

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

10:00 a.m., Saturday, October 10, 1992
McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION
(Saturday, October 10, 1992, 8:00 a.m.)

On a motion by Dr. Strafford, and a second by Mr. Campbell, the Ohio University Board of Trustees resolved to hold an executive session to consider real estate matters under Section 121.22(G) (2); legal matters under Section 121.22(G) (3); and personnel matters under Section 121.22(G) (4) of the Ohio Revised Code.

On a roll call vote all members present, namely: Chairman Schey, Mr. Campbell, Mr. Emrick, Mrs. Eufinger, Ms. Grasselli, Mr. Hodson, Mr. Nolan, and Dr. Strafford voted aye.

President Ping reviewed the status of negotiations between university security personnel and the Fraternal Order of Police. He noted a tentative agreement had been reached between members of the bargaining teams, but that the agreement had been rejected by the membership. The President expressed hope that the few unsettled matters might be quickly resolved. He noted that the expected settlement would be within the parameters established by the Board of Trustees.

The President discussed the need for the orderly transition of institutional leadership and the university's organizational structure. He described specific roles undertaken by the Provost in meeting all the responsibilities of the office of President. President Ping outlined issues effecting the search for Provost Bruning's replacement. Trustees suggested possible courses of action for his consideration.

President Ping indicated the university had been contacted about the purchase of a local, vacant commercial building. He noted the facility might meet the university's long-term needs for remote library storage, or stores and receiving. Consensus was to continue discussion on the matter.

The President stated the university has been offered, by the host international country, a facility built as part of AmeriFlora in Columbus, Ohio. Members asked that the possibility be further explored.

President Ping reviewed the likelihood of the development of a retirement center at the Ridges. He reviewed the location of the site, and the University commitment to provide a roadway and utilities for this development. He commented on the possibility of private development as a part of the institution's planned research park initiative.

Matters of pending litigation and legal issues were considered. The President was asked to provide additional information on two matters.

The Board of Trustees met the morning of Friday, October 9, at the Stocker Engineering and Technology Center. The Trustees were given a briefing on the life of the College of Engineering and Technology by Dean T. Richard Robe. A synopsis of the briefing as prepared by Dean Robe follows.

The morning session of the Fall '92 Ohio University Board of Trustees meeting was held in the College of Engineering and Technology's C. Paul and Beth K. Stocker Center on October 9, 1992. This was the first of a series of such meetings at each College to familiarize the Board with each College's mission, activities, and plans.

After introductions, Dean Robe Discussed the mission and purpose of the College, followed by a slide presentation which provided a summary of the College's education and research programs, faculty, and students. The focus was on the rapid changes that have taken place in the College since the Stocker Endowment in 1978. Key points included the mix of the faculty (approximately 80% new since 1980), increased number of freshmen (over 20% above the Fall '91 class), which is counter to national trends, increased number of graduate students, increased level of external research support, establishment of six additional research centers and increased level of private support. It was noted that approximately 60% of the movable equipment in the building has been purchased with private funds. Following the profile, a College video describing the academic programs and research centers was shown.

Dean Robe called on Associate Dean Essman to review the College's special programs, including the newly established Ph.D. Program in Integrated Engineering. It was noted that this program is a unique interdisciplinary program not found at other universities. The program provides graduates with special emphasis in one of three areas of national importance including: geotechnical and environmental, materials processing and intelligent systems areas. Enrollment in the program has already surpassed the project maximum number. Two Academic Challenge grants in the Department of Electrical and Computer Engineering were reviewed; a 1987 grant in the Avionics area and a 1989 one in the power electronics and industrial control areas. The College's Cooperative Education program and Pre-Engineering Program for Minorities (PEP) were described. PEP, initiated in 1981, has assisted in the College's effort to increase and retain the number of minorities.

Associate Dean Essman described the College's recently established PIPELINE program for 6, 7, and 8th grade students. Its purpose is to motivate students' interest in mathematics and science at an early age. Facts from a recent National Science Foundation report were presented which indicated that only 7% of the US students are prepared and maintain their interest in these areas. MathCounts, another special program sponsored by the College, is to stimulate 7th and 8th grade students interest in mathematics. TEAMS (Tests of Engineering Aptitude, Mathematics and Science) was introduced by Ohio University in 1984. It is a scholastic competition involving teams of students from different high schools competing to solve interdisciplinary problems. Regional competitions are held at eight Ohio universities (Ohio University, Ohio State University, Wright State University, Ohio Northern University, Cleveland State University, University of Cincinnati, University of Akron and University of Toledo), and are coordinated by Ohio University. State winners reconvene in April to compete at the national level. The Ohio TEAMS program is the largest in the nation, with 2390 students from 178 high schools participating in 1992.

Mr. Samuel Greiner spoke on behalf of the College's Board of Visitors' perspective, and commented on the excellent leadership provided over the past 12 years by Dean Robe.

Board members and visitors were teamed with selected faculty to tour one of several areas of strength in the College, including: The Center for Geotechnical and Environmental Research (Dr. Gayle Mitchell), the Ohio Coal Research Center (Dr. Michael Prudich), the Avionics Engineering Center (Dr. Robert Lilley), the Automatic Identification Education and Research Center (Professor Dinesh Dhamija), the Advance Materials Processing Center (Dr. Mohammed Dehghani), and the Biomolecular Engineering area (Drs. Ting Gu and Bhavin Mehta). After the tours, the Board hosted a luncheon for college students and faculty in the Boyd Cafeteria dining hall.

I. ROLL CALL

Eight members were present, namely: Chairman Ralph E. Schey, Richard E. Campbell, Charles R. Emrick, Jr., Charlotte C. Eufinger, Jeanette G. Grasselli, Thomas S. Hodson, Howard E. Nolan, and J. Craig Strafford, M.D. Student Trustees William A. Reimer, Jr. and Monica A. Turoczy also attended. This constituted a quorum.

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

Mr. Richard A. Lancaster, President, Ohio University Alumni Association Board was also present. The President of the Alumni Association sits by invitation of the Trustees.

This was the first meeting for Messrs. Emrick, Nolan, Reimer and Lancaster. Mr. Emrick was appointed to fill the unexpired term ending May 12, 2000, of Wilfred R. Konneker. Dr. Konneker resigned from the Board following an Attorney General's opinion requiring public office holders and trustees to be electors of the State of Ohio. Mr. Nolan was appointed to replace retiring Trustee Dennis B. Heffernan. Mr. Nolan's term ends May 12, 2001. Mr. Reimer replaces retiring Student Trustee Matthew D. Rosa and his two year term ends May 12, 1994. Mr. Lancaster takes the position held by Irene Bandy-Hedden and will represent the Alumni Board through June of 1994.

II. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 6, 1992 (previously distributed)

Mr. Hodson moved approval of the minutes as distributed. Ms. Grasselli seconded the motion. All agreed.

III. COMMUNICATIONS, PETITION AND MEMORIALS

The Secretary reported none had been received.

IV. ANNOUNCEMENTS

President Ping formally introduced Vice President for University Relations Adrie Nab. He commented that he looked forward to Mr. Nab's contributions to the life of the University.

V. REPORTS

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

All materials utilized in the presentations are included with the official minutes. Therefore, only an overview of each report is provided herein.

A. ENROLLMENT REPORT

J. David Stewart
Vice Provost and Director of Summer School.

Vice Provost Stewart began by reporting a 38% increase in Summer School enrollment over the past decade. Overall enrollment for Fall 1992 is 27,400 students. Of this number, 18,850 are located on the Athens campus and 8,550 on the regional campuses. This is a modest reduction over the Fall 1991 total enrollment figure by 41 students. The Vice Provost noted this reduction is within the regional campus system and is due to the phasing out of residential credit centers.

Dr. Stewart noted that entering freshman class size has remained between 3,100 to 3,200 students over the past ten years. He stated the limited growth we have continued to enjoy is because of increased retention rates due to the increasing quality of entering students. Our retention rate range is 10 percent above the national average by total and group.

B. RESIDENCE AND DINING HALL SYSTEM REPORT

Gary B. North
Vice President for Administration

Vice President North briefly defined the major operating areas of the Residence and Dining Hall System as housing, food services, finance and renovations. He stated that the system is able to accommodate all those wanting university housing. Fall 1992 occupancy is 6,933 students against a total capacity of 7,056 spaces. This is an increase of 33 students over last fall. He stated our one area of need remains the number of university apartments available to married students and their families.

Dr. North reported students are selective in their choice of food and its potential effect on their life styles and that more salads, pastas, juices and fruits are being served and eaten. He indicated the systems serves 3.5 million meals a year and that the 14 meal plan arrangement is currently the most popular.

Dr. North stated the System had a fiscal balance of \$.5 million.

Vice President North indicated that the matter of facility renovations are a major challenge given the fact most facilities are at least 25 to 45 years of age. He reminded Trustees of an earlier approved 10 year system renovation plan and noted the difficulty in undertaking renovation work in facilities used almost year around.

C. INSTITUTIONAL REVIEW STUDY REPORT

A. Michael Williford
Director, Institutional Research

Dr. Williford began his presentation by briefly reviewing the seven major areas of the university's Institutional Impact Study. He noted his remarks would reflect how we are improving services to students, and how we attempt to measure improved quality of our educational and student products.

Dr. Williford indicated quality outcomes are measured through the College Outcome Measures Project (COMP). This project measures growth between first and fourth years of study in three content and process areas. The content area measures the activities of using science and technology, using the arts and socializing. The process area measures communication, solving problems and clarifying values. Findings describe an overall improvement in academic programs, learning gained in communicating and using science and technology and most of all-improved employment opportunities and rates.. Dr. Williford noted from recent surveys that 91 percent of the 1991 graduating class is currently employed.

Dr. Williford outlined a long list of improved services to students intended to enhance the treatment given, information provided and processes utilized. Areas described included academic advising, admissions and registration, housing and resident life and outreach programs.

D. AFFIRMATIVE ACTION REPORT

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

Connie Ann Burk
Assistant Director
Affirmative Action

Dr. Smith reported on the first 9 months of 1992 contract and classified hires and total employment for the Athens Campus. In addition, he reported on the classified self-identified Veteran Work Force for all campuses. He commented the employment data reflected the general condition of the national economy and that our percentage of minorities and female hires was less than in previous years. He stated this was acceptable for the very short term, but that attention needed to be given to this matter as well as to increasing the diversity of our work force through improved hiring procedures and to insure reasonable promotion of the female and minority members of our work force. Dr. Smith reported minority

hires for this period represent 15.87% of faculty and 19.05% of administrative staff newly employed. The Veteran work force for 1992, all campuses, shows that 17.70% of the contract and 10.3% of the classified employees self-identified as veteran.

Assistant Director Burk outlined the results of the Report on the Regional Campuses Status of Women Survey and its implications about the environment for women on these campuses. Ms. Burk reported that female faculty and administrative staff perceived the occurrence of subtle discrimination in hiring situations and felt the need for the employment of more females in their divisional areas. She noted more female respondents than male felt promotion within the system to be difficult. Ms. Burk reported the majority of all respondents indicated the availability of adequate maternity/paternity leave but that the availability of child care was uneven across the five campus sites. Ms. Burk stated that three times as many female respondents as male indicated at least one experience in the past two years of behavior possibility constituting sexual harassment. Those female employees feeling sexual discrimination represented an even larger number than those harassed.

Ms. Burk stated that while there is some reason to feel pleased with the positive feelings expressed by study respondents, much remains to be done to achieve real, equal opportunity for women; including hiring, retaining and valuing their diverse contributions.

E. DISABILITY ACT REVIEW REPORT

Gary B. North
Vice President for Administration

Dr. North described the workings of a committee, appointed by Provost Bruning, charged with reviewing the ADA legislation, determining areas where a corrective may be needed and taking appropriate action. He noted that he, and William Smith, Executive Assistant to the President for Affirmative Action, co-chair this effort.

Vice President North outlined the implementation steps being undertaken regarding facilities, employment policies and practices, telecommunications and transportation systems and grievance and notification procedures. He commented on the development of a program to make "readily achievable" corrections as soon as practically possible.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business.

VII. NEW BUSINESS

Chairman Schey reported that Board Committees had, at their respective meetings, discussed matters being presented to the Board. Items for action will be presented by the Committee Chair or a committee member as designated by the Chair.

A. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE

Committee Chair Hodson reported the Committee received informational reports from Mr. Frank D. Haines, Vice President of The Common Fund and Treasurer William L. Kennard. Copies of the reports are included in the official minutes.

Mr. Hodson commented that Mr. Haines' report raised questions about the short-term performance of the Fund's investment strategy. He noted that Mr. Haines suggested the university may wish to consider looking abroad for investment opportunities and to less traditional type assets to increase performance.

Mr. Kennard's report provided preliminary financial information for the fiscal year ending June, 1992. He noted University auditors had just finished their work and that he would provide, at the January 1993 Trustees meeting, an audited, final financial report. Mr. Kennard described sources and use of funds and noted a positive fund balance in each of the budget categories.

Ms. Grasselli presented and moved approval of the resolution. Mr. Hodson seconded the motion. Mr. Nolan reported his firm was the architect of record for the project and that he would, therefore, not participate in discussion or action on the resolution. All agreed with the motion excepting Mr. Nolan who abstained.

Secretary Geiger, on behalf of the Trustees, expressed gratitude to Mr. Nolan for the exceptional architectural and engineer services he and his firm have provided to the University over the past several years. Dr. Geiger indicated that while Mr. Nolan serves as a sitting university trustee, neither he nor his firm would be eligible for consideration to appointment for any related professional services. The acceptance of the Copeland Hall contract documents severs the relationship between Mr. Nolan, the Trustees and the University.

COPELAND HALL REHABILITATION AND ADDITION PROJECT

RESOLUTION 1992-- 1250

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992 has introduced and approved Amended Substitute Senate Bill Number 351 which re-appropriated \$2,000,000 for Copeland Hall, and

WHEREAS, the Ohio University Board of Regents recommended an additional \$5,790,000 be provided for the Biennium beginning July, 1992, increasing the budget for the project to \$7,790,000, and

WHEREAS, the Ohio Board of Trustees did at their regular meeting on April 6, 1991 authorize the President or his designee to recommend to the Division of Public Works the selection of an architectural consultant for the Copeland Hall Rehabilitation and Addition Project, and

WHEREAS, Ohio University did select the firm of Moody/Nolan, Ltd. as Associate Architect for the project, and

WHEREAS, final plans and specifications have been prepared for advertisement on the Copeland Hall Rehabilitation and Addition Project.


NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve plans and specifications for the Copeland Hall Rehabilitation and Addition Project.

BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby authorize the advertisement and receipt of construction bids for the Copeland Hall Rehabilitation and Addition Project, and does hereby empower the President, or his designee, to accept and recommend award of contracts to the Deputy Director, Ohio Division of Public Works, based on construction bids received for the Project provided total bids do not exceed available funds.

OHIO UNIVERSITY

Interoffice Communication

September 18, 1992

To: Dr. Alan H. Geiger, Assistant to the President
From: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
COPELAND HALL REHABILITATION AND ADDITION PROJECT

Substitute House Bill Number 808 provided a capital appropriation totaling \$2,000,000.00 to plan and partially fund the rehabilitation and expansion of Copeland Hall. Amended Substitute Senate Bill Number 351 re-appropriates those funds.

On April 6, 1991, the Board of Trustees, at their regular meeting, authorized the selection of a consulting architect and the development of construction documents. The plans and specifications for the Copeland Hall Rehabilitation and Addition Project are complete. These documents will direct the complete renovation of the 47,922 gross square foot facility and the addition of a four story structure to the Northwest corner of the building. The addition will contain approximately 14,000 gross square feet of space. When the renovation and addition is complete, the facility will be capable of housing the entire College of Business Administration.

The total budget required for the project is \$7,790,000.00. The Ohio Board of Regents has recommended that \$5,790,000.00 be provided by the State of Ohio in the biennium to have begun July 1, 1992.

I have enclosed a resolution for consideration by the Board of Trustees at their October 10, 1992 meeting which seeks approval of plans and specifications and permits advertisement and allows the recommendation of contract award once all necessary funding is in place and so long as total bids received do not exceed total funds available.

Thank you for your consideration of this project. Please let me know if there is anything else that I can do to assist on this matter.

JKK/slw/COPE9003.AHG

enclosure

pc: Dr. Gary B. North
Dr. William A. Day

Mr. Nolan presented and moved approval of the resolution. Ms. Grasselli seconded the motion. Approval was unanimous. It was noted that Mr. Nolan's firm, Moody and Nolan, Ltd., was the architect of record for this successful renovation project.

NAMING OF KANTNER HALL THEATERS

RESOLUTION 1992 -- 1251

WHEREAS, the Speech Building, a major campus instructional and acting facility was completed and first utilized in 1955, and

WHEREAS, the facility was named Kantner Hall in June of 1972 to honor Claude E. Kantner, Professor Emeritus of Communication for his distinguished career and many contributions to Ohio University, and

WHEREAS, Kantner Hall was totally renovated for use by the School of Theater, beginning Winter Quarter 1992, and

WHEREAS, the School of Theater wishes to recognize those who have in special ways brought recognition to the School and its acting programs by their roles of support, teaching and professional careers.

NOW, THEREFORE, BE IT RESOLVED that the theater and major acting spaces in Kantner Hall be named as follows:

Patio Theater
Little Theater

The Elizabeth Evans Baker Theater
The Virginia Hahne Studio Theater

Ohio University

Interoffice Communication

DATE: September 24, 1992

TO: Dr. Charles Ping, President

D. Wilson

FROM: Dora Wilson, Dean, College of Fine Arts

SUBJECT: Naming of Kantner Hall Theaters

I am pleased to recommend that the Patio Theater be renamed the Elizabeth Evans Baker Theater and that the Little Theater will now become the Virginia Hahne Studio Theater. I am sending this recommendation with the strong concurrence of the faculty of the School of Theater. Attached is a resolution with supporting statements regarding the recommendation.

DW/gem

Attachment

Mr. Hodson presented and moved approval of the resolution. Ms. Eufinger seconded the motion. All agreed.

NAMING OF STADIUM TOWER MAJOR AREAS

RESOLUTION 1992 -- 1252

WHEREAS, construction of the Stadium Tower Project was authorized by the Ohio University Board of Trustees at its January 27, 1990, meeting, and

WHEREAS, the Tower was designed and is being utilized in support of the University's instructional, research and athletic activities, and

WHEREAS, approximately one-half of the cost of the Tower's building and equipment cost was gifted through a national campaign chaired by Mrs. J. Wallace (Jody) Galbreath Phillips, and

WHEREAS, in many cases, major contributions or members of University families and friends were presented with or identified areas to be designated by a donor or donors.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby accept the room name recognitions as recommended.



DATE: September 14, 1992
TO: Charles J. Ping
FROM: Alan H. Geiger
SUBJECT: Name Recognitions - Stadium Tower

I have met with the Department of Athletics and the Office of Development regarding the room recognitions for the Stadium Tower. Both offices are in agreement with the following room recognition recommendations.

Exhibit A attached, presents, for location, our recommendations in the context of the Tower's floor plans.

AHG/mm

Attachment

cc: Jack G. Ellis
Harold N. McElhaney

EXHIBIT A

Recommendations and Tower Floor Plan

	<u>ROOM</u>	<u>DONOR</u>	<u>DESIGNATION</u>
<u>FLOOR #1</u>			
1.	Sports Medicine Training Facility	Dr. Steven Carin	Steven G. Carin Sports Medicine Facility
2.	Weight Training Facility	Austin E. "Dutch" Knowlton	Austin E. "Dutch" Knowlton Weight Training Facility
3.	Football Locker Room	W.E. "Gene" Engle	Gene and Garnet Engle Football Locker Room

FLOOR #2

4.	Aerobics Dance Area and Football Luncheon Room		William R. Hess Meeting Room
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FLOOR #3

5.	Classroom	Green & White Club	Green & White Club Room
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FLOOR #4

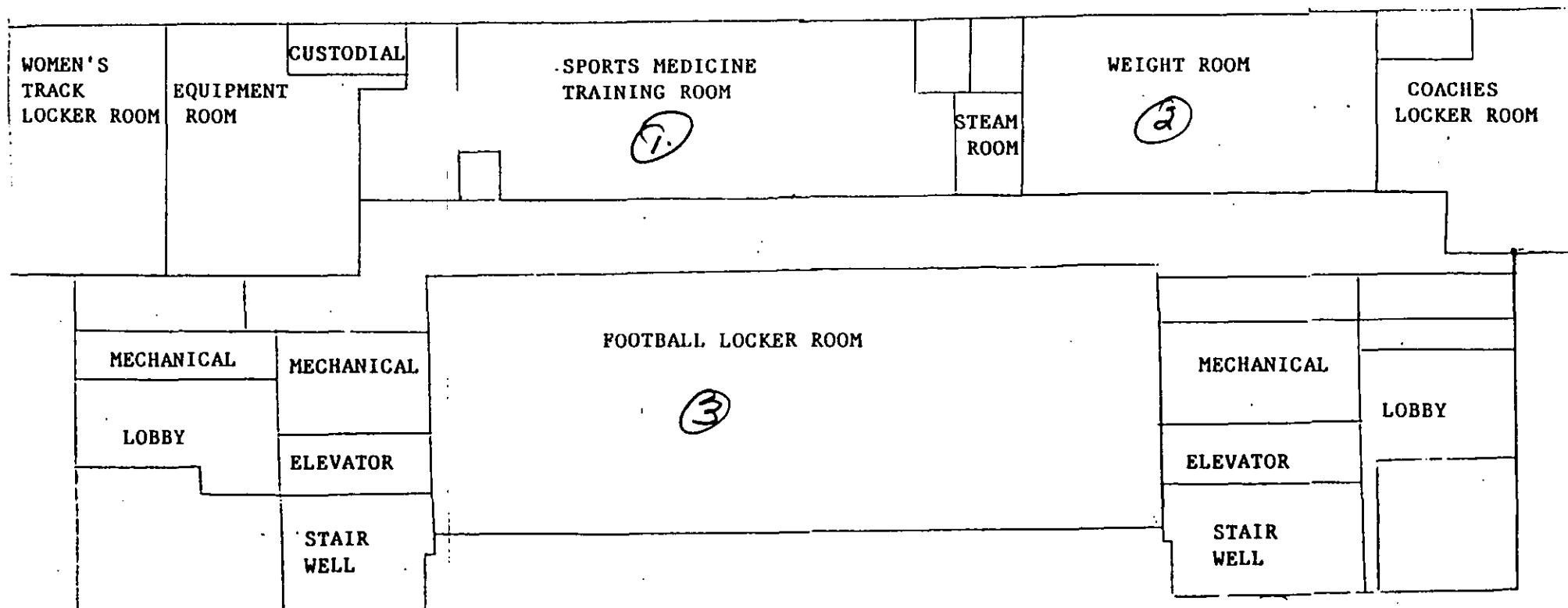
NOTE: Entire level designated as "J. Wallace and Joan Galbreath Phillips Teaching and Guest Complex."

6.	Coaches Viewing Area	Hunter and Florence Hooe	Hunter and Florence Hooe Room
7.	Athletic Director's Area	Dow Finsterwald	Russ Finsterwald and Family Room
8.	President's Entertainment Area	Vernon R. Alden	Vernon R. and Marion Parson Alden Room
9.	Guest Area for	Bank One-Athens	Bank One-Atheris Visiting A.D. Room
10.	Guest Area	James L. and E. Marlene Bruning	James L. and E. Marlene Bruning Room
11.	Guest Area	William A. Dillingham	William A. Dillingham Room

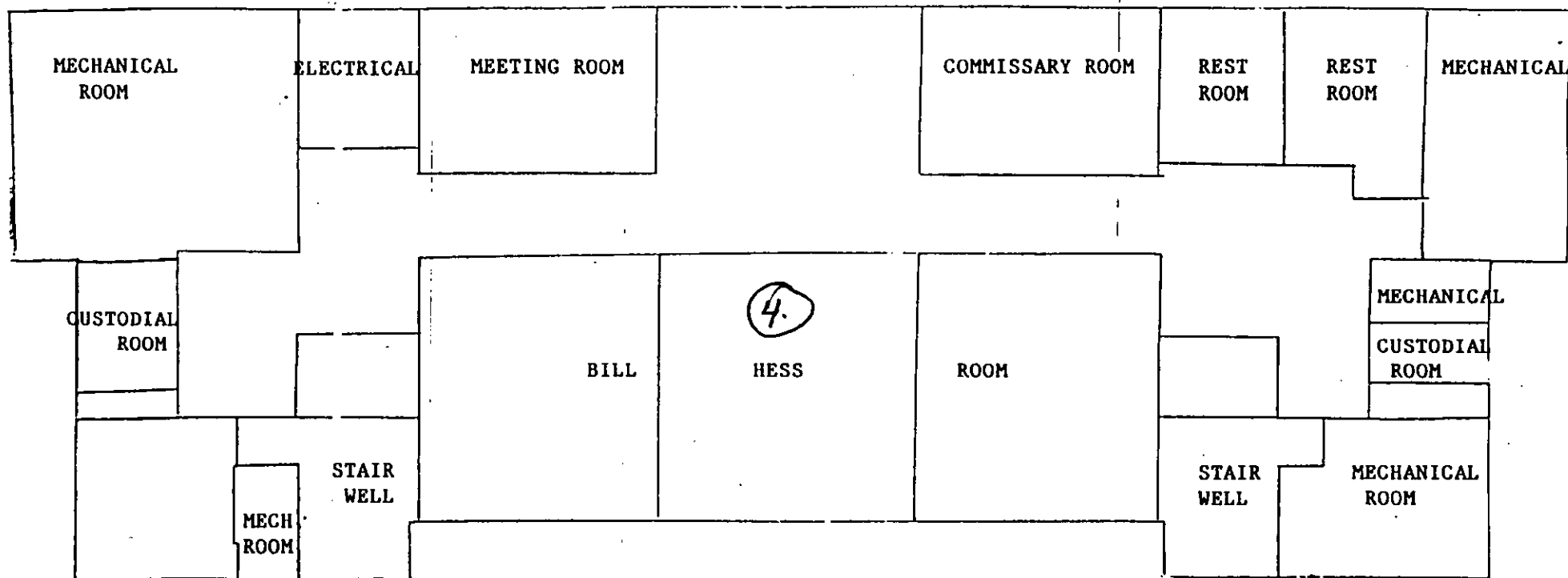
	<u>ROOM</u>	<u>DONOR</u>	<u>DESIGNATION</u>
12.	Meeting & Conference Room	George Byers	George "Buddy" Byers Room
<u>FLOOR #5</u>			
13.	Radio Room	Alan Riedel	Alan and Ruby Riedel Room
14.	Radio Room	Gene Rinta	Gene and Saga Rinta Room
15.	Media Room	Larry Berberick	Larry and Theresa Berberick Room
16.	Press Facility	Will Konneker	Will and Ann Lee Konneker Press Room
17.	Scoreboard Area	Kenny Kerr and Family	Kenny Kerr Jr. and Family Room
18.	Sound Equipment	Sandy Elsass	Sandy and Sydney Elsass Room
19.	Visiting AD's Box	Pat and Gary Meyer	Pat and Gary Meyer Room
20.	Fitness and Rehabilitation Laboratory	O'Bleness Fnd.	O'Bleness Foundation Fitness and Rehabilitation Laboratory

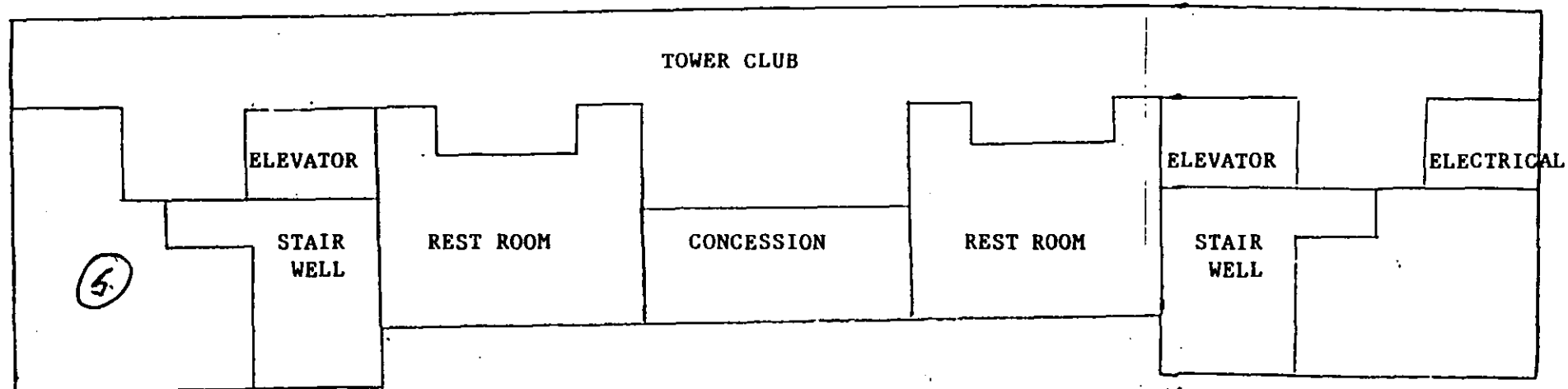
To honor Jody Phillips in an additional and special way, we also recommend a permanent plaque in both Tower lobbies, which would denote Jody's special role as Tower Campaign National Chairwoman. In the North entrance, this would be coupled with a donor recognition list.

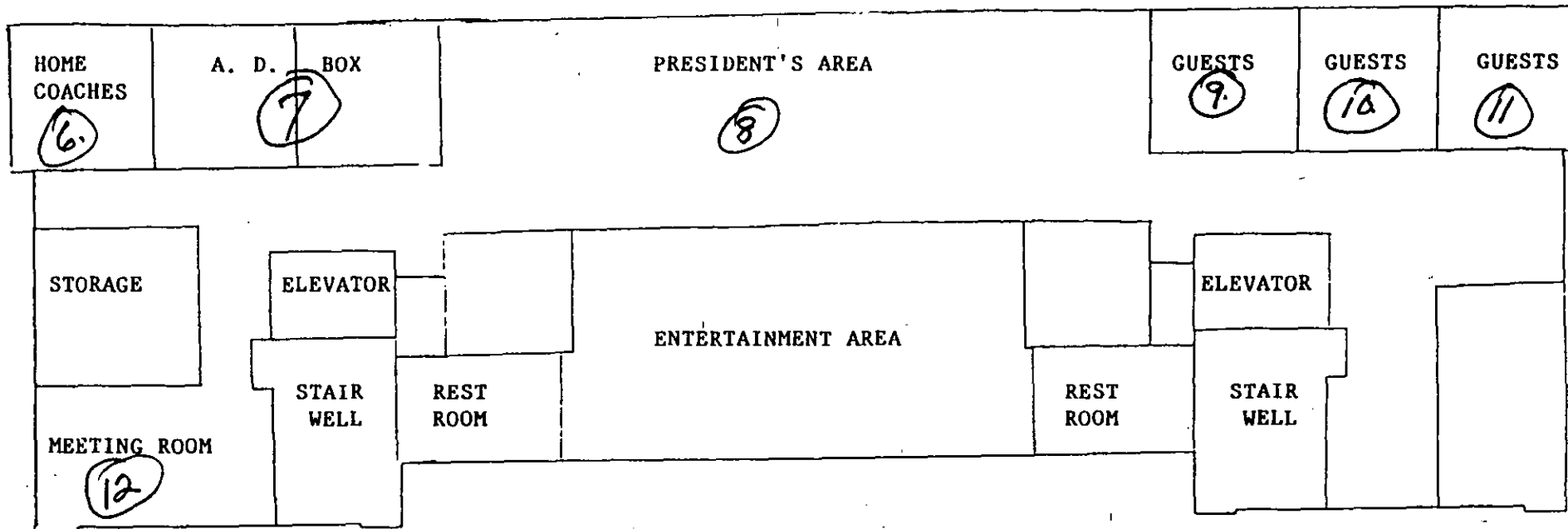
These recommendations encompass all donors who have made a gift to the Tower Project that is of such significance that a room designation is appropriate. The recommendations reflect room designations that have been represented to donors and also comport with recommendations (in most instances) made by the Department of Athletics as reviewed by the Office of Development.



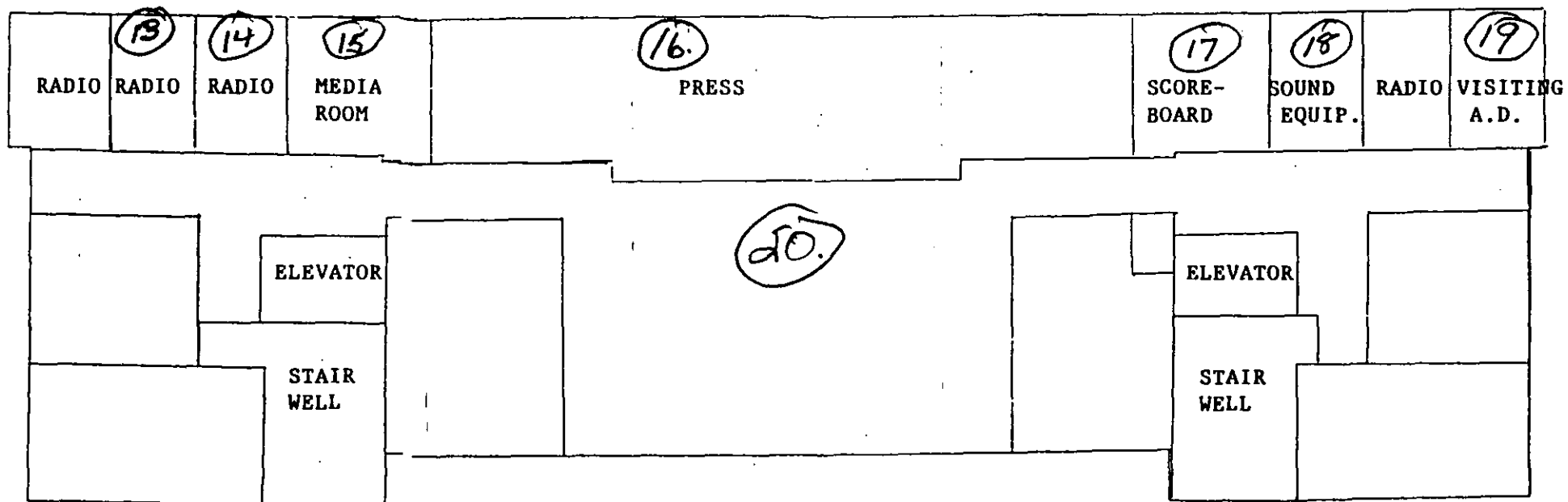
384







387



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

**LAND LEASE TO THE ZANESVILLE YWCA FOR OUTDOOR
CHILD CARE SPACE AT THE ZANESVILLE CAMPUS**

RESOLUTION 1992 - 1253

WHEREAS, the Ohio University - Zanesville Regional Campus has identified child care for the children of students as a priority, and

WHEREAS, the Muskingum Area Technical College which shares the campus has also identified child care as a priority, and

WHEREAS, the need for child care has been evidenced by the commuter nature of the student bodies and the fact that over 65% are women, and

WHEREAS, a marketing study conducted in March, 1992, showed significant need by students of both institutions for child care and a willingness to use such services if available near the Campus, and

WHEREAS, the Zanesville YWCA has proposed to relocate its child care program to a new Child Care Center located contiguous to the eastern border of the University property, and to provide priority to the children of students for placement.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University authorizes the President, or his designee, to approve the final terms and conditions of a lease to the Zanesville YWCA; and for the President or his designee to arrange for execution in accordance with Ohio law.

Ohio University

Interoffice Communication

DATE: September 14, 1992

TO: The President and Board of Trustees

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



SUBJECT: Lease to the Zanesville YWCA for Child Care Center at Ohio University - Zanesville Regional Campus

The Zanesville YWCA is considering purchasing an apartment building adjacent to the Ohio University - Zanesville Regional Campus to relocate and expand its Child Care Center.

A new Child Care Center near the joint campus with Muskingham Area Technical College would be of great convenience and benefit to both campuses.

The plans for the new Child Care Center involves leasing a portion of Ohio University property adjacent to the apartment building for a playground.

The University staff, including the Dean of the Ohio University - Zanesville and Chairman of the Coordinating Council, have reviewed this proposal, and have concluded that the important issues of liability, insurance and operation involving Child Care Center can be adequately addressed under the terms of a lease to be granted in accordance with Ohio law.

The attached resolution has been prepared for your review and consideration, and the University staff will be available to review this lease request with you.

JFB:ndw

cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees
Dr. Craig Laubenthal, Dean, Ohio University - Zanesville

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

AMENDMENT TO THE RIDGES PLAN

RESOLUTION 1992 -- 1254

WHEREAS, the Ohio University Board of Trustees, since June of 1988, has authorized the planning for the reuse of the Ridges land and buildings, and

WHEREAS, the Ohio University Board of Trustees did at its June 24, 1989, meeting accept and approve a comprehensive land and building use plan as recommended by a statutory advisory committee, and

WHEREAS, upon the recommendation of faculty and chairs of the departments of Environmental and Plant Biology, Biological Sciences and Geography the Board's Budget, Finance and Physical Plant Committee has reviewed and recommends that the location of acreage identified in the Ridges Plan be amended as follows:

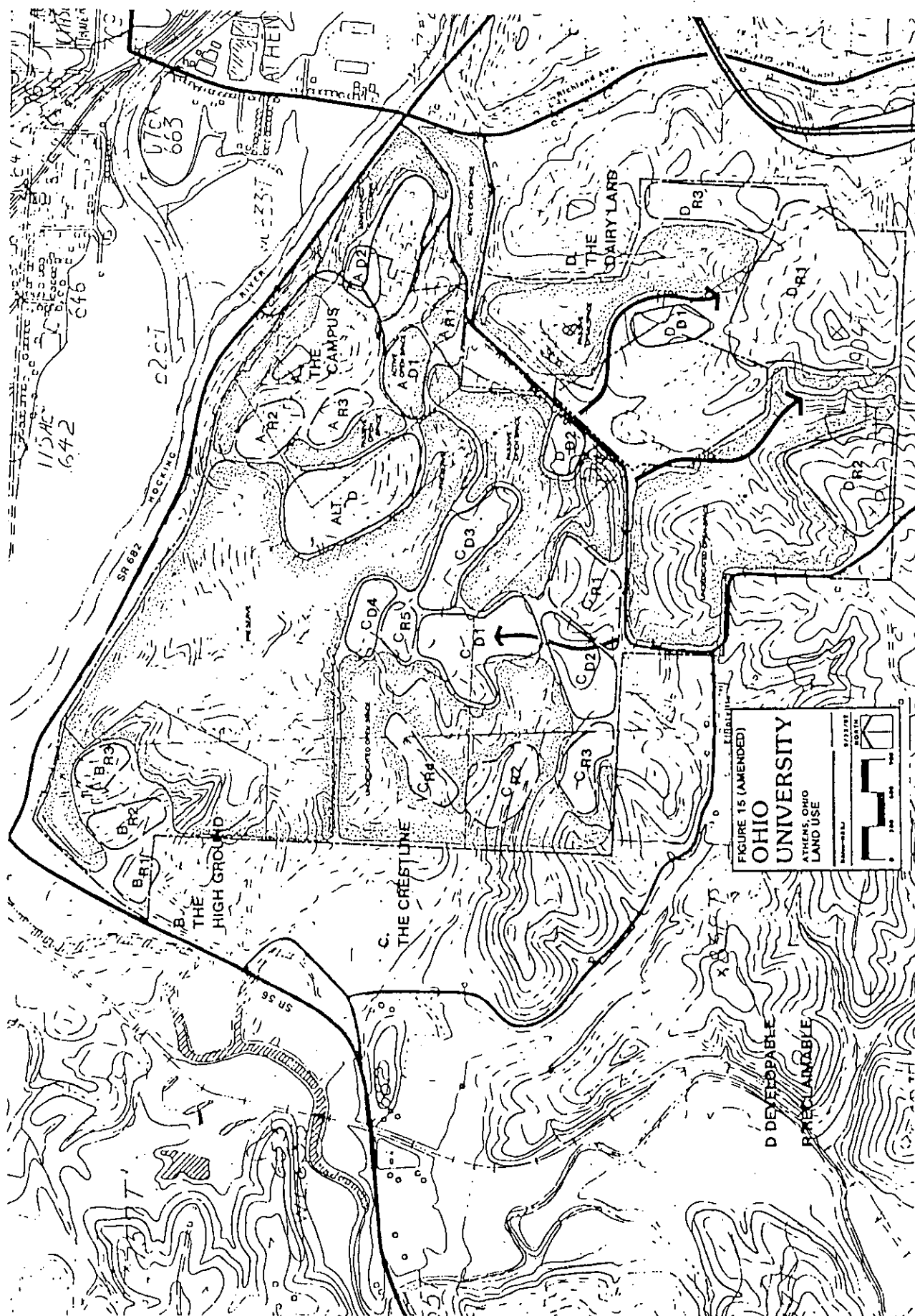
1. The area identified as a nature preserve be expanded from 76 acres to 168 acres and be known as an instructional and research land laboratory area for faculty and students. It is envisioned that public access to this area will continue subject to its use of trails and designated areas.
2. The areas identified as developable for a potential research park and building sites be reduced from 59 acres to 57 acres and relocated as shown on Amended Figure 15, page 37.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby accepts the recommendation to amend the Ridges Plan.

OHIO UNIVERSITY - RIDGES: LAND LAB PROPOSAL

PRELIMINARY ONLY

		RIDGES DOCUMENT		LAND LAB PROPOSAL		REVISED LAND LAB PROPOSAL
TOTAL	668 Acres					
Existing AMHC campus:	36					
Remaining Acreage	632					
Developable		59 Acres 9%		27 Acres 4%		57 Acres 9%
Reclaimable		168 27%		126 20%		141 22%
		36%		24%		31%
Preserve		76 12%		273 43%		170 27%
Undedicated Open Space		202 32%		144 23%		159 25%
Passive Open Space		127 20%		62 10%		105 17%
		64%		76%		69%



Ms. Grasselli presented and moved approval of the resolution. She noted the resolution was a revision to Resolution 1992-1228 approved by the Board at its April 4, 1992, meeting. Mr. Campbell seconded the motion. All agreed.

(REVISED RESOLUTION)
ARCHITECT FOR STUDENT RECREATION FACILITY
AND
AUTHORIZATION FOR APPOINTMENT OF BOND COUNSEL
RESOLUTION 1992 -- 1228

RESOLUTION 1992 -- 1255

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

Vice President for Administration
Cutler Hall 209
Ohio University
Athens, Ohio 45701-2979
614/593-2556

October 1, 1992

Dr. Charles Ping
President
Ohio University
CAMPUS MAIL

Dear Charlie:

Contract negotiations have been concluded between the Department of Administrative Services and Brubaker and Brandt, the architectural firm selected to plan the Ohio University recreation center.

Fred Forbes, Deputy Director of DAS, has requested that we provide a letter of encumbrance to Brubaker and Brandt in the amount of \$881,240 to assure that funds are available to pay for all planning costs associated with the project. Forbes also requested that \$46,343, or 30 percent of the state architect's fee, be paid. This represents a total encumbrance of \$927,583 requested by Mr. Forbes to get the project underway. This amount exceeds available planning funds. Last spring I recommended to you, and the Board of Trustees approved, a request to borrow \$750,000 from the auxiliary system on the assumption that this amount would be sufficient to cover project costs through the sale of bonds. I am now requesting that the \$750,000 amount be increased by \$250,000 to cover additional unanticipated planning costs.

Attached is a Board resolution to that effect. If you concur, I will work with Alan to get this resolution added to the Board agenda.

I recommend approval of this request.

Sincerely,



Gary North

GBN/rs

B. EDUCATIONAL POLICIES

Committee Chair Strafford thanked Associate Provost David Stewart for the presentation of committee matters usually provided by Provost Bruning. He expressed appreciation to Joseph Welling, Director of Telecommunication Center, for his report dealing with broadcast issues and the technical expansion of our telecommunication system.

Ms. Eufinger presented and moved approval of the resolution. Mr. Emerick seconded the motion. The motion passed.

MAJOR AND DEGREE PROGRAM REVIEW

RESOLUTION 1992 -- 1256

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 1991-92 reviews.

Ohio University

Interoffice Communication

PRESIDENTS OFFICE

AUG 19 1992

August 17, 1992

TO: Charles J. Ping, President

FROM: James L. Bruning, Provost



Attached are summaries of the five-year reviews of academic programs completed last academic year by the University Curriculum Council. There was also a two-year review of The Vocational Education Novices Provisional Certification and follow-up reviews for the International Administrative Studies Program and The Development Studies Program.

These reviews provide a useful self-examination of our curricular programs and assist us in making planning and budgetary decisions.

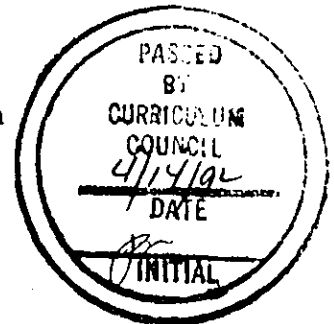
JB/jt

Attachments

1991-92 PROGRAM REVIEWS

Program	Goals	Quality of Students	Quality of Curriculum	Scholarly Activity	Success of Graduates	Quality of Facilities	Future of Program	Overall Evaluation
Associate in Science	Satisf	Satisf	N/A	N/A	Above Avg	N/A	Satisf	Satisf
Chemistry	Satisf	Satisf (gr) Ab Avg (ug)	Satisf	Needs Improvement	Satisf	Needs Improvement	Satisf	Satisf
Comparative Arts	Satisf	Above Avg	Satisf	Needs Improvement	Above avg	Needs Improvement	Satisf	Satisf
Computer Science	Satisf	Satisf	Needs Improvement	Needs Improvement	Needs Improvement	Satisf	Needs Improvement	Needs Improvement
Curriculum and Instruction	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf
Electronics Technology (Lancaster)	Satisf	Needs Improvement	Needs Improvement	N/A	Satisf	Satisf	Needs Improvement	Needs Improvement
English	Satisf	Satisf	Satisf	Needs Improvement	Satisf	Poor	Satisf	Satisf
Individualized Studies	Satisf	Satisf	N/A	N/A	Satisf	N/A	Satisf	Satisf
Molecular and Cellular Biology	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf	Above Avg	Satisf
Ohio Program of Intensive English	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf	Satisf
Physical Therapy	Satisf	Above Avg	Above Avg	Needs Improvement	Above Avg	Needs Improvement	Satisf	Satisf
Women's Studies	Satisf	Satisf	Satisf	Satisf	Satisf	Needs Improvement	Satisf	Satisf

Ohio University
University Curriculum Council
Five Year Review of the Associate in
Arts/Associate in Science
Winter 1992



Goals and Overview

The Associate of Arts and the Associate of Science degrees are consistent with the needs of the University and the students that the degrees serve. The general goals of the Associate of Arts and Associate of Science remain essentially the same since the report of the last five-year review in the spring of 1987. Those goals are clearly expressed in the response to Section II A. of the Council Questionnaire and closely parallel the catalog descriptions of the program. The response says:

The Associate in Arts/Associate in Science are Ohio University's associate degree offerings in liberal arts and sciences.

The Associate in Arts (AA) degree affords the student the opportunity to develop a two year program featuring Fine Arts/Humanities or Social Sciences study as its focus. The Associate in Science (AS) provides opportunity for the student to feature Natural Sciences/Applied Science/Quantitative Skills study.

Each degree has as its core a 30 credit block of study in the emphasis area, plus two areas of 15 credits each. The remaining credits of each program may be of the student's own choosing, for a total of at least 96 quarter credits. The AA degree requires 30 credits in either Fine Arts/Humanities or Social Sciences, with 15 credits each in Natural Sciences/Mathematics and either Social Sciences or Fine Arts/Humanities (whichever of these two areas not used for the 30 credit requirement). For the AS, the 30 credit block is in Natural Sciences/Applied Science/Quantitative Skills, with 15 credits each in Fine Arts/Humanities and Social Sciences.

Students are required to complete the Tier I Freshman Composition and Quantitative Skills requirements as part of the AA/AS curriculum. Students who plan to complete baccalaureate degrees at Ohio University after completion of the AA or AS degree are strongly encouraged to complete the Tier II (Breadth of Knowledge) requirement as part of the AA/AS curriculum. Refer to the Ohio University Catalog for details on these requirements.

No more than 24 credits earned through the Experiential Learning program may be applied to any associate degree. Transfer students from other colleges or universities must complete at least 30 credits at Ohio University. Students

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are not permitted to earn both the AA and AS degrees. Students who have previously earned the AIS degree are not permitted to earn either the AA or AS degree.

AA and AS are intended to be the college transfer degrees for students who wish to complete a two-year degree prior to earning a baccalaureate degree in a related field, or terminal degrees for students who desire two years of general education with an emphasis on either the natural sciences, social sciences or humanities.

AA and AS are currently approved for students on all University campuses, including the external degree program. The program generally serves many more students on the regional campuses and through the external degree program than Athens campus students. The typical AA/AS student is non-traditional: many are adult, mid-career students attending the University part-time for their personal satisfaction or for the professional advancement which may come through earning a degree.

The program contributes to the retention of these students by offering them a degree goal which is attainable in a reasonable period of time. AA and AS serve as an intermediate step for students who have long range plans of earning a baccalaureate degree. In addition, AA and AS attract such students to the University by offering them an attainable degree goal.

The AA and AS degrees serve other units in the University by offering to all students this general two-year degree option.

The spring 1987 report of the previous five year review suggested that students in this program be required to complete the first year student part of Tier I. Completion of first year student part of Tier I is now required for all Associate Degrees. In addition, advisors strongly recommend completion of Tier II as a part of the Associate degree programs. The report expressed concern about experiential learning credit, saying "the role and extent to which experiential learning enters into the credits applied to degree requirements may need more standardization or scrutiny." The current review finds the use of experiential learning credit follows the University's policies on experiential learning credit. There appears to be no reason for a different policy for the Associate degrees.

Since over fifty percent of those receiving associate degrees continue in higher education, it makes some sense for the advisors not only to guide students toward meeting Tier II requirements, but also toward meeting language and distribution requirements necessary for completing a baccalaureate degree.

Finally, in terms of goals of the programs, the materials on page 187 of the current catalog under the heading "ASSOCIATE

DEGREES:" and under the first subordinate heading, "General Requirements" are unclear and should be re-written.

Quality and Mix of Students

Admission standards and practices for the Associate of Arts and the Associate of Science degrees are the same as admission standards and practices for the baccalaureate. In 1987 much of the data about the quality and mix of students simply was not available. Since that time, data have become available that support the conclusions of the 1987 report.

First, it should be noted that most of the degrees are earned at regional campuses with increasing numbers of external students enrolled in the programs. The number of students enrolled in the programs is roughly fifty percent higher than the number actually receiving degrees. This is to be expected since the pace at which non-traditional student proceed towards degrees is frequently non-traditional. Those who administer the program believe the number of degrees awarded is the most meaningful indication of the size of the program. The numbers of degrees received during the last five years are:

AA Degrees

86-87: 34 87-88: 41 88-89: 73 89-90: 116 90-91: 141

AS Degrees

86-87: 63 87-88: 85 88-89: 107 89-90: 91 90-91: 77

Second, it is clear that the students who enroll in these degree programs are, for the most part, non-traditional students. The ranges and mean ages over the years are:

	<u>age range</u>	<u>avg. age</u>
1986:	18-63 (AA)	35.1 (AA)
	18-44 (AS)	28.2 (AS)
1987:	17-62 (AA)	32.5 (AA)
	18-55 (AS)	29.8 (AS)
1988:	18-63 (AA)	33.8 (AA)
	18-49 (AS)	30.5 (AS)
1989:	18-64 (AA)	31.0 (AA)
	18-52 (AS)	30.4 (AS)
1990:	18-53 (AA)	31.1 (AA)
	18-53 (AS)	31.6 (AS)

Third, it is clear that their ACT, SAT, and high school class rankings as well as their GPA's are adequate, though slightly below the levels of the average baccalaureate student. These indicators have remained relatively constant since 1986-87, although some minor variations have occurred mostly in a upward direction.

AA

	1986-87	1990-91
ACT COMP	18.63	16.50
SAT VERBAL	438	455
SAT MATH	453	445
HS RANK	53%	53%
OU GPA	2.41	2.63

AS

	1986-87	1990-91
ACT COMP	18.85	19.63
SAT VERBAL	450	420
SAT MATH	497	550
HS RANK	57%	61%
OU GPA	2.83	2.91

Fourth, the fall head count figures over the last five years indicate the program serves those it is intended to serve. The numbers of minority, female, international, and non-traditional enrollments were:

AA

	<u>1986 (188)</u> <u>1990 (66)</u>	<u>1987 (138)</u>	<u>1988 (120)</u>
<u>1989 (80)</u>			
Minorities:	4	2	4
0			1
Women:	28	39	33
37			43
Int'l.:	0	0	0
0			0
Non-trad.:	162	102	91
46			51

AS

	<u>1986 (116)</u> <u>1990 (81)</u>	<u>1987 (115)</u>	<u>1988 (97)</u>
<u>1989 (98)</u>			
Minorities:	2	2	3
1			3
Women:	63	61	51
44			58
Int'l:	2	2	1
1			1
Non-trad.:	66	72	68
57			63

The reply to the questionnaire provides a helpful summary of the figures. It says:

Enrollment of females has risen in the AA program from 15% to 56%. In the AS program, female enrollment has

consistently been above 50%. Non-traditional student enrollment (defined as students 25 years old or older) is the most definitive characteristic of the AA/AS program in the past five years. Of the 592 students in the AA program, 76.3% (452) were 25 years of age or older. In the AS program, 64.3% (326) were 25 years of age or older.

The questionnaire reply reports that no special efforts are made to recruit minority students into these programs other than the University-wide minority recruitment efforts. The nature of these programs and their ties with the regional campuses seem to hold a potential for special minority recruiting efforts. Where feasible, minority recruiting for the program should be increased.

Quality of Curriculum and Instruction:

All courses and instructors are evaluated through the usual University quality assurance mechanisms. These programs include no Ohio University courses that are not a part of other University programs.

Success of Graduates

Graduates of both programs appear to be successful. The Office of Institutional Research's conducts annual surveys to determine the relative success and satisfaction of graduates of our programs. The survey goes to one year after graduation and five years after graduation. Most graduates of both the Associate of Arts and the Associate of Science degrees either have jobs (usually held prior to completion of the degree) or soon find jobs. Most are generally satisfied with their preparation for jobs and for additional education.

AA

	<u>86-87 (20)</u>	<u>87-88 (11)</u>	<u>88-89 (9)</u>
<u>89-90 (21)</u>			
Employment:	65%	55%	67%
57%			
Education:	78%	80%	75%
63%			

AS

	<u>86-87 (22)</u>	<u>87-88 (24)</u>	<u>88-89</u>
<u>(32)</u>			
<u>89-90 (36)</u>			
Employment:	50%	67%	63%
72%			
Education:	74%	65%	72%
57%			

During the last three years fifty percent of those responding to Institutional Research Survey have indicated that they are less than very satisfied with their major courses. In those same years about fifty percent of those responding the Survey indicate that their preparation for careers was less than very well prepared. Since the courses these students must take are designed to meet the needs of baccalaureate students, the non-traditional students may well recognize that the courses are not designed for their needs. Those advising in these programs should take note of these areas of dissatisfaction, and begin efforts to discover if increased advising efforts can increase graduate satisfaction in these areas.

Quality of Scholarly and Creative Activity;

Again, these matters are evaluated in the units and programs where the courses are taught.

Quality of Facilities:

The administration of the program reports that the quality of the facilities (library, computer, learning resources, laboratories, etc.) are adequate. Again, any weaknesses in these area would be specific to the unit providing the instruction in a course, and would be addressed through the review process of that unit.

Judgment of the Future of the Program

The goals of the program have remained constant since the last review. Both degrees promise to be successful in meeting the needs of students, who, for a variety of good reasons, have difficulty in following the traditional route to a bachelor's degree. Advising in the program should continue to stress enrollment in courses that can later be used in baccalaureate programs. So long as the numbers of students stay at or near the present numbers and so long as those students are evenly distributed throughout the University's campuses and centers, there is little need for program revision with one possible exception. The University College should make periodic requests to departments and schools whose courses are listed as possibilities in the program to review those listings. The purpose of such a period request is to discover whether evolution of course content and emphasis indicates a need to alter the list.

Should enrollments in the programs significantly increase, the impact of those increases on other units should be monitored to make sure that resources are available to deal with the increase.

Overall Evaluation

The programs are doing what they are intended to do and are doing it well. They provide a way for students with non-traditional needs to achieve educational goals of value to the students and to the University. They appear to be particularly effective in paving the way for these students to continue their higher education. The programs are administered well. There is no reason for further review of these programs until the next five-year review.

For the benefit of future reviewers, the recommendations made in the various sections of this report are enumerated here:

1. Since over fifty percent of those receiving associate degrees continue in higher education, it makes some sense for the advisors not only to guide students toward meeting Tier II requirements, but also toward meeting language and distribution requirements necessary for completing a baccalaureate degree.
2. The materials on page 187 of the current catalog under the heading "ASSOCIATE DEGREES:" and under the first subordinate heading, "General Requirements" should be re-written to reflect answers to the kinds of questions that would lead most students to read these sections.
3. The nature of these programs and their ties with the regional campuses seem to hold a potential for special minority recruiting efforts. Where feasible, minority recruiting for the program should be increased.
4. Those advising in these programs should take note of these areas of dissatisfaction reported in response to questions seven and eight in the Institutional Research Survey, and begin efforts to discover if increased advising efforts can increase graduate satisfaction in these areas.
5. The University College should make periodic requests to departments and schools whose courses are listed as possibilities in the program to review those listings. The purpose of such a period request is to discover whether evolution of course content and emphasis indicates a need to alter the list.

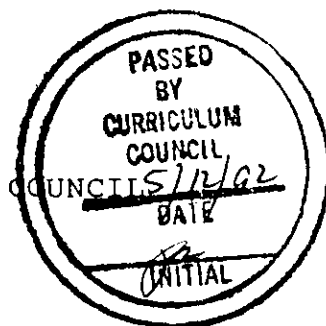
UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF AA/AS

DATE: April, 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			✓		
Quality and Mix of Students			✓		
Quality of Curriculum and Instruction			N.A.		
Quality of Scholarly and Creative Activity			N.A.		
Success of Graduates				✓	
Quality of Facilities			N.A.		
Judgement of Future of Program			✓		
Overall Evaluation			✓		



OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE-YEAR REVIEW OF CHEMISTRY
1991-92

GOALS AND OVERVIEW

The Department of Chemistry presently offers the Bachelor of Science (B.S.) for students completing a major in chemistry or forensic chemistry; the Bachelor of Arts (A.B.) majoring in chemistry; Master of Science and the Doctor of Philosophy degrees. The number of course work hours for these degrees varies according to the specialty of the major. An undergraduate major in chemistry with a B.S. degree would be required to complete at least 57 hours of chemistry with a research component. For the academic year 1990-91, the undergraduate enrollment was 157 with eight of those being enrolled in the Honors Tutorial College according to Institutional Research data. The Department of Chemistry is certified by the American Chemical Society and meets its established requirements.

The graduate program requires that prospective students have a B.S. or an A.B. degree with an undergraduate major in chemistry, but stipulates that students who have been successful in the areas of biology, physics, mathematics and chemical engineering may enter the program. Students in the M.S. degree program may expect to complete 175 credit hours which on average will take about 2.5 years. The Ph.D. student will complete 301 hours of credit with the average time for completion being 5.23 years. Other requirements are the qualifying examinations with a thesis for the M.S. and a dissertation for the Ph.D. degree.

The Department has a strong service component in its curriculum for the rest of the university. The first year courses are also designed to satisfy the Tier II criteria for General Education. In 90-91 only 18.14% of the total chemistry hours taught were taken by chemistry majors.

The faculty is a diverse one with varied levels of professional achievement both nationally and internationally. The current number of faculty stands at 23, with 18 full-time tenured or tenure-track positions, three part-time, one adjunct and one temporary position. The faculty FTE is 11% below the Regents model level. The College of Osteopathic Medicine supports 1.67 FTE faculty who teach in that college.

From 1988 to 1991 one faculty member was supported by the Molecular and Cellular Biology Program.

Goals of the Undergraduate Program: To strengthen the Environmental Chemistry Option with addition of a faculty member and more courses at the junior-senior level; to strengthen recruiting for chemistry majors in general.

Goals of the Graduate Program: Continue to recruit more and better qualified students and obtain an appropriate distribution of students among the research areas; review the graduate requirements in view of the 260-hour requirements and the increasing average length of time to complete the Ph.D.

General Departmental Goals: Provide opportunity for the seven faculty hired in the last five years to achieve their research potential; to increase external and internal funding to allow for increased numbers of graduate students and upgrading of research equipment; foster the growth of interdisciplinary research programs in the Molecular and Cellular Biology and Condensed Matter and Surface Science programs; achieve more external recognition of the programs.

QUALITY AND MIX OF STUDENTS

Graduate Students - The Department does not require GRE scores. The only international students offered teaching assistantships are those with TOEFL scores of 600+. The average GPA of entering US students has varied from 3.00 (86-87) to 3.37 (89-90) and was 3.31 (90-91) in the last year of the review.

	86-87	87-88	88-89	89-90	90-91
Total Enrollment	46	46	37	33	28
Supported (to some degree)	41	44	36	28	25
Minority	1	3	3	0	1
Women	16	13	11	12	9
Internat.	21	17	12	14	10
Degrees PhD	8	7	3	1	3
MS	6	2	1	2	6

Minority recruitment remains a problem, as does funding for enough competitive stipends. The department has a complicated method of determining amount of stipends which is

not well understood by the graduate students and leads to the perception that international students are paid less than US students in the same circumstances. In the judgement of the reviewers this creates a morale problem among the students.

The overall decline in total enrollment has begun to turn around in the current year, due largely to energetic recruiting efforts by the department.

The off-campus reviewer commends the department on its recruitment of women and minorities, pointing out that its percentages in these categories are among the highest in the US universities with which the reviewer is familiar. However, he also points out that increase in research productivity of the faculty is the only way to assure that this will continue (see Scholarly and Creative Activity Discussion).

Undergraduate Students From 1986-1990 the average ACT composite and combined SAT scores for all chemistry programs were above the Ohio University average for entering freshmen. The test scores for forensic chemistry majors lagged slightly behind those for all chemistry majors, but were still above average for the university. In 1990 these were :
ACT composite - 22.9 (OU); 24.61 (all chem) 23.4 (forensic)
SAT combined - 972 (OU); 1057 (all chem); 996 (forensic)
GPA average - 2.75 (all chem students); 3.29 (forensic)

	86-87	87-88	88-89	89-90	90-91
Total Enrollment	107	107	109	153	188
Minority	4	5	4	4	3
Women	42	57	60	58	70

Minority recruitment in science areas is very competitive. The department will continue to attempt to identify and recruit minority candidates. The enrollment of women is above average nationally and is also the focus of special recruiting efforts.

QUALITY OF CURRICULUM AND INSTRUCTION

Interviews with graduate and undergraduate students were very positive on advising, research experience, and teaching. Letters from alumni and graduate schools were also in the same vein.

Graduate Students: On the average it takes 2.5 years (124 hrs.) to complete an M.S. degree and 5.23 years (301 hrs) to complete a Ph.D.

In the period 1986-90 there were 33 publications with graduate student authors. These represent 19 different graduate students and 10 faculty members (of 23 total).

The individual stipend level is competitive , but total funding is too low to allow the department flexibility in teaching assignments for graduate students. Each graduate T.A. is assigned two labs per week (six contact hours) and still the department needs to use undergraduate assistants in some labs. This allows little research time for the graduate students, and makes it very difficult for them to finish in 5 years. It also makes it difficult for them to publish before graduation, and thus has an impact on job placement.

Graduate students feel that they are receiving good preparation for either academic or industrial careers, although they feel OU doesn't have entrees for the best industrial jobs. They feel that advising is good and faculty attitude is rated better than at other schools.

Undergraduate students Current students reported a high degree of satisfaction with their educational experience, with special mention for the high quality of laboratory instruction by teaching assistants and the opportunity for undergraduate research.

Students suggested improvement in the following areas: Undergraduate research opportunities should be publicized so students can plan to participate before the senior year; forensic chem students should be told they can do research with other faculty; biochem course should come before students have to take MCAT (spring of junior year); Students felt that the same grading scale should not be used for undergrad and grad students in the same courses (400/500 level). Forensic chemistry students feel that the program does not have strong enough internship connections.

Letters from alumni give positive feedback. The department publishes a newsletter which maintains contact with alumni.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

Graduate Program The off-campus reviewer points out the number of faculty who are not currently "engaged scholars". This group includes about one third of the department. It is the suggestion of the reviewer that a plan be developed and resources allocated to make it possible to "re-engage" the faculty who have been professionally inactive only for 2-3 years, while finding other contributions which can be made for those faculty who have been inactive for a longer time. These contributions should include increased undergraduate teaching and advising, upgrading laboratories, etc., but should not include teaching required graduate courses.

The same reviewer commends the development of the department's interdisciplinary research activity, and urges it be expanded.

The situation is summarized as:

a. Research of those faculty actively engaged is of high quality.

b. A number of Associate and Full Professors have significant external funding.

c. Journals in which publications appear are, in the main, of high quality.

d. Research clusters of interdisciplinary expertise have been developed.

e. Some senior faculty seem presently not to be actively engaged in research.

SUCCESS OF GRADUATES

Graduate Students: Of those finishing degrees, almost all are employed in industry or in post-doctoral positions.

Undergraduate Students: Difficult to obtain responses to alumni newsletters, surveys, though there are positive letters.

QUALITY OF FACILITIES

The building is adequate, except for crowding which will occur with further growth in the undergraduate enrollment. Ventilation problems persist (mentioned in the last 5-year review), although there is a plan to replace the two air

exchangers this summer.

The 90 MHz NMR needs to be replaced for the graduate students and faculty to be able to compete with those in other chemistry departments. Other equipment is adequate.

Library holdings remain adequate, but not more. A number of journals have had to be discontinued because of budget cuts.

COPNCERNS AND RECOMMENDATIONS

* Areas of concern in the 1986 review

*1. The outside reviewer stressed the need to provide a plan to encourage professional development or re-tooling of the faculty who are less productive professionally. Untenured faculty members have to carry too high a teaching load to establish research programs.

2. Forensic chemistry draws a large number of majors, yet has only one faculty member responsible for the advising and teaching of the entire program. The department should address this problem.

3. The departmental curriculum committee should address the problem of premed majors who need biochemistry in fall or winter of the junior year to prepare for the MCAT in spring.

*4. Ventilation was a concern in the 1986 review.

a. Facilities and equipment will be improved with the replacement of the air exchangers this summer;

b. any additional undergraduate enrollment will severely tax the teaching space available;

c. the 90 MHz NMR badly needs to be replaced to keep the department competitive with other chemistry departments.

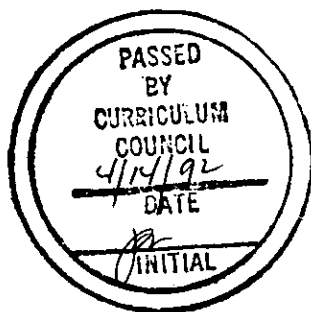
While the committee does not feel the need for any further review before the next regular five-year review, we hope that these areas of concern will be reviewed at that time.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Department of Chemistry Date: 4/28/92

	Poor	Needs Improvement	Satis- factory	Above Aver.	Outstand.
Goals of Program			X		
Quality and Mix of Students (grad) ((undergrad))			(X)	((X))	
Quality of C&I (grad) ((undergrad))			(X)	((X))	
Schol. & Creat. Activity		X			
Success of Grads			X		
Quality of Facilities		X*			
Future of Program		See recommendations			
Overall Evaluation			X		

*Especially the air exchangers, for safety reasons



Ohio University-University Curriculum Council/
Graduate Council Five Year Review of the School of
Comparative Arts, April 1992

A. Program Description

The School of Comparative Arts, consisting of three tenured faculty, one early retirement faculty and one one year appointment as of this writing, serves the University at both the graduate and undergraduate level. Specifically, the School of Comparative Arts's main function is directing an interdisciplinary fine arts doctoral program. Its other major functions consist of serving undergraduates by offering freshman through senior classes including Tier II and III courses in the fine arts and humanities.

The only degree offered is the Ph.D. and its conceptual foundation is based on an exploration of relationships between works of art and their cultural and intellectual contexts.

The curriculum for the degree consists of: 1. historical and/or theoretical studies in each of two fields chosen from four areas including theatre, painting and sculpture, architecture, and music; 2. courses in the two art areas not selected under historical and/or theoretical studies; 3. a studio minor (studio or performance courses); 4. an academic minor (courses in social sciences or humanities); 5. proficiency in at least two "scholarly tools" (reading knowledge of foreign languages, statistics or music theoretical systems).

B. Strengths of the Program

For many years, Ohio University's Ph.D. program in Comparative Arts has been recognized for preparing teachers, administrators and leaders of major cultural organizations and is regarded as an excellent and innovative program, one of the most innovative programs of its type in the United States according to the program's independent, outside reviewer.

Also, according to this reviewer, the Ph.D. program in Comparative Arts serves as a major resource for high quality offerings of interdisciplinary fine arts courses. The program attracts strong masters students, many of them minority students, who have majored in both studio and performance fields and in modern language literature, history or philosophy.

As an undergraduate service department, according to student evaluations, the quality of courses provided is excellent. Enrollment in Tier II courses has doubled in the past five years.

A minor was initiated in 1988, reflecting an increased interest in such undergraduate courses and reinforcing the development of these new courses.

C. Weaknesses of the Program

Graduate Program

Although the current faculty appears to be generally competent to offer the Ph.D. degree program in Comparative Arts, the following concerns are noted:

1. Faculty production as research scholars/creative artists is uneven but has recently been increasing
2. The department needs to have its own library budget in order to be able to purchase the books it needs rather than continue its dependency on other departments and, too often, on interlibrary loan.
3. The Ph.D. student stipend rate of \$6,260 to \$6369 is low. The average university stipend including both Masters and Ph.D students is \$6,849. English graduate students receive between \$7032 and \$8332.
4. For a Ph.D. granting department, teaching responsibilities of three class preparations per quarter is high
5. There is some internal division over the program's administration. Some members of the department believe it is time to have a Comparative Arts Director of the program again. Presently, the Associate Dean of Fine Arts is the Acting Director

Undergraduate Program

1. There seems to be an inadequate number of Group I faculty given the 2000+ students per year taking comparative arts classes

D. Recommendations

Ph.D. Program

1. Continue to increase publication records
2. Hire more Group I faculty
3. Pay graduate students a higher stipend
4. Initiate a direct and adequate budget for library purchases
5. Reduce number of class preparations per quarter to two
6. Consider choosing a permanent comparative arts expert to direct the program
7. There is no need for further review until the next review cycle

Undergraduate Program:

1. More group I faculty would help serve the 2000+ students per year taking comparative arts classes

E. Review Topics

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

The Acting Director uses year-end reports summarizing research, teaching and service of each faculty member. Faculty often team teach and have a good knowledge of the quality of each others' teaching. Student evaluations are handed out in each class. No strict balance is required for a faculty member so they are rewarded given their accomplishments during a given year: for instance if they have done much service, less research is expected and if they are working on a large research project their teaching loads may be reduced. In other words, professor's needs, whenever possible, are accommodated and weighed in a reasonable fashion to facilitate professors' productivity and sense of accomplishment.

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

The quality of teaching is high and professors have received awards for their classroom performance. Since many of the classes are team taught, professors frequently respond to one another's methods and skills.

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

The graduate students are of high quality. Many receive excellent jobs upon completion of the program. The outside review spoke very highly of their national reputation.

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

Students are contacted every five years and 70 percent respond to questions about their careers. The number of graduates is small enough and many voluntarily keep in contact with their professors so no more formal contacts seem needed.

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

There is a high demand for the program because of its uniquely interdisciplinary focus and its stress of studio and experiential learning.

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

NA.

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

Student evaluations, both written and verbal were highly favorable. Generally, they felt intellectually stimulated by the material which they believed was well presented.

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

NA.

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

The demand for classes is enormous and sections are often added in an attempt to meet this demand. At the time of this writing more than 800 undergraduates are enrolled in Comparative Arts undergraduate classes.

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

This program is interdisciplinary while most Comparative Arts Programs are multidisciplinary. Studio work and academic flexibility are stressed in this program. It serves as an alternative to the specialist Ph.D.

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

Comparative Arts needs to have its own budget for purchasing library materials. Presently it requests its books through other programs and extensively uses interlibrary loan. This method causes the faculty difficulty in finding out what has been ordered. Visual arts material is most difficult to purchase under the given system.

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

Generally, classrooms are good but those for undergraduate classes that use audio visual presentations (that can be darkened) are inadequate. There are only four small audio visual classrooms while enrollment in Comparative Arts 117 is 300. Classes often need to meet outside of the Comparative Arts Building.

13. Quality of its Honors Program.

NA.

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

NA

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

While there are no formal programs on regional campuses, graduate assistants teach introductory classes at several of them and their teaching evaluations are very good.

GRADUATE REVIEW SUMMARY WORKSHEET

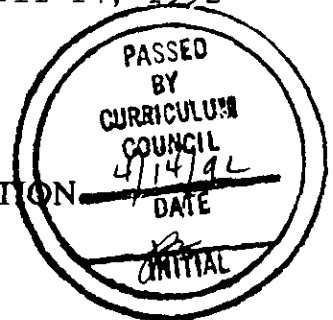
EVALUATION OF Comparative Arts : Date: April 8, 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstandi
Goals of the Program			x		
Quality and Mix of Students				X	
Quality of Curriculum and Instruction			X		
Quality of Scholarly and Creative Activity		X			
Success of Graduates				X	
Quality of Facilities		X			
Judgment of Future of Program			X*		
Overall Evaluation			X*		

*Only with the recommended resources

UNIVERSITY CURRICULUM COUNCIL
PROGRAM REVIEW
SCHOOL OF CURRICULUM AND INSTRUCTION
Spring 1992
Interim Review



The attached pages reflect the observations and conclusions of the interim review of the School of Curriculum and Instruction. This interim review will allow the complete internal review to coincide with the NCATE review. The report is based on the School's response to the Curriculum Council's 1990-1991 Program Review Guidelines and the two evaluations from reviewers outside of the School and interviews with two administrators. The report raises some issues and questions which should be addressed in the more intensive review that will accompany the Fall 1994 NCATE site visit.

Undergraduate Program

Goals of the Program: The goals of the School are comparable to those seen in other programs preparing entry level teachers. They are to prepare individuals for:

1. state certification in elementary, middle, secondary and special education.
2. positions in educational media.
3. certification in secondary education following completion of a non-education baccalaureate.
4. entering the teaching profession in the vocational schools after exiting from the business world.

Additionally, C&I is working toward the development of alternative routes for preparing people to teach, the utilization of feedback for program refinement and improvement, and the improvement of the undergraduate and graduate programs.

The faculty are actively involved in the teaching of courses that reflect their areas of interest and expertise. Courses are offered on the regional campuses by Athens faculty. Goals are detailed in the narrative (II,A,2) which included some reference to the goals established by the College, but specific activities linked to a specific goal were not discussed so it was difficult to determine whether or not C&I is making progress. For example, there is a move toward alternative certification programs (e.g. Teacher Education for Citizenship Responsibility) but it is unclear from the materials why this is important in education.

Quality and Mix: Quality of students (based on comparison of average OU ACT scores) indicate that C&I ACT scores hover around the national and Ohio averages but are a bit lower than the OU averages. The GPA is higher than the OU average which partially reflects the minimum 2.5 GPA required of C&I students.

GPA/ACT/SAT for All Undergraduate Students

Curriculum and Instruction

Elementary	85-86	86-87	87-88	88-89	89-90
GPA	2.73	2.75	2.88	2.91	2.99
ACT	17.38	17.88	18.59	18.85	19.15
SAT	407/430	420/439	421/441	424/441	429/451
Secondary					
GPA	2.76	2.79	2.86	2.87	2.92
ACT	20.16	20.53	20.67	20.94	20.88
SAT	429/474	445/480	453/482	450/477	449/477
Special Education					
GPA	2.73	2.83	2.87	2.91	2.93
ACT	16.97	17.83	18.58	18.39	19.40
SAT	416/447	420/436	436/444	437/438	443/439
Ohio University					
GPA	2.64	2.68	2.73	2.77	2.82
ACT	19.70	19.9	20.3	20.7	21.2
SAT	439/471	443/474	450/480	452/485	457/493

Mix of students (assuming ethnic mix) is in need of improvement. The percentage of majors identified as members of an ethnic minority was 2% for three of the five years of reported data and 3% for the other two years which is a bit lower than OU's 5%. While this may seem low in absolute numbers, it may indicate a wide variety of other influences that are beyond the control of the College of Education. Efforts to seek out qualified minority students were identified, i.e. the creation of a position to assist with the recruitment of minority students, but since this is to be a college-wide position its direct effect for C&I is not clear. There was no written discussion of specific activities by C&I nor specification of C&I's contribution to the College wide efforts. Further discussion indicated that OU is a member of the Holmes Group (100 schools of education in the US working to improve the preparation of teachers). This group has been identified by the Ford Foundation to increase the number of minority students in schools of education. These activities have just begun

Academic Year

	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>
Number of majors*	796	957	1160	1367	1364
Number of minority students	25	23	24	31	41
Number of international students**	11	8	6	7	5

* Includes elementary, secondary, and special education majors

** It is not known if this number is independent of the total number of minority students.

Quality of Curriculum and Instruction: The three principal certification programs (elementary, secondary, and special education) are approved by the Ohio Department of Education. Graduates are meeting the State requirements for teaching in the State.

Students must be admitted to the professional education classes. The procedure is detailed for students in the Undergraduate Catalog and assistance is available from the Students Services area within the College. The expectations are in line with those in other institutions preparing teachers.

Curriculum review and updating activities were reported. More detailed review of this process will be completed in the 1994 review of C&I.

The advising process by faculty is mentioned but the level of activity of individual faculty is unclear. Again, additional detail will be obtained when faculty and students interviews are completed in 1994. It is difficult to discern the student's interaction with an advisor from the materials presented. Additionally, given the various steps that students must complete and the building block structure of these steps, it was unclear as to how this process is monitored during the student's study.

Degree courses are offered on the regional campuses. These courses are identical to the courses taught in Athens. Athens faculty teach these courses on overload.

The evaluation of faculty teaching occurs in each class each quarter with a summary and the original questionnaires returned to the faculty. The School Director reviews the summaries of each course and takes action where appropriate. There is no indication of other systematic evaluation procedures.

Quality of Scholarly and Creative Activities: 50% (15 out of 30) of the faculty vitae indicated a minimum of one refereed publication within the past two years. Numerous other faculty have published in other journals, completed poster presentations, and participated in professional/scholarly activities. This level of activity is deemed appropriate for the faculty in an undergraduate program.

Success of Graduates: Approximately 75 to 80% of the graduates are employed in education and approximately 25% have continued their own education in some manner. These numbers have remained consistent over the five years of data presented. OU graduates between 600 and 650 education majors each year. There are 7000 education majors receiving degrees in Ohio each year. There are approximately 3000 positions in education available in Ohio each year. Ohio exports teachers.

Quality of Facilities: No specific concerns strongly expressed with the exception of the need for more faculty office space, room for a student lounge, and additional parking.

Judgment of Future of Program: This school will continue to educate teachers. Growth occurred over the first five years of the review period (796 to 1367 majors) and was stable over the last two years of the review period (1367 and 1364 majors). Given that these data are close to the desired maximum enrollment of 1250, minimal future growth can be expected.

Data from past external reviews by the Ohio Department of Education and NCATE indicate that the School is meeting their criteria. C&I is encouraged to seek more specific input from students/graduates/alumni about the strengths and limitations of the program and to use these data to refine.

Overall Evaluation: The School of Curriculum and Instruction is meeting its major purpose, i.e. "to assure students that they will become certified teachers upon graduation". The programs meet state and national criteria for the preparation of teachers. It is difficult to evaluate the degree of success due to the lack of comparative data from internal goals and/or data from one or two comparable schools and/or national data. There is no need for further review prior to that scheduled to coincide with the NCATE review in 1994.

Recommendations:

1. Explain more completely the relationship between School goals and the activities taken to meet those goals.
2. Seek and utilize student and alumni input in the refinement of programs and courses.
3. Continue efforts to recruit more ethnic minority students.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

School of Curriculum and Instruction
EVALUATION OF College of Education Date January 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program					
Quality and Mix of Students					
Quality of Curriculum and Instruction					
Quality of Scholarly Creative Activity					
Success of Graduates					
Quality of Facilities					
Judgment of Future of Program					
Overall Evaluation					

Graduate Program

Goals of the Program: The general goals appear comparable to similar graduate programs in other universities. The faculty appear to be teaching in their areas of expertise and there is evidence that the graduate program is sufficiently flexible to draw upon the particular strengths of the existing faculty. Two questions that arise are:

1. The school's most recent goal of preparing individuals for positions in two year community and technical colleges is a laudable goal. Is the appropriate degree for this kind of preparation the PhD?
2. Are maximums of 200 and 100 students for the masters and PhD programs respectively reasonable numbers for the school to accommodate?

Quality and Mix of Students: It appears that the entrance requirements are comparable to other similar institutions. The indices of academic quality of the students have appeared stable over the past five years. The percentages of minority students, females, and international students have also remained stable; the number of minority students remains small despite efforts to increase the numbers. Generally, students seem to be satisfied with the preparation they are receiving.

Quality of Curriculum and Instruction: The course requirements appear generally comparable to similar graduate programs in other universities. The foundation requirements for the graduate program, however, do not include a specific psychological foundations component along with the social, historical, and philosophical components of the foundation. The psychology based material is included in required courses, e.g. Advanced Studies of Children and Advanced Principles of Teaching, for both master's and doctoral students.

From the materials provided it was difficult to determine the level of research preparation required of doctoral students. Further discussions about the "Tools" area of requirement demonstrated that the typical student completes four to six courses in research methods, design and/or analysis.

The procedures for qualifying and comprehensive examinations are comparable to other similar institutions. Three issues and questions that arise are:

1. Further clarification is needed on the annual review of graduate students. How systematically do students receive written feedback? Do all students receive written feedback once or more a year?
2. The fact that no student theses or dissertations have been published or presented for peer review may raise concerns.
3. Should there be a formal program to insure that graduate students become professionally active?

Success of Graduates: There appear to be no major problems in terms of student employment. Most of the graduate students are already employed when they enroll at Ohio University and many return to their previous employment. The general degree of student satisfaction with their major courses appears to be relatively high although it is difficult to make a firm judgment without comparative information. Appropriate comparative information would be desirable by the time of the intensive review.

Quality of Scholarly and Creative Activity: Regarding the faculty available for the graduate program, it appears that the education and experience of the faculty is appropriate for teaching the courses described in the catalog. There has been a good addition of new faculty over the past five years. There does appear to be considerable unevenness in the direction and participation of faculty on thesis and dissertation research. A relatively small number of faculty carry the large bulk of the load in directing and serving on theses and dissertations. Given the intensive nature of dissertation advising in schools of education, activity in scholarly and professional pursuits may be affected. Although the faculty are active, particularly in professional activities, the level of scholarly activity resulting in refereed publications appears to be modest for a PhD school. Three questions that arise are:

1. The average teaching load of 8-9 courses per year seems heavy for a PhD school.
2. Does the procedure for determining which faculty members should teach graduate courses and direct theses and dissertations need to be modified because of the abolishment of graduate faculty?
3. Is the level of research and scholarly activity of the faculty at the level desired by the faculty, the School and the College?

Quality of Facilities: Generally the facilities and support services for the school seem adequate. The library, computer and laboratory services appear adequate for the school's needs.

Judgment of Future of Program: The school has made appropriate effort to consider new goals and directions for its programs. There are some concerns which exist because of the issues raised above such as the level of graduate student preparation for research and the unevenness of the direction of and participation on theses and dissertations. The school needs to address these issues carefully in order to improve the quality of the program.

Overall Evaluation: In summary, the graduate program in the School of Curriculum and Instruction appears to be comparable to programs in a number of similar institutions. There are, however, some key issues and questions that need to be addressed in the upcoming intensive review.

1. Review the teaching load. Is the balance between undergraduate and graduate teaching loads including dissertation advising as desired? Do the faculty have sufficient time to devote to scholarly pursuits?
2. Review and update Guidelines for Participation in Graduate Education. Distribute to new faculty as they are hired.
3. Consider revising School guidelines for vitae to better reflect the balance between refereed journal productivity and professional service activities.

GRADUATE REVIEW SUMMARY WORKSHEETEVALUATION OF Curriculum and Instruction Date January 1992

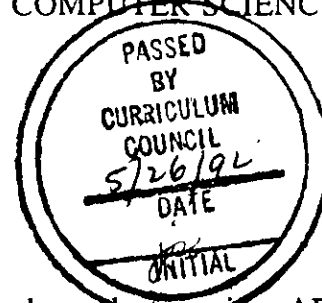
Please rate each of the following criteria using the scale provided.

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Goals of the Program					
Quality and Mix of Students					
Quality of Curriculum and Instruction					
Quality of Scholarly Creative Activity					
Success of Graduates					
Quality of Facilities					
Judgment of Future of Program					
Overall Evaluation					

UNIVERSITY CURRICULUM COUNCIL

FIVE YEAR REVIEW OF THE DEPARTMENT OF COMPUTER SCIENCE

MAY, 1992



Goals and Overview

The Department of Computer Science offers undergraduate majors AB and BS degrees in Computer Science. The department also offers a minor in Computer Science to other students in the College of Arts and Sciences. Undergraduate majors are required to obtain a C or better in ten required Computer Science courses, two elective Computer Science courses, and the Math 263 calculus sequence. Undergraduate minors are required to obtain a C or better in seven required courses and one quarter of calculus.

Although the department has no graduate program, the Department of Mathematics offers a Computer Science Option for its MS degree program. Students electing this option must take 30 hours (of a total of 46 to 54) of Computer Science courses; thus, Computer Science offers graduate credit for 25 courses. Seven of these courses are open to graduate students only. Six courses are dual listed at the 300/500 levels, but only four of these may be applied toward the Master's degree in Mathematics/Computer Science Option. Twelve courses are dual-listed at the 400/500 level. Stated objectives of the undergraduate program are to instill an understanding of computing as an academic discipline and a profession, to provide students with a specific body of knowledge in computing and the ability to apply that knowledge to problem solving, and to expose students to the theory and abstraction of computing research.

Goals of the department include that of providing service to the university in the areas of computer literacy and problem solving with computers and the establishment of a graduate program through the Ph.D. level.

Quality and Mix of Students

The quality of students as measured by test scores is average. Average SAT scores for entering freshman have ranged from 952 to 1001 since AY 86-87. Average ACT scores have ranged from 21.1 to 22.9 since AY 86-87. ACT scores show an upward trend; this is not the case for SAT scores.

Minority enrollment is roughly eight percent of the total enrollment. There is a definite downward trend in the percentage of minorities enrolled. This is consistent with the overall minority enrollment trend at Ohio University.

The enrollment of women in the program as a percentage shows an upward trend and is currently 21% of total enrollment.

428

International student enrollment as a percentage is increasing and is currently 26%.

Quality of Curriculum and Instruction

The curriculum is designed to adhere to standards established by the Association for Computing Machinery. However, the department has not attempted to secure accreditation of the program by the ACM. In view of the fact that respondents to the Ohio University Placement Study have indicated some dissatisfaction with their major courses, present positions, and their preparation for achieving their career goals, there appear to be ~~some~~ ^{significant} problems with the curriculum.

The procedures for student evaluation of faculty are sound. The evaluations are anonymous, are available to faculty only after the assignment of grades, the evaluation instrument used in the College of Arts and Sciences is supplemented by a form for written comments, and the results of evaluation are considered in annual faculty reviews.

Undergraduate students interviewed rated the quality of instruction as excellent. These judgements may be tempered by the students' opinion that the program is very easy. The students perceive the faculty as experienced and current in the discipline. Students mentioned that faculty are not responsive to students outside the classroom.

Advising was described by students as being generally sound.

Quality of Scholarly and Creative Activity

Four of the faculty are active in pursuing scholarly activities such as publishing in refereed journals, publishing books, presenting papers at conferences, and attending professional meetings. The other five faculty are relatively inactive professionally but carry slightly heavier teaching loads. Faculty hired recently are active. The department intends to continue its efforts to recruit faculty with research potential.

Success of Graduates

Little data exist on the level of success of graduates. Data from the Ohio University Placement Study indicates a significant percentage (from 18% in 1987 to 54% in 1989) of respondents as only "somewhat satisfied" or "not at all satisfied" with their present positions. A significant percentage (from 27% in 1989 to 62% in 1988) also responded as "somewhat satisfied" or "not at all satisfied" with their major courses.

Quality of Facilities

Current hardware and software are adequate but are in danger of becoming obsolete. Laboratories are well organized and maintained.

It is essential that Computer Science have available state-of-the-art hardware and

computer literacy. Judging from the fact that entire colleges offer their own basic computing courses, the department seems to have been unsuccessful in persuading the University community to acknowledge this role. This resistance will probably increase as computing facilities tend to become more decentralized and heterogeneous. Given the department's limited resources, expanding the department's service role at the introductory level may be inconsistent with its goal of developing an independent graduate program.

The department states that a long term goal is the development of an independent graduate program. The current situation in which the department provides service courses for the department of Mathematics has little merit. Faculty are not motivated to develop innovative courses for students that are not their own. This appears to have affected the level of professional activity of the faculty. Graduate students enrolled in the Computer Science option of the Mathematics M.S. program are also critical of the arrangement. They cite a lack of course offerings specifically designed for graduate students, an apparent lack of faculty interest in teaching graduate courses, and a lack of faculty-student interaction.

The department is beginning to emerge from an era in which it struggled with large class sizes and difficulties in hiring highly qualified faculty. It also appears to have attempted to define its role in terms of the services it provided to other programs. New faculty and new leadership have the potential to develop a stronger and more independent identity and stabilizing enrollments may lead to enhanced student satisfaction.

Recommendations:

- (1) The University administration has discouraged the department from pursuing accreditation based on a position that accreditation bodies tend to erode program autonomy and are not effective in improving program outcomes. However, in view of the dissatisfaction of recent graduates with major courses, present positions, and career preparation, there appear to be significant problems with the quality of the curriculum. The department should actively identify these problems and use all internal means to rectify them. Should internal efforts fail to improve program outcomes the issue of accreditation should be re-examined.

software. Five years is often the difference between obsolescence and the state-of-the-art in computer hardware. Software can literally become obsolete overnight.

Computer Science is in a unique position in the University as regards computer hardware and software. Other programs need computing facilities in order to perform the teaching and research functions more efficiently. Computer Science literally cannot function without computing facilities and continually faces a real danger of producing obsolete graduates, as their graduates' knowledge becomes obsolete at almost the same rate as the available hardware and software.

Judgement of the Future of the Program

It appears that Computer Science has had some difficulty in establishing a concrete identity. This phenomenon is not unique to Ohio University, judging by the fact that computer science programs exist in Arts and Sciences colleges, Engineering colleges, and even in Electrical Engineering departments at other universities. The department seems to have been spread too thinly in service functions, with the result that many programs at Ohio University have instituted their own computing courses.

The future of the Computer Science program appears to lie in the areas of theory of computing and software engineering. Future expansion of service functions will probably be slow and difficult. The department appears to be willing to work with other programs to develop course offerings that are responsive to the needs of those programs. However, programs are slow to relinquish their own computing courses. A strategy that might prove successful in expanding the service role of the department is to work with other programs is to develop experimental courses in close cooperation with individual faculty in other programs.

Since 1984 the number of majors has declined from 397 to 155 in 1990. The decline in enrollment is probably not cause for major concern. The number of majors enrolled seems to be stabilizing at a little over 150. The decline may be due in part to large section sizes in the past. It should also be noted that the 1985 review encouraged the department to seek solutions to an understaffing problem.

Overall Evaluation

The Computer Science department appears to be meeting the stated goals for its undergraduate program. The quality of its students is satisfactory and improving. Currently enrolled students are satisfied with curriculum, the quality of instruction, and the advising system. Facilities are adequate but deteriorating and are in danger of becoming obsolete. Responses to the Ohio University Placement Study indicate ~~significant~~ ^{some} dissatisfaction of graduates with their present positions, major courses, and preparation to achieve career goals.

The department appears to be interested in expanding its service role in basic

(2) The department should develop and maintain a plan for achieving and maintaining the computer facilities (including software) at the forefront of technology. The University should vigorously support acquisitions that are consistent with this plan.

(3) The present arrangement with the Department of Mathematics in which Mathematics graduate students obtain a de facto Computer Science MS is unacceptable. The department should actively pursue the establishment of an independent M.S. program and the University should support the establishment of this program. In anticipation of the establishment of a graduate program the following should be done:

(a) The department should expand its course offerings designed exclusively for graduate students. The number of faculty teaching graduate courses should also be increased.

(b) Department faculty should participate actively in advising students electing the Computer Science option of the Mathematics M.S. degree.

(c) The department should continue to recruit faculty with a strong commitment to graduate education and research.

~~XXXXXX The department should eliminate the practice of dual listing courses at the 300/500 levels. XXXXXXXXXXXX~~

(4) ~~XXX~~ The department programs should be reviewed again in three years for the purpose of re-establishing the five year review cycle.

AMENDMENT:

The Mathematics Department be strongly urged to consider eliminating remedial 500 level Computer Science courses from satisfying degree requirements for the MS Mathematics/Computer Science Option--the Graduate Catalog specify which Computer Science 500 level courses are remedial and do not satisfy the MS Mathematics/Computer Science Option degree requirements. This motion shall also be made a part of the Five-Year Review of the Department of Computer Science.

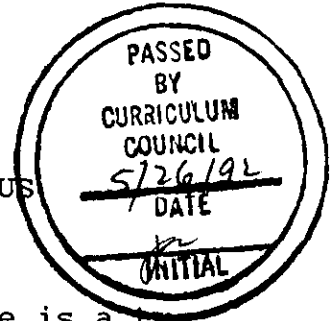
UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Computer Science : Date: May 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			X		
Quality and Mix of Students			X		
Quality of Curriculum and Instruction		X			
Quality of Scholarly and Creative Activity		X			
Success of Graduates		X			
Quality of Facilities			X		
Judgment of Future of Program			X		
Overall Evaluation		X			

OHIO UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW--1992
ELECTRONICS TECHNOLOGY--LANCASTER CAMPUS
ASSOCIATE DEGREE



A. GOALS AND OVERVIEW OF THE PROGRAM

The Associate of Electronics Technology Degree is a two year program whose functions include 1) training students for positions as technicians in production/service industries and 2) preparation for entry into a four year program in various majors, such as electrical engineering, industrial technology, computer science, or business administration.

Specific goals developed from the 1987 Review have been largely met and include the following:

- 1) Re-orient the curriculum toward computer maintenance and industrial electronics as a result of input from local industry.
- 2) Utilization of a \$300,000 academic enhancement grant from the Ohio Board of Regents.
- 3) Addition of an up to date laboratory facilities from grant funds.
- 4) Revision of the curriculum as directed by the Provost to fall in line with University credit hour requirements.

The program emphasizes basic electronics, industrial electricity, and computer theory. The program allows some specialization in other areas such as laser technology. Degree requirements are as follows:

- 44 hours required technology courses
- 25 hours related basic courses
- 28 hours general education

A survey course is also offered for non-majors.

The number of hours of required courses has been reduced from 52 to 44 hours as reported in the 1987 Review by order of the Provost in order to make the hours more commensurate with other technology programs within the university. Contact hours remain the same.

The staff consists of

- 1) one full time faculty whose doctorate is higher education
- 2) one person who serves as half-time faculty in the college and half-time technician with a master's degree in electrical engineering.

The teaching load is twelve contact hours, rising to a maximum of sixteen hours which includes an overload. Part time faculty are utilized when necessary.

The program operates from 9:00 A.M. to 10:30 P.M. with a majority of the courses and labs offered in the evening to accommodate students who are employed full time. As of this year, the college requires uniformity of scheduling of evening classes. As a result, problems have arisen in enrollment because of late hours for class and laboratory sessions.

QUALITY AND MIX OF STUDENTS

QUALITY: Entry into the Electronics Technology Program requires Math 101 and/or permission. On the basis of grade point, the quality of student is comparable to Ohio University students. Scores on the ACT and SAT are lower. In addition, scores on the Athens campus are improving while the Electronics Technology students are falling. The director of the program remarked that present-day students do not seem to be as well prepared at entry. Attrition is as much as 50 percent during the first year. Special tutoring sessions are routinely and weekly scheduled. Data from previous years were not reported in the 1987 Review.

GPA/ACT/SAT SCORES FOR ELECTRONICS TECHNOLOGY STUDENTS

	86-87	87-88	88-89	89-90	90-91
GPA	2.80	2.70	2.73	2.83	2.64
ACT	18.67	18.67	14.83	16.80	15.00
SAT	890	N/A	890	890	860

GPA/ACT/SAT SCORES FOR OHIO UNIVERSITY STUDENTS

	86-87	87-88	88-89	89-90	90-91
GPA	2.68	2.73	2.77	2.82	
ACT	19.90	20.3	20.7	21.20	
SAT	917	930	947	950	

MIX: The mean age of students is 28 years. Over the past five years, no minority students have been enrolled in the program. One international student each year was enrolled for the years of 1987 through 1990. One female student was enrolled for the academic years of 1987 and 1988. Enrollment increased to three females for the years of 1990 and 1991. Recruitment efforts have been directed toward high schools and industry for minority enrollment. Grant money has been used for newspaper advertising. Maximum enrollment is 32 students. The 1987 Review reported enrollments of 32 to 39 students.

QUALITY OF CURRICULUM AND INSTRUCTION

Quality. The electronic technology curriculum consists of eleven courses, some of which are taught every other year. Courses are largely divided into lecture for two to three hours with six hour labs. The credit hour changes required by the Provost resulted in some curricular changes which were approved by the University Curriculum Council in 1990. At this time some changes provided for greater proficiency in computer maintenance, data communications, and industrial computers.

Instruction. Quarterly student evaluations are made. Results are reviewed with the Division Co-ordinator. Student evaluations of the instructor received from the Dean's office ranged from good to excellent with comments about the practical application of the course material.

An indication of the quality of instruction is the updating of the curriculum to meet current day demands of the technology. In a personal report, the director of the program stated that there is a high demand for graduates in that industry and business are aware of the quality of training.

Experiential learning courses have been held. Outside consultants, the Advisory Committee made up of individuals from local industries, and alumni contribute to course offerings and changes.

The one full time faculty member directs and manages the program and teaches a majority of courses, i.e. seven out of eleven. A load consists of two courses consisting of lectures and labs for 12 contact hours and eight credit hours. A total of 35 courses has been taught by the full time faculty over the past five years. The remaining courses and laboratory sessions are taught by the part-time technician.

SUCCESS OF GRADUATES

Upon the recommendation made in the 1987 Review, a survey of graduates is made regularly. An 80 to 90 response rate is returned. Over the past five years, 83 to 100 percent of the graduates have found employment and 14 to 33 percent go on for further education, usually to Ohio University.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY Not applicable, but Neither the full nor part time faculty publish but do maintain a rather wide range of consultantships for industries such as Anchor Hocking, Pittsburg Plate Glass, and Purina Ralston. Both are members of professional organizations. The full time faculty participated in the writing of a \$300,000 grant from the Board of Regents.

QUALITY OF FACILITIES

Library allocations are adequate.

As a result of the \$300,000 grant, the program has been able to establish a state of the art laboratory equipment and expand facilities. Space is becoming cramped. Additional equipment is yet to be purchased to keep abreast with technology, but this will create additional problems in space.

Liberal use of facilities is not possible in that the majority of classes are offered in the evening. Times are also restricted because the Lancaster campus requires classes to begin at 5:00 or 7:30 P.M.

JUDGMENT OF FUTURE OF THE PROGRAM

A positive attitude toward the program and its development was evident in the realm of advancement in education of non-traditional students, service to the community, and anticipation of additional purchases of state of the art equipment to enhance training.

OVERALL EVALUATION

Program development and laboratory facilities are rated favorably. Purchase of equipment is based upon need for up-to-date training and appears to be utilized in the program. The outlook for training community members and expanding the work force is commendable.

A significant concern is that there is only one full time person who teaches a majority of the courses and who also serves as administrator of the program. Another problem is limitation in space for future expansion. College restrictions in the scheduling of evening classes cause late hours for students, most of whom are employed full time.

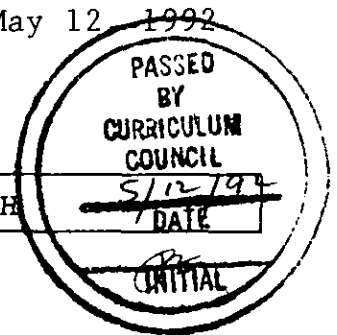
UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Electronics Technology - Lancaster Date: May 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			X		
Quality and Mix of Students		X			
Quality of Curriculum and Instruction		X*			
Quality of Scholarly and Creative Activity			NA		
Success of Graduates			X		
Quality of Facilities			X		
Judgment of Future of Program		X			
Overall Evaluation		X			

* over reliance on one faculty member



FIVE YEAR REVIEW OF THE DEPARTMENT OF ENGLISH

May, 1992

Overview

The department of English offers the BA, MA, and PhD. In the fall of 1991 it had a total of 390 majors and in 1990-91 it awarded 88 BAs and 10 MAs and 6 PhDs. There are 38 tenure track faculty and approximately 20 part-time faculty who teach a large number of service courses, freshman and junior composition requirements, as well as the courses for majors. One of the faculty is currently the president of the National Council of Teachers of English, the largest professional organization in the field.

UNDERGRADUATE PROGRAMGoals of the Program

The Department of English offers a BA in English Language and Literature and preparation for the BS in Education. The BA prepares students with a broad, liberal arts education. The BS in Education prepares one to teach in secondary school. The department has just reached one of its goals, a significant revision of the undergraduate major curriculum which is discussed below.

Quality and Mix of Students

<u>English</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
GPA	2.84	2.86	2.81	2.76	2.88
ACT	22.45	22.82	21.76	21.80	22.65
SAT	989	1012	1009	984	1003

<u>Ohio U.</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
GPA	2.64	2.68	2.73	2.77	2.82
ACT	19.70	19.90	20.30	20.70	21.20
SAT	910	917	930	937	950

The students admitted to English are well above the university average as seen by both the ACT and SAT scores. Moreover, although the O.U. GPA has risen steadily over the past five years, this has not been true in the case of the English department majors.

<u>Enrollment</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
Majors:	129	147	166	210	226
Minorities:	7 (5%)	5 (3%)	8 (5%)	13 (6%)	6 (3%)
Females:	81	91	99	139	135
Internationals:	14	4	2	2	0

Minority enrollment on the average mirrors the O.U. average. The female enrollment is consistently 60% or better.

The number of undergraduate majors has more than doubled from 1985 to 1991 (129 to 313) and yet the size of the full time faculty has remained constant. The chair reports that the department has dealt with the increased number of majors not only by increasing class size, but also by adding classes taught by full-time faculty who are removed from service classes which in turn are taught by part-timers. Given current budget restrictions, the department may have to put a cap on majors or close non-majors out of classes.

Quality of Curriculum and Instruction

According to the alumni surveys more than 50% of former majors are either extremely or very satisfied with their major. Student evaluations are required every quarter and used for merit evaluation. More than a third of the faculty have won teaching awards at the College or University level. There are 15, 20, and 25 students per section in the various levels of composition and writing courses. The literature courses (for majors) average 35-40 per section and enroll many non-majors.

The department has received some nation-wide attention for its 1804 Fund sponsored discussions of developments in composition and literary theory which led to the current curriculum revision. The previous English undergraduate major required 42 hours and the revised major requires 52. New courses added to the program include a junior level writing course for majors and a course in theory. In addition the curriculum has expanded surveys of English and American literature. There are also a new series of junior and senior prerequisites. The revised major puts stress on critical reading and more informed approaches to the study and analysis of texts, and involves a number of writing experiences.

There is an Honors Tutorial Program which includes both Honors Tutorial College students as well as Arts & Sciences majors. The program enrolls approximately 20-25 students each year and is conducted by two faculty for whom this is their entire teaching responsibility.

Quality of Scholarly and Creative Activity

According to the outside reviewer, "Considering publications, scholarly papers, professional leadership positions, and grant writing, the overall scholarly and professional profile of department faculty is quite strong". But the faculty data chart shows that, "nine faculty had no publications in the past five years, and seven individuals published only 1-2 articles in that same period". Thus 16 out of 38 individuals or 42% of the total faculty are quite low in scholarly activity. There are a number of very impressive scholars in the department leading to an overall evaluation of strength, but also a surprising number of faculty who are relatively inactive.

Success of Graduates

The department has started tracking some of its graduates through a newsletter, but it really has little information available on this subject.

Quality of Facilities

Library resources are adequate and the department has "through cleverness" managed to make computer search and print-out of the MLA Bibliography available in Ellis Hall. There are also two computer labs in support of composition instruction which the department maintains. Administrative assistance is adequate but there is little secretarial assistance for faculty. The most glaring problem concerns office space. There is inadequate office space for all staff. The faculty offices are tiny with only partial walls resulting in noisy, inadequate workspace with no privacy. The department states that, "Thirty-seven TAs are housed in two converted classrooms, fifteen part-timers and five early retirees share very small offices, and most of the Group I full-time faculty are forced to work at home."

Judgment of Future of Program

The major problem facing the department is how to deal with its success, i.e. rising enrollments. It has a significant service function but also a growing number of majors. This issue must be dealt with. The quality of teaching and research is quite strong and the curriculum has just been revised. The future appears bright.

GRADUATE PROGRAM

Goals of the Program

Literary study is the heart of the MA and PhD programs. However, the department is at a disadvantage because there does not seem to be consensus in the profession concerning appropriate future directions, especially when the field is facing a depressed job market. The department has a short term goal of adding three more graduate courses each year to meet the problem of crowded courses and closeouts. There is some possibility that the self study leading to the undergraduate curriculum revisions will also lead to some graduate changes and, in addition, influence the types of faculty hired to replace the significant number of retirements which the department is facing. The published program goals are clear and well phrased.

Quality and Mix of Students

<u>Majors:</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
MA	35	39	42	44	43	55
PHD	20	14	17	16	23	17
Total	55	53	59	60	66	72

Admission

<u>Criteria:</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
GPA	3.5	3.64	3.74	3.69	3.78
GRE	480	512	554	560	570

<u>Enrollment</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
Minorities:	3	1	1	2	1
Females:	32	34	38	38	38
International:	8	8	6	3	4

The graduate program has grown 30% during the period under review, in part, because of an increase in self-supported students. This growth coupled with the undergraduate enrollment increases is putting the department under some strain. Although attempts to improve minority enrollment have failed, female enrollment is consistently in the 50-60% range. The outside reviewer suggests that the department might want to highlight its offerings on feminist theory and on literature by women and people of color in its promotional materials. The steady trend upward in the GPA and GRE scores while the number of students is also increasing is impressive. The reputation and "drawing" power of the department is obviously a factor.

Quality of Curriculum and Instruction

The department has a quarterly open meeting with the graduate students as a forum for airing concerns and raising questions about program goals and means. The department states that faculty are assigned graduate courses on the basis of "significant scholarly achievement as well as demonstrated graduate level teaching ability." Students evaluate every course and often share their opinions with the graduate chair; "The graduate students written evaluations are of considerable importance". The faculty uniformly receive high evaluations.

Quality of Scholarly and Creative Activity

Close scrutiny shows that a relatively small number of faculty are responsible for a great deal of the scholarly activity. A number of faculty have not achieved significant scholarly activity within the past five years. This condition is of particular concern because the department is responsible for a large graduate program culminating in the Ph.D. Another reviewer has indicated that there might be a relationship between faculty professional output and teaching load. This is a possibility, but if a six course load is

standard, there should be sufficient time for all faculty to achieve at least some activity.

Success of Graduates

Estimates on graduating MAs:	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
Teaching Positions	14	14	10	3	7
Doctoral Programs	5	5	4	6	2

Estimates on MA graduates going on to doctoral work within 3 years.

<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
40%	40%	40%	80%	35%

Moreover, the department reports that in the last five years very nearly all of the PhD graduates have found employment in education. These data, while informal, suggest that the department is indeed effective in preparing its graduates for employment in college teaching and other relevant positions. The outside reviewer commented on the job applications from several OU graduates "whose credentials and personal qualities spoke very positively about the department graduate program".

Quality of Facilities

The faculty cubicles do not really facilitate research, the writing of manuscripts, the preparation of dissertations, collaboration with graduate students, etc. It is possible that these confined quarters contribute negatively to faculty efforts with regard to graduate program goals and functions.

Judgment of Future of Program

With the exception of more balanced scholarly productivity across the faculty, all other aspects of the graduate program appear to be in order and, indeed, quite healthy. The department seems to be capable of dealing with the enrollment pressures for the moment but this trend should be watched carefully. Otherwise, the future of the department seems to be bright.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF English Department: Date: MAY, 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program				X	
Quality and Mix of Students			X		
Quality of Curriculum and Instruction				X	
Quality of Scholarly and Creative Activity			X		
Success of Graduates			?		
Quality of Facilities	X				
Judgment of Future of Program				X	
Overall Evaluation			X		

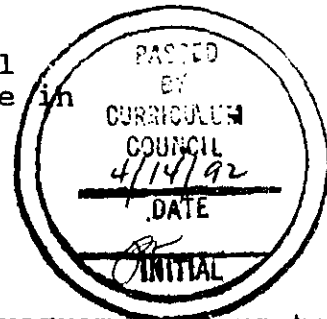
GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF English Department : Date: May, 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstandi
Goals of the Program			X		
Quality and Mix of Students			X		
Quality of Curriculum and Instruction			X		
Quality of Scholarly and Creative Activity		X			
Success of Graduates			X		
Quality of Facilities	X				
Judgment of Future of Program			X		
Overall Evaluation			X		

Ohio University
University Curriculum Council
Five Year Review of the Associate in
Individualized Studies
Winter 1992



Goals and Overview:

The Associate of Individualized Studies program appears to be well designed to achieve its goals. It provides a two-year degree for students who wish to study areas not currently offered as degree programs by taking combinations of courses offered by the University and other institutions that comprise the absent area. The description of the program that students receive explains the program clearly. It says:

The Associate in Individualized Studies (AIS) degree is a two-year self-designed degree program. As the two-year counterpart to the Bachelor of Specialized Studies degree, it is intended for students who wish to pursue two-year degrees in areas of study not available at the University. Students design their own programs of study in consultation with University College, Independent Study, regional campus, and faculty advisors. AIS programs are then reviewed and approved or rejected by the BSS/AIS review committee, which is composed of faculty and administrators from around the University. No specific course or area requirements are included in the AIS degree; each approved AIS curriculum becomes the student's requirements for graduation. The application must specify courses in the student's area of concentration and provide a statement of rationale for that particular collection of courses. The area of concentration must include at least 30 credits. Furthermore, at least 30 credits must be completed after admission to the AIS program. AIS students must complete at least a total of 96 credits with a 2.0 grade point average.

The AIS program has the objective of providing a degree option for those students who cannot meet their goals through existing programs. The program meets this objective at a low cost. The program also has the function of attracting and retaining non-traditional students who might not otherwise enroll at the University or continue in school. Like many associate degrees, AIS also offers a realistic intermediate goal for the non-traditional student who may have long-range plans to pursue a baccalaureate degree, but who cannot attend the University full-time because of work or family obligations.

AIS also has the function of identifying for the University areas of study where demand for new two-year degrees already exists. The creation of the Associate in Science degree and the Business Management Technology degree was in part a response to a need identified by the numbers of students in the AIS program with areas of concentration in business and technical fields like computers.

The April 14, 1987 report of the previous five year review suggested that students in this program be required to complete the first year student part of Tier I. Completion of first year student part of Tier I is now required for all Associate Degrees.

Quality and Mix of Students

Admission standards and practices for the Associate of Independent Study degree are the same as admissions standards and practices for the baccalaureate.

The first indicator of the quality and mix of students is also an indicator of the size of the program. It is the number of students completing AIS degrees during the last five years. That number is:

86-87: 7 87-88: 9 88-89: 19 89-90: 15 90-91: 22

Second, it is clear that the students who enroll in this program are, for the most part, non-traditional students. They also appear to be slightly older than the Associate of Arts and Associate of Sciences students.

	<u>age range</u>	<u>avg. age</u>
1986:	18-39	31.1
1987:	23-51	35.2
1988:	24-52	39.5
1989:	25-53	39.1
1990:	22-54	34.5

Third, data on the ACT and SAT scores are available for only the last two years. While the ACT COMP scores are comparable to the Associate of Arts scores (16 for AIS compared to 16.5 for AA), the SAT scores appear to be well below the AA and AS scores. The high school class ranks appear slightly higher than the AA rankings and the OU GPA exceeds the GPA for the AA programs in each of the last five years.

Average ACT, SAT, high school rank, and OU GPA for AIS students in the past five years:

	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
ACT COMP				14.00	16.00
SAT VERBAL					400
SAT MATH					400
HS RANK	47%	13%	76%	57%	52%
OU GPA	2.80	2.70	2.73	2.83	2.64

Fourth, the fall head count figures over the last five years indicate the program serves those it is intended to serve. The numbers of minority, female, international, and non-traditional enrollments were:

	<u>1986 (8)</u>	<u>1987 (11)</u>	<u>1988 (10)</u>	<u>1989 (31)</u>	<u>1990 (26)</u>
Minorities:	0	1	0	4	0
Females:	2	4	3	8	10
Int'l.:	0	1	0	0	5
Non-trad.	6	10	9	31	23

The reply to the questionnaire provides a helpful summary of these figures. It says:

Enrollment of females has fluctuated from 25% to 38%, with no consistent pattern of increase or decrease. International student enrollment has increased notably in the last year, because of the number of external students pursuing degrees in Hong Kong.

The small numbers of students in the program make any generalizations about the quality and mix of students somewhat unreliable. Given that fact, the program appears to be meeting the needs of its students. Both the high school class ranks and the OU GPA figures place its students in the very narrow gap that occurs between the AA and AS programs.

The April 14, 1987 report suggested that:

As an off-campus program it may lack the continuity of regular contact with full-time faculty. As an individualized interdisciplinary curriculum, some students' programs lack focus and coherence, despite the advising system.

This report recommends that advisors should increase their efforts to help ensure that student programs develop focus and coherence.

The questionnaire reply reports that no special efforts are made to recruit minority students into this programs other than the University-wide minority recruitment efforts. The nature of

this program and its ties with the regional campuses seem to hold a potential for special minority recruiting efforts. Where feasible, minority recruiting for the program should be increased.

Quality of Curriculum and Instruction:

All courses and instructors are evaluated through the usual University quality assurance mechanisms. These programs include no Ohio University courses that are not a part of other University programs.

Success of Graduates:

Many of the AIS students are incarcerated or are external students of one kind or another, and because incarcerated and external students do not receive the Placement Study Survey, the number of relevant respondents is small. It is not surprising that those who have responded are employed and continuing their education. Given the requirement that persons in this program demonstrate that their educational needs cannot be met by the University's existing programs, the probability of graduate success is largely assured.

	<u>86-87 (4)</u>	<u>87-88 (6)</u>	<u>88-89 (5)</u>	<u>89-90 (2)</u>
Employment:	50%	100%	80%	100%
Education:	100%	100%	60%	100%

Quality of Scholarly and Creative Activity:

All courses and instructors are evaluated through the usual University quality assurance mechanisms. These programs include no Ohio University courses that are not a part of other University programs.

Quality of Facilities:

The administration of the program reports that the quality of the facilities (library, computer, learning resources, laboratories, etc.) are adequate. Again, any weaknesses in these area would be specific to the unit providing the instruction in a course, and would be addressed through the review process of that unit.

Judgment of Future of Program:

The key to maintaining the quality of this program rests in the process of consultation and review that takes place as students plan and carry out their studies. Presently, this program allows the University to remain flexible and receptive to unique student needs. Should the numbers of students seeking this degree significantly increase, then increased attention would need to be given to ways to maintain the rigorous process for developing programs. In addition, the rigorous process for developing programs is so critical, that any changes in that process should be reviewed by the council prior to implementing those changes.

Overall Evaluation:

The program serves effectively its limited number of students. It is well administered. So long as the numbers of students remain small, further review should be unnecessary until the next five year review.

For the benefit of future reviewers, the recommendations made in the various sections of this report are enumerated here:

1. The nature of the AIS program and its ties with the regional campuses seem to hold a potential for special minority recruiting efforts. Where feasible, minority recruiting for the program should be increased.
2. Any changes in the process by which student programs are approved should be reviewed by the University Curriculum Council prior to implementing those changes.
3. This report recommends that advisors should increase their efforts to help ensure that student programs develop focus and coherence.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF AIS

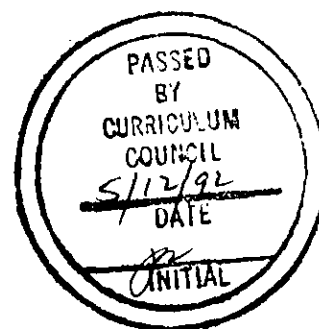
DATE: April 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			✓		
Quality and Mix of Students			✓		
Quality of Curriculum and Instruction			N.A.		
Quality of Scholarly and Creative Activity			N.A.		
Success of Graduates			✓		
Quality of Facilities			N.A.		
Judgement of Future of Program			✓		
Overall Evaluation			✓		

Molecular and Cellular Biology

Five Year Review
April 20, 1992



Overview

The Molecular and Cellular Biology (MCB) program is an interdisciplinary graduate program offering the Ph.D. in Molecular and Cellular Biology. The participating departments are Botany, Chemistry, Psychology, and Zoological and Biomedical Sciences. Students admitted to the MCB program must be admitted simultaneously to one of these four departments (called their "home" department), and they must also satisfy the entrance and graduation requirements of that department in addition to the requirements of the MCB program itself.

The MCB program was started in 1983 with only the Departments of Botany, Chemistry, and Zoological and Biomedical Sciences participating. In 1985, an Academic Challenge grant was obtained which provided the seed money to get the program moving forward. Also, in 1985, the Department of Psychology became associated with the program. As of the 1990-1991 academic year, approximately 31 faculty from these four departments participate (but not necessarily at 100% FTE), and there are approximately 25 students enrolled.

Evaluation

1. Goals of the Program.

The MCB program states as its goal to "produce quality doctoral graduates and show research productivity by the faculty in the area of molecular and cellular biology." Through academic year 89-90, a total of 5 PhDs had been awarded by this program. These graduates have found post-doctoral positions in laboratories

around the country. To the extent that this is an indication of quality graduates, this goal is being met.

Of the 31 participating faculty, eleven people make up what could be called a "core" group of researchers. These eleven are very active in the field based upon the number of published articles and the number of graduate students supervised.

The remaining 20 faculty members are participants more or less in name only, at least at this point. Several of these individuals are making efforts at increasing their level of participation in the program.

The goals of the program (and how well they are being met) are rated as *satisfactory*.

2. Quality and Mix of Students.

The minimum requirements for admission to the MCB program are a 3.0 undergraduate GPA, completion of the Graduate Record Exam, and, in the case of foreign students, a score of 550 on the Test of English as a Foreign Language (TOEFL). Those admitted to the program must simultaneously satisfy the graduate admission requirements of their home department. These requirements are sufficient to ensure that only quality students are admitted. The average GPA per entering class over the 1985-1990 time period is 3.5/4.0. The average total GRE score per entering class is 1659.

The mix of students is good for a graduate program in the sciences in the United States. Most such programs have a difficult time attracting the relatively few minority students (blacks, Hispanics, and U.S. females) who obtain B.S. degrees and who choose to go to graduate school in the sciences in a given year. The MCB program attempts to recruit minority students by sending program literature to all students who have taken the GRE and indicated an interest in molecular or cellular biology. No effort is currently underway to pinpoint minorities specifically. While there are currently no blacks or Hispanics in the program, there is a significant

female representation. The number of U.S. females enrolled has averaged about 3-4 per year, and this is a significant fraction of the total enrollment. ~~Overall, the MCB program is doing reasonably well in the recruitment of historically underrepresented groups, particularly U.S. females.~~

Financial support for the students comes from a variety of sources. About half are supported from funding coming through the Edison Animal Biotechnology Center. The other half are supported as teaching assistants through the Departments of Zoology, Chemistry, Botany, and the MCB program itself. A small number of students are supported on research grants from individual faculty.

The quality and mix of students are rated as *satisfactory*.

3. Quality of Curriculum and Instruction

Students enrolled in the MCB program take a core curriculum consisting of one year (three quarters) of biochemistry, offered by the Chemistry Department, one quarter of cell biology, offered by the Botany Department, and one course offered by the MCB program itself in Molecular Biology. The MCB program also offers three other courses consisting of a laboratory course, a seminar, and a special topics course. Additional coursework is decided upon by the student in consultation with the doctoral advisor. With four departments participating, the choices of relevant additional coursework is large.

Students evaluate the MCB courses and faculty with the evaluation form used by the Department of Zoology and Biomedical Sciences. The courses offered by the four participating departments are evaluated by their own evaluation procedures. All of these evaluations are shared with the faculty for consideration and review. Student evaluations for MCB 720 and 730 over the last 4 years indicate a consistently high level of student satisfaction, with mean scores ranging from 4.33 to 4.80 (with 5.00 as maximum).

The curriculum offered by the MCB program is comparable to that offered by similar programs at other universities. The quality of the instruction is also comparable. The quality of curriculum and instruction is rated as *satisfactory*.

4. Quality of Scholarly and Creative Activity

As noted earlier, while there are about 31 faculty nominally participating in the MCB program, only about 11 can be considered to be engaged full-time in the discipline. These eleven produced 71 articles between 1985 and 1991.

The yearly outside reviews solicited by the program are almost universally positive. The particular strengths of the program noted in these reviews include a high quality faculty, a strong commitment from the state (noted most often by out-of-state reviewers), and the rapidity with which the program has achieved a high level of quality.

The criticisms voiced most often are first, a relatively small number of "card carrying" molecular biologists, and second, the relatively large on-campus geographic distance between them, which would be likely to hinder scholarly interaction. The MCB program is currently attempting to rectify these concerns. The program feels that, with the addition of an Ohio Eminent Scholar, the issue of a sufficient number of true molecular biologists is being addressed. The presence of these high quality people should aid in the recruitment of additional high quality faculty. The geographic separation issue is more difficult and is part of the larger issue of adequate laboratory space, which is discussed in Section 6 of this report. Overall, the quality of scholarly and creative activity is rated as *satisfactory*.

5. Success of Graduates

Five students successfully completed the MCB program between its inception and the writing of this review. All five of the students have found post-doctoral employment in MCB-related activities. Graduates are not formally

surveyed currently. Information about their activities is presently obtained informally from information supplied by themselves or their doctoral advisors. The success of graduates is rated as *satisfactory*.

6. Quality of Facilities

The MCB program currently lacks a reasonable amount of laboratory space. Reasonable is defined as the average square footage of lab space per faculty member for similar programs at universities elsewhere around the country. According to a study done in 1974 for the Ohio Board of Regents, the recommended square footage *per person* of lab space is 275. Currently, this figure for MCB is 450 square feet *per faculty member*. When graduate students and technicians are added, the square footage per person becomes much smaller than 275. While this is a significant handicap, the program is able to function. The appropriate deans are aware of this problem, and attempts are underway to redress this situation.

Another problem with regard to the laboratory facilities concerns the geographic separation of the MCB faculty. These people are currently distributed among Irvine, Wilson (West), Clippinger, Porter, and Grosvenor Halls and the Innovation Center. The MCB faculty believe that this geographic separation, and, in some cases, isolation, which hinders the day-to-day interaction that a research enterprise such as this thrives upon, is the most important problem facing the program after the issue of laboratory space. This is a difficult problem to address in the near term; however, the construction of the new Biotechnology Research Center currently contemplated to be built on the Ridges should alleviate this problem to some extent. With a faculty of 31, however, the problem of geographical separation will likely always be present to a certain extent.

With regard to laboratory instruments, the general feeling among the MCB faculty is that most of the available research equipment is adequate, and there are few complaints. On the negative side, some of the cell biology equipment is old

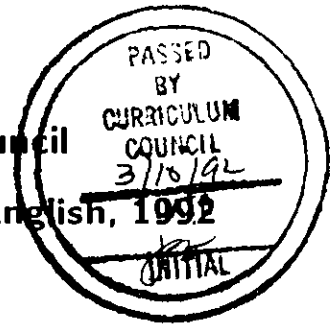
and needs replacement, and funds for this are currently being sought. With the exception of laboratory space, there does not appear to be any immediately discernable problems as far as facilities are concerned. With the quality of laboratory space rated as needs improvement and the quality of laboratory equipment rated as satisfactory, the quality of facilities overall is rated as *satisfactory*.

7. Judgement of Future of Program

Based upon the progress to date, the program is functioning smoothly. With the high productivity of the core faculty and the large number of graduate students in the program, there is every reason to expect the program to continue to advance. If the issues regarding laboratory space are adequately addressed in the coming years, there should be no resource-related reason to expect the program to falter. The judgement of the future of the program is rated as *above average*.

8. Overall Evaluation

In existence for nearly ten years, the Molecular and Cellular Biology Program at Ohio University has established itself as a significant contributor to the discipline of molecular and cellular biology. With four departments and 31 faculty participating to various degrees, there is strong support from the University. The program has attracted several well-regarded molecular and cellular biologists to the program, and efforts to attract additional faculty of high caliber are ongoing. The presence of the MCB program at Ohio University strengthens the University's position as a research institution working to improve the economic competitiveness of the State of Ohio. The overall evaluation of the program is rated as *satisfactory*.



Ohio University - University Curriculum Council

Five Year Review of the Ohio Program of Intensive English, 1992

A. Program Description

The Ohio Program of Intensive English, OPIE, is responsible for language assessment and remediation of all international students attending Ohio University. It assists departments in evaluating proficiency information submitted with applications and, before each quarter, it administers a proficiency test to all international students so that they can be placed in an appropriate level of English study.

OPIE provides four levels of full-time English classes ranging from elementary to advanced proficiency. Each class meets five hours daily for international students who need some English programming. There are also part time students who enroll for 2-3 hours per day of instruction. Academic courses may be taken in conjunction with OPIE training. The focus for all classes is to prepare for successful academic study as quickly as possible.

The OPIE provides special language programs for groups both on and off the Athens campus. Examples of on-campus programs are the summer language classes provided to groups from Chubu University in Japan under continuing education, and summer pre-academic workshops, offered to graduate students admitted for studies in the fall. Off campus activities include such projects as working with employees at the Honda plant in Marysville, Ohio, to overcome language barriers between those from that community and those from Japan. Quality language teaching is a core of all on and off campus projects which must be cleared at all stages of development by the Chairperson of the linguistics department, the Dean of the College of Arts and Sciences, and the Provost.

In addition to meeting the language needs of O.U. international students, the OPIE is involved in their social and cultural adjustments to life in the American university. Because their language limitations restrict the effectiveness of normal university orientation programs, the OPIE runs its own orientation for new students facing full-time language study. During the quarter one component of the program is to arrange non-academic university life activities that each student can do. Because most OPIE students will eventually enroll in an academic program, the OPIE actively prepares them for the university. While OPIE faculty do not do any formal advising of students, they are often consulted by students whose advisors do not want to see them until they are full-time academic students.

B. Strengths of the Program

The Ohio Program of Intensive English, OPIE, has a strong heritage in preparing students for participation in higher education work. Ohio University's OPIE program was the first, and for many years, the only program in the state of Ohio. It has maintained a high level of respect within the state's higher education sector, and more recently has been recognized by private sector entities in assisting with employee development. The faculty members have extensive experience in teaching English as a foreign language. They hold rank in the department of Linguistics, offering continuity in the long operation of the program. Twelve advanced graduate students annually participate in the OPIE program usually with teaching responsibilities. Each of those twelve teaching assistants has been explicitly assigned to a faculty member for close oversight. This lends additional support in continuity from year to year as well as continuity between all sections of the instructional, lab and conversational periods.

The student to teacher ratio is targeted at twelve to one. On rare occasions the ratio may extend to fifteen to one. This low ratio is felt to be a major factor in the success of the program. Students typically participate five hours daily in the OPIE programs. Four of these hours are in-class meetings with one hour in the teaching laboratory setting. This daily mix of instructional, laboratory and conversational time is a positive support factor to the OPIE program successes.

Assessment is a major concern of the OPIE program. All students are assessed at the beginning of their respective program, so that proper starting points and background issues can be identified. The faculty because of the small ratio have ongoing evaluation to track the progress of the participants. The final decision about whether they are to move on to regular academic programs is based on the combination of the faculty evaluations and appropriate scores on the Test of English as a Foreign Language (TOEFL), a test prepared by the Educational Testing Service. Moreover, these measures are weighed in conjunction with the educational track pursued by the respective student.

C. Weaknesses of the Program

The Ohio Program of Intensive English is involved in classrooms all over the campus. Each term significant effort is required to acquire adequate classroom spaces for each of the instructional sections to be conducted.

OPIE does not conduct any systematic assessment of the success of their students within their academic programs. Once students have been assessed as fully prepared for regular academic work by OPIE faculty

through scores on the TOEFL, OPIE's relationship with the student as a unit is severed. Although faculty and others often maintain independent relations with the students, there is no formal process that collects statistics and data on the appropriateness of final OPIE assessments in order to effect alteration of OPIE efforts to better correlate with individual program needs.

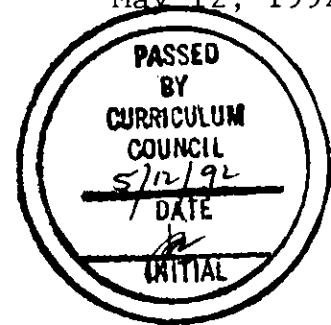
D. Recommendations

1. Coordinate and disseminate final student's assessments with their respective academic degree pursuit areas and conduct follow-up assessments to evaluate the student's ability to succeed academically. This information should identify needs for program change and possibly provide basis and direction for changes in OPIE. The Ohio University Office of Institutional Research should be consulted for some of the necessary information.
2. Establish an appropriate and independent library budget whereby an adequate resource library for the teaching staff can be maintained. The purpose of this budget should be for professional reference materials for faculty.
3. Schedule classroom space adequate to handle the OPIE program within a single campus area in close proximity, hopefully in the same building, to the OPIE laboratory spaces..
4. Remove OPIE from the five year academic program review cycle. and review OPIE as part of the linguistics department.

E. Review Topics

1. The quality of the scholarship and creative activity of the Ohio Program of Intensive English faculty is extremely good. For example, six out of the ten faculty presented papers at the International Convention of the profession this past year. Many of the faculty have long service records with the university and more particularly with the OPIE program. A major positive characteristic of the faculty is the diversity in training, background, and cultural experiences. Such experience enables them to deal effectively with the culturally diverse OPIE students.
2. The faculty of OPIE maintain quality through regular peer evaluations as well as student evaluations. These evaluations speak very positively of the quality of the OPIE faculty.
3. The quality of graduate students is not applicable to this review.

4. The quality of graduate educational experience is not applicable.
5. The demand for graduate programs by students is not applicable.
6. The quality of undergraduate majors is not applicable to this review.
7. The quality of OPIE undergraduate educational experiences is very positive due to the heavy involvement of faculty within their individual training programs. The planned teacher/student ratio of twelve to one accommodates a positive educational experience for OPIE students.
8. Demand for the undergraduate major by students is not applicable to this review.
9. The present demand for undergraduate programs by non majors is not applicable to this review.
10. In relation to other institutions, the Ohio University OPIE program is the most completely integrated into the university system as it is the only one that is part of an academic department. Additionally, the Ohio University OPIE program has participated in numerous off-campus activities which is dissimilar from the normal function at other universities.
11. The OPIE program funds its library holdings as part of its total rotary budget; therefore, allocations for professional reference materials for instructors, as well as student support items are not on a fixed setting and when finances get tight it is an easy area to reduce disproportionately.
12. The equipment utilized by OPIE staff, especially in the laboratory experiences, has been kept current, is adequate, and in good condition; however, the physical facilities, due to the size of the program in comparison to the space available, create some problems for the program as classes are scheduled all over the university on an available basis because of the large blocks of time needed for the daily conducting of OPIE classes. Compacting the facilities and finding proper space in close proximity to the lab is very important.
13. The quality review of honors program is not applicable.
14. A quality review of OPIE's offerings is not applicable.
15. OPIE does not have programs on regional campuses.



UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR PROGRAM REVIEW
Physical Therapy

Goals and Overview:

The School of Physical Therapy has developed clear goals. The current baccalaureate program and its operations are well explained in the catalog and in the School materials. The School was established in 1984 when it was approved by the Ohio Board of Regents as a baccalaureate program and is located in the College of Health and Human Services. The first class graduated in 1986. The reputation of the program since its founding has been excellent.

The two-year curriculum rests on three years of pre-physical therapy education in zoological and medical sciences. One-hundred percent of the School's graduates pass the state licensure examination.

In terms of long-term goals, the School wishes to eliminate the baccalaureate program and replace it with a Master's program that would require a bachelor's degree for admission. This goal is in accordance with the national trend in the field which reflects an increasing professionalization the entire field is undergoing. For some years, the School's catalog and other materials have described the changes to be made when the School replaces the baccalaureate program with a Master's of Physical Therapy. Since that description makes the Master's of Physical Therapy appear imminent, it probably should be altered to reflect an appropriate level of contingency about the time at which the baccalaureate may be replaced by a masters. The School feels that as soon as two of its A.B.D. faculty can complete their doctoral degrees, one obstacle to approval of the M.P.T. program will be overcome.

The School also believes that another significant problem is the excessive faculty workload that leaves little or no time for scholarly activity. Based upon advice from Dr. Anne Walker, Texas Woman's University, who served as a consultant on steps necessary to solve these problems, the School hopes to add one more faculty member. The School currently has 6.25 F.T.E. faculty members including the School's Director, and the Academic Coordinator of Clinical Education (ACCE).

Quality and Mix of Students

The program is designed to deal with a class of thirty-two students each year or sixty-four students total. Because experience indicates that one or two students will fail to complete the curriculum, classes of thirty-four were admitted for the 1992 class and thirty-six for the 1993 class. These seventy students were selected from a pool of two hundred nine applicants. The requirements for admission are high. Students must have completed all general education requirements, must have a cumulative GPA of 2.8, plus approximately fifty hours of mainly science requirements, and must submit applications that are then screened in order to select the final class of thirty-two students. (Many students in this program meet the dual major requirements that would permit them to graduate with a B.A. in psychology or a B.S. in Zoology as well as their B.P.T.)

The highly selective nature of the program is reflected by the ACT, SAT, and GPA scores of the students over recent years.

GPA: 86-87 3.26, 87-88 3.23, 88-89 3.28, 89-90 3.40, 90-91 3.49

ACT: 86-87 22.6, 87-88 22.2, 88-89 21.7, 89-90 23.1, 90-91 24.1

SAT: 86-87 1014, 87-88 981, 88-89 988, 89-90 992, 90-91 1005

Minority enrollments in the program remain small in actual numbers (two of the current class of the 1993 class of thirty-six). Still, that is a five percent minority enrollment. The College of Health and Human Services through the federally funded Health Careers Opportunity Program offers aid in recruiting and supporting minority students. There are scholarships for minority students available through the American Physical Therapy Association. The reply to the UCC questionnaire indicates that international students would have been unlikely to be aware of the Ohio University program prior to 1987. The few applications since then have largely sought admission to M.P.T. programs.

The majority of applicants and majors in the School are women. In 1989-90 approximately seventy-two percent of the class were women; in 1990-91 sixty-two percent of the class were women.

Quality of Curriculum and Instruction:

The curriculum appears to be excellent in terms of its well structured mix of basic theoretical, practical, and applied courses. The 1991 site visit by the Commission on Accreditation in Physical Therapy Education found no deficiencies in that area.

Curricular additions resulting from a bi-annual survey of alumni conducted by the School include materials on exercise for women before and after pregnancy, the Problems in Position course, and a Medical-Surgical Problems II course dealing with oncology, endocrinology, and metabolic diseases. (In addition to the University's Alumni Questionnaires, the School sends out its own questionnaire to its graduates every two years. The response rate to the School's questionnaires is approximately fifty-one percent.)

The procedures employed by the School to ensure quality of instruction are exemplary. Students evaluate each course each quarter on a standard form developed by the College of Health and Human Services. Comments are typed and both comments and summaries of student ratings are reviewed by the Director and subsequently by faculty after grades are turned in for the quarter. The director discusses any serious problems indicated by the students, but such discussions are seldom necessary. Faculty discuss student comments with one another each quarter. Annually, faculty prepare a letter of agreement with the Director that includes a plan for the year's work, and any adjustments or improvements in teaching or other areas are discussed at that time. Faculty frequently participate in teaching seminars at the College or University level. In many courses, student logs and other instruments are used by instructors to evaluate the course as it is taught so that it can be adjusted to student needs as they arise. In addition, faculty meet with their advisees each quarter. Those meetings provide opportunities to recognize instructional as well as other problems early on.

Interviews with students confirm the ability, interests, and dedication of the faculty to instruction.

Success of Graduates:

Physical Therapists must be licensed, so the results of the licensing examination are one indication of the success of the graduates. Since 1989, one-hundred percent of the graduates have passed the examination on the first try. In each of the preceding two years, all students passed on the first try except for one. Both those students passed on the second try.

All graduates who have replied to the surveys are employed. Comparatively few, 24 percent in 1989, and 11 percent in 1990, are continuing with additional formal education.

It appears that Ohio University trained physical therapists compete well nation-wide for PT positions. The School appears to excel in this category.

Quality of Scholarly and Creative Activity:

The quality of scholarly and creative activity is inadequate. Given the current teaching responsibilities, it is difficult to see how this faculty could do much more than they are doing in any area, but if they are to develop a viable graduate program, then they must increase their numbers of books, scholarly papers, and publications in referred journals.

The School in conjunction with the college, must find ways to incorporate research and writing as a part of the regular work responsibilities of this faculty rather than listing research and writing as additional responsibilities beyond the already full-time load of the faculty.

Quality of Facilities:

The replies to the UCC questionnaire indicate that the School has no major space needs. The Commission on Accreditation in Physical Therapy Education echoed the School's questionnaire responses. Both find excellence in the library, computer availability and facilities, carrel and study facilities, laboratory equipment and supplies, teaching equipment and supplies, and support from the Learning Resources division of Computing and Learning Resources.

There is one very disappointing situation. Despite the previous citation of this matter by the Curriculum Council two-year review and by both accreditation reports, one faculty member who uses a wheelchair continues to be denied reasonable access to the University library. The director reports that appeals to the university administration for help in resolving this situation have been unsuccessful.

Judgment of the Future of the Program:

The program is excellent in its present form. Societal pressures on health care professionals and the increasing professionalization of the field will require that they obtain graduate degrees. Consequently, it is reasonable that the University and the School plan for the future in a way that will permit the School to develop a Master's program in Physical Therapy. At the same time, a graduate program without an undergraduate base must, in the long run, maintain faculty who carry out scholarly activity in the field. Assuming that there is reasonable progress in this regard, the future of the program looks very good.

Overall Evaluation:

Physical Therapy is a fine program that is well taught and administered. In almost all respects, it has the characteristics of a first rate professional program of which the University can be proud. The faculty do a superb job of serving their students. They attend conventions, keep up with current developments in the field, are very helpful to their students, and are enthusiastic effective teachers. The only significant weakness in the program is the current inadequate scholarly activity of the faculty.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

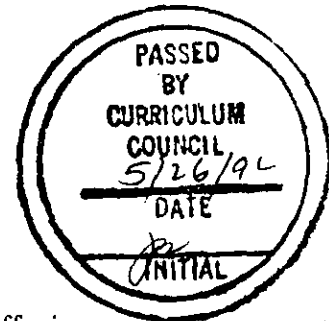
EVALUATION OF Physical Therapy: Date: May, 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			X		
Quality and Mix of Students				X	
Quality of Curriculum and Instruction			X	X	
Quality of Scholarly and Creative Activity		X			
Success of Graduates				X	
Quality of Facilities		X*			
Judgment of Future of Program			X		
Overall Evaluation			X		

*See Page 3, Paragraph 1, Wheelchair Access to Library

WOMEN'S STUDIES PROGRAM
Five-Year Review: 1991-1992
Undergraduate



GOALS AND OVERVIEW

The Women's Studies Program is an interdisciplinary program offering a certificate on the undergraduate and graduate levels. Courses in Women's Studies introduce students to a wide range of emerging knowledge about women and gender. Students examine how basic assumptions in many academic disciplines are either altered or can be seen in a different light because of the new scholarship on gender.

The undergraduate certificate in Women's Studies is available to students pursuing any baccalaureate degree offered by Ohio University. Requirements for the certificate include WS 100 (Introduction to Women's Studies), twenty-two additional quarter hours earned in courses offered by a variety of departments and Colleges, and WS 400 (The New Scholarship on Women: The Question of Difference).

Courses offered by departments are taught by faculty in those disciplines. Both course and faculty member must be approved by the Women's Studies Curriculum Committee.

Six or seven sections of WS 100 are offered each year, with about 75 students still closed out each quarter. WS 400, offered each spring, has expanded to two sections to enable graduating seniors to complete requirements.

At present, twenty-three designated courses are offered regularly by Afro-American Studies, Anthropology, English, History, Health and Sports Sciences, Interpersonal Communication, Linguistics, Psychology, Political Science, Sociology, and Telecommunications. Additional courses are sometimes approved on a one-time basis. In certain departments it is common for the instructor of a "Special Topics" or "Special Studies" course to focus on women during one particular quarter. In such an instance, she or he may apply for course approval by the Women's Studies Program.

In the last five years five new courses have been added to the curriculum. A faculty member in Zoology is now working to develop a course on women and biology.

There were 101 undergraduates officially pursuing a certificate in Women's Studies as of January 1992, the highest number ever. Seventy-one students have received a certificate since the program began in 1979. Additional funding of WS 100 would doubtless increase the number of certificate pursuers significantly. It would also lead to the need for yet more funding for an additional section of WS 400 each year.

The program has received several 1804 grants offering summer stipends to faculty wishing to integrate scholarship about women and gender into the "regular" curriculum (i.e., courses which do not carry credit toward a certificate). These faculty members participate in a seminar where ideas are exchanged about how to accomplish such course revisions. The Women's Studies Program sees this activity as an important part of its mission.

The program also sponsors speakers, panels, symposia, colloquia, and films each year. Such activities provide a forum for ideas about women and gender and further the understanding of women's studies as an academic interdisciplinary field.

Concerning immediate and long-range goals:

- . The program encourages the development of more women's studies courses in other departments such as Economics and Philosophy.
- . The program is seeking permission to dual-list those courses offered by other departments (for instance, POLS 420 would also be WS 420). The Arts and Sciences Curriculum Committee has so far rejected this request, but the issue remains under discussion.
- . The program is seeking to offer a minor instead of a certificate, a practice found in many other women's studies programs across Ohio. Students have repeatedly asked for a minor, thinking it would carry more prestige with future employers and graduate programs. The Arts and Sciences Curriculum Committee has accepted the proposal in principle and has made several suggestions for structuring and strengthening the concept.
- . The program's main long-range goal is to further assist faculty interested in incorporating knowledge about women and gender into courses which are not part of the Women's Studies curriculum. They are investigating external grants to achieve this goal on a larger scale.

QUALITY AND MIX OF STUDENTS

An undergraduate student must take 30 quarter hours in Women's Studies, including WS 100, WS 400, and 22 credits in approved courses offered by other departments. These requirements conform to the catalog copy description.

The following table presents the numbers of students involved in the program over the past five years:

	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
Completed applications	17	8	21	20	27
Students enrolled	86	72	87	78	110
Certificates awarded	8	5	8	9	20

Students are requested to make an appointment with the director or associate director once each year to update their files, thus keeping the administration aware of their progress. Each student's official advisor is in her or his major department, but program administrators are generally successful in keeping in touch with students.

Many students taking Women's Studies courses are not in the certificate program. WS 100 regularly overenrolls; another section or two could easily be offered each year if funding were available.

There are no minimal criteria for admission and/or continuation in the undergraduate program. Data on GPA, ACT, and SAT scores are unavailable.

The program tries to recruit minority students by inviting speakers who address issues pertaining to people of color. There are currently four minority students pursuing the certificate; trend data are not available.

There are no international students currently in the undergraduate program. Trend data are not available.

QUALITY OF CURRICULUM AND INSTRUCTION

The program evaluates its success by exit interviews conducted with each certificate student toward the end of her or his final quarter. Students respond orally to a questionnaire and the faculty member doing the interviewing is free to ask other questions as well. The student's responses are recorded. The typical grade given to the program is B+ or A-.

A faculty member seeking to teach a course which would carry credit toward a certificate must fill out a "Course Approval" form, provide information about the course according to the criteria which have been established, and submit a copy of her or his vita.

Faculty are evaluated by undergraduate students using the form of the department in which the course is housed. Students in WS 100 and WS 400 use special evaluation forms developed by the Women's Studies Program. All evaluations are given back to the faculty member for review.

The director reads the evaluations for WS 100 and WS 400 and returns them with positive comments and/or suggestions for improvement. In addition, the teaching of each new part-time faculty member teaching WS 100 is observed by the director or the associate director.

Some of the program's courses are offered at Chillicothe, Lancaster, Zanesville, and Ironton. WS 100 is offered each year at Lancaster and Zanesville.

Courses offered on regional campuses by departments are staffed either by faculty from Athens or by regional-campus faculty. WS 100 is staffed by part-time faculty chosen by the Director of Women's Studies.

The quality of courses taught on the regional campuses is comparable to those taught in Athens. Faculty chosen by the director are usually similar in preparation to those hired to teach WS 100 on the Athens campus.

Five courses, including WS 100, are available through the Independent Study Program. Students must take additional courses on the Athens campus to complete the certificate.

Three courses have been eliminated from the curriculum because discussions with the instructors revealed that gender was not a central focus. An experimental course was dropped by one department on its own. Five new courses have been added to the curriculum, each in a different discipline.

In the last five years significant contributions have been made to the program by invited speakers and by participants in the North Central Women's Studies Association Conference held on the Athens campus in October 1991.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

The Women's Studies Program does not have its own faculty. Twenty-three designated courses are presently taught regularly by twenty-eight faculty members in thirteen different subject areas within three different Colleges. The director teaches three separate courses each year, two other people teach two separate courses each year, and the remainder teach just one either individually or as a member of a team.

The backgrounds, credentials, activities, and accomplishments of faculty in the program vary significantly. The overall merit of each person would thus have to be judged in conjunction with a review of her or his home department. The specific merit of each person would rest solely with her or his activity in the field of women's studies broadly conceived.

The scholarly work of five of the more active individuals who regularly teach courses in the program was submitted to illustrate their focus on women's studies. The results are summarized below:

- . Professor A. One book, seven articles, two essays, and eighteen scholarly papers.
- . Professor B. One monograph, five papers, and eighteen oral presentations.
- . Professor C. One article, two papers, and one panel chairpersonship.
- . Professor D. Co-authored five book chapters, co-authored fourteen articles, and presented twenty-nine papers.
- . Professor E. One book, co-authored four other books, authored or co-authored seven book chapters, and presented five papers.

Each person's overall resume reflected a substantial record of accomplishment in her or his professional field, as did the resumes for three other individuals for whom documents were submitted. All have been active in a variety of ways within the broad area of women's studies and several have been recognized nationally and internationally for their efforts.

The typical annual teaching load depends on the department to which faculty belong. Besides her administrative duties, the director teaches the introductory course (WS 100), the capstone course (WS 400), and an elective in the English Department (ENG 318 - Women and Literature).

The program offers multiple sections of WS 100 and WS 400 each year, mostly taught by qualified part-time faculty. Instructors typically hold an appropriate Ph.D., although sometimes graduate students in English are used.

SUCCESS OF GRADUATES

Data about employment patterns are unavailable.

Graduates are not surveyed on a regular basis. A questionnaire was once sent to alumnae and about twenty-five percent responded. Some alumnae suggested a minor instead of a certificate and others suggested that an internship course be offered. Plans are underway to distribute a similar questionnaire this year.

Data from the last survey were not retained. The overall impression was that respondents were pleased with the way the Women's Studies Program had prepared them for the world after graduation.

QUALITY OF FACILITIES AND SERVICES

The journal and library resources are judged by the director to be quite adequate. The office has a Macintosh SE and an ImageWriter LQ which satisfy the needs for computing resources.

Additional funding is needed for supplies to support part-time faculty and to pay for photocopying of their teaching materials.

The Women's Studies Program has been given an annual budget of \$600 for secretarial services, which supports a student employee for eight hours per week for approximately two quarters. The program would be run much more efficiently if there were funding for at least a half-time, non-student secretary.

The program also requires additional office space. Seven people currently share two adjacent, "borrowed" offices in Scott Quad --offices without carpeting, in need of painting, noisy, and uncomfortably hot. Another adjacent office and upgrading of present facilities would be desirable.

JUDGMENT OF PROGRAM FUTURE

There are many positive features of the Women's Studies Program which have contributed to its growth and success and which should continue that pattern into the future. Through the certificate, the program provides an attractive academic structure for students wishing to focus on the topic of women and gender in addition to their major field. Requirements are well-designed to combine required coursework and elective coursework tailored to each student's interests. The number of faculty and the variety of courses offered make for a rich set of potential learning experiences.

The program benefits greatly from effective leadership dedicated to providing quality education. The director is deeply involved in the efficient administration of the program, teaching at three different points in the curriculum, and developing outreach efforts such as conferences and speakers to enhance the educational experience. She tries to keep in close contact with all enrolled students through advising, counseling, and monitoring student performance.

The summer internships for faculty are a decided plus both to bring new courses into the program and to expand the focus on women's studies University-wide. Quality teaching is stressed through exit interviews with students, an elaborate course approval procedure, regular student evaluations of both courses and instructors, and direct observation of new part-time faculty members by the director or the associate director. Curriculum revision is emphasized where warranted to strengthen the program.

On the negative side, several issues should be addressed to improve the operation of the program. First, funding is inadequate for support services including supplies, copying facilities, and secretarial help. Next, space is marginal in both quality and quantity. Finally, funding may be too low to meet student demand for instruction in WS 100. Any increase to meet demand at the introductory level would also result in the need for additional funding for WS 400, the capstone course.

One would hope that additional effort can be given to attracting both minority and international students to the program. The wide range of both courses and faculty available should be strong selling points.

The program might also benefit from more systematic data collection and analysis regarding faculty teaching in the program, exit interviews, student evaluations of faculty, and student evaluations of WS 100 and WS 400. Profile data about grade-point averages, test scores, majors, etc. for admitted and matriculated students could also be useful as the program moves to offer a minor rather than a certificate.

Finally, it could be instructive to survey graduates to determine employment patterns and other relevant issues. Institutional Research could presumably be enlisted to develop a questionnaire and to analyze responses.

WOMEN'S STUDIES PROGRAM

Five-Year Review: 1991-1992

Graduate

GOALS AND OVERVIEW

The Women's Studies Program is an interdisciplinary program offering a certificate on the undergraduate and graduate levels. Courses in Women's Studies introduce students to a wide range of emerging knowledge about women and gender. Students examine how basic assumptions in many academic disciplines are either altered or can be seen in a different light because of the new scholarship on gender.

The Women's Studies Program offers a graduate certificate to students enrolled in any master's or doctoral program in the University. To qualify, a student must complete four courses offered by or cross-listed under Women's Studies for a total of 17-20 credit hours. One of the four courses must be WS 500 (The New Scholarship on Women) and two must be outside the student's major field of study.

Students earning the graduate certificate are usually highly motivated to learn how women's studies pertains to their own field. Many choose a topic which draws on feminist scholarship for their major graduate research project, participate in events focusing on women's studies, attend relevant lectures and other programs, and make significant use of library resources pertaining to research on women.

Graduate courses are offered by Afro-American Studies, SABSEL, Health Sciences, History, Interpersonal Communication, Political Science, Psychology, Sociology, Telecommunications, and Women's Studies.

Goals for the graduate program are in general the same as those described for the undergraduate program.

QUALITY AND MIX OF STUDENTS

The following table presents the numbers of students involved in the program over the past five years:

	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
Completed applications	9	6	2	5	7
Students enrolled	9	15	14	17	25

Twenty graduate certificates have been awarded since the program began in 1986.

Financial support is not available for graduate students.

Students take 17-20 quarter hours in Women's Studies courses whether they are enrolled in a master's or a doctoral program. Most students are pursuing a master's degree and they usually complete certificate requirements in two years.

There is no formal annual review of a student's progress, but students are strongly encouraged to update their files each year.

Graduate students are professionally active in conferences such as the North Central Women's Studies Conference. During that conference some students also served as moderators and/or participated in roundtables and panels.

Papers written initially for Women's Studies classes have also been delivered at conferences related to the student's discipline and at the National Women's Studies Association Conference held annually. Students writing a particularly excellent paper are often encouraged by Women's Studies faculty to find a suitable conference at which it could be delivered. Funding is not available to support paper presentations or conference attendance.

There are no minimal criteria for admission into the graduate certificate program. Data on average undergraduate GPA, GRE, or other standardized test scores are unavailable.

The program could not handle many more graduate students without being allocated funding for an additional section of the required course, WS 500.

The program tries to recruit minority students by inviting speakers who address issues pertaining to people of color. There are three minority students enrolled at present, all international.

Efforts to recruit international students have been made through the Director of African Studies who is also a member of the Women's Studies Program Committee and through the Assistant Director of International Studies. Both have referred students to the program.

International student enrollments averaged about one per year until recently when the number increased to three.

QUALITY OF CURRICULUM AND INSTRUCTION

Exit interviews are used for those completing the graduate program in the manner described for the undergraduate program. There is no annual survey of students still in the program.

Criteria for approval of faculty to teach graduate courses and evaluation of faculty in the program are similar to those described for the undergraduate program.

No graduate certificate can be earned on a regional campus.

There have been no substantive graduate curriculum changes during the past five years.

A number of speakers have been invited to campus to enrich the graduate program.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

Comments for the graduate program are the same as those for the undergraduate program.

SUCCESS OF GRADUATES

Data about employment patterns are unavailable.

Graduates of the program have not been surveyed. Plans are underway to distribute a questionnaire this year, but it has not yet been designed.

QUALITY OF FACILITIES AND SERVICES

Comments for the graduate program are the same as those for the undergraduate program.

JUDGMENT OF PROGRAM FUTURE

Comments for the graduate program are the same as those for the undergraduate program.

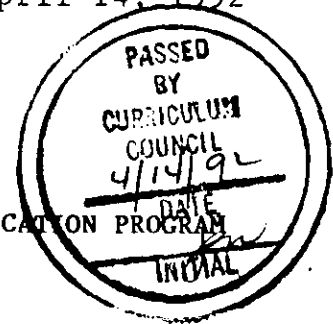
UNDERGRADUATE REVIEW SUMMARY WORKSHEET
and Graduate

EVALUATION OF Women's Studies Program : Date: May 1992

Please rate each of the following criteria using the scale provided.

	Poor	Needs Improvement	Satisfactory	Above Average	Outstanding
Goals of the Program			X		
Quality and Mix of Students			X		
Quality of Curriculum and Instruction			X		
Quality of Scholarly and Creative Activity			X		
Success of Graduates			X		
Quality of Facilities		X*			
Judgment of Future of Program			X		
Overall Evaluation			X		

*funding, facilities, and space



PROGRAMS COMMITTEE

VOCATIONAL EDUCATION NOVICES PROVISIONAL CERTIFICATION PROGRAM

TWO-YEAR REVIEW

APRIL 1992

Description of the Program

The Vocational Education Novices Provisional Certification Program is offered through the Southeastern Ohio Vocational Education Personnel Development Center, located at Ohio University. The Center is one of five regional personnel development centers established to decentralize services offered through the Ohio Department of Education, Division of Vocational and Career Education. The Center serves 11 vocational education planning districts in a 16-county area in southeastern Ohio. The primary mission of the center is to provide programming to regional vocational educators in three areas: preservice, inservice, and research and development. The program under review is the preservice component. The program offers 36 quarter hours of college-level credit courses resulting in the award of a provisional vocational education teacher's certificate by the State of Ohio. No degree is conferred by Ohio University.

Some individuals who complete this program have taken the option of obtaining additional coursework and earning an associate in individualized studies (AIS) degree. To date, two students have completed the AIS degree and four are known to be actively pursuing it. (Students are widely scattered across southeastern Ohio and are working teachers who take coursework in the evenings and during the summer, so it is difficult to track their progress in the AIS program.) Students' AIS programs incorporate coursework for the first two years of a baccalaureate degree in education. Center personnel are developing a baccalaureate degree program for vocational educators as well as a certification program for vocational supervisors.

Need for the Program

The program is required by the Ohio State Department of Education, Division of Career and Vocational Education, for all individuals entering vocational teaching in southeastern Ohio. The program serves between 45 and 60 students per year, which approximates the original projections. Based on enrollment data for the current year, the program expects some increase in future enrollment. Forty-five students have completed the program since it began in August 1987.

Curriculum

There have been no major changes in the curriculum.

Faculty and Instruction

The program is staffed by one full-time and three part-time individuals. All faculty are supported by a grant from the State Department of Education. Faculty are involved in both course instruction and site visitation.

Instruction meets the required State Department of Education student-teacher ratio of 14:1.

Admission Requirements

Admission criteria have not changed from those originally proposed. Admission to the program is limited to "novice" secondary vocational education teachers who have been employed by a school and have been qualified to teach through a review of their employment/educational experience in keeping with State standards. Students complete the Pre-Professional Skills Test (PPST). If needed, remediation is provided by the employing school district and the visiting teacher educator.

Administration

The Center Director holds administrative responsibilities for the program and the State Department of Education grant. The Center Director holds academic rank in the School of Curriculum and Instruction.

Evaluation

The program is assessed semiannually by the Ohio Vocational Education Personnel Coordinating Council and annually by the State Department of Education, Division of Career and Vocational Education. Success is gauged by continuation of the Department of Education grant.

All courses are evaluated by students at the end of the course, with some courses evaluated by participants on a weekly basis. Student feedback is positive.

Budget and Financial Information

The Center's operation is funded by a grant from the State Department of Education. The grant expires in June 1993. The Center Director is currently engaged in discussion with the State Department of Education on the design of the RFP for the next contract beyond June 1993.

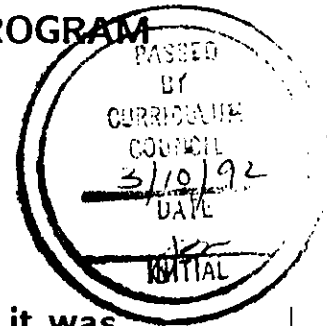
Recommendations

1. Continuation of the program is recommended, pending continued external funding. The program is housed in the School of Curriculum and Instruction and should receive its five-year review as part of the next five-year review of that school.

2. If external funding is not continued and the College of Education intends to continue offering the program, there should be an immediate financial impact review.

**OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FOLLOW UP REVIEW OF THE
INTERNATIONAL ADMINISTRATIVE STUDIES PROGRAM**

March 1992



In the 1989 Five-Year Review of the MAIA program it was recommended that the Administrative Studies program have a follow-up review after two years because of the following aspects which were identified as weaknesses or were still being developed:

- A. 1. Some courses listed for majors have little to do with international studies.
2. Some courses appear to be inappropriate for core courses.
3. The program does not appear to have the coherence or focus evident in the other MAIA majors.

As a consequence, some faculty have expressed concern that the reputations of the other MAIA programs could be affected adversely.

Some specific recommendations were made:

- B. 1. Individual programs of study should have the coherence and focus appropriate for a Masters degree.
2. A core course in Administrative Studies should be developed.
3. The program should be reviewed again in 1991-92 by the Review Committee as well as the Graduate Council.

.....

The following actions have been taken by Administrative Studies in response to the Review.

In response to A1, the five "majors/cores" have been eliminated and replaced by a list of required courses and focuses for each student; the total number of hours have been increased from 45 to 60.

In response to A2, the required courses are all related to the degree program, e.g., Part I is multidisciplinary and consists of courses in computer and statistics skills, geography, economic development, and cross cultural communication. Part II is a three course sequence dealing with comparative administrative issues.

In response to A3, in addition to the required courses, each student must select at least two courses in an "area focus" dealing with a world region (Africa, East Asia, Europe, Latin America and Southeast Asian studies). In addition, two courses must be taken from one of five administration areas. Finally, each student must complete an Application Project in the appropriate field of study.

The above responses all appear to have satisfied the first recommendation of the previous review. As for the second recommendation, a new course, INST 688, is currently being developed which will be team taught by five faculty in the summer of 1992. A proposal requesting funding support has been submitted to the Provost's Summer School Fund.

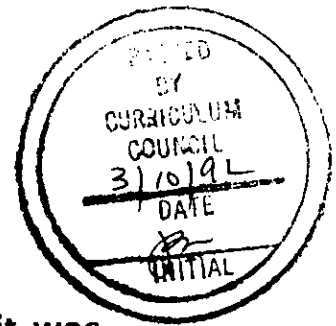
There are some additional program changes which appear to be improvements. The new "Area Focus" courses seem to have achieved a more international focus rather than a too narrow focus often involving just the United States. The undergraduate backgrounds of the students currently enrolled in the program seem to be appropriate for this graduate degree. The Application Project has been improved. The development of summer internships should greatly strengthen the program. Finally, the current smaller enrollments appear to allow for the quality desired in a graduate degree.

One note of concern still remains. At this time the new course, INST 688, does not have ongoing budgetary support. It is being taught by a team of faculty from several departments and consequently no one department or faculty member is responsible for it or committed to its long term existence. Since this course is pivotal to the new curriculum, every effort should be made to make it a regularly budgeted course integrated into the curriculum of an appropriate administrative unit. A parallel concern exists for INST 689. Moreover, the final course of the new core sequence is currently only an independent study course, INST 690. Since INST 690 is used by other Programs for Independent Study purposes, a more specific course with a different number should be prepared. Consequently, it is recommended that the Administrative Studies Program prepare appropriate new course proposals for all of these courses to be submitted to UCC and approved before the next five year review. It is also suggested that the next five year review examine the curriculum in some detail as well as the various patterns of courses typically taken by students.

Otherwise, it would appear that Administrative Studies has made very significant progress and improvement in the program since the last review. It is our recommendation that the program be approved until the next regular review in 1993-94.

**OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FOLLOW UP REVIEW OF THE
DEVELOPMENT STUDIES PROGRAM**

March 1992



In the 1989 Five-Year Review of the MAIA program it was recommended that the Development Studies program have a follow-up review after two years because of the following aspects which were identified as weaknesses or were still being developed:

- A.
1. Some courses listed for majors have little to do with international studies.
 2. Some courses appear to be inappropriate for core courses.
 3. The program does not appear to have the coherence or focus evident in the other MAIA majors.

As a consequence, some faculty had expressed concerns that the reputations of the other MAIA programs could be affected adversely.

Some specific recommendations were made:

- B.
1. Individual programs of study should have the coherence and focus appropriate for a Masters degree.
 2. The program should be reviewed again in 1991-92 by the Review Committee as well as the Graduate Council.

.....

The following actions have been taken by Development Studies in response to the Review.

In response to A1, the Program prepares an annual listing of courses from across the university which have international content and are development relevant. This list is used by students as a guide in selecting their courses. The Director of the Program serves as the major advisor and approves their choices.

In response to A2 and A3, a core of four required courses was developed with three of these constituting a year-long sequence. The GEOG 569D course is titled "Geographic Patterns in Developing Countries". The year long sequence is INST 690 taken three times for

three credits each quarter. In the fall quarter the focus is on development theory; in the winter, case studies; and in the spring, development practice. The total number of hours required has been increased from 47 to 51.

One note of concern still remains. The new year-long core sequence is currently only an independent study course, INST 690, which is being taken three times. Consequently, the core does not have an appropriate description in the Graduate Catalog. It is therefore recommended that Development Studies prepare new course proposals for these three courses to be submitted to UCC and that they be approved by the next five year review. It is also suggested that the next five year review examine the curriculum in some detail as well as the various patterns of courses typically taken by students.

Otherwise, it would appear that Development Studies has made very significant progress and improvement in the program since the last review. It is our recommendation that the program be approved until the next regular review in 1993-94.

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

INSTITUTE FOR TEACHING OF THE HUMANITIES AND PROFESSORSHIPS

RESOLUTION 1992 -- 1257

WHEREAS, the National Endowment for Humanities has awarded Ohio University a challenge grant of \$300,000 to support teaching in the humanities, and

WHEREAS, the challenge grant calls for \$900,000 in matching funds to be raised from private sources to create an endowment currently totaling \$1.4 million, and

WHEREAS, John D. Drinko, attorney and senior partner for the Cleveland firm of Baker and Hostetler, extended a further challenge of committing resources of \$600,000, providing \$300,000 be gained from Ohio University sources, and

WHEREAS, through the effort of Alan Riedel, chair of the Foundation and close friend of Mr. Drinko, over \$400,000 has been pledged from members and former members of the trustee boards of Ohio University, The Ohio University Foundation and from alumni and friends.

NOW, THEREFORE, BE IT RESOLVED that the trustees of Ohio University accept the endowment of \$1.4 million or more when fully funded and approve the creation of the Charles J. Ping Institute for the Teaching of Humanities.

BE IT FURTHER RESOLVED that the three endowed professorships to be associated with the Institute will be named The Charles J. Ping Distinguished Teaching Professorship of the Humanities; the J. Richard Hamilton/Baker and Hostetler Distinguished Teaching Professorship in the Humanities; and The James S. Reid/The Standard Products Company Distinguished Teaching Professorship in the Humanities.

OHIO UNIVERSITY DEVELOPMENT INTEROFFICE MEMO

JUL 10 1992

Date: July 10, 1992

TO: Dr. Alan Geiger, Secretary to the Board of Trustees

FROM: Jack G. Ellis, Vice President for Development

SUBJECT: To establish the Charles J. Ping, Institute for the Teaching of The Humanities and Professorship

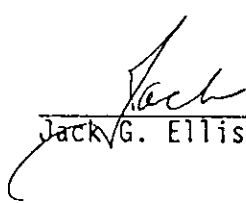
A grant application, co-authored by Dr. David Stewart and Dean Samuel Cowl, was submitted to the National Endowment for the Humanities and approved by the NEH in a national competition in the amount of \$300,000. As a challenge grant, the \$300,000 from the NEH would be available to help fund and endow three professorships at Ohio University providing \$900,000 was raised from other private sources.

As a result of a personal and professional relationship between Mr. Alan Riedel and attorney John D. Drinko, Senior Partner of the firm, Baker and Hostetler of Cleveland, Mr. Drinko extended a further challenge. Mr. Drinko stated he would guarantee \$600,000 from personal and other sources providing Mr. Riedel, the University Board and Foundation Board of Trustees or others, committed \$300,000.

Through the collective efforts of Mr. Riedel, Dr. Wil Konneker, Dr. Jeanette Grasselli Brown and my office, over \$300,000 was quickly pledged to meet the first NEH calendar date of July 31, 1992.

Mr. Drinko has subsequently fulfilled his commitment by documenting and guaranteeing the \$600,000 within the specified NEH payment period.

Therefore, the attached Resolution is offered to the Board of Trustees in consideration of the NEH Challenge Grant.



Jack G. Ellis

JGE:ds

Mr. Emerick presented and moved approval of the resolution. Ms. Eufinger seconded the motion. All agreed.

**REVISED COLLEGE OF OSTEOPATHIC MEDICINE CONTRACT OF
ADMISSION FOR OUT-OF-STATE STUDENTS**

RESOLUTION 1992 - 1258

WHEREAS, the Ohio General Assembly established a five (5) year Ohio medical practice commitment for out-of-state students to be admitted to the Ohio University College of Osteopathic Medicine under Section 3337.14 ORC, and

WHEREAS, the College of Medicine has fulfilled its statutory obligations regarding such admissions since 1976 through a Contract of Admission, and

WHEREAS, a review of the Contract of Admission has led to a judgement that it be revised.

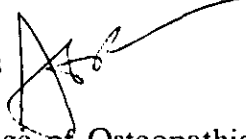
NOW, THEREFORE, In accordance with Section 3337.14 ORC, the Ohio University Board of Trustees hereby adopts the revised Contract of Admission for use by the Ohio University College of Osteopathic Medicine for admission of out-of-state students.

Ohio University

Interoffice Communication

DATE: September 14, 1992

TO: The President and Board of Trustees

FROM: John F. Burns 

SUBJECT: Revised College of Osteopathic Medicine Contract of Admission for Out-of-State Students.

In accordance with Section 3337.14 ORC, which is one of the statutes establishing the Ohio University College of Osteopathic Medicine, the Ohio University Board of Trustees is required to adopt procedures for the admission of out-of-state students, as eighty percent of students who are admitted shall be Ohio residents or nonresidents who have indicated their intention to practice medicine in Ohio for five (5) years.

The out-of-state students who are admitted are required to practice in Ohio for five (5) years as a condition of their admission and sign a Contract of Admission.

We have been using a Contract of Admission prepared in 1976; and after a review of our experience with trying to enforce it through litigation against four (4) doctors who did not fulfill this obligation, we have prepared a revised Contract of Admission.

This former and revised Contract of Admission is attached and a resolution has been prepared for your review and consideration; and the University staff will be available to answer any questions concerning this request.

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

CONTRACT OF ADMISSION

This contract is hereunto made between the President and Board of Trustees of Ohio University through the College of Osteopathic Medicine and the undersigned, a non-resident of Ohio for tuition purposes, for the purpose of granting admission to the College of Osteopathic Medicine, hereinafter referred to as the applicant.

Both the College of Osteopathic Medicine and the applicant hereby agree to the following terms and conditions of this contract of Admission.

- The applicant agrees that in consideration of admission to the College of Osteopathic Medicine and for the medical education to be provided by the College of Osteopathic Medicine he/she will become licensed to and will practice medicine in the State of Ohio full-time for a period of at least five (5) years from the date of completion of both the undergraduate and postgraduate medical education, with the date of completion to be determined by the College of Osteopathic Medicine. The applicant understands that internship, residency and postgraduate fellowships are included within postgraduate medical education and applicant understands that he/she will receive no credit toward the five (5) year requirement to practice medicine in the State of Ohio while applicant is pursuing said postgraduate medical education.
- The applicant agrees that his/her residency status will be determined according to the residency rules promulgated by the General Assembly of Ohio, the Ohio Board of Regents or the Board of Trustees of Ohio University which are applicable as of the date the applicant signs this contract with the College of Osteopathic Medicine; and that any change in the applicants' residency status to that of an Ohio resident for any purpose, according to such rules or other rules, will not affect the binding nature of this contract of admission.
- The applicant agrees that in the event of his/her breach of this contract of admission for failure to fulfill the terms and conditions contained herein and upon failure to fully correct this breach within a reasonable time after receiving notice of the same, the applicant shall pay to the College of Osteopathic Medicine the sum of the annual enrollment driven subsidy per full-time enrolled student in effect at the time of the breach times four years as liquidated damages. This amount will be used to help provide medical education to one medical student. Further, the applicant agrees that he/she will pay to the College of Osteopathic Medicine the amount of liquidated damages within thirty (30) days after official notice of the breach and the specific amount of liquidated damages, and that he/she will be responsible for all costs, including attorney fees, if the College of Osteopathic Medicine or other agency or instrumentality of the State of Ohio must commence litigation to recover the liquidated damages. Further, the applicant agrees that he/she will annually notify the College of Osteopathic Medicine according to its prescribed procedures whether he/she is fulfilling the obligations as set forth by this contract of admission.
- The College of Osteopathic Medicine and the applicant agree that this contract of admission is void if the College of Osteopathic Medicine gives the applicant notice that he/she will not be admitted to the College of Osteopathic Medicine, or the applicant does not matriculate at the College; and it is voidable by the College of Osteopathic Medicine if the applicant, after being admitted, is terminated from the College of Osteopathic Medicine for reasons including but not limited to, academic performance, disciplinary action, or financial reasons. Further, the College of Osteopathic Medicine may release an applicant from his/her obligation as set by this contract of admission for reasons solely within the discretion of the College of Osteopathic Medicine.

Ohio University
College of Osteopathic Medicine

Applicant

Dean

Name (Type or Print)

Signature

Date

Signature

Date

Assistant Dean for Admissions

Address

Signature

Date

____ I do not wish to be considered under the special terms of the Contract of Admission.

487



Ohio University

Office of Legal Affairs
Pitcher House
Ohio University
Athens, Ohio 45701-2979
614/593-2626

April 10, 1991

Dear

The Office of Legal Affairs would like to take this opportunity to congratulate you on your upcoming graduation from the Ohio University College of Osteopathic Medicine. We wish you well in your post-graduate studies.

I would also like to remind you of your obligation under contract as an out-of-state student of Ohio University's College of Osteopathic Medicine. According to the contract, you agreed and are required to return to Ohio to practice medicine for five years upon completion of your post-graduate studies. (See attached) Please feel free to contact the Director of Student Services should you have any questions or concerns related to your practice in Ohio.

I ask that you update the College on your training activities and report changes in your post-graduate activities as they occur. You can accomplish this by completing the annual alumni survey through Chip Rogers and updating this information through his office if changes are made between annual surveys.

Once again, congratulations. Please feel free to call me should you have any questions.

Sincerely,

A handwritten signature in cursive script, reading "Louise Annarino".

Louise Annarino
Associate Director

LA:vsp

cc: Pat Burnett, Director, Student Services, O. U. - C.O.M.

Contract of Admission to the Ohio University College of Osteopathic Medicine

This contract of admission is hereunto made between the President and Board of Trustees of Ohio University through the College of Osteopathic Medicine and the undersigned, a non-resident of Ohio for tuition purposes, or the purpose of granting admission to the College of Osteopathic Medicine, hereinafter referred to as the applicant.

Both the College of Osteopathic Medicine and the applicant hereby agree to the following items and conditions of this contract of Admission.

1. The applicant agrees that in consideration of admission to the College of Osteopathic Medicine and for the medical education to be provided by the College of Osteopathic Medicine he/she will become licensed and practice medicine in the State of Ohio for a period of at least five (5) years from the date of completion of both the undergraduate and post graduate medical education, with the date of completion to be determined by the College of Osteopathic Medicine.

2. The applicant agrees that his/her residency status will be determined according to the residency rules promulgated by the General Assembly of Ohio, the Ohio Board of Regents or the Board of Trustees of Ohio University which are applicable as of the date the applicant signs this contract with the College of Osteopathic Medicine; and that any change in the applicants' residency status to that of an Ohio resident for any purpose, according to such rules or other rules, will not affect the binding nature of this contract of admission.

3. The applicant agrees that in the event of his/her breach of this contract of admission for failure to fulfill the terms and conditions contained in paragraph 1 above and upon failure to fully correct this breach within a reasonable time set by notice given the College of Osteopathic Medicine, the Attorney General of the State of Ohio, the Board of Regents, Ohio University, or any authorized representative of the College of Osteopathic Medicine, the applicant shall pay to the College of Osteopathic Medicine for its use and benefit as liquidated damages, the total sum of the then existing

subsidized costs, at the time of breach for the College of Osteopathic Medicine to provide medical education to one medical student to be determined by accepted accounting methods by the College of Osteopathic Medicine, further the applicant agrees that he/she will pay to the College of Osteopathic Medicine the amount of liquidated damages within thirty (30) days after official notice of the breach and the specific amount of liquidated damages, and that he/she will be responsible for all costs, including attorney fees, if the College of Osteopathic Medicine or other agency or instrumentality of the State of Ohio must commence litigation to recover the liquidated damages. Further, the applicant agrees that he/she will annually notify the College of Osteopathic Medicine according to its prescribed procedures whether he/she is fulfilling the obligations as set forth by this contract of admission.

4. The College of Osteopathic Medicine and the applicant agree that this contract of admission is void if the College of Osteopathic Medicine gives the applicant notice that he/she will not be admitted to the College of Osteopathic Medicine, or the applicant does not matriculate at the College; and it is voidable by the College of Osteopathic Medicine if the applicant, after being admitted, is terminated from the College of Osteopathic Medicine for reasons including but not limited to, academic performance, disciplinary action, or financial reasons. Further, the College of Osteopathic Medicine may release an applicant from his/her obligation as set by this contract of admission for reasons solely within the discretion of the College of Osteopathic Medicine.

OHIO UNIVERSITY
COLLEGE OF OSTEOPATHIC MEDICINE

Dean 9-13-87
DATE

Assistant Dean for Admissions 9-11-87
DATE

APPLICANT

Name (Type or Print) _____

Signature _____

Date _____

Address _____

I do NOT wish to be considered under the special terms of the Contract of Admissions.

DATE _____

NAME (Type or Print) _____

SIGNATURE _____

489

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

TRUSTEE PROFESSORSHIP AND EMERITUS STATUS

RESOLUTION 1992 -- 1259

WHEREAS, Dr. James L. Bruning has compiled a distinguished record as teacher, researcher and scholar, and has served Ohio University as faculty member, department chair, acting dean, and vice provost for planning, and

WHEREAS, he has provided academic leadership for Ohio University as provost for the past eleven years, during which time Ohio University has achieved national recognition for its academic accomplishments, and

WHEREAS, Dr. Bruning has received recognition for activities both at state and national levels, as chair of a state task force on articulation and as chair of the Academic Affairs Institutional Planning committee for the National Association of State Universities and Land Grant Colleges, and

WHEREAS, he has indicated his intention to retire in January, 1993 and return to part-time teaching.

NOW, THEREFORE, BE IT RESOLVED that in recognition of Dr. Bruning's outstanding service to Ohio University and as a mark of the respect in which he is held by the academic community, the Board of Trustees of Ohio University confers upon James L. Bruning, Ph.D., the title of Trustee Professor of Psychology and awards him the status of Provost Emeritus.

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

UNIVERSITY PROFESSORSHIP

RESOLUTION 1992 -- 1260

WHEREAS, the Ohio University Board of Trustees at their April 4, 1992, meeting authorized the title of Permanent University Professor for those faculty selected as a University Professor five times, and

WHEREAS, Permanent University Professors are to receive appropriate recognition and be involved in matters of teaching and learning excellence, and

WHEREAS, only two university faculty have been so honored over the 21-year period of selecting university professors.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees wishes to separately recognize each Permanent University Professor named to date and authorizes the preparation of appreciation citations for Frederick C. Hagerman, Ph.D., Professor of Physiology; and Dwight A. Pugh, Ph.D., Associate Professor of Finance

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

REVIEW OF CENTERS AND INSTITUTES - 1990-91

RESOLUTION 1992 -- 1261

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

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

WHEREAS, section 67 of House Bill 694 provides for the review and evaluation of all programs of instruction conducted by state institutions.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 1990-91 Reviews of Centers and Institutes.

Ohio University

Interoffice Communication

January 8, 1992

TO: James L. Bruning, Provost

FROM: T. Lloyd Chesnut, Vice President *TLC*
Research and Graduate Studies

SUBJECT: Review of Centers and Institutes - 1990-91

Reviews conducted during 1990-91 were:

Institute for Health and Behavioral Sciences
Institute for Health and Human Services

Attached are reports for these reviews. A brief summary is as follows:

Institute for Health and Behavioral Sciences

The Institute of Health & Behavioral Sciences (IHBS) was created at Ohio University in 1980 to foster applied research and training with respect to the interaction of psychological or behavioral variables and health care. Research has been conducted in the Headache Clinic, a variety of studies on respiration and asthma, and an individualized approach to self-management. The committee anticipates continued submission of grant applications to support the research in health psychology. In addition, they are seeking funds from pharmaceutical companies as a way to provide greater stability for the IHBS. As their programs are used around the world, they are hopeful that closer ties with medical companies will provide support for future research. The committee recommends continuation of the Institute.

Institute for Health and Human Services

The Institute of Health and Human Services was created in 1980 to provide a framework for responding in a timely manner to current and projected health/human service manpower needs to developing and implementing needed professional program; conducting appropriate research and service activities that are interdisciplinary in nature; securing funding for programs, services, and research. The Institute has served the College and University very well in the past and has the potential to do so in the future. The committee recommends a mechanism for members of the five schools to play an active role in setting priorities be determined. It also recommends the College and its Schools allocate budgetary resources to the Institute to support work necessary to establish priorities and objectives and to obtain external funding. The committee recommends continuation of the Institute.

Based upon the reviews submitted for Centers and Institutes during 1990-91 and recommendations of the appropriate deans, the following recommends are made:

Recommended for continuation: The Institute for Health and Behavioral Sciences
The Institute for Health and Human Services

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Ohio University

Interoffice Communication

Date: January 7, 1992

To: Lloyd Chesnut, Vice President for Research & Graduate Studies

From: F. Donald Eckelmann, Dean, College of Arts and Sciences

Subject: Review of Institute of Health and Behavioral Sciences

I have reviewed the attached self-study document for the Institute of Health and Behavioral Sciences and found that the Institute has provided a sound base for funded research activity for faculty and students in the College of Arts and Sciences.

I strongly recommend continuation of the Institute.

xc: Thomas Creer, Department of Psychology



SELF-STUDY DOCUMENT

INSTITUTE OF HEALTH & BEHAVIORAL SCIENCES

NOVEMBER 21, 1991

PREPARED BY: Thomas L. Creer, Director, Institute of Health & Behavioral Sciences

PURPOSE & OBJECTIVES: The Institute of Health & Behavioral Sciences (IHBS) was created at Ohio University in 1980 to foster applied research and training with respect to the interaction of psychological or behavioral variables and health care.

HISTORY: When the IHBS was created, it was anticipated that it would serve as a vehicle to synthesize and direct the expertise of medical and behavioral sciences towards training graduate students and conducting research. With respect to training, the focus on the interaction of health and psychological or behavioral factors led to the creation of a subspecialty graduate program in Health Psychology. Students from either clinical or experimental psychology may enter the program; it is anticipated that they will not only take specialized classes in health psychology, but that they will conduct research on some aspect of the relationship between health and behavioral science. The most successful students graduating from the Department of Psychology since 1980 have been in health psychology. Many have gone on to academic positions at such universities as Duke; University of Miami; SUNY/Stony Brook; University of North Carolina, Charlotte; Texas A & M; University of Mississippi; University of North Dakota; the University of Michigan; and the University of Chicago. Others have taken positions at such facilities as NASA (two graduates). With respect to research, members of the IHBS have generated over \$2 million in federal research monies. This has supported collaborative research with such facilities as Ohio State University, the Medical College of Ohio, Case Western University, and the University of Cincinnati. Members of the IHBS are also involved as co-investigators or consultants on projects supported by federal grants at other institutions; the awards at these facilities total over \$3 million. In addition to federal monies, health psychology at Ohio University has been supported by an Academic Challenge Award from the State of Ohio. This not only permitted us to hire another faculty member in the area of health psychology, but it supports two post-doctoral students. We have made the finalist list twice for an Eminent Scholar in Health Psychology. This person will, if we ever receive an award to hire such a person, be affiliated with the IHBS.

CURRENT STATUS AND ACTIVITIES: Faculty and students involved with the IHBS are involved in a number of studies on the relationship of the health to behavioral science. This includes the work being conducted in the Headache Clinic by Kenneth A. Holroyd and his students. They are not only involved with their own research, but have been involved in a number of multi-center programs that have included Ohio University, the University of Mississippi, and the University of Michigan. The work being conducted is truly innovative: basically, Professor Holroyd has been able to

demonstrate that, in many instances, behavioral techniques are either as effective or more effective than medications in controlling severe headaches in patients. Chris France is concerned with the etiology of hypertension, as well as the relationship between cardiovascular problems and pain. He has only been on the faculty for a year, but already has an active laboratory. Harry Kotses and Thomas L. Creer have been conducting a variety of studies on respiration, particularly problems posed by asthma. They are completing a \$1 million project with personnel at the University of Cincinnati; the results from this program, a self-management program for adults with asthma, are very promising. It is anticipated that a continuation of the award will be sought in 1992. In addition, data is being gathered with John A. Winder, M.D. in Toledo on an individualized approach to self-management. It is anticipated that this work will also result in a grant application in 1992. Professors Creer and Kotses are involved in developing a second-generation self-management model appropriate for Appalachian children. A grant application involving the Asthma and Respiratory Disorders Laboratory at Ohio University, Children's Hospital, and Ohio State University will be submitted in 1992. Finally, Hal R. Arkes is involved in a supported project on medical decision-making being conducted at Case Western University. This pioneering work is attempting to more effectively use decision-making strategies in medical management.

ANTICIPATED FUTURE: We anticipate we will continue submitting grant applications in order to support our research in health psychology. Several applications will be submitted in 1992. In addition, we are seeking funds from pharmaceutical companies as a way to provide greater stability for the IHBS. As our programs are used around the world, we are hopeful that we can forge closer ties with medical companies to obtain support for future research.

FUNDING COMMITMENTS AND NEEDS: As in the past, most financial support for the IHBS is likely to be generated by faculty members from the federal government. The Academic Challenge Award has been invaluable as it provides some continuity in our research endeavors through the assistance provided by the two post-doctoral students. What we need is assistance to help those affiliated with the IHBS to obtain released time from teaching. The result would not only be an increased number of grant applications emanating from the Institute, but more publications, chapters, and books describing work taking place at Ohio University. It is the research that has helped put the IHBS on the international map as a facility for creative and innovative research on the relationship of psychology and behavior to health care. Programs or components of programs developed at Ohio University are currently being used throughout North and South America, Japan, Germany, Holland, New Zealand, Australia, Lithuania and, in particular, the U.S.S.R. In the next five years, we hope we can obtain such funds from either government or private sources to expand upon what we believe is an impressive record of the IHBS.

Ohio University

Interoffice Communication

DATE: November 21, 1991

TO: T. Lloyd Chesnut, Vice President
Research and Graduate Studies

FROM: Barbara Chapman, Dean
College of Health and Human Services

SUBJECT: Institute of the College of Health and Human Services:
Five Year Review

Enclosed please find the self study document and the report of the Institute Review Committee. The Committee recommends that the Institute continue and I concur with the recommendation.

The Institute has served the College and University very well in the past and has the potential to do so in the future. The original purpose and objectives of the Institute continue to be appropriate.

The Committee is quite right in noting that attention needs to be directed toward identification of priorities as well as specific objectives and projects for the Institute. Overall leadership for the Institute is lacking at present and will be established within the next several months. A mechanism for members of the five schools to play an active role in setting priorities will be determined.

The Review Committee recommends that the College and its Schools allocate budgetary resources to the Institute during the next several years. Funds would support work necessary to establish priorities and objectives and to obtain external funding. This recommendation as well as the entire Review Committee report, was discussed in a meeting that I held with School Directors. It was agreed that such resources were necessary and would be allocated to the Institute activities.

The Institute, with its emphasis on interdisciplinary programs, projects and research is a very important unit of the College and should be continued. If you have questions or would like additional information, please do not hesitate to contact me.

BC:ss

Enc.

cc: School Directors
Review Committee Members
Division Directors

Final Report: Institute Review Committee

November 15, 1991

Review Committee: Pat Baasel; Shirley Slater; Kathy Rose-Grippa; Maxine Cerra; William Wolfolk; Cynthia Norkin; Lee Cibrowski; Ed Leach (chair)

Introduction

The Institute for the College of Health and Human Services was initiated in 1980 to provide the basis for the following four purposes:

- To provide an organizational home for new, proposed academic programs such as health services administration, developmental disabilities specialist, physical therapy, occupational therapy, and the interdisciplinary concentrations of gerontology and rehabilitation;**
- To promote off-campus and on-campus clinical site development such as the Senior Medical Program;**
- To foster interdisciplinary research projects;**
- To generate grant writing activities designed to access Federal, State, and private funding.**

At the time of the Institute inception and up to 1990, the Institute was administratively guided by Dr. Michael Harter who carried out these activities first as the Institute Executive Director, then as Associate Dean in the College of Health and Human Services, and finally as Dean of the College. Under his guidance, many activities were accomplished:

- An undergraduate curriculum in long term health care was approved and initiated;**
- An undergraduate concentration in independent living rehabilitation was approved and initiated;**
- The graduate program in health services administration was approved and initiated;**
- The physical therapy program was approved and initiated as the fifth School of the College;**
- Expanded off-campus clinical education sites were initiated and assigned to appropriate Schools of the College;**
- Interdisciplinary courses were offered at the undergraduate and graduate level taught by the faculty of the five Schools;**

Beginning with the creation of the Institute and continuing to the present day, three divisions were organized to focus upon specific interdisciplinary activities: the Division of Health and Safety Management; the Division of Health Promotion and Research; and the Division on Aging. Collectively, these divisions have been quite successful at obtaining grants and organizing workshops and coordinating an interdisciplinary certificate program (see accompanying reports). In summary, the Divisions of the Institute have been creatively pursuing activities consistent with the multiple objectives and purposes outlined.

Evaluation of Current Viability

Each of the three divisions of the Institute has achieved objectives consistent with the purpose(s) of that division. All three divisions have generated funding external to the College and external to the University. As a result, students and faculty have received limited support. The workshops, seminars and credit courses are offered either outside existing academic schedules or coincidental with existing courses through the curricula of many departments. These achievements promote the basic collaborative nature of the Institute. However, many of these activities appear fortuitous and do not represent the result of a well-defined, internally-directed set of Institute goals. As a result, the successes of the Divisions are the outcome of division efforts and not the efforts of the Institute. This is evident by noting all funding comes from sources other than through the Institute.

Evaluation of Current Cost/Benefit Bases

There is no current budget allocated to the Institute. Indirectly, the only costs to the University and to the College come from time committed by the respective faculty involved. The university, some students, selected schools within the College, and some faculty realize both direct and indirect benefits from the achievements of the Institute divisions.

Evaluation of Future Viability

Within the current framework, the future viability appears entirely dependent upon the initiative of the division directors and associated faculty. Since there is no Institute budget, there is no vehicle to provide leadership in the form of formulating specific goals and objectives. The

purposes of the Institute permit a wide range of options, but no means for establishing priorities.

Evaluation of Future Cost/Benefit Bases

Under the current means of operation, future costs appear to be minimal and benefits to selective departments, programs and faculty are quite positive. The cost/benefit basis to the College and the Institute is dependent upon future funding, defined objectives, administrative leadership, and achievements realized.

Recommendations

Based upon the three written division reports, personal interviews with both division directors, and the Review Committee discussions, the following recommendations are made.

- 1 It is recommended that the Institute of the College of Health and Human Services be continued for another five-year period in pursuit of the original purposes outlined.
- 2 It is further recommended that continuation of the Institute be prefaced upon the following arrangements:
 - A The Dean of the College of Health and Human Services or designee will provide directive leadership to the Institute in the form of administrative appointments, operational guidelines, goals' priorities, and budgetary commitments. An interdisciplinary committee including members from the five schools of the College should play an active role in setting priorities;
 - B Each of the five schools of the College as well as the Office of the Dean will commit an equal and realistic budgetary allocation to the operation of the Institute;
 - C The initial funding will be start-up funding on the assumption that future efforts will be directed toward gaining financial support from external sources.

- 3 . It is recommended that the current Division Directors be commended for their achievements and that this recognition note their efforts have been largely responsible for the past successes realized.

**Self Study Document
Institute for the College of Health and Human Services
Five Year Review**

November, 1991

1. Name: Institute for the College of Health and Human Services
2. Responsibility for the Institute: Dean's Office. Dr. Michael Harter served as Executive Director of the Institute from its inception in 1980 until his departure from the University in 1990. During these years Dr. Harter's positions in the College were Associate Director for Planning and Development, Associate Dean, and Dean. When Dr. Harter left in 1990, no one was named as Executive Director of the Institute. The position is presently under review by the new Dean, Dr. Barbara Chapman.
3. Institute Purpose/Goals:

Purpose: To provide a framework for responding in a timely manner to current and projected health/human service manpower needs by developing and implementing needed professional programs; conducting appropriate research and service activities that are interdisciplinary in nature; securing funding for programs, services, and research.

Goals: To provide an organizational structure for:

 - a. developing new health/human service academic programs in areas not within the scope of the existing schools
 - b. developing off-campus and on-campus clinical sites that are interdisciplinary
 - c. interdisciplinary research and service projects
 - d. grant writing activities to access internal and external funds for the interdisciplinary work of the Institute.
4. Brief History: At the time the Institute was created in 1980, faculty to develop new programs were being recruited and formal program development was in its preliminary stages. By Spring 1983, the University Curriculum Council had approved the undergraduate concentration in Long Term Health Care Administration and the faculty and program were transferred according to plan to the School of Health and Sport Sciences. By Spring 1983, the undergraduate concentration in Independent Living Rehabilitation also received Council approval and became a regular offering in the School of Home Economics. In the Fall of 1983, the Ohio Board of Regents approved the

graduate program in Health Services Administration and the program was transferred to the School of Health and Sport Sciences. Institute faculty and staff developed the Physical Therapy Program which was approved by the Ohio Board of Regents in December 1983. The program was transferred to a new School of Physical Therapy which was established by the Ohio University Board of Trustees in January 1984.

As time went on, the Institute became the logical entity in which to place certain courses and grant supported programs which had appeal to students across the College but were not within the purview of one specific School. For example, a microcomputer course is offered at the undergraduate and graduate levels and is taught by instructors from all five Schools on a rotating basis.

The Institute is organized into three divisions, each of which has a director. Directors are faculty members of the College.

- a) Division on Aging (established in 1983). During the review period the Directors have been Dr. Carl Chambers (1983-1989) and Dr. Richard Hedges (1989-1991). Effective November 1, 1991, the Director is Dr. Gari Lesnoff-Caravaglia.
- b) Division of Health Promotion and Research (established in 1986). The first Director was Dr. John Bonaguro (1986-June 1989), followed by Dr. Carl Chambers (July 1989-November 1989). Dr. Richard Hedges is presently serving as Director.
- c) Division of Health and Safety Management, Research and Training (established 1988). Dr. Cliff Houk is the Division Director.

- 5. Current Activities and Status
- 6. Anticipated Future
- 7. Funding Commitments and Needs

Self study information in response to Numbers 5, 6, 7 above is presented for each of the three divisions of the Institute in the attached reports. Reports were prepared by the Division Directors.

- A. Name: Division on Aging
- B. Organizational Unit: Under the direction of the Associate Dean, Lee Cibrowski, Ph.D., the following persons are currently involved:

Richard Hedges, Ph.D., Director

Multi-disciplinary Advisory Committee:

Dean Christopher Ph.D., Hearing and Speech
Miriam Clubok M.S.W., Social Work
Jean Drevenstedt Ph.D., Psychology
Sue Foster Ph.D., Health Sciences
Gari Lesnoff-Caravaglia Ph.D., Health Sciences
Cynthia Norkin Ed.D., Physical Therapy
Barbara Pfeiffer M.P.H, Medicine
Ernest Stricklin Ph.D., Family Development
Harvey Tschirgi Ph.D., Business
Marlene Wager D.O., Medicine
George Weckman Ph.D., Philosophy

- C. Purpose: The purpose for the Division for the past five years was the following:

1. to develop a undergraduate and graduate programs in Gerontology;
2. to generate local, state, and federal grants;

- D. Brief History: The Division on Aging was created in 1983 derived from the Rural Gerontology Program. Directed by Carl Chambers Ph.D., the specialized focus on rural gerontology was eliminated and a broader focus on aging was implemented. Since Dr. Chamber's untimely death in 1989, the program has been administered by Richard Hedges Ph.D.

The program is housed in the School of Health and Sport Sciences in the program in Health Sciences. It was originally developed to provide coordination to an undergraduate, multi-disciplinary Gerontology Certificate and to develop grant funding. This program provides a twenty eight hour undergraduate certificate that is open to persons in all academic disciplines.

Funds have been brought in from the O.U. 1804 funds for the development of graduate coursework to prepare for the graduate program in gerontology. Several federal grants have been developed and submitted and have been approved but not funded. These grants have focused on Alcohol and Aging and Alzheimer's disease.

- E. Current Activities and Status: The Division has also been active in the development of a graduate program in Gerontology. Initially, the committee was interested in developing a Master's degree program but due to a moratorium on their development at the Ohio Board of Regents, these efforts were put on hold. The development of a twenty four hour certificate program has occurred and the proposal is currently being typed for submission to the School Program Development Committee.

The Division's advisory committee has also had representatives on the Ph.D. program in Health Sciences development committee. The goal was to develop a doctoral specialty in Gerontology. This program is still under consideration.

The Division was also pleased to gain the services of gerontologist Gari Lesnoff-Caravaglia Ph.D. Dr. Lesnoff-Caravaglia has an extensive grant and publication record in gerontology. She has recently proposed a Tier III class on Aging and is rapidly becoming more active in the program.

- F. Anticipated Future: Gerontology is an area rich in promise for academic study. We hope to further our generation of academically trained persons in gerontology and complete the certificate program in Gerontology. After a reasonable period of time to demonstrate our quality, the Master's program in Gerontology will be proposed. We hope that it will become a specialty of the Ph.D. program in the College of Health and Human Services.

Multi-disciplinary efforts and gain research foci currently being considered are rural aging, co-morbidities, elderly drug abuse, and other areas. Grants are being identified and considered in these areas.

- G. Funding Commitments and Needs: The Division does not have an operating budget. Dr. Hedges is a full time faculty member in Health Sciences and the other members of the advisory committee are full time in other academic disciplines. There is no secretarial support for this division.

Current funding has come from the 1804 monies. Any other necessary costs will be generated through grants and other initiatives.

- A. Name: Division of Health Promotion and Research
- B. Organizational Unit: Under the direction of the Associate Dean, Lee Cibrowski, Ph.D., the following persons are currently involved in the Division of Health Promotion and Research:
- Richard Hedges, Ph.D., Director
Ernesto Randolfi, Ph.D.
Juli Miller, MHSA, Preventive Medicine Grant
Kim Valentour, MSPE, Healthbeat
- C. Purpose: The purpose for the Division for the past five years was the following:
1. to generate local, state, and federal grants;
 2. conduct health promotion programs; and
 3. coordinate the MSPE-Health Promotion specialty in graduate education;
- D. Brief History: The Division of Health Promotion and Research was initiated in 1986 and housed in the School of Health and Sport Sciences in the Health Sciences Program. The Division was initially under the direction of John Bonaguro, Ph.D. Dr. Bonaguro's efforts developed a strong foundation for the division in health education. Dr. Bonaguro remained as director until the spring of 1989. Upon Dr. Bonaguro's resignation, Carl Chambers Ph.D., was appointed director. Regretfully, Dr. Chambers died unexpectedly after only one quarter of directing the division. Richard Hedges, Ph.D., was appointed director in January, 1990 by Dean Michael Harter.

In spite of these administrative changes, the division has maintained its focus on generating grants and activities in health promotion. The division has successfully written grants for health promotion programs dealing with drugs in local school systems, developed HEALTHBEAT, preventive medicine grants from the Ohio Department of Health (cancer primary prevention) for Southeastern Ohio, seatbelt grants focusing on Ohio University and Athens County through the Ohio Department of Transportation, and developed highway safety and training grants for the Ohio Department of Highway Safety.

The program has been responsible for providing funded graduate assistants in Health Promotion (with the College assisting with tuition waivers). There have been approximately five funded graduate positions per year.

- E. Current Activities and Status: The division has been successful in two main areas: Grants and Healthbeat. The division has successfully written grants for health promotion programs dealing with drugs in local school systems (\$4,900 per year, 1989-91), developed HEALTHBEAT in 1986, preventive medicine grants from the Ohio Department of Health (\$10,000 for cancer primary prevention) for Southeastern Ohio (1988 and present), seatbelt grants focusing on Ohio University and Athens County (\$3000 each year of 1986-88, \$6,000 for 1990-91), and developed highway safety and training grants for the Ohio Department of Highway Safety (\$44,000 per year, 1991-93).

Healthbeat has generated a significant contribution to the university so that it has been changed from a grant funded program to a University supported program. This program provides multiple services to students and residents of Athens.

The division is also pleased to have gained the services of Ernesto Randolfi Ph.D., a new faculty in Health Sciences. With specialties in health education and computer education, he will make a substantial contribution to the Division.

- F. Anticipated Future: The division is actively planning for the future as health promotion is central to the federal initiatives in public health. We are looking into several grant initiatives that will allow us to work in health promotion using O.U.'s rural location and the specialties we have developed (cancer prevention and health education). The grants that we currently have with O.D.H. and O.D.H.S. are renewable and we expect them to continue.

Currently, there is a clinical epidemiology grant being developed between the division and the O.U. College of Osteopathic Medicine. The grant proposal will be directed to the American Cancer Society. We have a visiting scholar from Shanghai Medical School from the People's Republic of China who is assisting in this effort.

Also growing is the graduate program in Health Promotion. More students are applying and the interest is increasing. The class of 1990 consisted of four persons and 1991 of eight. Although small, we intend to promote the program more heavily in the coming year and hopefully increase our enrollments.

- G. Funding Commitments and Needs: At the present time, the division does not have a general operating budget. Dr. Hedges manages the division in addition to his full time faculty responsibilities. We have no secretarial assistance. Actual funding is from grant developed activities and currently consists of

Ohio Dept of Health	\$10,000
Ohio Dept of Highway Safety	\$44,000

As new projects are developed, each will be designed to be self supporting with non-College generated funds.

SEP 13 1991

Ohio University

Date: September 12, 1991

Interoffice Communication

To: Dr. Barbara Chapman, Dean, CHHS

From: Dr. Cliff Houk, Prof. of Health Sciences/Director, Div. of Health and Safety Management, Research and Training

Subject: Division Review

The stated purpose and goals in the initial proposal have been achieved since the formation of the Division during 1988-89 academic year.

We have directed 4, week long American Industrial Hygiene Association (AIHA) professional development courses; 1 week long, cross-training seminar for the Ohio Industrial Commission's Division of Safety and Hygiene and 1, 2 day seminar, Health Hazards in Health Care Facilities for Health Care Administrators.

Approximate total revenues \$10,000.

Expenditures include: Equipment purchases and repair; technical reference material (books, manuals, computer software); classroom and training materials (videotapes/slide-cassette programs); student membership fees for professional associations; registration fees and travel expenses to seminars, conferences and workshops for students and faculty.

We enjoy a very close working relationship with the Department of Environmental/Health Services (Administrative) and the Department of Chemistry (Academic). Funds have been transferred/expended for special needs to these departments in return for use of their equipment and personnel in conjunction with the courses produced through the Division.

Future opportunities continue as:

1. AIHA professional development courses.
2. A variety of State agencies, private consulting firms and training organizations have expressed a desire to hold conferences and workshops on the Athens campus.
3. Ohio University's Department of Environmental Health Services has been designated as a Certified Training site by the Ohio Department of Health for Southeastern Ohio.

continue...

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Dean Chapman
Page -2-

The Division has proven to be a very valuable source of external funding for support of Ohio University's Industrial Hygiene Program. The opportunity for growth does exist within the normal constraints of time to serve an even broader audience.

CH/jl

Dr. Strafford presented an moved approval of the resolution. Mrs. Eufinger seconded the motion. The motion passed.

REGIONAL COORDINATING COUNCIL APPOINTMENT

RESOLUTION 1992 -- 1262

BE IT RESOLVED by the Board of Trustees of Ohio University that the following person be appointed to membership on the Coordinating Council for the Zanesville Regional Campus of Ohio University:

Ohio University-Zanesville

Dean L. Wilson

For a nine year term beginning October 12, 1992, and ending at the close of business June 30, 2001, vice Catherine Cunningham, whose term expired.

RESUME

DEAN L. WILSON P.O. BOX 669

Zanesville, OH 43702-0669
Phone: (614) 454-8585

EDUCATION:

Capital University (J.D., 1983)
Ohio University (B.A., 1976; M.A. 1978)
Philo High School (Graduated 1972)

WORK EXPERIENCE:

Legislative Assistant to Senator Sam
Speck, 1982-1983

Solicitor, Village of Roseville, Ohio,
1984-1988

Acting Perry County Court Judge, Perry
County, Ohio 1985-1990

Perry County Court Judge, Perry County,
Ohio, 1990-present

Law Firm of Graham, McClelland, McCann &
Ransbottom, Zanesville, Roseville &
Thornville, Ohio, 1983-Present

AFFILIATIONS:

Board of Directors - Perry County
Metropolitan Housing 1985-Present

Catholic Social Service - 1989-1990

MEMBERSHIPS:

Muskingum County Bar Association
Perry County Bar Association
Ohio State Bar Association
American Bar Association
Ohio Academy of Trial Lawyers
Perry County Chamber of Commerce
Perry County Rotary Club
Perry County Farm Bureau
New Lexington Jaycees
County and Municipal Judges Association

Also, Admitted to Practice before the
U.S. District Court, Southern District
of Ohio

C. BOARD-ADMINISTRATION

Committee Chair Eufinger thanked members for attending the committee meeting and participating in the discussion on the Trustees response to proposed University and state educational initiatives.

Mrs. Eufinger presented and moved approval of the resolution. Ms. Grasselli seconded the motion. All agreed.

SECURITY AGREEMENT UPDATE

RESOLUTION 1992-1263

WHEREAS, Ohio University periodically has faculty and staff involved in research activity that requires them to have access to classified information, and

WHEREAS, the United States Government requires that the University obtain security clearance as a precondition of its faculty and staff having access to classified information necessary for their research, and

WHEREAS, the University has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the named persons occupying the following positions: Charles J. Ping, President; James L. Bruning, Provost; T. Lloyd Chesnut, Vice President for Graduate and Research Program; Carol Blum, Assistant Vice President for Research; and William L. Kennard, Treasurer; and

WHEREAS, this Managerial Group is delegated all of the Board of Trustees' duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to Ohio University, and

WHEREAS, members, as named below, of the Board of Trustees and all officers of the University not named as members of the Management Group shall be effectively excluded from access to all classified information in the possession of Ohio University and shall not be processed for personnel clearance, and

WHEREAS, the Management Group shall review and approve any classified research proposals at the University.

NOW, THEREFORE, BE IT RESOLVED that Ohio University, Cutler Hall, Athens, Ohio, 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Richard R. Campbell; Charles R. Emrick, Jr.; Charlotte C. Eufinger; Jeanette G. Grasselli; Thomas S. Hodson; Paul R. Leonard; Howard E. Nolan; Ralph E. Schey; and J. Craig Strafford, M.D.

Dr. Strafford presented and moved approval of the resolution. He noted that Trustee Campbell has served this Board with distinction the past six years as our IUC representative. Ms. Turoczy seconded the motion. All agreed.

TRUSTEE IUC APPOINTMENT

RESOLUTION 1992 -- 1264

WHEREAS, it is desirable that the Representative of the Board of Trustees to the Inter-University Council be elected for a term commencing July 1 and ending on June three years hence, unless the term as trustee ends earlier.

NOW, THEREFORE, BE IT RESOLVED that Charlotte C. Eufinger be elected Representative for a three-year term commencing July 1, 1992.

Mr. Emrick presented and moved approval of the resolution. Mr. Nolan seconded the motion. Approve was unanimous.

MUTUAL ASSISTANCE AGREEMENT WITH THE CITY OF ATHENS

RESOLUTION 1992 -- 1265

WHEREAS, Ohio University and the City of Athens have had a long productive history of mutual assistance and cooperation between their law enforcement agencies, and

WHEREAS, the Ohio General Assembly has enacted Section 3345.041 of the ORC to authorize Boards of Trustees of state universities to enter into such Agreements for police services with local municipalities for a four-year time period, and

WHEREAS, Ohio University and the City of Athens have effectively worked with a mutual assistance agreement from October 1988 to October 1992, and

WHEREAS, The Board-Administration Committee has reviewed the draft of the proposed new agreement.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby authorizes the President or his designee to reach a new agreement in accordance with the above statute and for the President to execute it on behalf of Ohio University.

PRESIDENTS OFFICE

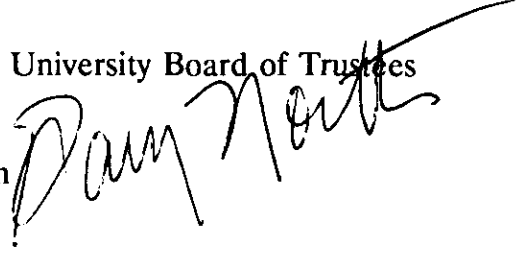
AUG 25 1992 Ohio University

Interoffice Communication

DATE: August 24, 1992

TO: President Charles J. Ping and Members, Ohio University Board of Trustees

FROM: Gary North, Vice President for Administration



SUBJECT: Mutual Assistance Agreement with the City of Athens

Under Section 3345.041 ORC, Ohio University and the City of Athens entered into a mutual assistance agreement four years ago to provide reciprocal police services when appropriate. This agreement expires October 25, 1992, and a new one is needed for another four-year time period as provided by law.

The previous mutual assistance agreement with the City has worked well and both parties are desirous of continuing this arrangement. The City of Athens Service-Safety Director reviewed the attached agreement and the City Council passed an ordinance (0-96-92) authorizing the Service-Safety Director to execute a new agreement with the University.

The Board of Trustees is empowered by law to authorize such an agreement for Ohio University in accordance with the attached resolution. I therefore recommend that the Board authorize the President or his designee to execute a new agreement with the City of Athens.

GBN/rs

RECORD OF ORDINANCES

BARRATT BROTHERS, PUBLISHERS, SPRINGFIELD, OHIO

Ordinance No. 0-96-92

Passed July 13, 19 92

Introduced by Guy Philips, Chairperson
Safety & Transportation Committee

AN ORDINANCE AUTHORIZING THE SERVICE-SAFETY DIRECTOR TO EXECUTE A MUTUAL AID AGREEMENT BETWEEN THE CITY OF ATHENS AND OHIO UNIVERSITY FOR LAW ENFORCEMENT ASSISTANCE.

BE IT ORDAINED BY THE COUNCIL OF THE CITY OF ATHENS, OHIO:

SECTION I: That the Service-Safety Director is hereby authorized to execute a mutual aid agreement between the City of Athens and Ohio University for law enforcement assistance. A copy of said agreement is attached hereto and incorporated herein by reference.

SECTION II: That this Ordinance shall be in full force and effect at the earliest moment permitted by law upon its passage and approval by the Mayor.


President of Council

ATTEST:


Clerk of Council

APPROVED:


Mayor

MUTUAL ASSISTANCE AGREEMENT
CITY OF ATHENS AND OHIO UNIVERSITY

This agreement is entered into by Ohio University, hereafter called "University", and the City of Athens, Ohio, hereafter called "City", pursuant to the provisions of the Ohio Revised Code 3345.041. The purpose of the agreement is to identify areas of mutual assistance, provide arrest authority for University police officers when off University property, and establish general guidelines and general policies governing instances of mutual assistance.

The City agrees to the following:

1. Auxiliary police appointment

Pursuant to Athens Code of Ordinances 34.23, the Service-Safety Director will appoint at his sole discretion, University police officers as auxiliary police officers. The City recognizes and agrees that this auxiliary police authority is absolute, although enforcement action by University police officers may be limited by the Agreement or University policy.

2. Serving of arrest or search warrants

Should City officers need to serve an arrest or search warrant on University property, they shall notify the University police. University officers shall accompany and/or assist City police officers when necessary.

3. Assistance to University

Subject to manpower limitations, the City police will assist University police officers on University property.

4. Insurance, Hospitalization, Pensions

The City will provide all insurance, hospitalization and pension payments to its officers in accordance with City compensation schedules for its employees.

5. Indemnification in Accordance with Ohio Revised Code
3345.041(D)

The City of Athens hereby specifies that it will indemnify and hold harmless Ohio University for any damages awarded by the Court of Claims in any civil action arising from any action or omission of Ohio University law enforcement officers acting pursuant to this Agreement only to the extent of its liability insurance coverage for said claims. The City will not indemnify and hold harmless Ohio University for any damages not covered by the City's liability insurance, if any.

The University agrees to the following:

1. Serving of arrest or search warrants

Should University police officers need to serve arrest or search warrants on City property, they shall notify the City police. The City police shall accompany and/or assist University police officers when necessary.

2. Assistance to City

Subject to manpower limitations, the University police will assist City police officers.

3. Uniforms and equipment

University police officers acting under the authority of this agreement shall wear that uniform prescribed by the Director of Campus Safety and paid for by Ohio University.

4. Insurance, Hospitalization, Pensions

The University will provide all insurance, hospitalization and pension payments to its officers in accordance with University compensation schedules for its employees.

General

1. Violations observed on City property

University officers will take appropriate enforcement action for violations of law observed on City property. Under normal circumstances, this will not include minor criminal and traffic violations except in those instances deemed appropriate by University police officers.

2. Investigations

Investigations conducted by University police officers that in whole or in part take place on City property, or in-

vestigations conducted by City police officers that in whole or in part take place on University property, shall be with notification to the parties.

3. General mutual assistance

- A. University police officers given auxiliary police appointments pursuant to this agreement shall not be subject to call by the Mayor or Service-Safety Director. The use of University police officers on City property shall be with the express consent of the President or the Vice President for Administration or the Director of Campus Safety or their designees.
- B. A request for City police officers to assist in maintaining law and order on University property will be initiated by the President or the Vice President for Administration or the Director of Campus Safety or their designees, to the Mayor or the Service-Safety Director or the Chief of Police.
- C. A request for University police officers to assist in maintaining law and order on City property will be initiated by the Mayor or the Service-Safety Director or the Chief of Police, to the President or the Vice President for Administration or the Director of Campus Safety or their designees.
- D. Requests for assistance on a day-to-day basis for incidents such as fights, robberies, etc. will normally be handled between supervisors of the respective police agencies. In these instances subsequent notification to the proper administrative official shall be by policy of the respective parties.
- E. Other areas of mutual assistance may be identified and agreed upon by the parties during the effective date of this agreement.
- F. The necessity and availability of police personnel and equipment requested shall be subject to priority use of the responding party.
- G. Police officers providing mutual assistance pursuant to this agreement shall remain under the control and supervision of their respective agencies and supervisors.
- H. Mutual assistance pursuant to this agreement shall be provided without cost to the requesting party.

This agreement shall be in effect and in full force for the period beginning _____, 1992, through _____, 1996.

Either party may withdraw from the agreement upon giving the other party at least sixty (60) days prior written notice.

This agreement is mutually agreed to by Ohio University and the City of Athens.

DATE _____

PRESIDENT _____
Ohio University

DATE 8/10/92

SERVICE-SAFETY DIRECTOR Ron Chapman
City of Athens

Ms. Grasselli presented and moved approval of the resolution. Dr. Strafford seconded the motion. The motion passed.

HONORARY DEGREE

RESOLUTION 1992 -- 1266

WHEREAS, Provost James L. Bruning has given over thirty years of special service to Ohio University, including his strong support of critical state and institutional education issues, and

WHEREAS, the University Committee on Honorary Degrees has recommended that Ohio University honor Provost Bruning through the conferral of an honorary degree.

NOW, THEREFORE, BE IT RESOLVED that the degree recommended be conferred at an appropriate time in the future by President Charles J. Ping.

Mr. Schey presented and moved approval of the resolution. Mr. Hodson seconded the motion. Approval was unanimous. President Ping commented the reports will serve as a basis for dialogue on critical educational issues.

**RESPONSE TO MANAGING FOR THE THIRD CENTURY REPORT
AND THE STATE-WIDE TASK FORCE REPORT**

RESOLUTION 1992 -- 1267

WHEREAS, the Ohio University Board of Trustees wishes to respond to the Ohio University Managing for the Third Century Report and the State-wide Managing for the Future Report, and

WHEREAS, the Board's response is predicated upon the belief that a full and open discussion of all recommendations is necessary in order to address such matters as quality, cost, duplication, centralization and so on.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the response resolution dated October 10, 1992, and instructs that copies be forwarded to the Governor, the Legislative leadership, the Board of Regents and Chancellor, and to the campus community.

Ohio University
Board of Trustees
October 10, 1992

Response to
the Ohio University *Managing for the Third Century Report*
and the Statewide *Managing for the Future Report*

The Board of Trustees of Ohio University endorses the six statewide priorities identified in the report of the Managing for the Future Task Force and strongly supports the imperative described in that report to:

1. meet the diverse needs of students and optimize their achievement;
2. assure excellence in academic programming;
3. increase productivity and reduce costs;
4. ensure accountability;
5. strengthen leadership and management effectiveness;
6. secure resources to make higher education affordable.

While there is concurrence with the goals of cost reduction, efficiency, quality, and access, the Ohio University Board of Trustees raises serious questions whether the recommended changes to a centralized, statewide system actually can result in greater efficiency. Data from other states with centralized higher education systems suggest that the answer clearly is "no."

It is also the opinion of the Board of Trustees that while accountability for the expenditure of limited resources is critical to increased efficiency, a statewide centralized system will not achieve that goal. Again, data measuring the efficiency of other state systems which employ centralized accounting procedures suggest that the costs incurred are significantly greater than the savings achieved.

It is further the opinion of the Board of Trustees of Ohio University that the goal setting, planning, and implementation process of institutions of higher education are best undertaken by those most closely affiliated and knowledgeable with not only the individual institutions, but also with the several publics they serve. All indications are that the present approach to funding and governance of higher education in Ohio best allows universities to respond to the needs of students, develop business and academic partnerships, encourage relevant research, and support economic development.

Recently reported data also suggest that the Task Force recommendation to convert the regional campuses and technical colleges into community colleges will not result in greater efficiency and likely will reduce the service provided to local and regional areas. In Southern Ohio, access to the programs, staff, and resources of the University - with its linkages through the microwave system and public broadcasting - for cultural, educational, and economic activity are to be found on the Ohio University regional campuses. The Ohio University Board of Trustees strongly urges that local communities be consulted to determine their needs and

wishes regarding which arrangements best meet the community needs and serve local constituencies.

Further, the proposed identification of only two of the state's universities as "comprehensive" research institutions contradicts the demonstrated strength of graduate programs and research on a number of campuses. In addition, such identification will limit the potential of the rest of the state to attract external funding, to be responsive to regional research needs, to attract and meet the needs of students, and to attract and retain a multi-talented and high-quality faculty.

The Ohio University Board of Trustees strongly supports the Task Force recommendation that cooperation among all colleges and universities be encouraged to maximize use of existing research facilities and eliminate unnecessary program duplication. Ohio University will continue to work with all other institutions to this end and will pursue all additional opportunities that come available.

Ohio University actively will pursue a variety of strategies to enhance quality in an anticipated period of constrained public funding. This will include securing an increase of funding from non-state sources including, but not limited to, the promotion of growth in income from externally funded research and sponsored activity and an increase in the amount of private support from gifts and endowments.

Ohio University actively will search for ways to reduce or contain costs so as to provide the resources to enhance quality and to fund continued improvement and reform. Further, the University will actively recognize and reward quality enhancements that result in greater efficiency.

The Ohio University Board of Trustees will continue to expect reform and restructuring of the University by the administration, students, and faculty in response to changing conditions. The Board accepts the recommendations of the Ohio University *Managing for the Third Century Task Force Report* and reaffirms the current planning process which has served the University well for over a decade and a half. The planning process with its action agenda is called upon to focus greater emphasis on cost containment and growth by substitution rather than addition.

The Board of Trustees also accepts the recommendation of the *Managing for the Third Century Task Force Report* that members of the Ohio University community form continuous improvement groups to consider alternative approaches to various tasks so as to both improve performance and contain costs. In addition to cost reduction and greater efficiency, reform, innovation, and enhancement of quality will be expected to be foci of the continuous improvement effort.

Finally, the Board of Trustees approves the recommendation of the Ohio University *Managing for the Third Century Task Force Report* calling for a University Colloquium and directs the President to convene such a group to examine the internal and external environments of the University, the goals described by the current University plan, together with the alternative futures for the University. The Colloquium should, on a regular basis, present to the University community, the President, and the Board of Trustees a review of University performance in relation to the mission and educational plan of Ohio University.

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

The Trustees will meet on the Athens campus, Friday, January 29, 1993, for committee/study sessions and Saturday, January 30, 1993, for the formal Board meeting.

IX. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed to the Board of Trustees Messrs. Emrick, Nolan, Reimer and Lancaster. All expressed gratitude to Dean Richard Robe and the faculty of the College of Engineering and Technology for their informative presentations and tours.

Mr. Campbell stated he was happy with the progress of the proposed student recreation complex, and for the new management at the Inn.

Mr. Emrick thanked members for their warm welcome and noted he was honored to join the Board of Trustees. He stated he was impressed by the excellent appearance of campus.

Mrs. Eufinger expressed appreciation to Ralph and Luci Schey and Stephen and Frances Fuller for the wonderful dinner Friday evening.

Mr. Hodson indicated he appreciated Mr. Smith and Ms. Burke's reports and that he personally was concerned about the "acceptable" member of minorities and women in our work force. He commented on the results of Status of Women Survey and ask that the Board be given interim status reports on the progress of lessening discrimination and employment improvements for minorities and women on the regional campuses.

Ms. Grasselli welcomed Vice President Adrie Nab and wished him well in his new role. She encouraged all to remember the importance of voting, and the need for strong government support of higher education.

Mr. Nolan stated he appreciated the warmth and sincerity expressed to him by individual trustees and others. He commented he looks forward to the challenge of being a good trustee.

Mr. Reimer stated he felt bombarded by information, and that he was impressed by Board members and their goals. He noted that he too was concerned about the status of women on campus and that discrimination and harassment were unacceptable.

Ms. Turoczy indicated she appreciated the interest being shown by students in this university. She noted she was honored to speak as a part of the President's Freshman Convocation.

Mr. Lancaster thanked the Chairman of the Board of Trustees for continuing the practice of inviting the Alumni Board President to participate in Trustee meetings. He briefly outlined two programs being undertaken by his Board -- a career and resume service for alumni and a vanity license plate program. He commented that over 400 alumni returned for a black alumni program this past summer.

Dr. Strafford commented on the power of engineering knowledge and the renewed hope it represents.

President Ping thanked the Scheys and Fullers for their hosting the Friday dinner, and recalled for trustees the Fullers' distinguished academic and business careers.

Chairman Schey described Stephen Fuller as his greatest teacher and friend. He commented on the relationship of technology to business and the importance of keeping the legacy of revitalization and redetermination.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chair Schey adjourned the meeting at 12:45 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.

Ralph E. Schey
Chairman

Alan H. Geiger
Secretary

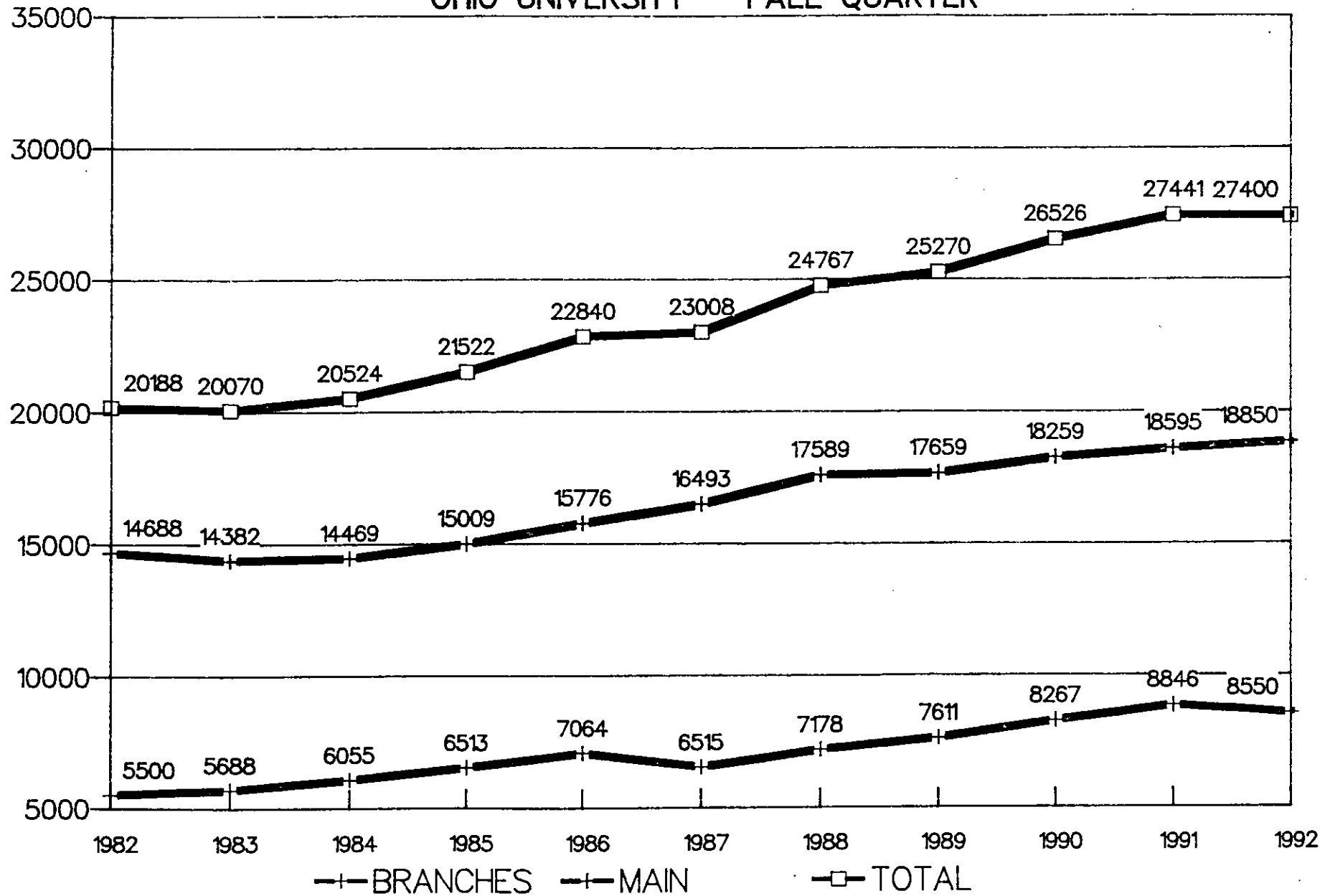
Enrollment Report

J. David Stewart

Vice Provost
and
Director of Summer School

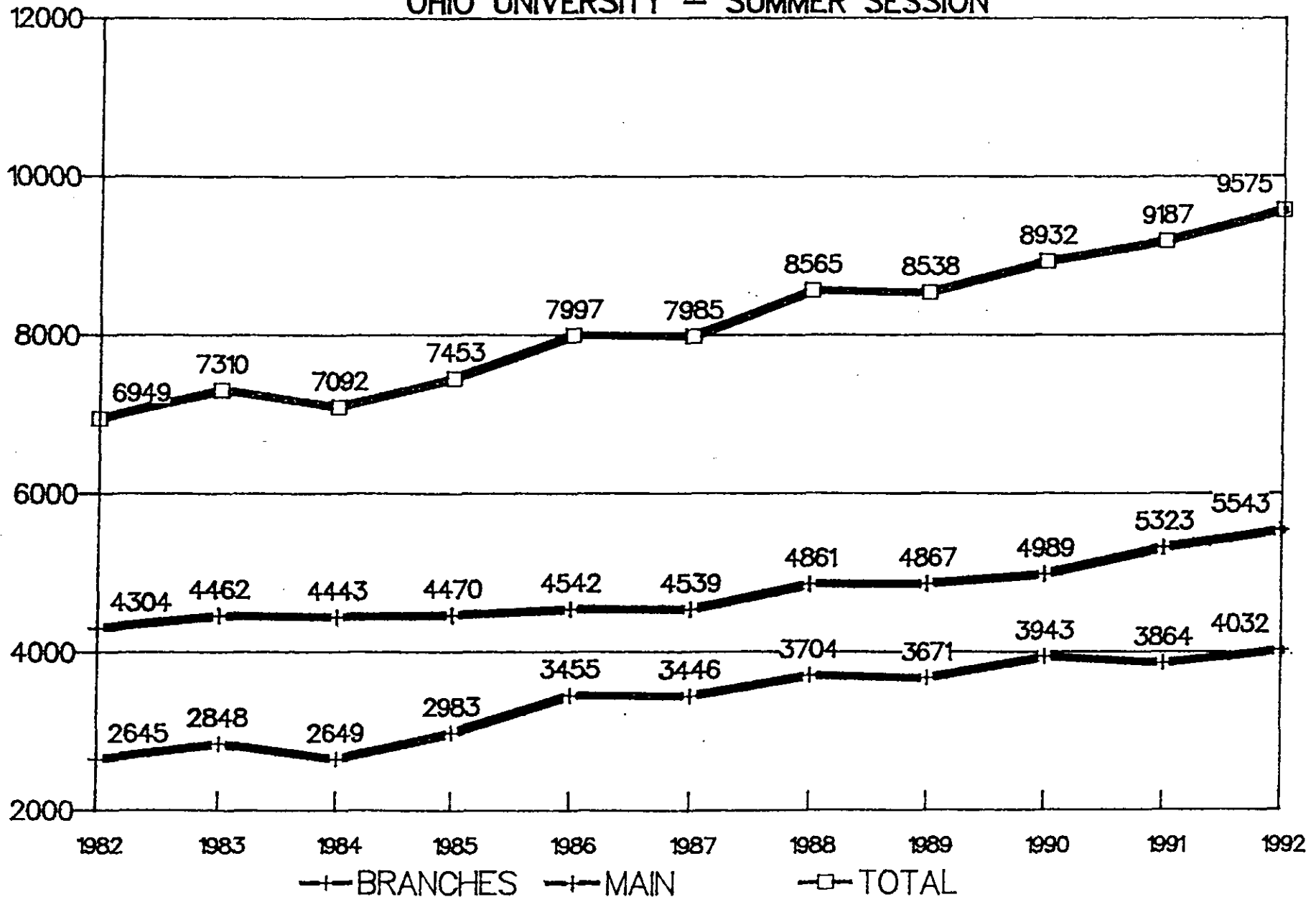
HEAD-COUNT ENROLLMENT

OHIO UNIVERSITY – FALL QUARTER



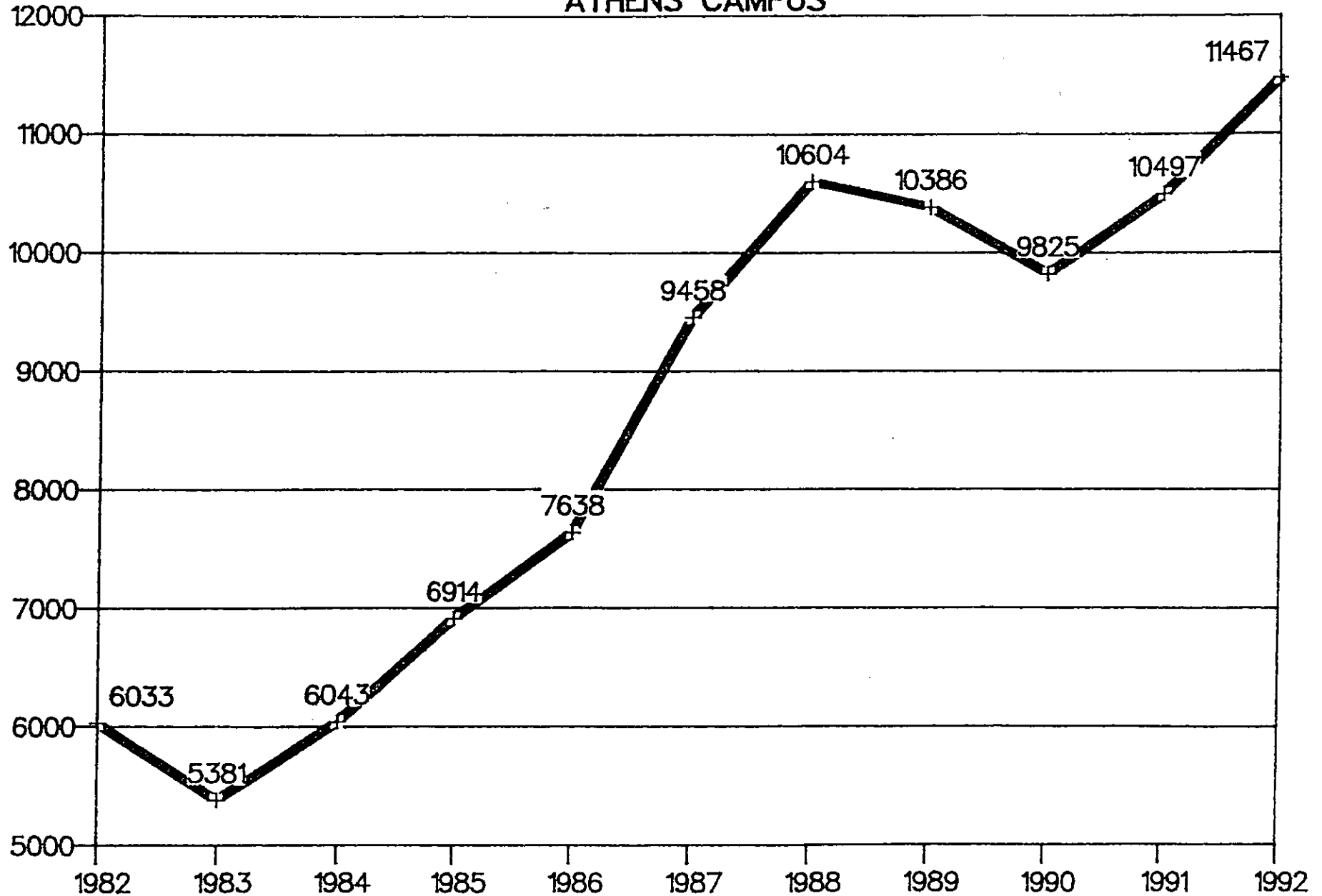
HEAD-COUNT ENROLLMENT

OHIO UNIVERSITY — SUMMER SESSION



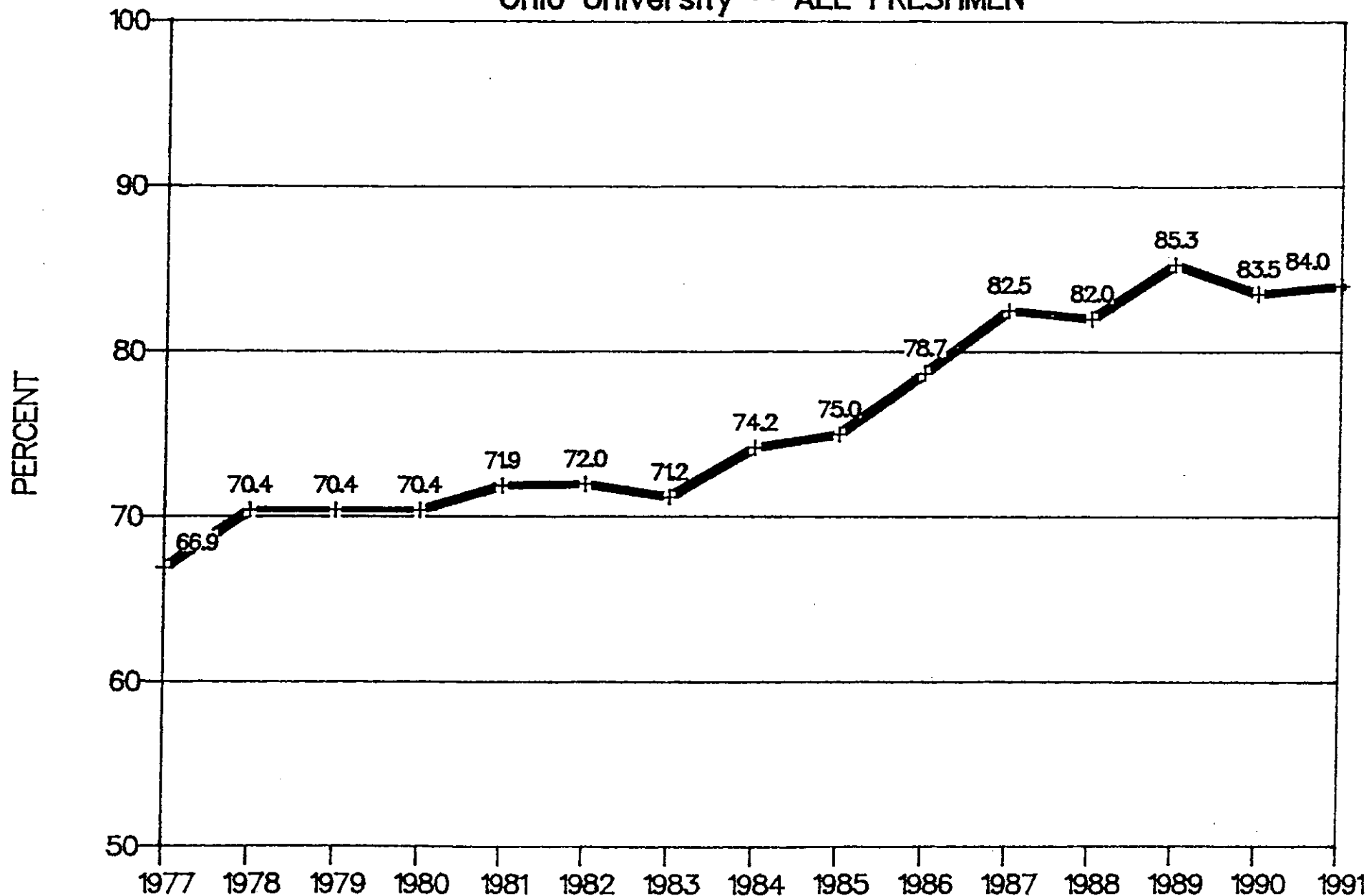
FRESHMAN APPLICATIONS

ATHENS CAMPUS



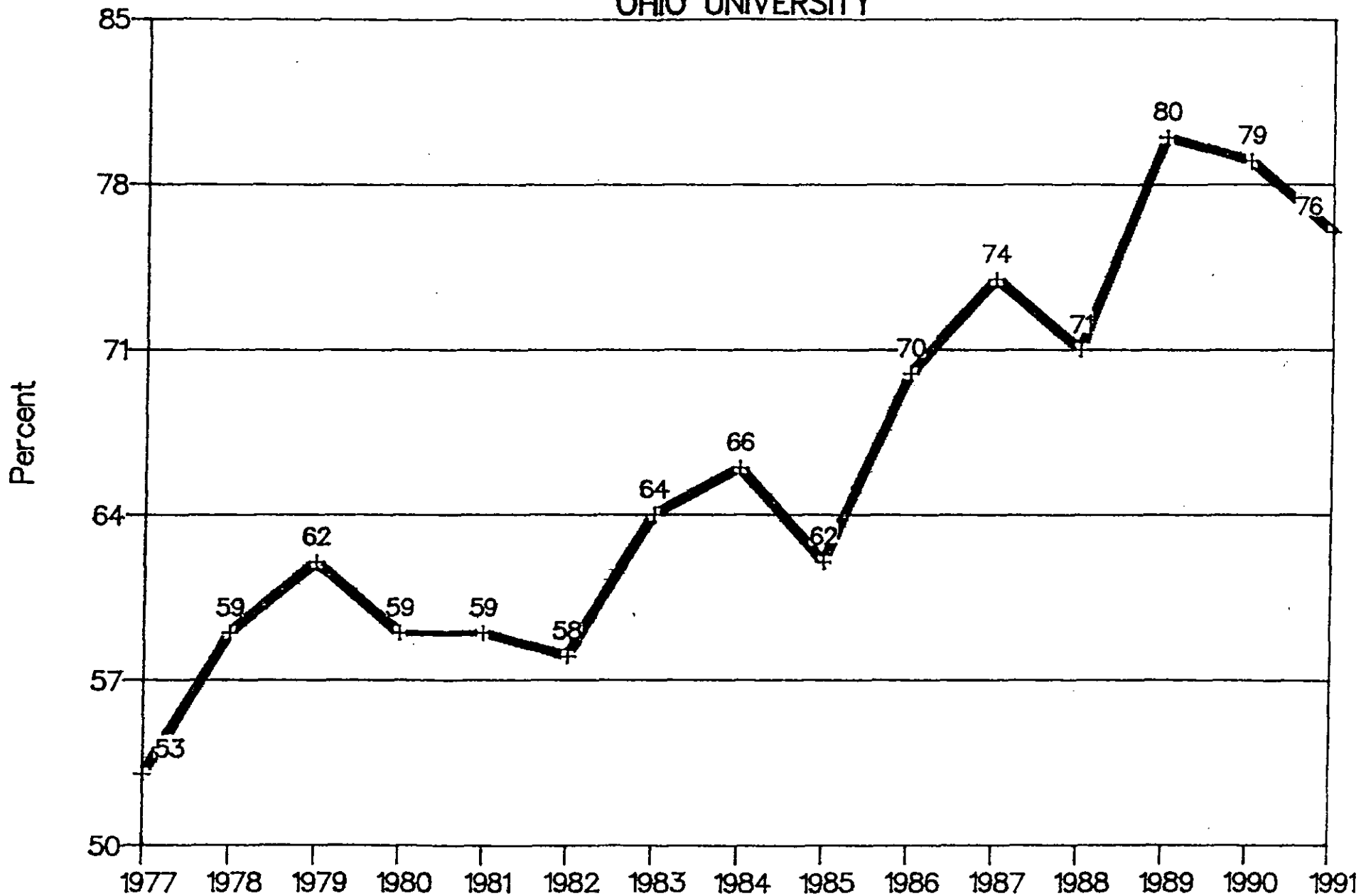
Retention Rate of Each Freshman Class

Ohio University — ALL FRESHMEN



RETENTION RATE--EACH BLACK FRESH. CLASS

OHIO UNIVERSITY



Residence and Dining Hall System Report

Gary B. North

Vice President for Administration

TRUSTEE INFORMATION

PREFACE

The descriptive material contained herein is for the purpose of providing a brief overview of campus housing programs. The information is not to be viewed as exhaustive, but somewhat of an abstract highlighting various elements of the Ohio University residential campus.

HOUSING

The following represents the basic configurations of University Housing.

7056 beds in 40 residence halls.

1502 single rooms
1575 standard doubles
338 New South doubles
226 staff rooms
235 triple rooms
199 quad rooms

4075 TOTAL ROOMS

Types of Residence Halls

Freshman male, freshman female, freshman coed, upperclass males, upperclass female, upperclass coed, freshman/upperclass coed, honors tutorial hall, international house, graduate hall, special program halls based on academic major for freshman and upperclass, quiet study halls for freshman, and quiet study halls for upperclass.

Building and room assignments for the fall quarter are made by the Housing Office. In subsequent quarters, the Department of Residence Life makes room assignments while Housing continues to administer building assignments. Room and hall changes are permitted twice each quarter. These are managed by the Residence Life staff in each of the halls. The hall staff also handle specific problems related to moves for medical, disciplinary, and roommate conflicts.

Specific data related to fall quarter housing and meal plan statistics are included as addendum I.

UNIVERSITY APARTMENTS

The University's 245 apartments are designed to house married students and their children and single parents with children. While single graduate students are eligible for residency in the apartments, married students and single parents receive priority in assignment. Of the two apartment complexes, Mill Street is the newer and larger. It consists of 193 units and offers both one-bedroom and two-bedroom apartments either furnished or unfurnished. Wolfe Street is the smaller of the two complexes and has 52 furnished units. To promote a sense of community and assist the residents in getting acquainted with their new surroundings, a variety of social, educational, recreational and cultural programs are provided for the students and family members.

Rental rates include all utilities, except phone and cable, and remain competitive with area apartment complexes. An on-going renovation schedule exists but there is much to be accomplished. All available units are occupied for the fall quarter, 1992.

WORKSHOPS AND CONFERENCES

The residence and dining hall operations work closely with the Office of Continuing Education and other University departments in providing services to a variety of workshops, special interest groups and Pre-college during the summer months. The number of people participating in these activities has averaged between 9,000 - 10,000 each summer. There were 68 such groups for the 1992 summer, generating approximately \$880,000 in income to the Auxiliary.

FOOD SERVICE

Ohio University Food Service is one of the largest multi-faceted food operations on a college campus serving well over 3.5 million meals per year. The department manages the largest Auxiliary budget amounting to \$8,538,000. Over the course of an academic year, \$3,000,000 is spent for food products.

Students have a variety of choices in meal plans to fit their particular life styles. The plans offered include any 7 meals per week, any 14 meals per week, 20 meals per week and a super 20 meal

plan that allows students to use their meal card in the snack bars as well as the dining hall. An unlimited seconds program is a mainstay of all the meal plans. Special program meals and theme dinners are provided each quarter. In conjunction with the student health center, a comprehensive nutrition education is available to students. Comments are sought directly from student patrons through the use of a mailbox system in each dining hall. Students can ask questions or register complaints. Accordingly, concerns are then answered by the dining hall manager and posted on a bulletin board inside each dining hall for students to review. Students are very much involved in the testing of new products and/or choosing from existing products. Items that have been chosen by student test panels include catsup, frozen yogurt and cereals.

Over the years there has been a continual expansion of menu offerings to include the following:

1. A fast food line is offered every lunch and dinner which includes french fries, hamburgers, grilled cheese, hot dogs and fish sandwiches.
2. At lunch a deli bar has been developed where cold sandwiches are made to order.
3. Three hot entrees are offered at every lunch and dinner. One of these entrees is always a vegetarian item.
4. Because of service to the international community, all pork items are labeled on the menus. Also, specified are all bread products which are made with pure vegetable shortening. All deep fried products are prepared in 100% canola oil.
5. A pasta bar is provided during the evening meal. Students have a choice of three pastas and two sauces at each meal.
6. A twenty-four foot salad and dessert bar is available at lunch and dinner. In addition to traditional items, the salad bars include turkey, cheese and tuna fish at each meal.
7. Students have a choice of beverages at each meal plus milkshakes and frozen yogurt.

All dining halls are attractively furnished and reflect an ambiance that enhances student meal service. Hours for dining have been set recognizing student schedules and provide the maximum opportunity for dining service. All purchasing practices are in accordance with University policy and trustee mandates.

BUDGET

The Residence and Dining Hall Auxiliary budget for fiscal 1992-93 includes income of \$28,000,000, operating expense of \$25,400,000, and debt service requirements of \$2,389,000. Most all income is derived from charges to students for room, board, and apartment rentals. The residence and dining halls receive no funding from student tuition or state subsidy. The annual budget presented to the Trustees includes a five year plan indicating future operational considerations and a forecast of income and expense. The Auxiliary participates in the energy management program, contributing approximately \$555,000 in energy savings per year. Capital improvement renovations and equipment are funded by an annual budget commitment of \$1,000,000. Additionally, the Auxiliary has a repair and replacement reserve for capital needs that currently amounts to \$3,587,050. The Auxiliary pays \$2,900,000 in indirect cost for services ranging from legal affairs to the International Student Advisor's Office. The Auxiliary classified staff (with supervisory and clerical exceptions) comprise one-half in the total university-wide bargaining unit. Student employees play a substantive role in providing services. There are over eight hundred students employed by Auxiliary units with the Food Service department and Residence Life having the greatest number. The single largest expense associated with Auxiliary programs is personnel services (primarily classified staff.)

HOUSEKEEPING AND MAINTENANCE

Housekeeping services are provided to all forty residence halls. The custodial staff attends to all public areas and bathrooms. Individual rooms are not cleaned and remain the responsibility of the occupants. Service is provided five days a week with some weekend staffing in accordance with special events. The Housekeeping department administers a student paint program which allows residents to paint their rooms with the University providing paint and supplies. Linen exchange is available to those students who have contracted for such service. Housekeeping service makes every effort to instill in student residents the importance of a "community responsibility" for care of University facilities.

Maintenance services are provided to the residence and dining halls by the green maintenance shops. These shops provide continuing attention to immediate problems as well as preventive maintenance requirements. A computerized work order control system provides a reasonably expedient method of reporting problems. In addition to direct maintenance efforts, supplemental services (via overhead charges) are provided by the Physical plant craft shops. These shops provide expertise in carpentry, electrical, plumbing, sheet metal, and the like. In recent years significant inroads have been made in correcting deferred maintenance needs.

RESIDENCE HALL STAFF AND ACTIVITIES

The day by day supervision and programming for student residents is the responsibility of the Department of Residence Life. Each green is supervised by an assistant director of Residence Life who is a full time professional and lives in a residence hall on that green. Resident directors responsible for one to four halls, are also full-time, live-in professionals. In addition, there are approximately 225 resident assistants (RA's) on the staff. RA's are undergraduate students who live on the floor section who help with individual problems and concerns and plan hall activities. Each building staff is complemented by student security aides who patrol each of the greens and work in close cooperation with the Department of Campus Safety. The staff to student ratios are excellent with 1 to 25 in freshmen buildings and 1 to 40 in upper class halls.

In the course of an academic year, nearly 40 professors and administrators participate in the faculty associate program. These staff members spend time with students in the residence halls as advisors, teachers, and speakers. Seminars are offered on such topics as time management, reading skills, study skills and writing skills. Hall and green governing bodies promote the development of leadership skills, and contribute to establishment of self government for the halls. Staff members from various University offices offer presentations on nutrition and exercise, career planning, stress management and other timely topics.

CAPITAL IMPROVEMENTS, RENOVATIONS AND EQUIPMENT

The Auxiliary is responsible for the management of approximately 2.3 million square feet of space in 40 residence halls, 4 dining facilities and 245 apartments, plus their associated grounds. The oldest building, Scott Quad, was constructed in 1937. The East Green buildings were constructed between 1951 and 1958. The West Green was built in the early 1960's, the Old South Green in the later 60's, and the New South Green came on-line in 1970. The Wolfe and Ullom Street married student apartments were built in the late 1950's, and the Mill Street units completed in 1970. Thus, we have facilities ranging in age from 22-55 years.

In 1982 the Auxiliary implemented an on-going renovations/capital improvements program aimed at correcting substantial deferred maintenance.

The program was designed as an on-going process aimed at identifying and prioritizing renovation projects and projecting their funding and implementation over a 10 year period. Each year the Capital Improvements Committee meets to revise the 10-year plan, extend it out another year and recommend the projects to be funded the coming fiscal year. Throughout the year, committee members and other interested parties are encouraged to submit project proposals for consideration, as needs are identified. All proposals are kept active, until funded, and it is from this pool of proposals that the committee develops its plan. Currently we have \$11,200,000 worth of proposals on file.

The initial thrust of the program has been to correct obvious threats to health, safety and structural integrity; upgrade fire alarm systems; repair leaks, and refurbish and/or replace existing furnishings, carpet, draperies, wall and ceiling surfaces, etc. that detracted from the physical appearance, comfort and convenience of the facilities.

However, a number of projects represent additions or embellishments to the existing plant. The Auxiliary has developed new recreation spaces, volleyball and basketball court, computer labs and study lounges. Telephones and smoke detectors have been installed in all student rooms. Wray House and Gamertsfelder Hall have been air conditioned. Emergency generators have been installed in many buildings, and more are planned. Living spaces in both the apartments and residence halls have been substantially remodeled to accommodate handicapped students and Lincoln Hall has been re-wired to modern standards. We are currently out to bid for a new electronic access/alarm reporting system.

In the summer of 1992, the Auxiliary took the first steps to initiate a more thorough facilities management approach. Adopting the NACUBO/APPA "facilities portfolio" concept, the Auxiliary contracted with ISES Corporation of Lilburn, Georgia to inspect our facilities inventory and develop detailed baseline data of needs and costs.

The "facilities portfolio" concept adopts the same formal approach utilized by most institutions in the management of endowment funds. The facilities are viewed as a "portfolio of assets" and are managed accordingly. The overall goal is the maintenance of the functional and financial value of the facilities. As with an endowment fund's "spending rate," a systematic reinvestment rate must be calculated and implemented to maintain facility equilibrium. As noted in NACUBO's Managing the Facilities Portfolio:

"This reinvestment rate, like the spending rate, should be an important component of budget development. The mix of assets in the facilities portfolio requires different investment strategies depending on the institution's needs, similar to the asset allocation strategies used in endowment management.

The fundamental difference between endowment assets and facility assets is that endowments provide revenues whereas facilities incur costs. However, as assets, both play a vital role in fulfilling an institution's mission. Therefore, the deterioration of either group of assets undermines an institutions' effectiveness in the long run."

The information developed by ISES will be loaded into a sophisticated database that has the ability to model various "what-if?" budget scenarios. By calculating alternative reinvestment rates we will be able to project the effect of various budget levels on long term building conditions. The database will be kept current by systematic re-inspection of a portion of our facilities each year.

It is quite probable that the ISES data will suggest major dollar requirements for building refurbishing in the years ahead. The current \$1,000,000 capital improvement budget and the funds in the repair/replacement/reserve will not be adequate to fund the needs identified. A strategy must be developed which can identify new revenue sources. The current debt service obligation is to the year 2012. Considerable study must be given to the development of a workable plan to meet the requirements of the ISES study.

Trustee
page 8
9/92

CONCLUSION

The Auxiliary has made considerable progress over the last decade in upgrading services and improving the living, learning environment of the buildings. Since a number of the halls are over thirty years old, it will be a continuing challenge to provide the necessary funding for capital projects and equipment replacement. There are an abundant number of student housing options in the Athens Community and University facilities must remain competitive. The residence and dining halls must demonstrate their inherent value of contributing to the educational mission of the University. The halls must be more than "bed and breakfast."

September 24, 1992

UNIVERSITY HOUSING OCCUPANCY AND FINANCIAL REPORT

The year-end total transferred to the fund balance was \$1,655,000. This exceeded the projected year-end balance of \$640,500 by \$1,014,500. Factors accounting for this total were \$445,000 budgeted but not expended prior to the year-end closing on capital projects and a \$95,000 insurance accrual. Occupancy was also up approximately 300 over budget estimates, thus adding to the income total.

Occupancy for the 1992-93 year is up by 33 over this point last year, which suggests another good year financially for the housing program.

Apartments are 100% occupied, continuing a trend from last year.

Ohio University

Interoffice Communication

The following report is a listing of the housing data comparing statistics for Fall quarter 1992-93 to 1991-92.

Designed Capacity 1992-93 is 7,056.

I. HOUSING CONTRACTS RECEIVED

	<u>1992-93</u>	<u>1991-92</u>	<u>Difference</u>
Freshmen	3,446	3,439	+ 7
Upperclass	3,498	3,449	+ 49
Graduates	228	256	- 28
Transfers	351	342	+ 9
Re-enrolls	69	102	- 33
Relocates	173	144	+ 29
Specials	28	30	- 2
Others	<u>0</u>	<u>0</u>	<u>0</u>
Totals	7,793	7,762	+ 31

II. ACTUAL OCCUPANCY IN THE RESIDENCE HALLS

	<u>1992-93</u>	<u>1991-92</u>	<u>Difference</u>
Freshmen	3,090	3,067	+ 23
Upperclass	3,135	3,103	+ 32
Graduates	161	196	- 35
Transfers	311	302	+ 9
Re-enrolls	61	90	- 29
Relocates	152	116	+ 36
Specials	<u>25</u>	<u>28</u>	<u>- 3</u>
Totals	6,935	6,902	+ 33

III. TOTAL MEAL PLANS IN USE

	<u>1992-93</u>	<u>1991-92</u>	<u>Difference</u>
*07 Meal Plan	733	672	+ 61
*14 Meal Plan	3,491	3,370	+ 121
*20 Meal Plan	1,959	1,993	- 34
*Green Card	<u>688</u>	<u>753</u>	<u>- 65</u>
Totals	6,871	6,788	+ 83
Room Only Option	254	275	- 21

IV. LINEN SERVICE OPTION

	<u>1992-93</u>	<u>1991-92</u>	<u>Difference</u>
Linen Yes	639	682	- 43
Linen No	<u>6,296</u>	<u>6,220</u>	<u>+ 76</u>
Totals	6,935	6,902	+ 33

*Includes Outside Boarders

ARG/lb

1 9 9 2 - 1 9 9 3 R O O M A N D B O A R D R A T E S

	Room Only	With Linen*	Green Card	With Linen*	20-Meal Plan	With Linen*	14-Meal Plan	With Linen*	7-Meal Plan	With Linen*
Outside Boarder	N/A	N/A	\$ 826	N/A	\$ 647	N/A	\$ 605	N/A	\$ 439	N/A
Super Single	\$827	\$847	\$1653	\$1673	\$1474	\$1494	\$1432	\$1452	\$1266	\$1286
Standard Single ALL HALLS	\$769	\$789	\$1595	\$1615	\$1416	\$1436	\$1374	\$1394	\$1208	\$1228
New South Double and Staff Rooms	\$692	\$712	\$1518	\$1538	\$1339	\$1359	\$1297	\$1317	\$1131	\$1151
Standard Double	\$625	\$645	\$1451	\$1471	\$1272	\$1292	\$1230	\$1250	\$1064	\$1084
Quad	\$584	\$604	\$1410	\$1430	\$1231	\$1251	\$1189	\$1209	\$1023	\$1043
Triple	\$517	\$537	\$1343	\$1363	\$1164	\$1184	\$1122	\$1142	\$ 956	\$ 976

R E B I L L I N G R A T E S

	1 Student Resident	2 Student Residents	3 Student Residents	4 Student Residents
Super Single	\$827	N/A	N/A	N/A
Standard Single	\$769	N/A	N/A	N/A
New South Double	\$827	\$692	N/A	N/A
Standard Double	\$827	\$625	N/A	N/A
Quad	\$827	\$769	\$625	\$584
Triple	\$827	\$625	\$517	N/A

O P T I O N A L S E R V I C E S

* Linen Service
\$20 per quarter

Garage Parking
\$59 per quarter

APPROVED BY OHIO UNIVERSITY
BOARD OF TRUSTEES
AT APRIL 1992 MEETING

Scott, Gamertsfelder and Wray residence halls have window air conditioning units. There will be a surcharge for electrical usage and maintenance for the air conditioners.

Institutional Review Study Report

A. Michael Williford

Director, Institutional Research

INSTITUTIONAL IMPACT

TRACKING/RETENTION STUDY

FRESHMAN TREATMENT STUDY

FRESHMAN MARKETING STUDY

COLLEGE OUTCOME MEASURES PROJECT

PLACEMENT STUDY

SURVEY OF ALUMNI

INVOLVEMENT STUDY

COLLEGE OUTCOME MEASURES PROJECT (COMP)

3 CONTENT AREAS:

USING SCIENCE & TECH.

USING THE ARTS

SOCIALIZING

3 PROCESS AREAS:

COMMUNICATING

SOLVING PROBLEMS

CLARIFYING VALUES

SERVICES TO STUDENTS

TREATMENT, INFORMATION, PROCESS:

ACADEMIC ADVISING

FACULTY AND ACADEMICS

ADMISSIONS

REGISTRATION

HOUSING & RESIDENCE LIFE

FINANCIAL AID

CASHIER

PRE-COLLEGE

OTHER STUDENTS

STUDENT HEALTH CENTER

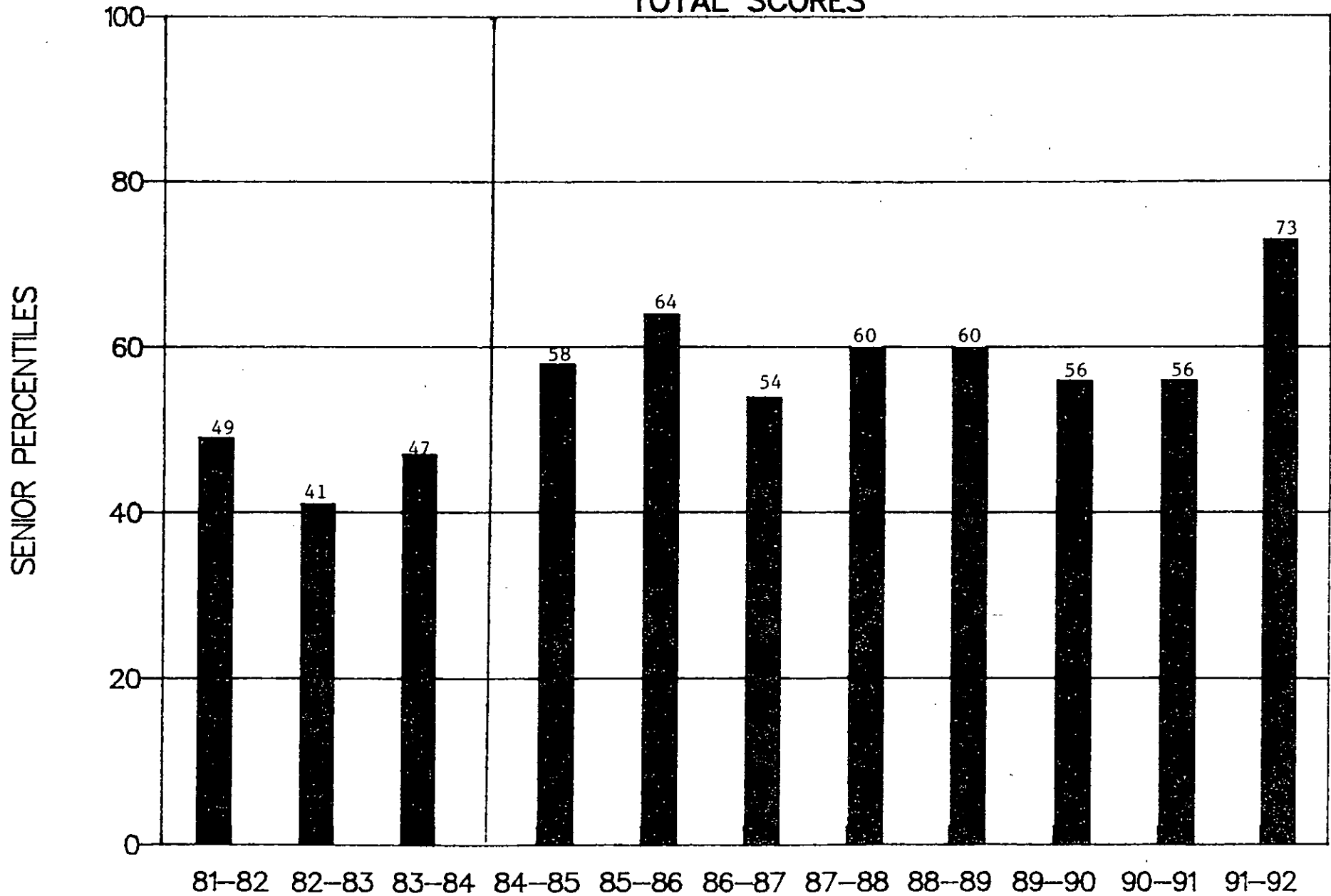
COUNSELING CENTER

ALDEN LIBRARY

BAKER CENTER/STUDENT ACTIVITIES

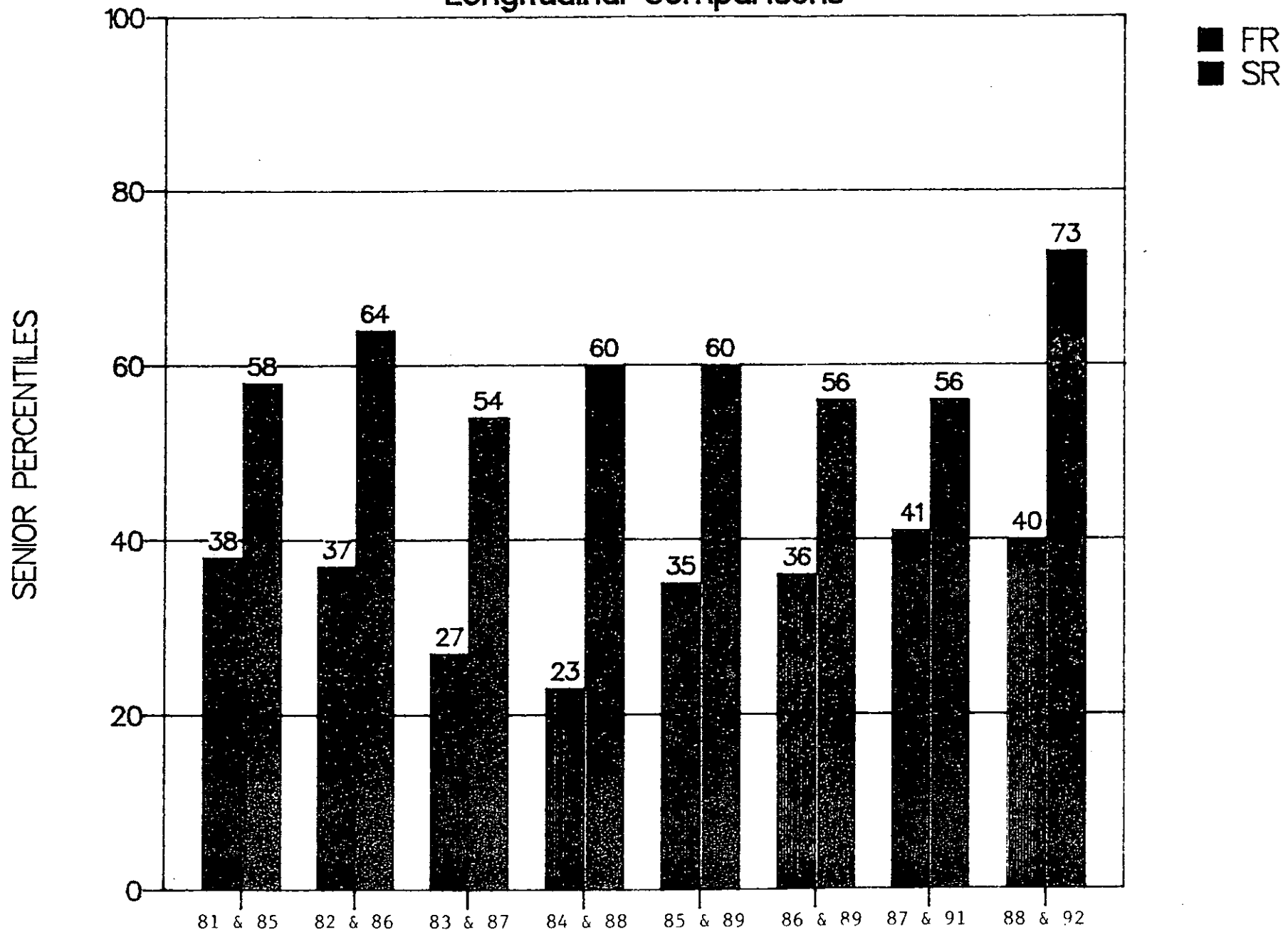
ACT-COMP TEST--RESULTS FOR SENIORS

TOTAL SCORES



ACT COMP OBJECTIVE TEST

Longitudinal Comparisons



PLACEMENT STUDY

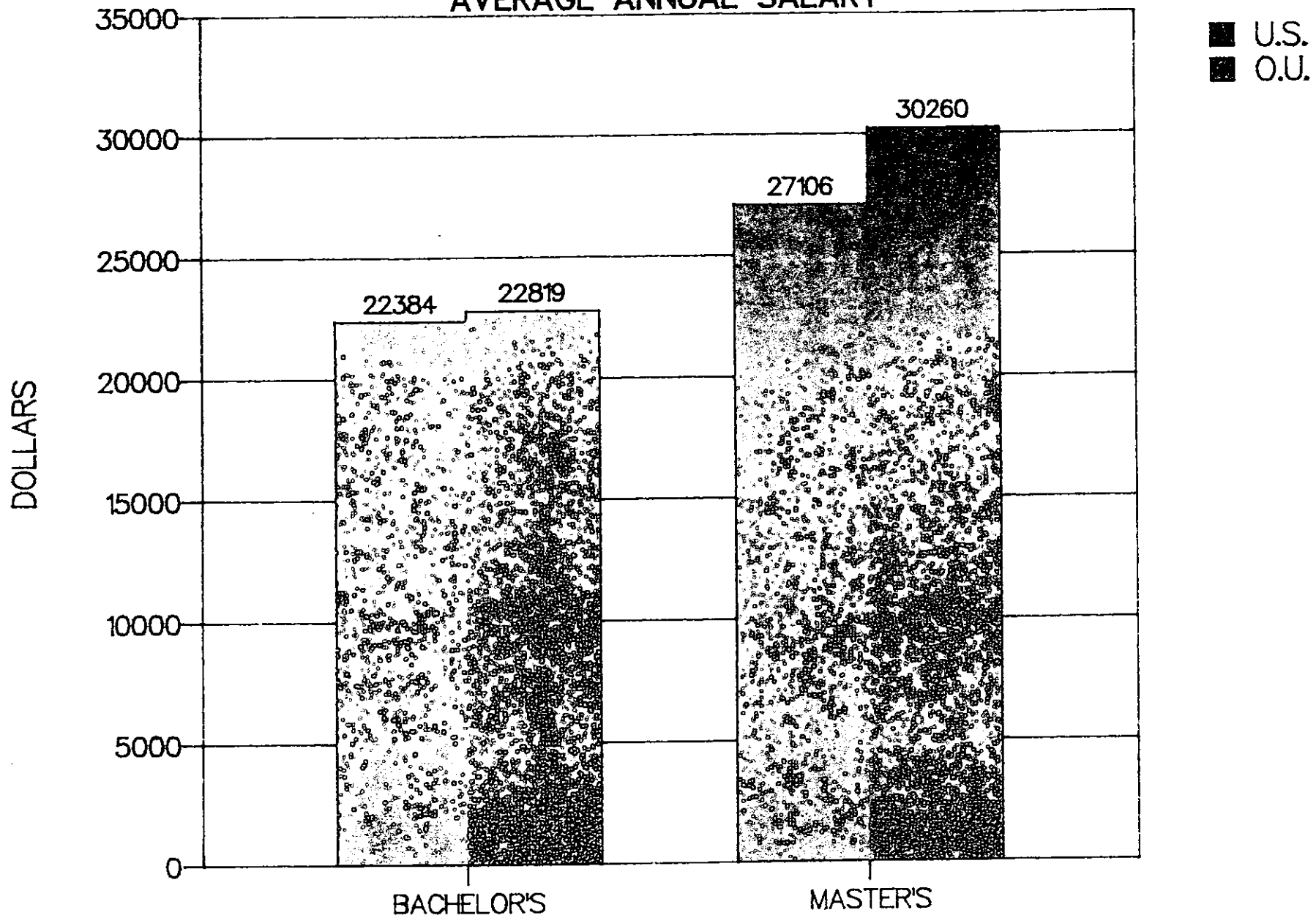
**SURVEY OF ALL GRADUATES
ONE YEAR AFTER GRADUATION**

**TYPE, PLACE OF EMPLOYMENT,
SALARY**

CONTINUING EDUCATION

OHIO UNIVERSITY PLACEMENT STUDY

AVERAGE ANNUAL SALARY



WHAT OCCUPATIONAL AREAS ARE GRADUATES EMPLOYED?

BUSINESS/MANUFAC/COMMERCE	55%
EDUCATION	17%
HEALTH CARE/SOCIAL WELFARE	12%
COMMUNICATION	9%
GOVERNMENT	4%
NONPROFIT ORGANIZATIONS	2%
SELF-EMPLOYED	1%

1990-91 GRADUATES

SINCE RECEIVING YOUR O.U. DEGREE, HAVE
YOU ENROLLED IN GRADUATE WORK?

ENROLLED 26%

FULL-TIME (% OF ENROLLED) (66%)

PART-TIME (% OF ENROLLED) (34%)

NOT ENROLLED 74%

1990-91 GRADUATES

Affirmative Action Report

William Y. Smith

Executive Assistant to the President
for Affirmative Action

Connie Ann Burk

Assistant Director
Affirmative Action

CONTRACT HIRES - ATHENS CAMPUS ONLY

January 1, 1992 through October 1, 1992

	Male	%	Female	%	Minority Total
Group I Faculty (Permanent - Full Time)					
American Indian	0	0.00%	0	0.00%	
Black	1	3.33%	1	3.33%	
Asian	2	6.67%	1	3.33%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	20	66.67%	5	16.67%	5 = 16.67%
	23	76.67%	7	23.33%	
Group II Faculty (Permanent - Part Time)					
American Indian	0	0.00%	0	0.00%	
Black	0	0.00%	0	0.00%	
Asian	0	0.00%	0	0.00%	
Hispanic	0	0.00%	1	9.09%	
Caucasian	5	45.45%	5	45.45%	1 = 9.09%
	5	45.45%	6	54.55%	
Group IV Faculty (Temporary - Full Time)					
American Indian	0	0.00%	0	0.00%	
Black	1	4.55%	0	0.00%	
Asian	3	13.64%	0	0.00%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	11	50.00%	7	31.82%	4 = 18.18%
	15	68.18%	7	31.82%	
Faculty (Summary)					
American Indian	0	0.00%	0	0.00%	
Black	2	3.17%	1	1.59%	
Asian	5	7.94%	1	1.59%	
Hispanic	0	0.00%	1	1.59%	
Caucasian	36	57.14%	17	26.98%	10 = 15.87%
	43	68.25%	20	31.75%	

CONTRACT HIRES - ATHENS CAMPUS ONLY

January 1, 1992 through September 30, 1992

	Male	%	Female	%	Minority Total
Administrators - Permanent, Full-Time					
American Indian	0	0.00%	0	0.00%	
Black	3	6.25%	5	10.42%	
Asian	2	4.17%	2	4.17%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	13	27.08%	23	47.92%	12 = 25.00%
	<u>18</u>	<u>37.50%</u>	<u>30</u>	<u>62.50%</u>	
Administrators - Permanent, Part-Time					
American Indian	0	0.00%	0	0.00%	
Black	0	0.00%	0	0.00%	
Asian	0	0.00%	0	0.00%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	3	60.00%	2	40.00%	0 = 0.00%
	<u>3</u>	<u>60.00%</u>	<u>2</u>	<u>40.00%</u>	
Administrators - Temporary, Full-Time and Part-Time					
American Indian	0	0.00%	0	0.00%	
Black	0	0.00%	0	0.00%	
Asian	0	0.00%	0	0.00%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	4	40.00%	6	60.00%	0 = 0.00%
	<u>4</u>	<u>40.00%</u>	<u>6</u>	<u>60.00%</u>	
Administrators - Summary					
American Indian	0	0.00%	0	0.00%	
Black	3	4.76%	5	7.94%	
Asian	2	3.17%	2	3.17%	
Hispanic	0	0.00%	0	0.00%	
Caucasian	20	31.75%	31	49.21%	12 = 19.05%
	<u>25</u>	<u>39.68%</u>	<u>38</u>	<u>60.32%</u>	

FULL TIME AND PART TIME CLASSIFIED EMPLOYEES ATHENS CAMPUS

Year	Total	Females		Total Minority		Black		Asian		Hispanic		Native American	
1981	1220	726	59.51%	29	2.38%	19	1.56%	1	0.08%	3	0.25%	2	0.16%
1983	1243	743	59.77%	38	3.06%	22	1.77%	5	0.40%	3	0.24%	4	0.32%
1984	1170	708	60.51%	31	2.65%	19	1.62%	3	0.26%	2	0.17%	4	0.34%
1985	1236	773	62.54%	30	2.43%	18	1.46%	5	0.40%	2	0.16%	3	0.24%
1986	1299	826	63.59%	30	2.31%	18	1.39%	5	0.38%	3	0.23%	2	0.15%
1987	1345	851	63.27%	34	2.53%	20	1.49%	5	0.37%	4	0.30%	2	0.15%
1988	1395	875	62.72%	40	2.87%	27	1.94%	4	0.29%	3	0.22%	3	0.22%
1989	1386	899	64.86%	37	2.67%	27	1.95%	2	0.14%	3	0.22%	3	0.22%
1990	1405	892	63.49%	36	2.56%	27	1.92%	3	0.21%	4	0.28%	2	0.14%
1991	1374	883	64.26%	38	2.77%	29	2.11%	2	0.15%	4	0.29%	3	0.22%
1992	1358	871	64.14%	40	2.95%	30	2.21%	3	0.22%	4	0.30%	3	0.22%

Counts do not include emergency employees.

Ohio University -- Athens Campus
FULL-TIME FEMALE FACULTY WORK FORCE
 1980-1992

Year	<u>Full-Time Faculty</u>			<u>Tenure Track Faculty</u>			<u>Non-Tenure Track Faculty</u>		
	Total	Female	Percent	Total	Female	Percent	Total	Female	Percent
1980	713	122	17.1	661	98	14.8	52	24	46.2
1981	720	132	18.3	654	102	15.6	66	30	45.4
1982	729	144	19.8	657	117	17.8	72	27	37.5
1983	706	141	20.0	653	117	17.9	53	24	45.3
1984	702	137	19.5	638	113	17.7	64	24	37.5
1985	719	147	20.4	644	118	18.3	75	29	38.7
1986	732	156	21.3	663	121	18.2	69	35	50.7
1987	748	169	22.6	678	125	18.4	70	44	62.8
1988	764	172	22.5	693	141	20.3	71	31	43.7
1989	768	172	22.4	705	148	21.0	63	24	38.1
1990	788	176	22.3	720	152	21.1	68	24	35.3
1991	792	188	23.7	729	159	21.8	63	29	46.0
1992	770	174	22.6	716	150	21.0	54	24	44.4

Ohio University -- Athens Campus
FULL-TIME FEMALE ADMINISTRATIVE WORK FORCE
 1980-1992

Year	<u>Full-Time Administrators</u>			<u>Upper-Level Administrators</u>			<u>General Administrators</u>		
	Total	Female	Percent	Total	Female	Percent	Total	Female	Percent
1980	428	141	32.9	93	11	11.8	335	130	38.8
1981	432	149	34.5	93	14	15.1	339	135	39.8
1982	451	170	37.7	96	14	14.6	355	156	43.9
1983	456	163	35.8	98	15	15.3	358	148	41.3
1984	466	167	35.8	93	15	16.1	373	152	40.8
1985	487	174	35.7	93	18	19.4	394	156	39.6
1986	525	191	36.4	92	16	17.4	433	175	40.4
1987	556	212	38.1	95	19	20.0	461	193	41.9
1988	588	235	40.0	93	18	19.3	495	217	43.8
1989	625	256	41.0	97	19	19.6	528	237	44.9
1990	660	272	41.2	97	18	18.6	563	254	45.1
1991	684	279	40.8	98	23	23.5	586	256	43.7
1992	675	275	40.7	93	20	21.5	582	255	43.8

Ohio University -- Athens Campus

FULL TIME TENURE TRACK MINORITY FACULTY

1980-1992

	Total Faculty	Minority Total		Black		Asian		Hispanic		Native American	
1980	661	53	8.0%	14	2.1%	32	4.8%	5	0.8%	2	0.3%
1981	654	56	8.6%	14	2.1%	35	5.4%	5	0.8%	2	0.3%
1982	657	56	8.5%	15	2.3%	35	5.3%	4	0.6%	2	0.3%
1983	653	59	9.0%	16	2.4%	37	5.7%	4	0.6%	2	0.3%
1984	638	56	8.8%	14	2.2%	35	5.5%	4	0.6%	3	0.5%
1985	644	61	9.5%	16	2.5%	37	5.7%	5	0.8%	3	0.5%
1986	663	62	9.4%	16	2.4%	36	5.4%	7	1.1%	3	0.5%
1987	678	60	8.8%	17	2.5%	33	4.9%	7	1.0%	3	0.4%
1988	693	67	9.7%	23	3.3%	35	5.1%	7	1.0%	2	0.3%
1989	706	77	10.9%	31	4.4%	36	5.1%	8	1.1%	2	0.3%
1990	720	84	11.7%	38	5.3%	36	5.0%	8	1.1%	2	0.3%
1991	729	82	11.2%	37	5.1%	35	4.8%	7	1.0%	3	0.4%
1992	716	83	11.6%	37	5.2%	36	5.0%	7	1.0%	3	0.4%

Counts are as of the Fall of each year.

Ohio University -- Athens Campus

FULL TIME MINORITY ADMINISTRATORS

1980-1992

	Total Admin	Minority Total		Black		Asian		Hispanic		Native American	
1980	428	30	7.0%	19	4.4%	10	2.3%	1	0.2%	0	
1981	432	30	6.9%	20	4.6%	9	2.1%	1	0.2%	0	
1982	451	32	7.1%	20	4.4%	9	2.0%	3	0.7%	0	
1983	456	31	6.8%	20	4.4%	9	2.0%	2	0.4%	0	
1984	466	34	7.3%	21	4.5%	9	1.9%	4	0.9%	0	
1985	487	32	6.6%	20	4.1%	8	1.6%	4	0.8%	0	
1986	525	38	7.2%	22	4.2%	10	1.9%	5	1.0%	1	0.2%
1987	556	41	7.4%	25	4.5%	14	2.5%	2	0.4%	0	
1988	588	58	9.9%	36	6.1%	19	3.2%	3	0.5%	0	
1989	625	65	10.4%	41	6.6%	20	3.2%	4	0.6%	0	
1990	660	71	10.8%	44	6.7%	22	3.3%	4	0.6%	1	0.2%
1991	684	82	12.0%	49	7.2%	29	4.2%	3	0.4%	1	0.2%
1992	675	78	11.6%	49	7.3%	26	3.9%	2	0.3%	1	0.2%

Counts are as of the Fall work force and include those on 9 or 12 month contracts.

Ohio University
Veteran Work Force
 1991/1992

CONTRACT EMPLOYEES - ALL CAMPUSES

	<u>Vietnam Era Veterans</u>	<u>Other Veterans</u>	<u>Total Veterans</u>	<u>Non- Veterans</u>	<u>Total Employees</u>	<u>% Veterans</u>
1991	122	257	379	1912	2291	16.5
1992	122	255	377	1814	2191	17.2

CONTRACT EMPLOYEES - ATHENS CAMPUS

	<u>Vietnam Era Veterans</u>	<u>Other Veterans</u>	<u>Total Veterans</u>	<u>Non- Veterans</u>	<u>Total Employees</u>	<u>% Veterans</u>
1991	95	218	313	1459	1772	17.7
1992	100	223	323	1459	1782	18.1

CLASSIFIED EMPLOYEES - ALL CAMPUSES

	<u>Vietnam Era Veterans</u>	<u>Other Veterans</u>	<u>Total Veterans</u>	<u>Non- Veterans</u>	<u>Total Employees</u>	<u>% Veterans</u>
1991	82	75	157	1387	1544	10.2
1992	89	70	159	1380	1539	10.3

CLASSIFIED EMPLOYEES - ATHENS CAMPUS

	<u>Vietnam Era Veterans</u>	<u>Other Veterans</u>	<u>Total Veterans</u>	<u>Non- Veterans</u>	<u>Total Employees</u>	<u>% Veterans</u>
1991	74	66	140	1283	1423	9.8
1992	80	64	144	1276	1420	10.1

Disability Act Review Report

Gary B. North

Vice President for Administration

Gary North
September 15, 1992

**Report to the Ohio University Board of Trustees
on the Implementation of the
Americans with Disabilities Act**

The landmark Americans with Disabilities Act (ADA) which became effective on July 26, 1991, provides comprehensive civil rights protections to individuals with disabilities in the areas of public accommodations, employment, state and local government services, transportation, and telecommunications. This new Civil Rights legislation was passed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. Under this new law, a person with a disability is defined as "an individual who has a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or is regarded as having such an impairment." Like other Civil Rights legislation, the Act does not guarantee equal results, establish quotas, or mandate preferences favoring individuals with disabilities over those without disabilities. Penalties for failure to comply with the law include fines up to \$50,000 for a first offense and possible loss of federal funds.

Provost James Bruning appointed a committee co-chaired by William Smith, Executive Assistant to the President for Affirmative Action, and Gary North, Vice President for Administration, to review the ADA legislation, determine areas where additional attention may be needed, and to take appropriate action.

Several implementation steps are required, including a self-study of facilities, a review of employment policies, the upgrading of telecommunications and transportation services, the development of a transition plan, the designation of an agency or person responsible for grievances, sending notification to the community about the law and actions taken toward implementation, and the establishment of a program to make "readily achievable" corrections. For colleges and universities, this legislation is an extension of Section 504 of the Rehabilitation Act of 1973 which required physical and employment barriers to be removed by any agency receiving federal funds. Ohio University is well on the way to completing all tasks according to the timetable established in the law. This circumstance results from actions already accomplished as a part of our requisite compliance with the standards established by the Rehabilitation Act of 1973. But unlike the response to the 1973 law, the State of Ohio has not provided funds to assist universities with implementation of this mandate.

Title I, Employment, became effective on July 26, 1992. Title I requires employers to consider whether reasonable accommodation can remove barriers to employment created by an individual's disability. Director Terry Conry and the University Personnel staff reviewed all employment processes including recruitment, interviewing, placement, supervision, and the management of Workers Compensation issues to assure that the University's policies and procedures were in compliance.

Title II, Public Accommodations, requires universities to remove physical and programmatic barriers that may pose a problem for persons with disabilities. This includes parking, access to buildings, ramps, locking mechanisms, width of doors, restrooms, elevators, signage, fire alarms, related safety systems, learning services, and program access. The Physical Plant staff conducted a review of all University facilities to identify possible problems. That work was completed as a part of the University transition plan and efforts are underway to complete "readily achievable" projects which can be done quickly and at moderate cost. A fund was established by the Provost's Office for this purpose and, in addition, deans and department heads were requested to report any particular problem that may limit access to either facilities or programs by faculty, staff, students, guests, or participants so that such cases can be addressed immediately.

Title III, Telecommunications, requires a review of electronic communications devices and the provision of telecommunications devices for the deaf (TDD) as needed. This has been done by the Director of Telecommunication Services.

Title IV, Transportation, requires a review of transportation services to assure access. The campus transportation program has been reviewed by the Director of Physical Plant. A van equipped with a lift is on order and all subsequent vehicles purchased will be similarly equipped.

Title V, Insurance Benefits Coverage, has been reviewed by the University benefits staff and required changes are being incorporated into the new agreement with John Hancock. All new University insurance benefits publications will include a reference to ADA provisions.

The committee has completed the following implementation steps:

1. A transition plan (review of facilities, transportation, and telecommunications procedures) was completed prior to the July 26, 1992, deadline.
2. A program to implement "readily achievable" projects was established.
3. All issues relevant to employment and insurance benefits were reviewed and updated.
4. The Affirmative Action Office continues to serve as the agency responsible for compliance and grievances.
5. Handicapped parking spaces were more clearly identified and Campus Safety was requested to increase the enforcement of the proper use of these spaces.
6. A self-study is underway, and materials are being prepared to further educate the University community about the law, implementation efforts, the grievance procedure, and the process for initiating a grievance. This project will be completed prior to January 26, 1993.

7. New construction and renovation plans have been reviewed to assure compliance with the law. All new projects will be planned in accordance with the law.
8. A fund administered by the Affirmative Action Office has been established to provide adaptive aids for employees or students needing special assistance.

The date for completing all structural changes is January 26, 1995. To achieve the changes identified in the facilities audit will require a major investment of University time and resources. The balance of the year will be devoted to establishing priorities and estimating the cost of implementation.