fragments of an old tradition into vital relation with one another, and with contemporary aspects of Native American culture.

Other works of Mr. Momaday include: *The Complete Poems of Frederick Goddard Tuckerman* (1965); *Colorado: Summer, Fall, Winter, Spring* (1973); *Angle of Geese and Other Poems* (1974); *The Gourd Dancer* (1976); *The Names* (1976); and *The Ancient Child* (1989).



## **GERTRUDE F. REMPFER**

Dr. Gertrude F. Rempfer has been described as the matriarch-mentor of the physics community in the Pacific Northwest. In fact, she is known world-wide for her work in electron optics and microscopy, especially for the ultra high vacuum photo emersion electron microscope. This instrument is critical to the study of surface properties of cells and macromolecules.

Much of the knowledge pertaining to depth of field, resolution, and the correction of aberrations in emission microscopy has been authored by Dr. Rempfer and her colleagues. Two electron emission microscopes currently in use by our Physics Department were built using data from her landmark research on the design of electrostatic lenses. One, utilizing an objective lens, was designed by Dr. Rempfer.

Dr. Rempfer has spent over fifty years as a role model, teacher, scholar, researcher, and friend to members of her fraternity of specialists. She is an outspoken advocate for individual rights, a prolific author, and the owner of five patents.

## BERNARDA BRYSON SHAHN

Ms. Shahn is a renown writer, artist, and illustrator. Her illustrations are published in major American magazines and books for children. Major magazines for which she provided illustrations since the early 1960's include: Fortune, Harper's, and Scientific American. She has, in addition, illustrated thirteen major books. Her children's books include: The Art of Art for Children (1966) and Illustrators of Books for Young People (1970). Ms. Shahn's writings and illustrations include: The Twenty Miracles of Saint Nicholas (1960), The Zoo of Zeus (1964), Gilgamesh (1967), and Ben Shahn (1973).

At eighty years of age, Ms. Shahn recently completed a solo exhibition of her most current work at the Midtown Galleries in New York.

Ms. Shahn, born in Athens, Ohio, is a 1923 graduate of the University. We are exploring the likelihood that her mother taught latin here during the early 1900's. Her father owned and edited The Athens Morning Journal.

## **K. WAYNE SMITH**

K. Wayne Smith is the President and Chief Executive Officer of the Online Computer Library Center (OCLC) Incorporated of Dublin, Ohio, which is the world's largest bibliographic utility. Prior to his leadership of OCLC, he had served in a variety of key management and leadership roles in private, public, and military sectors. His specialty has been the field of information technology.

Mr. Smith's leadership of OCLC has been critical to the implementation of a major telecommunications network, a new cataloging system, a creative online reference system to end users, and the development of joint ventures, with private entities, for the creation of serial table of contents database and document delivery systems.

In 1971 Ohio University began its use of the OCLC system and was the first university library to perform online computerized cataloging. The Alden Library has, for over 20 years, shared a series of technology firsts with OCLC to further access to information and to increase knowledge.

## **VIII. ANNOUNCEMENT OF NEXT STATED MEETING**

Secretary Geiger reported the next stated meeting is to be held on the Chillicothe Campus, on Saturday, June 5, 1992. Committee/Study sessions are to be held on Friday, June 5, 1992, on the Lancaster Campus.

## **IX. GENERAL DISCUSSION - CALL OF MEMBERS**

Members, in turn, expressed their appreciation to Matthew Rosa for his good service as a student trustee and wished him well. All noted they enjoyed their association with him. Each thanked the President for the special evening honoring Marie White's 40 years of service in the President's Office and for the opportunity to be with former Presidents Alden, Baker, and Crewson.

Mr. Campbell thanked those leading our Management for the Third Century Task Force. He expressed hope that our University can somehow become involved in the dramatic changes facing the countries of the former Soviet Union, particularly as it may affect their educational systems and peoples.

Mrs. Eufinger remarked she appreciated the positive attitude of the campus and its impact upon the success we enjoy. She thanked the President for the opportunity to have lunch with UPAC members.

Ms. Grasselli stated that she was struck by the privilege and pleasure of living in this country and that so much of what we enjoy bodes well for our future. She thanked all those who help make this a special place.

Mr. Hodson thanked all those helping with the Third Century Task Force and noted the importance of Trustees providing their ideas and creativity to the final report. He commented he found the entire process of the Task Force most valuable.

Mr. Konneker indicated how pleased he was with the role of our student trustee and his regret for opposing the concept. He stated his confidence in the university's ability to overcome these difficult fiscal times.

Mr. Leonard described the need for courage and sacrifice as we move through this difficult economic time. He stated the university's message is a good one, and that we must broaden our efforts to have others help tell our story.

Mr. Rosa thanked members for the opportunity to serve with them and for the many personal courtesies they extended to him. He noted

students do enjoy life here, and that in his case his education was being received in both the classroom and beyond.

Ms. Turoczy indicated she felt there was good cooperation on campus among students, faculty, and staff; perhaps the best ever. She stated she was remaining positive and was eager to help sell the university's needs to all who would listen.

Dr. Bandy-Hedden commented she hoped we all shared the need to join together for a solution to the state's economic and education dilemma.

Mr. Schey stated our present situation could be one of opportunity or chaos. He noted our success would be measured in how well we handle the budget change and that total quality, over time, means lower costs.

President Ping outlined efforts already underway that begin to address the problems of the former Soviet Union and Eastern Europe countries. He described briefly the building of educational and business linkages and noted those involved. The President thanked Mr. Bush for his good effort and willingness to lead the Management for the Third Century Task Force.

Chairman Strafford read and then presented a certificate of appreciation to Matthew Rosa from the Trustees. He, too, thanked Mr. Bush and then commented on the importance of President Ping's clear vision of the university's future.

#### **X. ADJOURNMENT**

Determining there was no further business to come before the Board, Chairman Strafford adjourned the meeting at 12:10 p.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.

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J. Craig Strafford  
Chairman

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Alan H. Gelger  
Secretary

## **COST CONTAINMENT PROGRAMS**

**What is the University doing to contain costs?**

- **Staff planning program - reduction of 50 faculty/staff positions while growth in 400 students in 1991-1992**
- **Energy management program - saved \$5.5 million in last 10 years with most efficient use of coal, gas, electricity and water**
- **Space utilization - more efficient use of classrooms 17% in decline in space per student**
- **Education delivery - higher education microwave system delivery**

# **EFFECTIVENESS**

## **EXTERNAL POPULAR REVIEW**

- **National recognition for quality in Money Guide, U.S. News & World Report, 1992 Guide to 101 of the Best Values in America's Colleges and Universities, and Fiske Guide to Colleges.**
- **11,000 freshman applications for 3000 openings**
- **Annual private gifts increasing from \$2.3 million to \$11.1 million or 376% in 10 years**

## **Effectiveness - External Professional Review**

- O.U. accredited by North Central and 12 professional associations
- O.U. has received over 16 million in OBOR Excellence awards, three Eminent Scholars and academic and program excellence awards in 15 areas.
- Faculty increase in grants has increased 308% in 10 years from \$2.5 million to \$10.2 million



# **EFFECTIVENESS**

## **USE OF FUNDS**

- O.U. uses 50% of funds for instruction - only 5 of 45 universities in region allocate larger percentage
- O.U. uses 10% of funds for scholarships and fellowships - only 2 of 45 universities in region allocate larger percentage
- O.U. uses 7% of funds for administrative support - this was in bottom quartile of 45 universities in region
- O.U. uses 9% of funds on plant operation and maintenance this percentage is slightly above average

## **EFFECTIVENESS - STUDENT ASSESSMENT**

**From 1980 to 1990 the following changes have occurred:**

- **96% Increase in freshman applications while state high school graduate pool has dropped 25%**
- **20% Increase in average ACT scores (23.0) and 19% in high school rank (74.3)**
- **28% increase in graduation rate - 52% to 70%**
- **24% increase in general education scores - Freshmen to Seniors**
- **10% increase in employment rate - 70% of graduates remain in Ohio**
- **Bachelors degree salaries 2% above average - Masters graduates 12% above national average**
- **Increased level of satisfaction by graduates with University programs and services**

## **PRODUCTIVITY**

**From 1980 to 1990 the following changes have occurred:**

- **3.2% Increase in faculty credit hour load**
- **5.2% Increase in student credit hours produced**
- **Undergraduate degree production per faculty member up 19.6%**
- **Graduate and medical degrees granted per faculty member up 74.1%**
- **Graduation rate 70.2% compared to 44.4% for rest of state**
- **42% Increase in amount of time faculty spent with seniors on academic matters**

## **Is the University using resources economically, productively and effectively?**

### **COSTS**

- Two recent studies place O.U. among the most cost effective in U.S.
- New York Study - O.U. ranks most efficient with total expenditures per student 34% below the average.
- Minter & Associates study - O.U. expenditures per student 27% lower than 45 universities in 13 state region.
- Administrative costs are also among lowest in country. New York study - O.U. costs 53% below average. Minter study - O.U. administrative costs 41% below the average.
- State Investment per student has dropped when adjusted for inflation from \$3,706 in 1980 to \$3628 in 1991 or decrease of 2.1%.
- Share paid by students due to lack of state support has increased from 33% in 1980 to 47% in 1991.

## **ISSUES TO BE RESOLVED**

- **Budget Cuts - Impact on University and programs**
- **Increasing Quality with Reduced Resources**
- **Focus on Changes, Innovation and restructuring**

## **CONTAIN COSTS**

- **Continue to contain major factors driving costs**
- **Search for new cost-containment measures**
- **Systematically review all units to increase effectiveness while controlling costs**

## **Strategies for enhancing quality in a period of constrained public funding**

### **INCREASE INCOME**

- **Increase tuition and fees -  
1980 O.U. ranked 2nd in state -  
1990 O.U. ranked 5th**
- **Increase externally funded research and sponsored  
activity**
- **Increase private support**

## **COST CONTAINMENT IN UNITS**

- **College of Osteopathic Medicine**
  - **Basic Science Program**
  - **Regional Teaching Centers**
- **Library - 30% reduction in staff and 40% increase in circulation**
- **Physical Plant - grounds and maintenance staff reduced 104 since 1972 while campus maintenance and beauty has been enhanced**
- **Office of Independent Study is serving 71% more students with same size staff**
- **Academic colleges have reduced staff, re-organized programs and increased services to the students**