

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

10:15 a.m., Saturday, October 2, 1993
McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION
(Saturday, October 2, 1993, 10:15 a.m.)

On a motion by Mrs. Eufinger, and a second by Dr. Strafford, the Ohio University Board of Trustees resolved to hold an executive session to consider preparation for collective bargaining and personnel matters under Section 121.22(G)(4) of the Ohio Revised Code.

On roll call vote all members present, namely: Chair Eufinger, Ms. Grasselli Brown, Mr. Emrick, Mr. Grover, Mr. Leonard, Mr. Nolan, Mr. Schey, and Dr. Strafford voted aye.

Trustee and Presidential Search Committee Chair Jeanette Grasselli Brown stated that all members of the search committee met this past Thursday. Members reported they had met with various campus groups and individuals and reported their findings back to the full membership. The committee has drafted an advertisement and position description for Trustee comment and review and proposed criteria to be utilized for evaluation as a part of the search process. Trustees discussed search schedule, application process materials to be included in items forwarded to applicants and "how" to move through completion of the process in place.

Trustees adopted a final position description and selection criteria to be utilized in the presidential search process. These materials are to be sent to committee members and the media early the week of October 4. This portion of the session adjourned at 1:15 p.m.

The Executive Session reconvened Saturday, October 2, at 7:30 a.m. in the Grille Room of the Ohio University Inn with all members present. President Charles J. Ping was present and discussed institutional preparation for upcoming collective bargaining. The President outlined parameters for bargaining including general propositions for overall direction. Following extended discussion, Trustees authorized President Ping to proceed with bargaining following the parameters as presented. The session adjourned at 9:15 a.m.

I. ROLL CALL

Eight members were present, namely: Chair Charlotte Coleman Eufinger, Jeanette Grasselli Brown, Charles R. Emrick, Brandon T. Grover, Paul R. Leonard, Howard E. Nolan, Ralph E. Schey, and J. Craig Strafford, M.D. Student Trustees Amanda L. Arnovitz and William A. Reimer, Jr. This constituted a quorum.

This was Mr. Brandon T. Grover's first meeting as a university trustee. His nine year appointment ends May 12, 2002, vice Richard E. Campbell whose term expired. Trustee Thomas S. Hodson was unable to be present for Trustee meetings due to a prior out-of-state commitment. He was able, however, to attend the Presidential Search Committee meeting on Thursday.

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.

II. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 26, 1993 (previously distributed)

Mr. Emrick moved approval of the minutes as distributed. Mr. Leonard seconded the motion. All agreed.

III. COMMUNICATIONS, PETITION AND MEMORIALS

The Secretary reported none had been received.

IV. ANNOUNCEMENTS

Secretary Geiger state there were no announcements.

V. REPORTS

Chair Eufinger invited President Ping to present persons for reports. The President introduced in turn, J. David Stewart, 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, Provost

Provost Stewart reported the university has again met its freshman enrollment projections. Overall enrollment for Fall 1993 is 27,159 students, 90 less than the 1992 level. Of this number, 18,100 are located on the Athens campus and 8,050 on the regional campuses. This is a modest increase on the Athens Campus over the Fall 1992 total enrollment figure by 277 students. The Provost noted our minority enrollment remains over 4.5 percent. He outlined steps being taken to attract more minority.

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 for all freshman to sophomore students is currently above 89 percent.

B. RESIDENCE AND DINING HALL SYSTEM REPORT

Gary B. North

Vice President for Administration

Vice President North provided an overview of the system, ending fund balances and new programs. He stated the system is able to accommodate all those wanting university housing. Fall 1993 occupancy is 6,843 students against an occupancy base stated that housing in the community is increasing and offsetting the demand for apartments units.

Dr. North reminded Trustees last year he reported that students were selective in their choice of food and its potential effect on their life styles and that more and more salads, pastas, juices and fruits were being served and eaten. To this end he noted students have eaten over 17 tons of pasta last year.

Dr. North stated the System had a fiscal balance of over \$.5 million after \$2 million worth of renovation projects. He indicated the System was in the final evaluation stage of a proposed residence halls cable tv project.

C. CAREER PLACEMENT STUDY

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 concentrate on how we are improving services to students and how this relates to employment and the university's role in that outcome.

Dr. Williford presented general information on employment of graduates after one year following graduation. This data indicated that in 1992, 79 percent were employed compared with 83 percent in 1988. He noted in 1992 that more graduates were in graduate school and unemployed than in past years. Regarding the length of time to first job, he reported that 17 percent found jobs within 2 months and that by 8 months 72 percent seeking employment found jobs. Graduates found their jobs by own initiative (39%), friends (18%), and newspaper advertisement (16%).

Dr. Williford reported occupational areas with the first year of graduation as: business (49%); education (17%); health care/social work (13%); communication (9%); government (8%); and others (4%). He indicated the average beginning female salary was \$25,682 and the male was \$21,653 and graduates expressed increased dissatisfaction with the present position.

Dr. Williford concluded his report by outlining uses of the placement data made by academic departments and colleges and its impact on programs of Career Placement Services, Admissions, and out-of-class mentoring and advising.

D. AFFIRMATIVE ACTION REPORT

William Y. Smith

**Executive Assistant to the President
for Affirmative Action**

Mr. Smith presented Trustees with updated work force information provided earlier. He commented that institutionally we continue to move in the right direction with our hiring program. Mr. Smith outlined contract hires for January 1 to October 1, 1993, and cited the 37 percent female, hired due this period. He noted our current percentage is around 23 percent and if current practices continue, this will favorably increase. He remains concerned, however, with the overall distribution of females within the work force.

Mr. Smith stated our 21.6 percent minority participation in the work force reflects favorably with regional population totals. He provided summary data for the past eight years for classified employees and similar data since 1980 for full-time tenure track minority faculty, full-time administrators, full-time female, and information pertaining to our veteran employees.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business.

VII. NEW BUSINESS

Chair Eufinger 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 Howard Nolan reported the committee met Friday and received two reports from university Treasurer and Controller William L. Kennard. The first was an update on the investment performance of university funds administered by the Common Fund. The second was an overview of the Treasurer's Preliminary Financial Report. Chair Nolan noted all fund balances were positive and that a final, audited report will be provided at the January 1994 Trustees' meeting.

Chair Nolan stated that following discussion by committee members, it was suggested that the university consider altering its investment policy relative to South Africa. The Chair reported President Ping asked to prepare an appropriate resolution for presentation at the January 1994 Trustee meeting.

Mr. Kennard indicated the institution's insurance carrier has stated coverage of alumni members participating in alumni activities may be added to the general liability insurance program of the university. This will be done administratively.

Chair Nolan reported that Dennis G. Schwallie of Peck, Shaffer and Williams, Bond Counsel along with Mark R. Chambers and Martin H. Vogtsbergar, The Ohio Company, were present to answer committee members questions regarding the proposed sale of general receipts bonds for the Student Recreation Center and the possible refund of some or all of the University's outstanding bonds issued in 1972, 1977 or 1978.

Chair Nolan indicated he would have further comment regarding a committee matter later in the agenda.

Mr. Emrick reviewed the implications of the resolution and moved its adoption. Ms. Grasselli Brown seconded the motion. Approval was unanimous.

RECREATION CENTER BONDS
RESOLUTION 1993 — 1319

Providing for the authorization, issuance and sale
of not to exceed \$60,000,000 General Receipts Bonds, Series 1993,
of The President and Trustees of the Ohio University

WHEREAS, The President and Trustees of the Ohio University (herein called the "University"), a state university of the State of Ohio created and existing under Chapter 3337 of the Ohio Revised Code, by resolution adopted by its Board of Trustees (herein called the "Board") on April 14, 1972 (herein called the "General Bond Resolution") and by a Trust Agreement dated as of June 1, 1972, as supplemented (herein called the "Trust Agreement"), comprised in part of the General Bond Resolution, has provided for the issuance from time to time of General Receipts Bonds of the University, each such issue to be authorized by a Series Resolution adopted by the Board pursuant to the Trust Agreement; and

WHEREAS, the General Bond Resolution was adopted and the Trust Agreement was authorized by the Board pursuant to Sections 3345.11 and 3345.12 of the Ohio Revised Code, enacted by the General Assembly of Ohio under authority of the Constitution of Ohio, particularly Section i of Article VIII thereof, which authorizes the University to issue its Bonds to pay costs of certain capital facilities, defined as "auxiliary facilities" in Section 3345.12 of the Ohio Revised Code and called "University Facilities" in the General Bond Resolution and in this Series Resolution, and to refund, fund or retire such Bonds or other obligations previously issued for such purpose; and

WHEREAS, the University has heretofore issued its General Receipts Bonds, Series 1972, in the original principal amount of \$24,700,000 (the "Series 1972 Bonds"), which are presently outstanding in the aggregate amount of \$18,790,000; General Receipts Bonds, Series 1974 in the original principal amount of \$15,175,000, which have been redeemed prior to maturity and are no longer outstanding pursuant to the Trust Agreement; General Receipts Bonds, Series 1977, in the original principal amount of \$5,875,000 (the "Series 1977 Bonds"), which are presently outstanding in the aggregate amount of \$4,615,000; General Receipts Bonds, Series 1978, in the original principal amount of \$12,580,000 (the "Series 1978 Bonds"), which are presently outstanding in the aggregate amount of \$9,665,000; and General Receipts Bonds, Special Obligation Series 1987 in the original principal amount of \$4,875,000, which have been defeased pursuant to the Trust Agreement and are no longer outstanding under the Trust Agreement; and

WHEREAS, the University has previously determined, and does hereby confirm, that it is necessary to construct, equip and furnish certain University Facilities being a recreation center of approximately 148,000 gross square feet, including a heating plant boiler addition (the "1993 Project"), the cost of which is estimated not to exceed \$20,700,000; and

WHEREAS, the University desires to advance refund the Series 1972 Bonds, the Series 1977 Bonds and the Series 1978 Bonds upon the terms set forth herein, for the purpose of achieving interest cost savings and other benefits which will inure to the benefit of the University; and

WHEREAS, the University has determined to issue, as the sixth issue of Bonds under the Trust Agreement, not to exceed \$60,000,000 principal amount of General Receipts Bonds, to be designated "General Receipts Bonds, Series 1993 (the "Series 1993 Bonds"), for the purposes aforesaid, and desires to provide therefor by this Resolution of its Board; and

WHEREAS, the Board finds that all conditions precedent to the authorization and sale of the Series 1993 Bonds have been met;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PRESIDENT AND TRUSTEES OF THE OHIO UNIVERSITY, as follows:

Section 1. Definitions and Interpretations. All words and terms defined in Section 1 of the General Bond Resolution and elsewhere in the Trust Agreement and all interpretations therein provided shall have the meanings, respectively, and be subject to the same interpretations as therein provided where used in this Resolution, unless the context or use clearly indicates another or different meaning or intent, except that this Resolution is sometimes herein called and may be known as the "Series 1993 Resolution", the Bonds authorized by this Resolution are referred to herein and in the Sixth Supplemental Trust Agreement hereby authorized as the "Series 1993 Bonds", and the terms "hereof", "herein", "hereby", "hereto" and "hereunder", and similar terms, mean this Resolution. As used in this Resolution, the term "1993 Project" has the meaning provided in the preambles hereto; and "Prior Bonds" shall mean, collectively, the Series 1972 Bonds, the Series 1977 Bonds and the Series 1978 Bonds referred to in the preambles hereto.

In addition, when used in this Resolution and the Sixth Supplemental Trust Agreement hereby authorized, the following words shall have the indicated meanings:

"Authorized Denominations" means with respect to the Series 1993 Bonds (a) with respect to the principal amount of the Current Interest Bonds, the denominations of \$5,000 and any integral multiples thereof, and (b) with respect to the Capital Appreciation Bonds, the denominations equal to the principal amounts that, when interest is accrued and compounded thereon from their respective dates on each Interest Accretion Date, will equal a \$5,000 Maturity Amount and any integral multiples thereof.

"Bond Insurance" means with respect to the Series 1993 Bonds, the municipal bond insurance policy, if any, described in the Series 1993 Certificate of Award and issued by the Bond Insurer for the benefit of the holders of the Series 1993 Bonds, insuring the payment of principal of and interest on the Series 1993 Bonds in accordance with the terms of such policy.

"Bond Insurer" means with respect to the Series 1993 Bonds, the provider of any Bond Insurance with respect to the Series 1993 Bonds named in the Series 1993 Certificate of Award.

"Book entry form" or "book entry system" means, with respect to the Series 1993 Bonds, a form or system, as applicable, under which (i) the ownership of beneficial interests in such Bonds and Bond Service Charges may be transferred only through a book entry and (ii) physical Series 1993 Bond certificates in fully registered form are registered only in the name of a Depository or its nominee as Bondholder, with the physical Bond certificates "immobilized" in the custody of the Depository. The book entry system maintained by and the responsibility of the Depository and not maintained by or the responsibility of the University or the Trustee is the record that identifies, and records the transfer of the interests of, the owners of beneficial (book entry) interests in such Bonds.

"Capital Appreciation Bonds" means with respect to the Series 1993 Bonds, those Series 1993 Bonds described in Section 4 hereof as to which interest is (a) compounded on each Interest Accretion Date and (b) payable only at maturity.

"Compound Accreted Amount" means, with respect to any Capital Appreciation Bond, the principal amount thereof plus interest accrued and compounded on each Interest Accretion Date to the date of maturity, redemption or other date of determination, as set forth in Exhibit A to the Series 1993 Certificate of Award as of any Interest Accretion Date of the respective Capital Appreciation Bonds, and as determined in accordance with Section 4(b)(iii) hereof as of any other date.

"Current Interest Bonds" means with respect to the Series 1993 Bonds, those Series 1993 Bonds described in Section 4 hereof and as to which interest is payable on each Interest Payment Date.

"Defeasance Obligations" means the investments defined as such in the Escrow Agreement sufficient to advance refund the Refunded Bonds pursuant to the Trust Agreement.

"Depository" means any securities depository that is a clearing agency under federal law operating and maintaining, with its participants or otherwise, a book entry system to record ownership of beneficial interest in the Series 1993 Bonds, and to effect transfers of book entry interests in such Bonds, and includes and means initially The Depository Trust Company (a limited purpose trust company), New York, New York.

"Escrow Agreement" means the Escrow Deposit Agreement between the University and the Escrow Trustee of even date with the Sixth Supplemental Trust Agreement, securing the Refunded Bonds.

"Escrow Fund" means the fund by that name created by the Escrow Agreement in the custody of the Escrow Trustee as security for the Refunded Bonds.

"Escrow Trustee" means the bank or trust company serving as Escrow Trustee under the Escrow Agreement, being initially designated in the Series 1993 Certificate of Award.

"Interest Accretion Date" means as to the Series 1993 Bonds, June 1 and December 1 of each year, commencing June 1, 1994.

"Interest Payment Date" means, as to the Series 1993 Bonds, June 1 and December 1 of each year, commencing June 1, 1994.

"Mandatory Redemption Date" means, as to the Series 1993 Bonds, each of the dates set forth in the Series 1993 Certificate of Award for the retirement of a portion of the principal of the Series 1993 Bonds pursuant to any Mandatory Sinking Fund Requirements set forth therein.

"Mandatory Sinking Fund Requirements" means, as to the Series 1993 Bonds, the amounts required to be deposited in the Bond Fund for the purpose of redeeming Series 1993 Bonds (less the amount of any credit as provided in Section 4(c) of this Resolution) on each Mandatory Redemption Date, as may be set forth in the Series 1993 Certificate of Award.

"Maturity Amount" means, with respect to a Capital Appreciation Bond, the principal and interest due and payable at the stated maturity of that Capital Appreciation Bond.

"Memorandum of Instructions" means the Memorandum of Instructions Regarding Rebate delivered to the University and the Trustee at the time of the issuance and delivery of the Series 1993 Bonds, as the same may be amended or supplemented in accordance with its terms.

"Original Purchaser" means, as to the Series 1993 Bonds, The Ohio Company, Columbus, Ohio.

"Rebate Fund" means the fund by that name established in Section 10 hereof.

"Refunded Bonds" means the certain Prior Bonds, if any, designated in the Series 1993 Certificate of Award which are to be advance refunded with a portion of the proceeds of the Series 1993 Bonds and deemed paid and discharged pursuant to the Trust Agreement.

"Series 1993 Certificate of Award" means the certificate of the Fiscal Officer establishing certain terms of the Series 1993 Bonds and authorized in Section 5 hereof.

"Series 1993 Closing Date" means the date on which the Series 1993 Bonds are delivered to the Original Purchaser for payment.

"Sixth Supplemental Trust Agreement" means the Sixth Supplemental Trust Agreement dated as of December 1, 1993, by and between the University and the Trustee supplementing the Trust Agreement and securing the Series 1993 Bonds, as the same may be

amended as provided therein.

Section 2. Determinations by Board. The Board hereby finds and determines that (a) the 1993 Project will constitute "auxiliary facilities" as defined in the Act; (b) the issuance of the Series 1993 Bonds will be in the best interests of the University; and (c) this Resolution is adopted pursuant to the General Bond Resolution, the Trust Agreement and the Act.

Section 3. Authorization, Designation and Purpose of Series 1993 Bonds. It is hereby declared to be necessary and in the best interests of the University to, and the University shall, issue, sell and deliver, as provided and authorized herein not to exceed \$60,000,000 principal amount of General Receipts Bonds of the University, on a parity with all other outstanding Bonds, which shall be designated "General Receipts Bonds, Series 1993" (the "Series 1993 Bonds"), for the purposes of paying costs of the 1993 Project and advance refunding all or part of the Prior Bonds upon the terms set forth herein in order to realize interest cost savings and other benefits which will inure to the benefit of the University. For such purposes, the proceeds from the sale of the Series 1993 Bonds shall be allocated and deposited as provided in Section 6 hereof. The principal amount of the Series 1993 Bonds to be issued shall be determined by the Fiscal Officer and specified in the Series 1993 Certificate of Award, provided that the portion of the Series 1993 Bonds issued to pay costs of the 1993 Project shall not exceed \$26,000,000. The Series 1993 Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds, or a combination of both, in such respective principal amounts as shall be set forth in the Series 1993 Certificate of Award.

Section 4. Terms and Provisions Applicable to the Series 1993 Bonds.

(a) Forms, Denominations, Dates and Numbering. (i) The Series 1993 Bonds shall be negotiable instruments in accordance with the Act, shall be issued only in fully registered form, without coupons, shall be substantially in the respective forms thereof set forth in the Sixth Supplemental Trust Agreement, shall be in Authorized Denominations and shall express upon their faces the purpose for which they are issued and that they are issued pursuant to the Act. Each Series 1993 Bond shall have only one principal maturity date, except for interim certificates, receipts or temporary Bonds which may be issued pending preparation of definitive Series 1993 Bonds.

(ii) The Current Interest Bonds, if any, shall be dated as of December 1, 1993, shall be in the aggregate principal amount as set forth in the Series 1993 Certificate of Award, and shall be numbered from CIB-1 upward in order of authentication by the Trustee as Bond registrar.

(iii) The Capital Appreciation Bonds, if any, shall be dated the Series 1993 Closing Date, shall be in the aggregate principal amount as set forth in the Series 1993 Certificate of Award, and shall be numbered from CAB-1 upward in order of authentication by the Trustee as Bond registrar.

Subject to the provisions of this Resolution for the use of a book entry system, the Series 1993 Bonds shall be exchangeable for other Series 1993 Bonds in the manner and upon the terms set forth in the Trust Agreement.

(b) Execution, Interest Rates and Maturities. (i) The Series 1993 Bonds shall be executed by the Chairman of the Board or the President of the University and by the Fiscal Officer or the Secretary of the Board and may have the seal of the University affixed or printed thereon; provided that all of such signatures and such seal may be facsimiles. The Series 1993 Bonds shall bear interest from the most recent date to which interest has been paid or duly provided for, or, if no interest has been paid or duly provided for, from their dates. Interest on the Series 1993 Bonds shall be based on a 360-day year comprised of twelve 30-day months.

(ii) The Series 1993 Bonds shall mature on the dates and in the amounts set forth in the Series 1993 Certificate of Award, provided that the final maturity of the portion of the Series 1993 Bonds issued to pay costs of the 1993 Project shall be not later than December 1, 2018, and that the final maturity of any portion of the Series 1993 Bonds issued to advance refund any series of the Prior Bonds shall not be later than the latest maturity of such series of Prior Bonds being refunded. The Series 1993 Bonds shall bear interest (i) payable on each Interest Payment Date or upon earlier redemption, in the case of Current Interest Bonds, and (ii) accrued and compounded on each Interest Accretion Date and payable at maturity, in the case of Capital Appreciation Bonds, in each case as set forth in the Series 1993 Certificate of Award, provided that the average interest rate payable by the University on the Series 1993 Bonds constituting Current Interest Bonds over the entire projected term of such Current Interest Bonds shall not exceed seven per cent (7%) per annum, and that the average yield to maturity to the holders of the Series 1993 Bonds constituting Capital Appreciation Bonds shall not exceed seven per cent (7%) per annum.

(iii) The total interest on each Capital Appreciation Bond as of any date shall be an amount equal to the difference between the Compound Accreted Amount of such Capital Appreciation Bond as of such date and the principal amount of such Capital Appreciation Bond.

The Compound Accreted Amount of the Capital Appreciation Bonds of each maturity as of each Interest Accretion Date shall be set forth in Exhibit A to the Series 1993 Certificate of Award. The Compound Accreted Amount of any Capital Appreciation Bond for each maturity as of any other date shall be (a) the Compound Accreted Amount for such Capital Appreciation Bond on the immediately preceding Interest Accretion Date plus (b) the product of (i) the difference between (A) the Compound Accreted Amount of that Capital Appreciation Bond on the immediately preceding Interest Accretion Date and (B) the Compound Accreted Amount of that Capital Appreciation Bond on the immediately succeeding Interest Accretion Date, times (ii) the ratio of (C) the number of days from the immediately preceding Interest Accretion Date to (but not including) the date of determination (determined on the basis of a 360-day year comprised of twelve 30-day months) to (D) the number of days from that immediately preceding Interest Accretion Date to (but not including) the immediately succeeding Interest Accretion Date (determined on the basis of a 360-day year comprised of twelve 30-day months); provided,

however, that in determining the Compound Accreted Amount of a Capital Appreciation Bond as of a date prior to the first Interest Accretion Date, the Closing Date shall be deemed to be immediately preceding the Interest Accretion Date and the original principal amount of that Capital Appreciation Bond shall be deemed to be the Compound Accreted Amount on the Series 1993 Closing Date.

(c) Mandatory Sinking Fund Redemption. The Current Interest Bonds shall be subject to mandatory sinking fund redemption in part on each Mandatory Redemption Date, in the manner provided in the Trust Agreement, at a redemption price of 100% of the principal amount thereof to be redeemed plus accrued interest to the redemption date in such amounts as may be set forth in the Series 1993 Certificate of Award.

At its option, to be exercised on or before the forty-fifth day immediately preceding any Mandatory Redemption Date, the University may receive a credit against the current Mandatory Sinking Fund Requirement of the University on the next succeeding Mandatory Redemption Date for any Current Interest Bonds subject to such Mandatory Sinking Fund Requirement that, prior to the Mandatory Redemption Date, have been redeemed (other than through the operation of the Mandatory Sinking Fund Requirements) or purchased by or delivered to the Trustee for cancellation and cancelled by the Trustee and not theretofore applied as a credit against any redemption obligations under this sub-section (c). Each such Current Interest Bond so purchased or delivered or previously redeemed shall be credited by the Trustee at 100% of the principal amount thereof against the obligation of the University on such Mandatory Redemption Date, and any excess of such amount shall be credited against future Mandatory Sinking Fund Requirements as directed by the University, and the principal amount of the Current Interest Bonds to be redeemed by operation of the Mandatory Sinking Fund Requirements shall be accordingly reduced. If the University intends to avail itself at any time of the provisions of this paragraph, the University shall, on or before the forty-fifth day immediately preceding such Mandatory Redemption Date, furnish the Trustee with a certificate signed by the Fiscal Officer, stating the extent to which the provisions of this paragraph are to be availed of with respect to such Mandatory Sinking Fund Requirement; unless such certificate is so timely furnished by the University, the Mandatory Sinking Fund Requirement provided for such Mandatory Redemption Date shall not be reduced.

(d) Optional Redemption. The Current Interest Bonds shall be callable for redemption at the option of the University, in the manner provided in the Trust Agreement, in whole or in part, at such price or prices (but in any case not greater than 102% of the principal amount of Current Interest Bonds to be redeemed plus accrued interest to the redemption date) at such times on or after December 1, 2003, as may be set forth in the Series 1993 Certificate of Award.

(e) Method and Notice of Redemption. If less than all of the outstanding Series 1993 Bonds of one maturity are to be called, the selection of such Series 1993 Bonds of such maturity to be called shall be made by lot in the manner provided in the Trust Agreement. Notice of call for redemption of Series 1993 Bonds, identifying by number or other distinguishing

marks the Series 1993 Bonds, or portions thereof, to be redeemed, the date fixed for redemption and the places where the amounts due upon that redemption are payable, shall be given by the Trustee on behalf of the University by mailing a copy of the redemption notice, at least 30 days prior to the date fixed for redemption, to the person in whose name such Series 1993 Bond to be redeemed in whole or in part is registered on the Bond registration books of the University (the "Bond Register") at the close of business on the 10th day preceding that mailing, at the address then appearing therein; provided that failure to receive notice by mailing, or any defect in that notice, as to any Series 1993 Bond shall not affect the validity of the proceedings for the redemption of any Series 1993 Bond.

(f) Place of Payment. Principal of and the final payment of interest on the Series 1993 Bonds when due shall be payable to the registered holders thereof, upon presentation and surrender thereof, at the principal corporate trust office of the Trustee. Interest on the Series 1993 Bonds (other than the final payment of interest) when due shall be payable by check or draft which the Trustee shall cause to be mailed to the person in whose name the Series 1993 Bond is registered on the Bond Register at the close of business on the Regular Record Date applicable to that Interest Payment Date, at the address then appearing therein. If and to any extent, however, that the University shall make neither payment nor provision for payment of interest on any Series 1993 Bond on any Interest Payment Date, that interest shall cease to be payable to the person who was the registered holder of that Series 1993 Bond as of the applicable Regular Record Date. When moneys become available for payment of that interest, the Trustee shall establish a Special Record Date for the payment of that interest which shall be not more than fifteen or fewer than ten days prior to the date of the proposed payment, and the Trustee shall cause notice of the proposed payment and of the Special Record Date to be mailed to the person in whose name that Series 1993 Bond is registered on a date not fewer than 10 days prior to the Special Record Date, at the address which then appears on the Bond Register, and thereafter the interest shall be payable to the person in whose name that Series 1993 Bond is registered at the close of business on the Special Record Date. "Regular Record Date" means, with respect to the Series 1993 Bonds, the tenth day next preceding an Interest Payment Date applicable to such Series 1993 Bond. "Special Record Date" means, with respect to any Series 1993 Bond, the date established by the Trustee pursuant to Section 7.08 of the Trust Agreement for the giving of notice in connection with the payment of principal or interest thereon following the occurrence of an event of default under the Trust Agreement.

(g) Paying Agent and Bond Registrar. The Trustee shall serve as Paying Agent and Bond Registrar for the Series 1993 Bonds.

(f) Payment. Bond Service Charges with respect to the Series 1993 Bonds shall be payable in lawful money of the United States of America without deduction for the services of the Trustee or the Paying Agent, in the manner provided in the Trust Agreement.

(h) Book Entry System. The Series 1993 Bonds shall only be originally issued to a Depository for use in a book entry system and: (i) such Series 1993 Bonds shall be registered in the name of the Depository or its nominee, as Bondholder, and immobilized in the

custody of the Depository; (ii) there shall be a single Series 1993 Bond representing each maturity; and (iii) such Series 1993 Bonds shall not be transferable or exchangeable, except for transfer to another Depository or another nominee of a Depository or to the Bond Insurer in order to obtain payment of principal of Series 1993 Bonds in accordance with the Trust Agreement and in exchange for any Series 1993 Bonds so transferred, as set forth in paragraph (i) of this Section, without further action by the University. The owners of beneficial interest in the Series 1993 Bonds shall not have any right to receive Series 1993 Bonds in the form of physical certificates.

(i) Change of Depository and Replacement Series 1993 Bonds. If any Depository determines not to continue to act as a Depository for the Series 1993 Bonds for use in a book entry system, the University may attempt to have established a securities depository/book entry system relationship with another qualified Depository under the Trust Agreement. If the University does not or is unable to do so, the University and the Trustee, after the Trustee has made provision for notification of the owners of beneficial interests in the Series 1993 Bonds by appropriate notice to the then Depository, shall permit withdrawal of the Series 1993 Bonds from the Depository, and authenticate and deliver Series 1993 Bond certificates in fully registered form to the assignees of the Depository or its nominee. If the event is not the result of University action or inaction, such withdrawal, authentication and delivery shall be at the cost and expense (including costs of printing or otherwise preparing, and delivering, such replacement Series 1993 Bonds), of those persons requesting that authentication and delivery. Such replacement Series 1993 Bonds shall be in Authorized Denominations.

Section 5. Sale of the Series 1993 Bonds; Series 1993 Certificate of Award. The Series 1993 Bonds shall be awarded and sold to the Original Purchaser at the price set forth in the Series 1993 Certificate of Award, such price for any maturity of the Series 1993 Bonds shall be not less than 95% of the principal amount thereof, plus accrued interest on the aggregate principal amount of the Series 1993 Bonds from their dates to the date of delivery to and payment by the Original Purchaser, all in accordance with, and subject to the terms and conditions of, the Original Purchaser's proposal contained in the hereinafter described bond purchase agreement; provided that the Fiscal Officer shall not award or sell Series 1993 Bonds to advance refund any Prior Bonds unless the Fiscal Officer determines, to the best of his knowledge and based on the advice of the Original Purchaser, which Prior Bonds, if advance refunded with proceeds of the Series 1993 Bonds, would create the maximum financial benefit to the University; the Fiscal Officer shall designate such Prior Bonds as the Refunded Bonds in the Series 1993 Certificate of Award, provided that no such Prior Bonds shall be required to be so designated if the Fiscal Officer determines that such a refunding would not result in a financial benefit to the University. Such award and sale shall be evidenced by the execution of a Series 1993 Certificate of Award by the Fiscal Officer setting forth such award and sale, the other matters to be set forth therein referred to in this Resolution, and such other matters as the Fiscal Officer determines are consistent with this Resolution, the Trust Agreement and the Sixth Supplemental Trust Agreement. That the matters contained in the Series 1993 Certificate of Award are consistent with this Resolution, the Trust Agreement and the Sixth Supplemental Trust Agreement shall be conclusively evidenced by the execution of the Series 1993 Certificate of

Award by such officer. The Series 1993 Certificate of Award shall be and hereby is incorporated into this Resolution and the Sixth Supplemental Trust Agreement.

The Fiscal Officer is hereby further authorized and directed to execute and deliver, in the name and on behalf of the University, a bond purchase agreement with the Original Purchaser upon such terms as approved by such officers not inconsistent with this Bond Legislation, containing the customary indemnification provisions, and not substantially adverse to the University. The approval of such officers, and that such bond purchase agreement is consistent with this Resolution and not substantially adverse to the University, shall be conclusively evidenced by the execution of such bond purchase agreement by such officers. The Fiscal Officer is hereby authorized to make arrangements with Peck, Shaffer & Williams to serve as bond counsel and underwriter's counsel for the Series 1993 Bonds, and such firm is hereby appointed to serve in such capacities.

The Fiscal Officer, and any other appropriate officer of the University are each hereby separately authorized to make arrangements for the delivery of the Series 1993 Bonds to, and payment therefor by, the Original Purchaser. It is hereby determined that the price for and the terms of the Series 1993 Bonds, and the sale thereof, all as provided in this Resolution, the Sixth Supplemental Trust Agreement and the Series 1993 Certificate of Award are in the best interest of the University and in compliance with all legal requirements.

Section 6. Allocation of Proceeds of Series 1993 Bonds; Funding of Required Reserve. All of the proceeds from the sale of the Series 1993 Bonds shall be received and receipted for by the Fiscal Officer, and shall be deposited and allocated as follows:

(a) To the Bond Service Account in the General Receipts Bond Service Fund, the portion of such proceeds representing accrued interest and any capitalized interest directed to be deposited in the Bond Service Account by the Series 1993 Certificate of Award; and

(b) To the Bond Service Reserve Account, the amount of any portion of the Required Reserve to be paid from such proceeds as may be set forth in the Series 1993 Certificate of Award; and

(c) To the 1993 Construction Fund which is hereby created as separate deposit account (except when invested as hereinafter provided) in the custody of the University or the Trustee, as the Fiscal Officer shall determine, such amount as set forth in the Series 1993 Certificate of Award, as is necessary to provide for the costs of the Project, including costs associated with the issuance of the Series 1993 Bonds, and the refunding of the Refunded Bonds (other than the cost of Defeasance Obligations); and

(d) To the Escrow Fund, the balance of such proceeds to be used, along with moneys transferred from the Bond Service Reserve Account as described below, to purchase Defeasance Obligations sufficient to advance refund any Refunded Bonds as set forth in the Escrow Agreement.

Such proceeds are hereby appropriated for the purposes of the respective funds into which such proceeds are deposited, and the purchase of the Defeasance Obligations is hereby authorized.

The Fiscal Officer is hereby authorized to make arrangements with the Trustee for the call for optional redemption of the Refunded Bonds on the dates set forth in the Series 1993 Certificate of Award, which call for redemption is hereby authorized. The Fiscal Officer is hereby authorized to execute and deliver such documents, instruments and certificates as may be necessary to accomplish such redemption of the Refunded Bonds pursuant to the Trust Agreement.

On the Series 1993 Closing Date, the Trustee shall transfer from the Bond Service Reserve Account in the Bond Service Fund to the Escrow Fund any amount by which the then balance in the Bond Service Reserve Account exceeds the Required Reserve. The Required Reserve for all outstanding Bonds following the issuance of the Series 1993 Bonds shall be set forth in the Series 1993 Certificate of Award.

Unless the General Bond Resolution is amended as set forth in Section 14 of this Resolution, the portion of the Required Reserve necessitated by reason of the issuance of the Series 1993 Bonds shall be funded in accordance with and consistent with Section 7(b) of the General Bond Resolution from (a) proceeds of the Series 1993 Bonds, (b) semi-annual payments from the Bond Pledge Fund and any other General Receipts of the University pursuant to Section 7(b)(2)(i) of the General Bond Resolution, or (c) any combination of (a) and (b), all as set forth in the Series 1993 Certificate of Award.

Section 7. 1993 Construction Fund; Recordkeeping; Application of Moneys. A record of each deposit into and disbursement from the 1993 Construction Fund shall be made and maintained by the party having custody of such Fund.

Moneys in the 1993 Construction Fund shall be used for the purpose of paying costs of the Project, including capitalized interest, and any costs associated with the issuance of the Series 1993 Bonds and the refunding of the Refunded Bonds, and shall be disbursed upon the written request of the Fiscal Officer on behalf of the University.

The University covenants that it will proceed with due diligence to complete the Project and pay such costs. Upon completion of the Project and the final payment of such costs, the University shall deliver to the Trustee a certificate of the Fiscal Officer on behalf of the University stating that fact and setting forth the amount, if any, then remaining in the 1993 Construction Fund which shall be transferred first, to the Bond Service Reserve Account of the Bond Service Fund to the extent that the balance therein is less than the Required Reserve, and then, to the Bond Service Account of the Bond Service Fund pursuant to this Section.

Upon such certification, any moneys remaining in the 1993 Construction Fund and certified pursuant to the preceding paragraph shall be transferred by the party having custody of such Fund to the Bond Service Reserve Account or the Bond Service Account of the Bond

Service Fund as set forth in the immediately preceding paragraph.

Moneys in the 1993 Construction Fund may be invested in any lawful University investments in amounts maturing not later than the times when such amounts in the 1993 Construction Fund are required to pay any costs payable from such Fund. Any investment made by the Trustee shall be at the written or oral (and, if oral, promptly confirmed in writing) direction of the Fiscal Officer.

Any investment of moneys in the 1993 Construction Fund shall constitute a part of the 1993 Construction Fund and the 1993 Construction Fund shall be credited with all proceeds of sale, and gain or loss, from such investment. Interest earnings on moneys in the 1993 Construction Fund shall be credited when received to the 1993 Construction Fund. For investment purposes only, moneys in the 1993 Construction Fund may be commingled with moneys from one or more funds held by the Trustee pursuant to the Trust Agreement; provided that separate records are maintained for each such fund, the investments made therefrom, and the interest earnings credited thereto.

Section 8. Sixth Supplemental Trust Agreement; Escrow Agreement. The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, a Sixth Supplemental Trust Agreement pursuant to the Trust Agreement and the Escrow Agreement, in connection with the issuance of the Series 1993 Bonds, in forms not substantially adverse to the University as may be permitted by the Act and the Trust Agreement and approved by the officer or officers executing the same on behalf of the University. The approval of such forms by the Board and such officer or officers, and the fact that such forms are not substantially adverse to the University, shall be conclusively evidenced by the execution of the Sixth Supplemental Trust Agreement and the Escrow Agreement by such officer or officers.

The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer are each separately authorized to execute and deliver, on behalf of the University, such other certificates, documents and instruments as are necessary in connection with the transactions authorized in this Resolution, and to do all other things required of them or the University pursuant to the Trust Agreement, the Escrow Agreement, and this Resolution.

The Secretary of the Board is authorized and directed to furnish to the Original Purchaser of the Series 1993 Bonds a true transcript certified by him of all proceedings taken with reference to the issuance of the Series 1993 Bonds along with such information as is necessary to determine the regularity and validity of the issuance of the Series 1993 Bonds.

Section 9. Tax Matters. The University hereby covenants that it will not take any action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Series 1993 Bonds under Section 103(a) of the Code. Without limiting the generality of the foregoing, the University hereby

covenants as follows:

(a) The University will not directly or indirectly use or permit the use of any proceeds of the Series 1993 Bonds or any other funds of the University, or take or omit to take any action that would cause the Series 1993 Bonds to be "arbitrage bonds" within the meaning of Sections 103(b)(2) and 148 of the Code. To that end, the University will comply with all requirements of Sections 103(b)(2) and 148 of the Code to the extent applicable to the Series 1993 Bonds. In the event that at any time the University is of the opinion that for purposes of this sub-section (a) it is necessary to restrict or limit the yield on the investment of any moneys held by the Trustee under the Trust Agreement, the Fiscal Officer shall so instruct the Trustee in writing, and the Trustee shall take such action as may be necessary in accordance with such instructions. The Fiscal Officer, or any other officer having responsibility with respect to the issuance of the Series 1993 Bonds, is authorized and directed to give an appropriate certificate on behalf of the University, on the date of delivery of the Series 1993 Bonds for inclusion in the transcript of proceedings, setting forth the facts, estimates and circumstances and reasonable expectations pertaining to the use of the proceeds thereof and the provisions of such Sections 103(b)(2) and 148, and to execute and deliver on behalf of the University an IRS Form 8038G in connection with the issuance of the Series 1993 Bonds.

Without limiting the generality of the foregoing, the University agrees that there shall be paid from time to time all amounts required to be rebated to the United States pursuant to Section 148(f) of the Code. This covenant shall survive payment in full or defeasance of the Series 1993 Bonds. The University specifically covenants to pay or cause to be paid to the United States at the times and in the amounts determined under Section 10 hereof the Rebate Amounts, as described in the Memorandum of Instructions. The Trustee agrees to perform all tasks required of it in the Memorandum of Instructions.

Notwithstanding any provision of this sub-section (a), if the University shall provide to the Trustee an opinion of nationally recognized bond counsel to the effect that any action required under this Section and Section 10 of this Resolution is no longer required, or to the effect that some further action is required, to maintain the exclusion from gross income of the interest on the Series 1993 Bonds pursuant to Section 103(a) of the Code, the University and the Trustee may rely conclusively on such opinion in complying with the provisions hereof.

(b) So long as any of the Series 1993 Bonds, or any obligations issued to refund the Series 1993 Bonds, remain unpaid, the University will not operate or use, or permit the operation or use of, the Project or any part thereof in any trade or business carried on by any person within the meaning of the Code which would cause the Series 1993 Bonds to be "private activity bonds" within the meaning of Section 141 of the Code.

Section 10. Rebate Fund.

(a) There is hereby created and ordered maintained in the custody of the Trustee (except when invested as herein provided), the Rebate Fund. There shall be deposited in the

Rebate Fund such amounts as are required to be deposited therein pursuant to the Memorandum of Instructions. Subject to the transfer provisions provided in paragraph (d) below, all money at any time deposited in the Rebate Fund shall be held by the Trustee in trust, to the extent required to satisfy the Rebate Amount (as defined in the Memorandum of Instructions), for payment to the United States of America, and neither the University nor the owner of any Bonds shall have any rights in or claim to such money. All amounts deposited into or on deposit in the Rebate Fund shall be governed by this Section, by Section 9 of this Resolution and by the Memorandum of Instructions (which is incorporated herein by reference).

(b) The Trustee shall have no obligations to rebate any amounts required to be rebated pursuant to this Section, other than from moneys held in the funds created under the Trust Agreement or from other moneys provided to it by the University upon its request for said moneys from the University as set forth in the Memorandum of Instructions.

(c) The Trustee shall, at the direction of the University, invest amounts held in the Rebate Fund and deposit all earnings on such amounts as provided in the Memorandum of Instructions.

(d) The Trustee shall remit moneys in the Rebate Fund to the United States, as directed in the Memorandum of Instructions. Any funds remaining in the Rebate Fund after redemption and payment of all of the Bonds and payment and satisfaction of any Rebate Amount, or provision made therefor satisfactory to the Trustee shall be withdrawn and remitted to the University.

(e) Notwithstanding any other provision of this Resolution or the Trust Agreement, the obligation to remit the Rebate Amounts to the United States and to comply with all other requirements of this Section, Section 9 of this Resolution and the Memorandum of Instructions shall survive the defeasance or payment in full of the Bonds.

Section 11. Official Statement. The Fiscal Officer is hereby authorized to execute and deliver preliminary and final official statements on behalf of the University, in such forms as such officer may approve, and to deem such official statements to be "final" for purposes of Securities and Exchange Commission Rule 15c2-12, such officer's execution thereof on behalf of the University to be conclusive evidence of such authorization, approval and deeming, and copies thereof are hereby authorized to be prepared and furnished to the Original Purchaser for distribution to prospective purchasers of the Series 1993 Bonds and other interested persons.

The Fiscal Officer on behalf of the University is hereby authorized to furnish such information, to execute such instruments and to take such other actions in cooperation with the Original Purchaser as may be reasonably requested to qualify the Series 1993 Bonds for offer and sale under the Blue Sky or other securities laws and regulations and to determine their eligibility for investment under the laws and regulations of such states and other jurisdictions of the United States of America as may be designated by the Original Purchaser; provided however, that the University shall not be required to register as a dealer or broker in any such state or jurisdiction

or become subject to the service of process in any jurisdiction in which the University is not now subject to such service.

Section 12. Bond Insurance. The Fiscal Officer is hereby authorized to apply for Bond Insurance with respect to the Series 1993 Bonds. The Fiscal Officer is hereby authorized, if such officer determines in the Series 1993 Certificate of Award that the projected interest cost savings to the University through the final maturity of the Series 1993 Bonds resulting from the Bond Insurance exceeds the cost thereof, to select the Bond Insurer and to accept the commitment of the Bond Insurer for the Bond Insurance, and the payment of the premium and expenses relating to the Bond Insurance from the moneys deposited in the 1993 Construction Fund is hereby authorized.

Section 13. Temporary Series 1993 Bonds. Pending the preparation of definitive Series 1993 Bonds the University may execute and the Trustee shall authenticate and deliver temporary Series 1993 Bonds in printed or typewritten form. Temporary Series 1993 Bonds shall be issuable in fully registered form, of any denomination, and substantially in the form of the definitive Series 1993 Bonds but with such omissions, insertions and variations as may be appropriate for temporary Series 1993 Bonds, all as may be determined by the Fiscal Officer. Every temporary Series 1993 Bond shall be executed on behalf of the University, and be authenticated by the Trustee upon the same conditions and in substantially the same manner, and with like effect, as the definitive Series 1993 Bonds. If one or more temporary Series 1993 Bonds are issued, then without unnecessary delay the University shall execute and furnish to the Trustee in exchange therefor without charge, and the Trustee shall authenticate and deliver in exchange for such temporary Series 1993 Bonds an equal aggregate principal amount of definitive Series 1993 Bonds. Until so exchanged the temporary Series 1993 Bonds shall be entitled to the same benefits under the Trust Agreement as definitive Series 1993 Bonds.

Section 14. Amendments to General Bond Resolution. From and after the date on which the requisite Bondholder consents pursuant to the Trust Agreement are obtained, the definition of "Required Reserve" in Section 1 of the General Bond Resolution shall be and hereby is amended to provide as follows:

"'Required Reserve' in the Bond Service Reserve Account means, at any time, an amount equal to the highest annual Bond service charges falling due in any subsequent fiscal year on all outstanding Bonds; provided that Bond service charges which do not have access to or claims upon the Bond Service Reserve Account pursuant to the Trust Agreement shall be excluded from the calculation of the Required Reserve."

From and after the date on which the requisite Bondholder consents pursuant to the Trust Agreement are obtained, Section 7 of the General Bond Resolution shall be and hereby is amended to provide as follows:

"Section 7. Payments to Bond Service Account and Bond Service Reserve Account.

"(a) From Bond Proceeds. From the proceeds of the sale of Bonds all amounts, if any, representing accrued interest and capitalized interest on the Bonds, as provided in the applicable Series Resolution, shall be deposited to the credit of the Bond Service Account. To the extent provided in the applicable Series Resolution, amounts from the proceeds of the sale of Bonds allocated therein to the Bond Service Reserve Account shall be deposited to the credit of that Account.

"(b) From Bond Pledge Fund and General Receipts. Not later than five business days prior to any date upon which any principal, interest or redemption premium on the Bonds falls due, the University shall pay over to the Trustee from the Bond Pledge Fund and, if necessary, from any other General Receipts to the University amounts required to be paid to the Bond Service Account and the Bond Service Reserve Account, as follows:

"(1) To the credit of the Bond Service Account, such amount as will, together with other moneys therein available therefor, be sufficient to pay such principal, interest and redemption premium, if any, on the Bonds as is due upon such date and payable from the Bond Service Account, including any mandatory sinking fund requirements; and

"(2) To the credit of the Bond Service Reserve Account the respective amounts, if any, required at such time to be paid thereto in accordance with the Series Resolutions; provided, however, that (i) each Series Resolution adopted by the Board on or before September 30, 1993, must make provision such that the portion of the Required Reserve necessitated by reason of the Bonds authorized thereby (determined at the time of issuance of any of such Bonds) will be fully funded within a period of five years from the date of original delivery of such Bonds and shall, to the extent not otherwise funded upon delivery of such Bonds provide for such funding by payments from the Bond Pledge Fund and, if necessary, from any other General Receipts in consecutive semi-annual payments commencing not later than eighteen months after original delivery of such Bonds; (ii) within one hundred twenty days after the end of each fiscal year the University shall, from the Bond Pledge Fund or other General Receipts, restore to the Bond Service Reserve Account any amount previously transferred therefrom to the Bond Service Account by the Trustee to meet any deficiency in the Bond Service Account, and restore any other amounts by which the Bond Service Reserve Account has been diminished during such preceding fiscal year; and, provided further (iii) that notwithstanding the foregoing, no additional payments need to be made to the credit of the Bond Service Reserve Account at any time when the amount therein shall at least equal the Required Reserve.

"With respect to Series Resolutions adopted by the Board after September 30, 1993, the Board shall have the option of determining whether the Bonds authorized thereby shall be payable from and secured by, any moneys in or investments credited to the Bond Service Reserve Account. Bond service charges on any Bonds determined not to be so payable and secured shall not have access to or claims upon the Bond Service Reserve Account and shall be excluded from the calculation of the Required Reserve, and the Trustee shall not apply any moneys in or investments credited to the Bond Service Reserve

Account to the payment of such Bond service charges. Should the Board elect in a Series Resolution to have the Bonds authorized thereby payable from and secured by the Bond Service Reserve Account, the portion of the Required Reserve relating to such Bonds shall be funded as provided in such Series Resolution, and such portion of the Required Reserve may be funded from (i) Bond proceeds, (ii) payments from the Bond Pledge Fund or other General Receipts of the University, (iii) a surety or other insurance policy issued by an insurance company whose claims paying ability is rated at least as high as such Bonds by a rating agency rating such Bonds, (iv) a letter of credit issued by a bank whose outstanding indebtedness is rated at least as high as such Bonds by a rating agency rating such Bonds, or (v) any combination of the foregoing."

From and after the date on which the requisite Bondholder consents pursuant to the Trust Agreement are obtained, Section 9 of the General Bond Resolution shall be and hereby is amended to provide as follows:

"Section 9. Bond Service Reserve Account. The Bond Service Reserve Account is hereby pledged to and shall be used, as herein provided, solely for the payment of Bond service charges having access to or claims upon the Bond Service Reserve Account, except as excess amounts may be transferred pursuant to this Section.

"If on the fifth day preceding any date upon which Bond service charges on any Bonds payable from and secured by the moneys in and investments credited to the Bond Service Reserve Account fall due, the Bond Service Account is insufficient to meet such Bond service charges to be paid therefrom on such date, the Trustee, without necessity for any order by the University, shall immediately transfer from the Bond Service Reserve Account to the Bond Service Account an amount sufficient to make up such deficiency in the Bond Service Account, and the Trustee shall apply such amount only to the payment of such Bond service charges.

"Subject to the foregoing, any amount in the Bond Service Reserve Account in excess of the Required Reserve shall be transferred to the Bond Service Account or to the Bond Redemption and Purchase Account for the purposes thereof, if and to the extent ordered by the Fiscal Officer. Such excess shall be determined by calculating the Required Reserve with reference to outstanding Bonds only, excluding any Bonds for the redemption or purchase of which such excess is being transferred to the Bond Redemption and Purchase Account."

The Original Purchaser of the Series 1993 Bonds and each holder of the Series 1993 Bonds, by purchasing Series 1993 Bonds, irrevocably consents to the above amendments to the General Bond Resolution and any corresponding changes to the Trust Agreement. It is hereby determined that from and after the effective date of the above amendments to the General Bond Resolution, the Series 1993 Bonds shall not be payable from, and the Series 1993 Bonds shall not be secured by, any moneys in or investments credited to the Bond Service Reserve Account,

and therefore, Bond service charges on the Series 1993 Bonds shall not have access to or claims upon the Bond Service Reserve Account.

Section 15. Relationship of this Resolution to General Bond Resolution. It is understood and acknowledged by the University that the Series 1993 Bonds are being issued pursuant to the terms of the General Bond Resolution, as amended, as supplemented by the terms of this Resolution; that the Series 1993 Bonds are subject to all of the terms and conditions of the General Bond Resolution, as amended, except as otherwise provided herein; and that all of the terms, conditions, covenants and warranties contained in the General Bond Resolution, as amended, except as otherwise provided herein, shall apply with like force and effect to the Series 1993 Bonds as if originally made in connection therewith.

Section 16. General. The appropriate officers of the University shall do all things necessary and proper to implement and carry out the orders and agreements set forth in or approved in the General Bond Resolution and this Resolution for the proper fulfillment of the purposes thereof.

Section 17. Inconsistencies. All orders, resolutions and other official actions, or parts thereof, inconsistent herewith or with the documents hereby authorized, approved, ratified or confirmed are hereby repealed, but only to the extent of such inconsistency. This Resolution shall not be construed as otherwise revising any order, resolution or other official action, or part thereof.

Section 18. Open Meeting Determination. It is found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and of any of its committees that resulted in such formal actions were in meetings open to the public, in compliance with all legal requirements, including Section 121.22 of the Revised Code of Ohio.

Section 19. Effective Date. This Resolution shall take effect and be in force immediately upon its adoption.

Adopted: October 2, 1993

JOHN M. ANDERSON (ALSO KY., PA. AND IN.)
JOHN W. FISCHER III
JOHN WELD PECK
THOMAS A. LUEBBERS
H. C. BUCK NIEHOFF
MARK D. BLOCHER (ALSO D.C.)
R. PATRICK RILEY
ROBERT T. BRUNS (ALSO PA.)
DENNIS G. SCHWALLIE
DOLORIS F. LEARMONTH
ROGER L. PETERMAN (KY. ONLY)
ABBOT A. THAYER
MARY W. SULLIVAN
CHRISTOPHER BREWER (PA. ONLY)
TODD L. COOPER
ROBERT W. JENNINGS, JR.
GLENDO B. PRATT
WAYNE D. GERHOLD (PA. ONLY)
EDWARD CAVEZZA
THOMAS A. WILSON (ALSO MI.)
THOMAS F. LEWIS III
JOHN E. PENCE (KY. ONLY)
CHRISTOPHER M. ALEXANDER
DIRK M. BEDARFF (KY. ONLY)
DAVID B. MALONE (ALSO KY.)
JOHN C. MERCHANT (KY. ONLY)
SUJYOT S. PATEL

OF COUNSEL
JUDSON J. ALLGOOD
SHIRLEY L. MAYS

Peck, Shaffer & Williams
Attorneys at Law

Suite 800

88 East Broad Street

Columbus, Ohio 43215

FAX (614) 224-0069
(614) 224-5205

September 17, 1993

HIRAM D. PECK (1844-1914)
FRANK HOLMES SHAFFER (1857-1936)
JOHN WELD PECK (1874-1937)
FLOYD C. WILLIAMS (1884-1963)
JOHN W. FISCHER (1912-1984)
FRANK H. SHAFFER, JR. (1896-1985)

ALL ATTORNEYS ADMITTED IN OHIO UNLESS NOTED

CINCINNATI OFFICE
SUITE 2200
425 WALNUT STREET
CINCINNATI, OHIO 45202
(513) 621-3394

COVINGTON OFFICE
118 WEST 5TH
COVINGTON, KENTUCKY 41011
(606) 431-7000

PITTSBURGH OFFICE
SUITE 2715
THE GULF TOWER
707 GRANT STREET
PITTSBURGH, PENNSYLVANIA 15219
(412) 471-7600

William L. Kennard
Treasurer and Controller
Ohio University
Scott Hall
Athens, Ohio 45701

Re: General Receipts Bonds, Series 1993 of The Ohio University

Dear Mr. Kennard:

Enclosed is our revised draft of the authorizing resolution for the proposed issue of General Receipts Bonds to finance the University's recreation center project and, if economically advantageous to the University, refund some or all of the University's outstanding bonds issued in 1972, 1977 and 1978.

We would make the following points with respect to this resolution:

1. Because the Bonds will not be marketed until after construction bids for the recreation center are received, the resolution tries to provide maximum flexibility so that a special trustees' meeting will not be needed.

William L. Kennard
September 17, 1993
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a. The "new money" portion for the recreation center will not exceed \$26 million - actual size will depend on construction bids, interest rates (affect amount of capitalized interest and size of any reserve requirement), whether original issue discount Bonds are used, whether bond insurance is purchased, and whether a required reserve will be funded from Bond proceeds.

b. The "refunding" portion will not exceed \$34 million - actual size will depend on which, if any, of the 1972, 1977 and 1978 Bonds are to be refunded which is, in turn, dependent on interest rates (tax-exempt and U.S. Treasury), whether original issue discount Bonds are used, whether bond insurance is purchased, and whether a required reserve will be funded from Bond proceeds.

2. The refunding portion of the Bonds will be issued only if refunding the University's outstanding bonds will produce debt service savings to the University. The final maturity of any refunding portion will not extend beyond the final maturity of the bonds being refunded.

3. The use of original issue discount Bonds and bond insurance is a marketing decision to be made at the time the Bonds are sold. Such techniques will be used only if they produce debt service savings to the University.

4. The resolution authorizes the used of capital appreciation bonds as part of the issue. These Bonds would not pay current interest but would instead compound the interest until the maturity date. A determination to use capital appreciation bonds would be made at the time the Bonds are sold, and would be made only if their use would produce debt service savings to the University.

5. The resolution authorizes the use of a "book entry" system for tracking ownership of the Bonds which will save the University Bond printing costs and should result in lower trustee's fees.

6. The maximum maturity for the new money portion of the Bonds is 25 years.

7. The maximum average interest rate for the Bonds is 7%, which allows room for interest rates to rise and still permit the Bonds for the recreation center to be sold. If refunding the University's outstanding bonds does not produce debt service savings, the refunding portion of the Bonds will not be issued.

William L. Kennard
September 17, 1993
Page 3

8. The Bonds will not be callable at the option of the University for 10 years. Thereafter, the University will be permitted to call Current Interest Bonds at a premium not to exceed 2% of any Bonds called for optional redemption; any Capital Appreciation Bonds will not be callable for optional redemption.

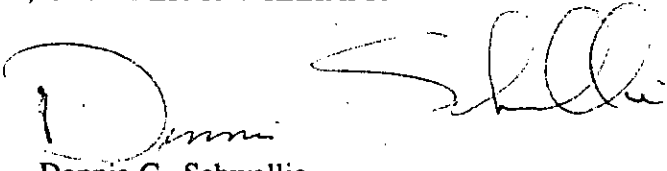
9. The Trust Agreement which governs the issuance of general receipts bonds by the University mandates a required reserve equal to maximum annual debt service for each issue of general receipts bonds; however, this provision may be amended with the consent the holders of 66-2/3% of the principal amount of all outstanding general receipts bonds. The University has been advised by The Ohio Company that a required reserve for the Bonds is not necessary to market the Bonds, that given current interest rates and provisions of the federal tax laws, a required reserve would result in a cash flow loss to the University, and that the holders of the Bonds to be issued would be agreeable to eliminating the required reserve for their Bonds. Therefore, if the principal amount of the Bonds issued is 66-2/3% or more of all bonds outstanding (after taking into account any refundings), the required reserve will not be needed. Otherwise (e.g. if none of the outstanding bonds are refunded), a required reserve equal to maximum annual debt service will need to be funded a. from Bond proceeds, b. from semi-annual payments by the University (e.g. from student fees) over a period not to exceed 5 years, or c. a combination of both...

We understand that the resolution is to be considered by the University's trustees at their October 1993 meeting, and we will be available to attend that meeting to answer any questions concerning the resolution. In the meantime, please feel free to call if there are any questions or concerns.

Sincerely,

PECK, SHAFFER & WILLIAMS

Per


Dennis G. Schwallie

DGS:jo

Ms. Arnovitz presented and moved approval of the resolution. Dr. Strafford seconded the motion. All agreed.

STUDENT RECREATION CENTER PLANS AND SPECIFICATIONS

RESOLUTION 1993 -- 1320

WHEREAS, the University did engaged in a study of student recreation needs during the past three 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, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting of October 10, 1992 authorize the President or his designee to recommend to the Division of Public Works the selection of an architectural consultant for the Student Recreation Center Project, and

WHEREAS, the Ohio University did select the firm of Brubaker Brandt, Inc. as associate architect for the project, and

WHEREAS, final plans and specifications and an estimate of construction cost totaling \$15,000,000.00 has been prepared on a new Student Recreation Center facility.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve construction documents for the Student Recreation Center facility.

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

Ohio University

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

September 13, 1993

Dr. Charles J. Ping
President
Ohio University
Cutler Hall
CAMPUS

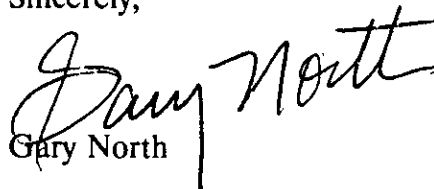
Dear Dr. Ping:

It is with great pleasure and pride that I recommend approval of the plans and specifications for the construction of the student recreation center. John Kotowski, Director of Facilities Planning, and members of the recreation planning committee have worked diligently to complete the planning process in time to get construction underway by late fall. The completion of this phase of the planning process is a tribute to dedication and hard work of students, staff, and faculty who have contributed so much time, energy, and passion to this project.

The committee is confident this new facility will be a major contribution to the quality of student life at Ohio University.

I recommend approval.

Sincerely,

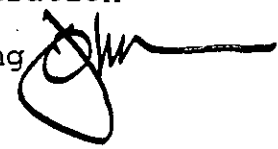

Gary North

GBN/rs

OHIO UNIVERSITY

Interoffice Communication

September 13, 1993

TO: Dr. Gary B. North, Vice President for Administration
FROM: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
STUDENT RECREATION CENTER PROJECT

The University did engaged in a study of student recreation needs on the Athens Campus utilizing a broad based group of students, faculty and staff. This study identified serious deficiencies in a variety of indoor recreational spaces. The findings of this study were presented to the Student Senate and they supported the notation that a major recreational center was needed they voted unanimously to support a fee increase for the construction of such a center.

At their October 10, 1992 regular meeting, the Board of Trustees authorized the selection of a consulting architect and the development of construction documents. The development of plans and specifications for the Student Recreation Center Project are complete. This project when constructed will have five courts which can be used for basketball and a variety of other recreation needs; two multipurpose courts; an aerobics dance room; a weight room, an aerobics machine room; eight courts for handball, racquetball and squash; an indoor jogging track; and supports spaces such as offices, child care, locker rooms and equipment storage. The estimated construction cost for the recreation center is \$15,000,000.00.

I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of October 2, 1993 which seeks approval of plans and specifications and permits the recommendation of contract award so long as total bids received do not exceed total funds available. I will provide construction documents the week of September 27, 1993 for use by the Board.

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

JKK/slw/SREC9202.GBN

enclosure

pc: Dr. Barbara K. Chapman

As he had stated earlier, Committee Chair Howard Nolan reported on the "gist" of the prior hearings held regarding the proposed Biotechnology and Biomolecular Research Center planned for The Ridges. These were the informational hearings held September 25 and committee session held Friday, October 1, 1993. Reading from his notes Mr. Nolan outlined and summarized comments made by various individuals expressing a range of concerns with the proposed facility project, the research of biotechnology, the development of The Ridges and The Ridges Advisory Committee. He identified, by name, those expressing concern and noted, for the most part, they attended and spoke at both meetings. Mr. Nolan commented that President Ping stated during the committee's meeting that legal counsel had opined that Trustee's actions to date are proper. Mr. Nolan read, in full, a resolution from Student Senate, previously distributed, seeking continuance of The Ridges Advisory Committee and postponement of trustee action on the proposed project at The Ridges. Mr. Nolan expressed a desire on behalf of Trustees to continue to seek ways of improving communication with all groups.

Chair Nolan concluded by stating that it was his professional experience and personal opinion the project was appropriate for its intended use. He then indicated he was prepared to offer the resolution for Trustee approval.

Following a second, and prior to a vote, Trustee Chair Eufinger asked that the record show that Trustee and past Budget Finance and Physical Plant Committee Chair Thomas Hodson, although absent, favors the resolution.

Mr. Nolan presented and moved approval of the resolution. Ms. Grasselli Brown seconded the motion. All voted aye.

BIOTECHNOLOGY AND BIOMOLECULAR RESEARCH CENTER PLANS AND SPECIFICATIONS

RESOLUTION 1993 -- 1321

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

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992 has introduced and approved Amended Substitute House Bill Number 904, and

WHEREAS, the two House Bills, an Ohio Board of Regents Incentive Grant and \$25,000.00 in local resources will make \$13,122,000.00 available for the Biotechnology and Biomolecular Engineering Research Center, and

WHEREAS, the Ohio University 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 Biotechnology and Biomolecular Engineering Research Center Project, and

WHEREAS, the Ohio University did select the joint venture of Dan A. Carmichael, AIA/Nitschke Sampson Dietz Architects as associate for the project, and

WHEREAS, final plans and specifications have been prepared for advertisement on the research center project.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve construction documents for the Biotechnology and Biomolecular Engineering Research Center.

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

Ohio University

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

September 13, 1993

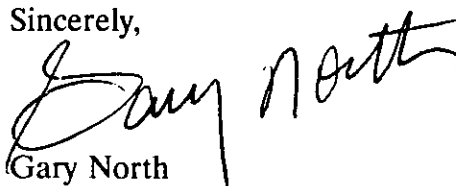
Dr. Charles Ping
President
Ohio University
Cutler Hall
CAMPUS

Dear Dr. Ping:

John Kotowski, Director of Facilities Planning, has recommended approval of plans and specifications developed by the architectural firm of Dan A. Carmichael, AIA/Nitschke Sampson Dietz Architects, for the Biotechnology and Biomolecular Engineering Research Center and requests authorization from the Board of Trustees to advertise for construction bids and award contracts for the project.

I recommend approval.

Sincerely,

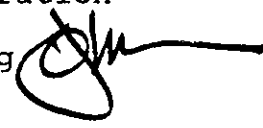

Gary North

GBN/rs

OHIO UNIVERSITY

Interoffice Communication

September 13, 1993

TO: Dr. Gary B. North, Vice President for Administration
FROM: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
BIOTECHNOLOGY AND BIOMOLECULAR ENGINEERING FACILITY

Substitute House Bill Number 808 provided a capital improvements appropriation totaling \$750,000.00 for the planning of a new Biotechnology and Biomolecular Engineering Research Facility. In addition, Amended Substitute House Bill Number 904 contains an appropriation of \$10,709,875.00 for the Project. Finally, the University is seeking a Ohio Board of Regents Incentive Grant in the amount of \$1,637,125.00 and will be adding these funds to the project. The two State of Ohio appropriations, the Incentive Grant and a small amount of local pre-planning dollars will make a total of \$13,122,000.00 available.

The above identified funding will be used to selectively raze and renovate Building 25 (Cottage "L") at The Ridges. A total of 25,683 square feet will be renovated in Building 25 on three floors. A new addition will be added to the rear of the facility and will contain 26,683 square feet on two floors. The building will contain office space, laboratories and animal facilities. A small parking area will be developed on the building's site. The project will also include the extension of utilities (sanitary, water, electric and gas) to the building.

At their April 6, 1991 regular meeting, the Board of Trustees authorized the selection of a consulting architect and the preparation of construction documents. The development of plans and specifications for the Biotechnology and Biomolecular Engineering Research Center are complete and ready to be advertised for construction bids. In order to proceed with this project, I have enclosed a resolution for consideration by the Board of Trustees at their October 2, 1993 meeting which seeks approval of plans and specifications and permits the recommendation of contract award so long as total bids received do not exceed total funds available.

I will provide construction documents the week of September 27, 1993 for use by the Board. Please let me know if there is anything else that I can do to assist with this matter. Thank you for consideration of this project.

JKK/slw/BIOT9002.GBN
enclosure

Ms. Grasselli Brown presented and moved approval of the resolution. Mr. Grover seconded the motion. All expressed pleasure with the resolution and voted aye.

UNIVERSITY GUEST FACILITY NAMING

RESOLUTION 1993 -- 1322

WHEREAS, Claire O. Ping has served with great dedication for nearly two decades as Ohio University's First Lady, and

WHEREAS, during this period her good hand has been seen and felt across the life of the campus, and

WHEREAS, she has willingly given of her talent and time in support of countless projects which over the years have added to the quality of the life of the community and the campus: downtown redevelopment, the Dairy Barn, Christmas lighting, redecorating of the president's home, improvements to Baker Center, renovation of Konneker Alumni Center and Carriage House, campus grounds improvements and lighting. Guiding each project has been her special awareness of the need to relate good interior design with that of facility design, and

WHEREAS, has entertained with grace and style thousands of students, faculty, staff and guests of the university in the official residence and at many campus locations, and

WHEREAS, Claire O. Ping provided special interest and sensitivity in the restoration and furnishing of the university's guest facility.

NOW, THEREFORE BE IT RESOLVED that the university's guest facility be named **Claire Oates Ping Cottage** and be known henceforth as Claire Cottage.



Ohio University
Alumni Association

Office of Alumni Relations
52 University Terrace
Post Office Box 869
Athens, Ohio 45701-0869
614/593-4300
FAX 614/593-4310

TO: Alan H. Geiger, Assistant to the President, Secretary to the Board of Trustees

FROM: Richard R. Polen, Director, Alumni Relations *Richard R. Polen*

DATE: September 15, 1993

SUBJ: "Claire Cottage"

The Executive Committee of the National Alumni Board of Directors of the Ohio University Alumni Association has authorized me to make a recommendation to you as Secretary to the University Board of Trustees.

On behalf of the Board, the Committee recommends that the Trustees consider renaming the guest house located behind the Konneker Alumni Center, currently known as the Carriage House, be renamed the Claire O. Ping Cottage in recognition of Claire Ping's long years of service to Ohio University. The Committee strongly believes that this would be a fitting and appropriate tribute to such a remarkable person who has dedicated so much of her life to the University and its alumni programs.

Thanks for your consideration of this request.

RRP:ljcw

xc: Executive Committee

Mr. Emrick presented and moved approval of the resolution. Ms. Grasselli Brown seconded the motion. The motion was passed.

NAMING OF THE OHIO UNIVERSITY MUSEUM

RESOLUTION 1993 -- 1323

WHEREAS, the Ohio University Museum Board of Directors wishes to continue to recognize Edwin L. Kennedy's support and role in the overall development of the Museum, particularly his emphasis on the educational aspects of the Museum; and

WHEREAS, the Board of Directors wishes to recognize those singularly responsible for the first work in the care and planning of what is now the reality of a university museum; namely, Henry H. Lin and Foster Harmon, and

WHEREAS, to properly recognize the combined efforts of these men and the promise for the future their good works hold, the Ohio University Board of Trustees wishes to rescind Resolution 1991-1191 naming the Museum and to resolve the following.

NOW, THEREFORE BE IT RESOLVED that the Ohio University Board of Trustees does hereby wish to express gratitude and to honor the aforementioned persons as follows:

The Museum:	The Edwin L. and Ruth E. Kennedy Museum of American Art
The Facility:	The Henry H. Lin Hall
The First Gallery:	The Foster and Martha Harmon Gallery

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

THE RIDGES ART MUSEUM FACILITY NAMING

RESOLUTION 1991 -- 1191

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

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

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

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

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

Mr. Nolan presented and moved approval of the resolution. Mr. Grover seconded the motion. All agreed.

NAMING OF MEMORIAL AUDITORIUM

RESOLUTION 1993 -- 1324

WHEREAS, since the establishment in 1804 of a university in the town of Athens, Ohio University has had a long and distinguished record of being the university of opportunity for students throughout Ohio and beyond, and

WHEREAS, Ohio University has recognized its early distinguished graduates in special ways, including the naming of university buildings and programs, beginning with the first male alumnus Thomas Ewing and including the first female graduate Margaret Boyd, and

WHEREAS, appropriate recognition of university graduates and others overseeing the development of the university continues to be a responsibility of the Board of Trustees, and

WHEREAS, with the leadership of Dr. T.R. Biddle, F.W. Bush, Judges L.G. Worstell and Edwin D. Sayre, Professor Clement L. Martzoff and Alumni Secretary Clark Williams, Memorial Auditorium was completed in 1927 through the strong support of alumni, faculty, students and townspeople supplemented with limited state support, and

WHEREAS, the Ohio University Board of Trustees wishes to continue the practice of recognizing the lives and contributions of its many graduates including those of African American parentage, and

WHEREAS, John Newton Templeton (1805-1851), who was freed from slavery in 1813, was in 1828 the first African American male graduate of Ohio University as well as the first African American in the Midwest and the fourth in the United States to receive a college degree, and who, under the tutelage of Robert G. Wilson, President of Ohio University from 1824 to 1839, became a successful teacher, school principal and newspaper publisher, and

WHEREAS, Martha Jane Hunley Blackburn (1894-1992) was in 1916 the first African American woman graduate of Ohio University, graduating summa cum laude with a Bachelor of Science in Education Degree, and who, immediately after graduation, became head of the Home Economics Department at Central State (Ohio) followed by a life-long dedication of teaching and learning.

NOW, THEREFORE, BE IT RESOLVED that the building commonly known as Memorial Auditorium henceforth be named the **Templeton-Blackburn Alumni Memorial Auditorium**.

September 24, 1993


Dear Members of the Board:

In support of Mark Orbe and Holles Scott who no longer attend Ohio University Duane W. Davis, Mexie Wilson, Kisha Coleman, Jeanne Sanders, and Aaron Phillips, African American leaders of Ohio University, embrace the concept of naming Memorial Auditorium after John Newton Templeton and Martha Jane Hunley Blackburn, two of Ohio University's most distinguished African American graduates. We feel this building is the proper building because of its location and history here on campus. Mr. Orbe and Mr. Scott formed this notion two years ago and we're elated to finalize what had been an overlooked issue on campus. We hope that this issue will no longer go overlooked in the future.

Sincerely,

Duane W. Davis
Mexie Wilson
Kisha Coleman
Jeanne Sanders
Aaron Phillips

INTER-OFFICE MEMO

Date: January 26, 1993
To: Alan Geiger
From: Doug McCabe 
Subject: JOHN NEWTON TEMPLETON and MARTHA JANE HUNLEY BLACKBURN

JOHN NEWTON TEMPLETON

"Born on a cotton plantation in South Carolina, Templeton was freed in 1813, at which time he and his family migrated to Ohio, eventually settling in Adams County. With the aid and encouragement of Rev. Robert G. Wilson, president of Ohio University (1824-1839), Templeton enrolled at the University in 1824. It is noteworthy that Ohio University, unlike many institutions of higher education at this time, had no restrictive clauses pertaining to race; any male youth who qualified for acceptance was admitted. While working his way through college, Templeton maintained a superior academic record and was an especially active member of the Athenian Literary Society. One of ten graduating students in the commencement exercise of 1828, Templeton delivered a speech entitled "The Claims of Liberia." After graduation he taught in Chillicothe, Ohio. In 1834, reversing his pro-Colonization stance, Templeton became one of the officers of the Chillicothe (Colored) Anti-Slavery Society. He finally settled in Pittsburgh in 1836, where he became the first teacher and principal of the African School, the first school for Black children in the city. In addition to his relentless political activities, Templeton was co-editor of The Mystery, an Afro-American newspaper dedicated to the fight for freedom and political emancipation. He died unexpectedly in 1851, but his memory lingered on in the hearts and minds of the local community. In 1915, Edward C. Berry, a prominent Black businessman and resident of Athens, donated a substantial contribution in honor of Templeton for the construction of the Alumni Gate.

"Ohio University can indeed be proud of John Newton Templeton, the first Black American to receive a college degree in the State of Ohio and in the entire area encompassing the old Northwest Territory. On a national scale, Templeton is the fourth Black college graduate...."

Following this biography is the complete text of Templeton's graduation speech, "The Claims of Liberia."

- Connie & Michel Perdreau John Newton Templeton: The Claims of Liberia (Athens, OH: Maurice Press, 1980)

OHIO UNIVERSITY'S FIRST BLACK GRADUATES

"Mr. John N. Templeton who was permitted on our last meeting to hear our Constitution was on motion admitted today."

- Athenian Literary Society. Minutes, vol 2: January 28, 1827.

"John Newton Templeton was four years in my father's family graduated in 1828. He taught awhile in Chillicothe, then at Pittsburg [sic] where I heard he married. For many years I have heard nothing of him and did not know certainly of his death. His parents were living some few years ago, At Red Oak, Brown County, four miles from Ripley. Their names Pompey and Terak."

- Letter from Mary Wilson Irwin (Daughter of President R.G. Wilson) to W.H. Young, April 20, 1857.

"OHIO UNIVERSITY. At the annual commencement of this institution, Wednesday September 17, 1828, the degree of A.B. was conferred [sic] on the following alumni: John N. Templeton, (A young man of color); after which was delivered the following...."

- Athens Mirror and Literary Gazette, no. 177, Saturday September 27, 1828. Also See The Ohio State Journal and Columbus Gazette, September 25, 1828.

"In 1832, the [African Education] Society purchased the Methodist church on Front street [in Pittsburgh], and fitted it for a school, but many patrons would not give up the old quarters, and two schools were the consequence. In about a year, the friends of the old locality triumphed, and the united school was taught for some time by Master Templeton and Miss Matilda J. Ware, from Carlisle."

- Wickersham, James Pile Education in Pennsylvania, Private and Public, Elementary and Higher (Lancaster, PA: Inquirer Publishing Co., 1886) p. 254.

"The quality of education offered the black children cannot be valued beyond the patent fact that it was better than none at all. Martin Delany soon outstripped Rev. Woodson's [?ancestor of Alicia Woodson, '70?] classes and went on to independent study. However, one conclusion is possible. Rev. Woodson and his successor John Templeton must have been inspiring teachers, for leadership in the negro community and also in the national Negro awakening came from those classes."

- Ullman, Victor Martin R. Delany: The Beginnings of Black Nationalism (Boston: Beacon Press, 1971) p. 22

OHIO UNIVERSITY'S FIRST BLACK GRADUATES

"John Newton Templeton, A.M. [sic], for fifteen years an upright, active, and very useful citizen of Pittsburgh, Pennsylvania, was a graduate of Athens College, in the State of Ohio. Mr. Templeton, after an active life of more twenty years, principally spent in school teaching, died in Pittsburgh, in July, 1851, leaving an amiable widow and infant son."

- Delaney, Martin Robinson The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States, Politically Considered (Published by the Author, 1852 - Reprinted New York: Avno Press and The New York Times, 1968) p. 126.

"In checking our Index, we find two (2) Deeds under the name of Mr. Templeton recorded as follows: January 20, 1844 in Deed Book Volume 67, page 365 [and] July 9, 1850 in Deed Book Volume 91, page 529."

- John J. Exler, Recorder, County of Allegheny, Pittsburgh, PA., June 11, 1975.

"John Templeton 24-36 1 female 10-24"

- US Bureau of the Census. 1840 Pennsylvania, Allegheny Co., Pittsburgh (East Ward).

"John Templeton	35	M	Mu	School Teacher	Penna.
Louisa ***	33	F	Mu		Penna.
John ***	4/12	M	Mu		Penna.
Richard Fountain	15	M	Mu		Penna."

- US Bureau of the Census. 1850 Pennsylvania, Allegheny Co., Pittsburgh, 6th Ward. [Mu = mulatto]

OHIO UNIVERSITY'S FIRST BLACK GRADUATES

MARTHA JANE HUNLEY BLACKBURN

Jane Blackburn was born in Wilmington, OH on March 21, 1894 and graduated from Wilmington High School in 1912. It appears she first attended Wilberforce University (of which 69 hours of coursework were completed) before coming to Ohio University in 1914. [This may be somewhat controversial for it was claimed in 1979 that she was the first "Black woman graduate from Ohio University (who spent her entire undergraduate years here)." - letter from Lyn Bailey Wetteroth, Asst. Dir., Office of Affirmative Action. Blackburn's transcript, though, is very clear about the credits transferred from Wilberforce.] She graduated summa cum laude from OU on June 22, 1916 with a Bachelor of Science in Education, focused in English and Literature with a minor in Home Economics.

Blackburn was not allowed to live in a dormitory because of her color so she lived with a local businesswoman, Mrs. Robison, and her two daughters. She could not join a sorority for there were no Black chapters on campus then nor would White chapters consider her. She did attend Mt. Zion Church and she was a member of the B.S. In E. Senior Club. Dean Richeson was the faculty advisor and, apparently, her mentor for she remembered him well for his help. She remembered his daughter, too, who "saved me several embarrassing moments in my gym class when girls did not take my hand in games." Blackburn was also a classmate of Leonard Barnett (a distinguished OU graduate in his own right) who later was instrumental in her career.

"When I was almost ready to graduate, the President of West Virginia State came to Ohio University and offered me the position of Head of the Department of Home Economics. This was in my minor as my major was literature and English. I know that the South held much racial prejudice and I refused the offer because of that.

"The second job I was offered was at a College in Oklahoma. I perhaps would have accepted that, but my Mother objected to my working so far away from home.

"The day I graduated I received a call offering me the position of Head of the Home Economics Dept. at Central State. At this time one part of the College was supported by the State of Ohio and the other by the Methodist Church. Strange, this position was Home Economics and I so wanted literature. I was employed by the State. It was a good position, near home, and my Mother persuaded me to accept it, which I did.

"My first year there was very successful and rewarding but it held many responsibilities. I had to make out the menus for the student diningroom, even but the food for 3 meals a day within certain limits and teach all my classes. I really grew under these

OHIO UNIVERSITY'S FIRST BLACK GRADUATES

conditions.

"The second year I was at Central State I met the young man who was to be my future husband who had come to teach Physical Education. He was a graduate of Temple University. At the end of my second year I went to the Superintendent and told him that I planned to resign at the end of the year. He did everything possible to get me to stay. He said he would get me a position at Howard University as he had a great deal of prestige there. He felt that I was too good a teacher to stop working and he felt that I had a most promising future, but nothing he said changed my mind and I did resign and married Charles Blackburn and we lived another year at Wilberforce, then my husband was offered a position of Physical Education in the public schools of Columbus, Ohio which he accepted. [Charles Blackburn was the son of John R. Blackburn, a distinguished Ohio educator and the first Black trustee of Ohio University.] At this time I became pregnant with Jeanne, so I went home and stayed with my Mother until Jeanne was born.

"We persuaded my Mother who lived alone to sell her home and move to Columbus with us.

"I could not get a position in the Columbus School System because at that time husband and wife could not teach in the same school system, so I gave up the idea of teaching and spent my time rearing Jeanne.

"When Jeanne was 3 years old I got the old urge to teach again. My husband and Mother said it would be O.K.

"I wrote to several places and a friend told me to write to a High School between Welch & Gary, West Virginia and wouldn't you know it, this position was Home Ec. also. I decided then that God must have some thing in mind for me to do, that all positions offered me were in Home Ec. so I just accepted that as my life. I taught [t]here 3 years and left under protest.

"I had heard that my classmate (Leonard Barnett) from Ohio University was Principal of a large consolidated High School named Washington High School. It was located between Montgomery, West Virginia and Charleston, West Virginia and pupils were bussed in from all the small surrounding Hollows where there were no High Schools. Some children would have to leave home at day break and did not get home until dark.

"Yes, wouldn't you know that Mr. Barnett needed a Home Ec. teacher. I had hoped for English but I accepted it because by now I really knew that God had a purpose for me in life by sending me all these different places to teach Home Ec.

"These girls had practically no training in the ways things

OHIO UNIVERSITY'S FIRST BLACK GRADUATES

should be done but they were good and willing workers who never shirked any duty.

"I wrote a play on the life of George Washington Carver, into which all the teachers and pupils were incorporated and worked. It turned out to be an excellent production. Even a number of the white Board members came and sincerely congratulated all of us who had put it on.

"I worked [t]here until Jeanne was in Junior High School and I felt that I should be home with her and help her through that difficult period for a youngster.

"My classes had developed wonderfully at Washington High, they were not only making beautiful clothes for themselves but for their brothers and sisters.

"I forgot to tell you that each summer that I taught at Washington High, I would bring a different girl home with me for the summer so she could learn the little nice things of life. She entered into our family life as one of the family.

"Strange but most of the girls who were in my Home Ec. classes have really gone ahead in the world and quite a number of them still correspond with me. One girl even calls me once a month, even though she writes me regularly. She just wants to know if I am O.K.

"Strange, isn't it that my heart in college was set on teaching English and literature and I never got a position in that field. I now feel that God directed my life toward Home Ec. so I could reach and broaden the lives of young people who really needed me and I was able to give them the things they needed most.

"Lyn, I know that it won't seem like a very exciting life to you, but as I look back on it and receive these letters from girls whom I have taught and who have made a success out of their lives, I feel that I have fulfilled what my destiny was to be and even now as I look back I feel so rewarded.

"Helping others to find their potential was wonderful even though I had to give up what I had dreamed of."

- letter from Blackburn to Wetteroth, March 28, 1979.

For these achievements Blackburn was nominated by Dr. Charles Ping and awarded the medal of merit in 1979 by the OU Alumni Association. At the same time her portrait was unveiled as a part of the 175th Anniversary of the University. The following year the Blackburn Scholarship was established and she was made an honorary member of Phi Beta Kappa. Martha Jane Hunley Blackburn died in Los Angeles on June 20, 1992. She was 98 years old.

discussions on the nature of the "monument." Initially, these men favored a stadium but Bryan vetoed this. "Let first things come first" said he. The need for an auditorium was more urgent, the stadium would come later. The group agreed that an auditorium would suit their purpose and further that it should be built to size for the growing university. There were two very practical reasons for such a choice: first, Ewing Hall would seat but a little more than half the student body — even in the days of the Ellis parades it was too small for commencement exercises — and, second, it was confidently expected that the projection of such a structure would have a "strong appeal in gaining the support of alumni and the people of Athens."

On December 29 there was a meeting of the Alumni Board of Control in Columbus, and on January 6, 1922, the Alumni Executive Committee met in Athens. The sights were set at \$300,000, and expert advice on organizing a campaign to raise this amount was sought from Mr. Tamblyn, of the New York firm of Tamblyn and Brown, who was present by invitation. It was ardently hoped that every one of the 15,000 living alumni and former students would wish to contribute, not to mention the members of the faculty* and the townspeople of Athens who would benefit directly by having such an auditorium so near at hand. Appeals were also directed to the students. They were reminded that each year the state was making an investment in each student of approximately \$250 more than that student was returning, that the state did this "gladly and with great wisdom," that they, as well as all alumni, had a golden opportunity to show their gratitude by making a pledge to the Alumni Memorial Auditorium Fund. The students responded by pledging \$20 each. It was proposed to set up an organization in every state where there were as many as five alumni, and in every city where there were at least three. The death of Dr. Martzoff on August 5, 1922, removed one of the leading spirits of the drive. Not a robust man and in ailing health, his end was hastened by his tireless efforts for the fund. His

*Virtually every faculty member contributed one-tenth of one year's salary to the Auditorium Fund.

The History of Ohio University

place as Alumni Secretary was taken by the youthful Clark Williams who had graduated but little more than a year before.

At the beginning of 1925 less than two-thirds of the required \$300,000 was in sight. However, Bryan, hoping to bolster the fund with an outright appropriation, reported to the legislature at this time that the city of Athens had generously relinquished its longstanding claim to the part of the campus lying north of the McGuffey Elms.* When the state finance committee came to Athens to look into the fiscal needs of the university, and incidentally to check up on all this fuss about an auditorium, Bryan shrewdly called a special convocation making sure that the committee would be present. The students, informed of what was at stake, responded exuberantly. No convocation was ever better attended. Every seat in old Ewing assembly hall was filled, the aisles were clogged, the gallery was jammed, students stood along the walls — only the chandeliers were unoccupied. The committee was convinced — Ohio University needed a new and much larger auditorium. An appropriation to that laudable end in the amount of \$60,000 was obtained.

Where would the auditorium be placed? Strangely the generosity of the city did not resolve this question. No one wanted it located on the strip of green north of the elms, least of all the property owners on University Terrace who cherished an unobstructed view of Court Street across the campus. At the same time there was no adequate combination of properties marginal to the campus that could be had for less than \$60,000. There could be no thought of approaching the state for this additional sum, and it seemed quite beyond the powers of the alumni organizations. In the extremity of this debate some of the trustees advocated pulling down Cutler Hall and the two wings if necessary, to make way for the new auditorium on the peak of university hill. The young Alumni Secretary disagreed with this and let the other alumni know about it. He was sure that the building should be on the campus, that it could be artistically

*The finance committee was not unanimously impressed with the generosity of the city of Athens. One member loudly proclaimed that his town would gladly raise a million dollars to get a state university.

aligned with other buildings without sacrificing any, and above all, that it would not injure the famous elms. The majority supported this view and eventually a site was chosen north of Ellis Hall on University Terrace.

In the midst of these events the whole university community was shocked when Bryan submitted his resignation to the trustees at their meeting on June 8. His relations with the trustees and all persons at the university had been uniformly harmonious and an explanation, he well knew, was in order. He was sixty, he pointed out, and desired "leisure to be busy," leisure to give his whole time to lecturing and writing and thus reach a larger public.* He softened the blow somewhat by consenting to remain in office until the trustees could make a satisfactory selection of a successor. Upon his retirement he planned to move to a property he had just purchased in Upper Arlington, a suburb of Columbus. He spoke fondly of its two-car garage — "one side will always be for my very good friends of this city and university." But his friends did not have occasion to use the garage, nor for that matter did Bryan himself. During the summer he contracted a serious eye affliction that forced a gradual abandonment of his dream to be a full-time author and lecturer. This misfortune and the expressed wishes of the trustees that he remain in Athens caused him to withdraw his resignation in late August. On January 21, 1926, he was reelected president, this time for a term of five years. His continued life as president was to be made easier. His salary was set at \$9600 a year** and he would reside in the newly acquired presidential residence. The prospect of living in this new home, which meant moving much nearer to the campus, was especially welcome to a man who had been crippled since childhood and walked with a pronounced limp, the "presidential limp," he called it.

During the summer of 1925, the summer of Bryan's uncertainty,

*Bryan's decision to return to lecturing was doubtless prompted by a nostalgic desire to resume a life which had brought him both pleasure and profit. Before coming to Ohio University he had won a national reputation as a speaker, particularly before educational groups.

**Raised three years later to \$12,000.

TO: Alan Geiger, Secretary
Board of Trustees

FROM: Hollis L. Scott II and Mark P. Orbe, Project Coordinators
The Romeo Club of Ohio University

RE: Resolution concerning building name change

DATE: March 5, 1992

We are writing to you to request that the attached resolution be placed on the agenda for the April 3rd-4th meeting of the Ohio University Board of Trustees Meeting.

Founded in 1980, The Romeo Club of Ohio University is a student organization which operates under the motto of "Service and Education". The current membership of the organization is predominately, but not exclusively, comprised of African American men. All of our programs, events, and activities revolve around the premise of providing service and education to the Ohio University and Athens communities. This year alone, our efforts have included several programs highlighting Black History Month on campus, a program at Athens High School, and service projects for Mt. Zion Baptist Church, Echoing Meadows, and the area Foodbank.

At a meeting last quarter, we began preparing for several Black History Month programs. During this discussion, we became aware of the fact that Ohio University does not have a building on campus named after an African American. This was confirmed by consequent discussions with the Archives Department and University News Service.

Undoubtedly, African American men and women have made large contributions to the educational, cultural, and economic growth of Ohio University and the Athens community in general. The enclosed historical overview prepared by Connie Perdreau documents many of these contributions.

In light of these findings, we strongly believe that Ohio University should acknowledge these contributions by dedicating a building to an African American. Our research indicates that several distinguished African Americans are deserving of such an honor.

Throughout the month of February, we distributed hundreds of "black ribbons" around the Athens community. We asked individuals to wear these ribbons to affirm their belief that "Black History Month Is Every Month". Ohio University can also demonstrate their commitment and support of this idea by accepting our proposed resolution.

Our organization wholeheartedly supports this resolution. Several additional student organizations have been consulted concerning this issue and have pledged their support of this resolution (*see below). Due to time constraints, more organizations were not contacted. However, we believe that such an initiative will have campus-wide support, including faculty, administrators, students, and alumni.

Thank you in advance for your consideration on our resolution. We encourage you to contact us if any questions or concerns should arise.

Sincerely,

Hollis L. Scott, II

Hollis L. Scott, II
Project Coordinator
The Romeo Club
206 Tiffin Hall
597-8616

Mark P. Orbe

Mark P. Orbe
Project Coordinator
The Romeo Club
013 Lasher Hall
593-9164

*The following student organizations have committed to serve as co-sponsors of this resolution:

Alpha Phi Alpha Fraternity, Inc.
Alpha Phi Omega Service Fraternity
Black Affairs Commission of Student Senate
Black Graduate Council
Black Student Communication Caucus
Black Student Cultural Programming Board
Black Student Union
Delta Sigma Theta Sorority, Inc.
Gospel Voices of Faith
Kappa Alpha Psi Fraternity, Inc.
National Panhellenic Council
Zeta Phi Beta Sorority, Inc.

Resolution: We propose that Ohio University begin the process where one building on campus be renamed/dedicated to an African American man or woman that has made significant contributions to Ohio University and the Athens community.

First, we propose three alternatives in addressing this matter:

(a) Lindley Hall presently houses the Afro-American Studies Department as well as the student cultural arts center. We suggest that Lindley Hall be changed to reflect the name of an African American in light of the students that generally utilize the building.

(b) East Green has three residence halls (Jefferson, Lincoln, and Washington) that are named after U.S. Presidents. Since none of these men have direct relations with Ohio University and in light of recent historical accounts of their lives in regards to their views on African Americans, we suggest that one of these buildings be targeted for rededication.

(c) In the event that the first two alternatives are not feasible, we suggest that the next building to be constructed on campus (i.e. the new recreation center) be named after an African American.

Second, we propose that the building be named one of the following:

- (a) John Newton Templeton Hall
- (b) Edward C. Berry Hall
- (c) Martha Jane Hunley Blackburn Hall

Attached is a brief description of each individual, in addition to other possible names (if these three names are unacceptable).

Lastly, we propose that a decision be made on this matter as soon as possible. Ideally, a dedication ceremony could take place during the Black Alumni Reunion scheduled for early June.

John Newton Templeton

- Ohio University's first African American graduate, 1828
- The fourth African American college graduate in the country and first in the Midwest
- Born a slave in South Carolina but freed by master's will in 1813
- Lifelong commitment to uplifting African Americans
- Teacher, school principal, newspaper publisher

Edward C. Berry

- Graduate of the Albany Enterprise Academy
- Prominent African American businessman and resident of Athens, Ohio
- Owner and operator of the nationally famous Berry Hotel which served the Athens community from 1892-1921
- Trustee of Wilberforce University
- Financial contributor for Mt. Zion Baptist Church, the only historically African American church in Athens
- Lifelong supporter of Ohio University

Martha Jane Hunley Blackburn

- First African American woman graduate of Ohio University, 1916
- Chair, Home Economics Department at Central State University
- Teacher, West Virginia High Schools
- Awarded Ohio University Medal of Merit, 1979
- Presently in her 90's and residing in California

Other African Americans who have distinguished career achievements involving Ohio University and the Athens community:

Edward James Royce (1815-1872), business man, politician, and only Ohioan to become President of a foreign country (Liberia).

Milton Holland, awarded Congressional Medal of Honor for heroics during Civil War; lawyer; founder of Alpha Insurance Company, the first African American owned insurance business in America.

John R. Blackburn, first African American Board of Trustee member (1885-1892), educator and graduate of Dartmouth

MAR 20 1992

MEMORANDUM

TO: Alan Geiger, Secretary
Board of Trustees

FROM: Hollis L. Scott II and Mark P. Orbe, Project Coordinators
The Romeo Club of Ohio University

RE: Resolution concerning building name change

DATE: March 19, 1992

Thank you for taking the time to meet with us on March 5, 1992. It was important for us to speak with you regarding our concerns that Ohio University does not presently have a building on campus named after an African American man or woman. We appreciate all of the feedback that you were able to give us during that meeting.

As indicated in our discussion, we brought the suggestions that you shared with us back to our organization, as well as to those student organizations who have signed on as co-sponsors of the resolution. The consensus from our discussions was that we submit the proposed resolution, with a few minor changes, to the Board of Trustees for consideration. We feel that the resolution best reflects our position, and any further changes would not be representative of our intentions. However, we do acknowledge that it is your responsibility to revise the resolution before submitting to the Board. Although we do not feel totally comfortable with the bureaucratic process (as it may change our original intention), we do realize that it is the Board's policy in regards to considering resolutions.

We are happy to share with you that our proposal has received overwhelming support across campus. Since our last meeting, additional student organizations have asked to be included as co-sponsors of the resolution (see below). The support has been so strong that we are planning to create a special campus-wide committee the first week of Spring Quarter. It is inspiring to see the African American student community unite as a single body to support something that directly affects them.

It is our hope that this resolution be discussed at the April 3rd-4th meeting of Board of Trustees. As suggested, we are forwarding copies of the resolution to J. Craig Strafford, Chair of the Board of Trustees and Charles J. Ping, President of the University. Please do not hesitate to contact us concerning any questions you might have regarding our resolution.

Again, thank you for your assistance in this matter. It should be quite clear to you that this project represents something that is very important to us. We believe that it is just one more step in creating a university which best serves the needs of its diverse student population.

Sincerely,

Hollis L. Scott, II

Hollis L. Scott, II
Project Coordinator
The Romeo Club
206 Tiffin Hall
597-8616

Mark P. Orbe

Mark P. Orbe
Project Coordinator
The Romeo Club
013 Lasher Hall
593-9164

*The following student organizations have committed to serve as co-sponsors of the attached resolution:

Alpha Kappa Alpha Sorority, Inc.
Alpha Phi Alpha Fraternity, Inc.
Alpha Phi Omega National Service Fraternity
Black Affairs Commission of Student Senate
Black Graduate Council
Black Student Communication Caucus
Black Student Cultural Programming Board
Black Student Union
Delta Sigma Theta Sorority, Inc.
Gospel Voices of Faith
Sigma Gamma Rho Sorority, Inc.
Kappa Alpha Psi Fraternity, Inc.
National Panhellenic Council
Zeta Phi Beta Sorority, Inc.

cc: J. Craig Strafford, M.D., Chair, Ohio University Board of Trustees
Charles J. Ping, Ph.D., President of Ohio University

Resolution: We propose that Ohio University begin the process where one building on campus be dedicated to an African American man or woman that has made significant contributions to Ohio University and the Athens community.

The accomplishment of this resolution may take many directions. Several alternatives have been suggested concerning this matter including:

(a) Lindley Hall presently houses the Afro-American Studies Department as well as the student cultural arts center. We suggest that Lindley Hall be changed to reflect the name of an African American in light of the students that generally utilize the building.

(b) East Green has three residence halls (Jefferson, Lincoln, and Washington) that are named after U.S. Presidents. Since none of these men have direct relations with Ohio University, we suggest that one of these buildings be targeted for rededication.

(c) The next building to be constructed on the Athens campus (i.e. the new recreation center) be named after an African American.

Additionally, we suggest that the building be named one of the following:

(a) John Newton Templeton Hall

(b) Edward C. Berry Hall

(c) Martha Jane Hunley Blackburn Hall

Attached is a brief description of each individual, in addition to other possible names for future consideration. We suggest that other African American men and women be given equal consideration for such honors and distinctions by the University in future decisions.

John Newton Templeton

- Ohio University's first African American graduate, 1828
- The fourth African American college graduate in the country and first in the Midwest
- Born a slave in South Carolina but freed by master's will in 1813
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Milton Holland, awarded Congressional Medal of Honor for heroics during Civil War; lawyer; founder of Alpha Insurance Company, the first African American owned insurance business in America.

John R. Blackburn, first African American Board of Trustee member (1885-1892), educator and graduate of Dartmouth

OHIO UNIVERSITY
ATHENS, OHIO 45701

BOARD OF TRUSTEES

March 27, 1992

Mr. Hollis L. Scott, II
Mr. Mark P. Orbe
The Romeo Club
Ohio University

Dear Messrs. Scott and Orbe:

I wish to acknowledge receipt of your letter of March 19, 1992, requesting Board of Trustee consideration in naming a university building for an African American man or woman.

As we discussed at our March 5, 1992, meeting, I do support the principle of your request and believe the names suggested: Templeton, Berry, M.J. Hunley Blackburn, as well as Royce, Holland, and J.R. Blackburn are appropriate.

You suggest that the Trustees begin the consideration process of the naming at the April, 1992, meeting. The first step, in my judgement, is for the Board of Trustees' Chair, J. Craig Strafford, M.D., to assign the request for review and future consideration to the Board Committee responsible for making such recommendations to the full Board; namely the Budget, Finance, and Physical Plant Committee.

Sincerely,



Alan H. Geiger, Ph.D.
Secretary to the Board

AHG/kd

Ms. Arnovitz presented and moved approval of the resolution. Mr. Schey seconded the motion. Approval was unanimous. It was noted that Mr. Scott Bova, sponsor of the resolution in Student Senate, presented President Ping with a photograph of the proposed recreation center during Friday's committee session.

FACILITY NAMING

RESOLUTION 1993 -- 1325

Dedication of the New Student Recreation Center
formally as the
Charles J. Ping Student Recreation Center

WHEREAS, Dr. Charles J. Ping will retire from the presidency of Ohio University on June 30, 1994 after serving the fourth longest term by any major public university president in America of 19 years, and

WHEREAS, Dr. Ping has brought Ohio University into the third century in many different realms including the areas of research, scholarship, funding, fundraising, student life, and community service, and

WHEREAS, these great strides in the development of the community of Ohio University has lead to the production of individuals, scholars, artists, teachers, philosophers, and citizens as graduates of Ohio University, and

WHEREAS, these accomplishments should not go unnoticed, but should be revered for the time, loyalty, and dedication shown to Ohio University. To cite Dr. Ping's own words:

"We who are momentarily privileged to be part of that constant stream rejoice in what has been given to us by those who have gone before and in promise of what lies ahead in the life and mission of Ohio University"

-From "System, Systems, and Managing the Future of Ohio University," presented by Dr. Ping, October 16, 1992.

WHEREAS, the university is completing plans for a new 24 million dollar student recreation center and plans for groundbreaking ceremonies in December of 1993 or January of 1994, and

WHEREAS, the need for such a facility was shown by the students and Dr. Ping evaluated the situation and took the necessary actions to ensure a quality center with input from all parties, thus bringing it into reality, and

WHEREAS, this building will serve as a meeting place for all students as well as the university community to develop themselves as individuals, scholars, artists, teachers, philosophers, and citizens, and

WHEREAS, it is appropriate that a building fulfilling such obligations to the students and university community be dedicated to an individual who has dedicated himself to these same principles.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Student Senate officially and formally request the Ohio University Board of Trustees to dedicate the new student recreation center to Dr. Charles J. Ping, President of Ohio University.

BE IT FURTHER RESOLVED that the official name shall be the Charles J. Ping Student Recreation Center.

Sponsor: Scott E. Bova, Student Activities Commissioner

Primary Co-Sponsor: Gregory B. Mergen, Off-Campus Housing Representative

Secondary Co-Sponsors: Erik A. Burmeister, President
Marla E. Read, Vice-President
Holly A. St.Pierre, Treasurer

Mr. Emrick presented and moved approval of the resolution. Mr. Grover seconded the motion. All agreed.

**OHIO UNIVERSITY MUSEUM BOARD OF DIRECTORS
APPOINTMENTS**

RESOLUTION 1993 -- 1326

WHEREAS, the Ohio University Board of Trustees established on June 6, 1992, a nine-member Board of Directors to oversee the early stages of the development of the Ohio University Museum, and

WHEREAS, the Museum Board of Directors has been meeting and has seen fit to employ a full-time Interim Director beginning September 1, 1993, and

WHEREAS, several appointments remain to be made to the Board of Directors in order for a full compliment of members.

NOW, THEREFORE, BE IT RESOLVED that the following individuals be appointed to the Ohio University Museum Board of Directors.

Susanne C. Cook
Wilfred R. Konneker
Claire O. Ping

Ohio University

Interoffice Communication

DATE: September 14, 1993
TO: Dr. Charles J. Ping, President
FROM: Adrie Nab, Vice President for University Relations *AN*
RE: Recommendation for New Museum Board Members

I would like to recommend that the Ohio University Board of Trustees appoint the following individuals to the University's Museum of American Art Board of Directors:

Ms. Susanne Cook (Granddaughter of Mr. Edwin L. Kennedy)
Mr. Wilfred R. Konneker
Mrs. Claire O. Ping

Ms. Cook will replace Mr. Kennedy an active member, who in turn will become a "Life-time" member of the Board. She has traveled extensively through the Southwest and has been involved in acquisitions of the Kennedy Collections. Mrs. Ping and Mr. Konneker will be the 8th and 9th appointed members of the 9-member Board.

xc:
Charles Shepard III, Museum Director
Donald Roberts, Chairman of the Board

Mr. Nolan presented and moved approval of the resolution. Dr. Strafford seconded the motion. The motion passed.

ACADEMIC CLASSROOM BUILDING PROJECT--SOUTHERN CAMPUS

RESOLUTION 1993 -- 1327

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

WHEREAS, the Substitute House Bill Number 808 includes a basic renovations appropriation totaling \$47,000.00 and an appropriation in the amount of \$500,000.00 for the planning of an Academic Center (classroom building) Project, and

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992 has introduced and approved Amended Substitute House Bill 904, and

WHEREAS, the Amended Substitute House Bill 904 included a basic renovations appropriation in the amount of \$34,000.00, an appropriation for a classroom building totaling \$5,000,000.00 and an appropriation of \$200,000.00 for land acquisition and parking facility improvements all for the Southern Campus, and

WHEREAS, the Ohio University plans to combine all five appropriations, making \$5,781,000.00 available for the Academic Classroom Building Project at the Southern Campus, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting on October 26, 1991 authorize the President or his designee to recommend to the Division of Public Works the selection of an architectural consultant for the Academic Classroom Building Project, and

WHEREAS, the Ohio University did select the firm of SFA Associates, Inc. as associate architect for the project, and

WHEREAS, final plans and specifications have been prepared for advertisement on the new classroom building.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve plans and specifications for the Academic Classroom Building Project at the Southern Campus.

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

Ohio University

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

September 13, 1993

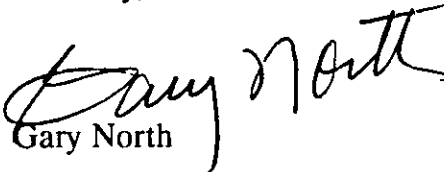
Dr. Charles Ping
President
Ohio University
Cutler Hall
CAMPUS

Dear Dr. Ping:

John Kotowski, Director of Facilities Planning, has requested approval of plans for the Southern Campus academic center classroom project. He requests authorization to seek bids and award contracts for the project.

I recommend approval.

Sincerely,

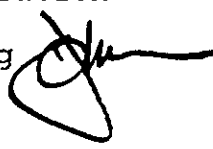

Gary North

GBN/rs

OHIO UNIVERSITY

Interoffice Communication

September 13, 1993

TO: Dr. Gary B. North, Vice President for Administration
FROM: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
ACADEMIC CENTER CLASSROOM BUILDING PROJECT

Substitute House Bill Number 808 provided a capital appropriation totaling \$500,000.00 to plan, through the receipt of bids, a main classroom facility on the Southern Regional Campus. This Bill also provides a basic renovations appropriation in the amount of \$47,000.00. Amended Substitute House Bill Number 904 provided three appropriations; a basic renovations item in the amount of \$34,000.00, a \$5,000,000.00 construction dollar appropriation for the classroom building and a \$200,000.00 appropriation for land acquisition and parking on the campus; all of which will be combined with the monies identified in Substitute House Bill Number 808. This will make a total of \$5,781,000.00 available for the new building. The proposed facility will contain multiple sized classrooms, faculty offices, student areas, storage, mechanical spaces, media facilities, and a library. Additional parking and further development of an outdoor activity areas are also included with the building's development.

At their October 26, 1991 regular meeting, the Board of Trustees authorized the selection of a consulting architect and the development of construction drawings. The development of plans and specifications for the new academic center are complete. I would like to advertise this work so that bids may be received. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their October 2, 1993 meeting which seeks approval of plans and specifications and permits the recommendation of contract award so long as total bids received do not exceed total funds available for the work.

I will provide the construction documents for the review of the Board and other interested parties later this month. If I can be of further assistance or provide any additional information, please let me know. Thank you for consideration of this matter.

JKK/slw/IRON9102.GBN

enclosure

pc: Dr. James C. Bryant
Dr. William W. Dingus
Mr. Thomas R. Pruckno

Mr. Nolan presented and moved approval of the resolution. Dr. Strafford seconded the motion. The motion passed.

EASTERN REGIONAL CAMPUS GYMNASIUM FACILITY

RESOLUTION 1993 -- 1328

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

WHEREAS, the 119th General Assembly, Regular Session, 1991-1992 has introduced and approved Amended Substitute House Bill Number 904, and

WHEREAS, each House Bill provides an appropriation for the gymnasium facility at the Eastern Regional Campus and those appropriations make \$3,215,000.00 available for the project, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting on June 29, 1991 authorize the President or his designee to recommend to the Division of Public Works the selection of McDonald, Cassell and Bassett, Architects, Inc. as the associate for the project, and

WHEREAS, the final plans and specifications have been prepared for advertisement on the first phase of the gymnasium facility at the Eastern Regional Campus.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve the construction documents for the Eastern Regional Campus Gymnasium Facility Project.

BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby authorize the advertisement and receipt of construction bids on the Eastern Regional Campus Gymnasium Facility Project, and does hereby empower the President or his designee to accept and recommend to the Deputy Director, Ohio Division of Public Works, construction bids received provided total bids do not exceed available funds.

Ohio University

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

September 13, 1993

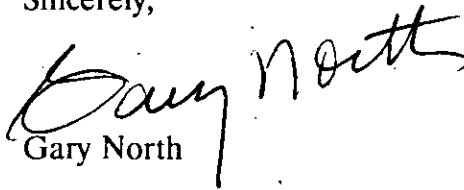
Dr. Charles Ping
President
Ohio University
Cutler Hall
CAMPUS

Dear Dr. Ping:

John Kotowski, Director of Facilities Planning, has recommended approval of plans for the Eastern Campus gymnasium facility and has requested authorization to seek bids and award contracts for the project.

I recommend approval.


Sincerely,


Gary North

GBN/rs

OHIO UNIVERSITY
Interoffice Communication

September 13, 1993

TO: Dr. Gary B. North, Vice President for Administration
FROM: John K. Kotowski, Director, Facilities Planning 
SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
EASTERN REGIONAL CAMPUS GYMNASIUM FACILITY

Substitute House Bill Number 808 provided a capital appropriation totaling \$275,000.00 for the planning of a gymnasium facility and access drive at the Eastern Regional Campus. Amended Substitute House Bill Number 904 provided a second appropriation in the amount of \$2,940,000.00. The two appropriations make \$3,215,000.00 available to plan the gymnasium facility and construct the first phase. Constructed as a part of phase one work will be a building which contains a multi-purpose/gymnasium which will seat approximately 2,000 spectators, associated locker rooms and other support facilities, two classrooms, a conference room, and several offices. A new access road or drive has been planned and will be constructed from State Route 331.

At their June 29, 1991 regular meeting, the Board of Trustees authorized the selection of McDonald, Cassell and Bassett, Architects, Inc. as the lead consultant and approved proceeding with the development of construction documents. Document development is now complete and ready for the advertisement process. I have enclosed a resolution for consideration by the Board of Trustees at their October 2, 1993 meeting which seeks approval of plans and specifications and permits the recommendation of contract award so long as total bids received do not exceed total funds available.

I will provide construction documents the week of September 27, 1993 for use by the Board. Please let me know if there is anything else that I can do to assist with this matter. Thank you for consideration of this project.

JKK/slw/BGYM9102.GBN
enclosure

pc: Dr. James C. Bryant
Dr. James W. Newton
Mr. Thomas R. Pruckno

Mr. Nolan presented and moved approval of the resolution. Mr. Schey seconded the motion. All voted aye.

BRASEE HALL RENOVATION AND ADDITION

RESOLUTION 1993 -- 1329

WHEREAS, the 118th and 119th General Assembly, Regular Session, 1989-1990 and 1991-1992 introduced and approved Substitute House Bill Number 808 and Amended Substitute House Bill Number 904 respectively, and

WHEREAS, each Bill contained a basic renovations appropriation for the Lancaster Regional Campus, and

WHEREAS, the University intends to use the entire basic renovations appropriation (\$179,000.00) in Substitute House Bill Number 808 and a portion of the basic renovations appropriation (\$74,000.00) in Amended Substitute House Bill Number 904 for the Brasee Hall Renovation and Addition Project, and

WHEREAS, the University has identified \$364,000.00 in local resources and will make those funds available for the project, bringing the total available for the project to \$617,000.00, and

WHEREAS, the Ohio University Board of Trustees did at their regular meeting on June 23, 1990 authorize the President or his designee to recommend to the Division of Public Works the selection of an architectural consultant for the Brasee Hall Renovation and Addition Project, and

WHEREAS, the Ohio University did select the firm of McDonald, Cassell and Bassett, Architects, Inc. as associate for the project, and

WHEREAS, final plans and specifications have been prepared for advertisement of bids on the renovation and addition work at Brasee Hall.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve construction documents for the Brasee Hall Renovation and Addition Project.

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

Ohio University

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

September 13, 1993

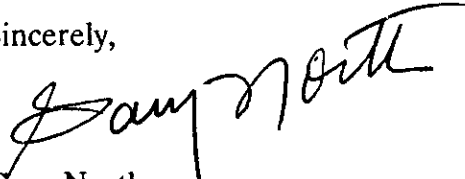
Dr. Charles Ping
President
Ohio University
Cutler Hall
CAMPUS

Dear Dr. Ping:

John Kotowski, Director of Facilities Planning, has recommended approval of plans for the Brasee Hall (Lancaster Campus) renovation and addition. He requests authorization to seek bids and award contracts for the project.

I recommend approval.

Sincerely,



Gary North

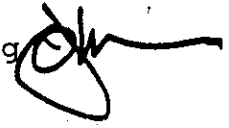
GBN/rs

OHIO UNIVERSITY

Interoffice Communication

September 13, 1993

TO: Dr. Gary B. North, Vice President for Administration

FROM: John K. Kotowski, Director, Facilities Planning 

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR THE
BRASEE HALL RENOVATION AND ADDITION PROJECT

Substitute House Bill Number 808 and Amended Substitute House Bill Number 904 each contains a line item for basic renovations on the Lancaster Campus. All basic renovation dollars in Substitute House Bill Number 808 (\$179,000.00) and a portion of the basic renovations appropriation in Amended Substitute House Bill Number 904 (\$74,000.00) will be used on the renovation and addition work in Brasee Hall. In addition, the University has identified \$364,000.00 in local resources, making \$617,000.00 available for this project.

The work to be undertaken will include renovation of the open stairways located in the core of the building, the extension of one elevator to the fifth floor and the addition of approximately 9,375 gross square feet of space on the top level. The space being added will permit the University to immediately solve a storage problem and over the long term this added space will permit further library growth and better accommodate the conference center programs at the Campus.

At their June 23, 1990 regular meeting, the Board of Trustees authorized the use of the basic renovations appropriation for this project, approved the selection of a consulting architect and permitted the development of construction documents. The development of plans and specifications for the Brasee Hall Renovation and Addition Project are complete and ready to be advertised for construction bids.

I have enclosed a resolution for consideration by the Board of Trustees at their October 2, 1993 meeting which seeks approval of plans and specifications and permits the recommendation of contract award so long as total bids received do not exceed total funds available. I will provide construction documents the week of September 27, 1993 for use by the Board.

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

JKK/slw/BRAS9002.GBN

enclosure

pc: Dr. James C. Bryant
Dr. Raymond S. Wilkes
Mr. Thomas R. Pruckno

B. EDUCATIONAL POLICIES COMMITTEE

Committee Chair Paul Leonard reported the committee heard a report from N. Joseph Welling, Director, Telecommunication Center. The Chair noted Mr. Welling reported the sixth FM radio station has come online and that over 400,000 people listen weekly to university radio stations. Mr. Leonard stated committee members discussed new communications technology and their implications for our future.

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

MAJOR AND DEGREE PROGRAM REVIEW

RESOLUTION 1993 -- 1330

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."

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the 1992-1993 review and approves the recommendations for academic programs.

Ohio University

Interoffice Communication

DATE: September 20, 1993
TO: Charles J. Ping, President
FROM: 
David Stewart, Provost
SUBJECT: Five-year reviews

Attached are summaries of the five-year reviews of academic programs completed last academic year by the University Curriculum Council. There were no two-year reviews of certificate programs.

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

DS/jt
Attachments

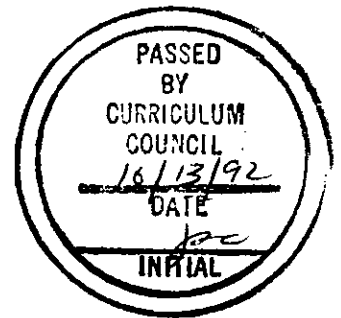
1992-93 Program Reviews

Program	Goals	Quality/Mix of Students	Quality of Curriculum	Scholarly Activity	Success of Graduates	Quality of Facilities	Future of Program	Overall Evaluation
Accounting Technology (Lancaster)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations
Afro-American Studies	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	N/A	Meets Expectations	Meets Expectations	Meets Expectations
Applied Behavioral Sciences and Educational Leadership	Meets Expectations	Fails to meet expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Business Management Technology (Chillicothe, Lancaster)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Communication Systems Management	Meets Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Computer Technology(Lancaster)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations	Meets Expectations
Economics Undergraduate	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Insufficient Information	Meets Expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Environmental Studies	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Geology Undergraduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations

Program	Goals	Quality/Mix of Students	Quality of Curriculum	Scholarly Activity	Success of Graduates	Quality of Facilities	Future of Program	Overall Evaluation
Interpersonal Communication								
Undergraduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Office Administration Technology(Chillicothe)	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Philosophy								
Undergraduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Insufficient Information	Meets Expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Physics								
Undergraduate	Meets Expectations	Meets Expectations	Fails to meet expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Exceeds Expectations	Exceeds Expectations
Political Science								
Undergraduate	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Meets Expectations	Fails to meet expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Psychology								
Undergraduate	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Graduate	Meets Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations

[illegible]

Ohio University
University Curriculum Council
Five-Year Review of the Associate in
Accounting Technology-Lancaster



Goals of the Program

Ohio University-Lancaster offers a two-year program for accounting technicians leading to the associate in applied business degree. The Accounting Technology Program is a two-year curriculum that prepares students for junior accountant positions in business, industry and government. While the program provides a background in business administration, it emphasizes the development of accounting skills. Recipients of the associate in applied business degree in accounting technology possess the competencies necessary to perform the basic functions in the accounting cycle.

For the basic, nonspecialized subjects, Accounting Technology students enroll in classes with students majoring in other areas; this provides the breadth of coursework available to all university students. Candidates for the associate degree have status equal with all other students and enjoy all activities and services associated with the university. Similarly, the same responsibilities and rigor of academic achievement apply to Accounting Technology students.

Full-time students complete the program in two years. Employed persons and other interested individuals enroll part-time and attend classes in the late afternoons and evenings.

Quality and Mix of Students

Admission criteria and practices for the Associate of Applied Business in Accounting Technology conform to the general university requirements. The table below presents a glimpse of undergraduate students in terms of their scores and grades for the years between 1986 and 1990.

SCORES & GRADES

UNDERGRAD
(Table 1)

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
ACT COMP	19.81	21.80	17.00	16.00	19.67
SAT VERBAL	423	320	305	293	310
SAT MATH	393	380	335	343	405
HS RANK	70%	70%	68%	61%	67%
OU GPA	2.80	2.97	2.60	2.93	3.11

Enrollment patterns reveal a decrease in the number of undergraduate majors in Accounting Technology. Table 2 shows the fall headcount in the years between 1986 and 1990.

FALL HEADCOUNT
(Table 2)

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UNDERGRAD					
TOTAL	47	41	37	35	31
TOTAL	47	41	37	35	31

Male, minority and international students are underrepresented. In 1990, females accounted for 80% of the total undergraduate enrollment. Similar percentages apply to 1986, 1987, 1988 and 1989 and can be noted in Table 3 below.

MINORITY/INTERNATIONAL & FEMALES
(Table 3)

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UNDERGRAD	47	41	37	35	31
MINORITIES	0	0	1	1	0
INTERNATIONALS	0	0	0	0	0
FEMALES	39	34	33	30	26

Faculty are active in their attempts to recruit minority students from local high schools and businesses within their service area.

The last five-year review of this program suggested that the annual number of graduates would fall short of the original estimate of twenty each year. In fact, it seems reasonable to expect that the actual number of graduates in Accounting Technology will fall between eight and ten. At least three factors appear to account for this acceptable number (8-10). First, the majority of Accounting Technology students attend class on a part-time basis; second, they do not take classes every quarter; and third, they may have career goals satisfied by completing courses but not necessarily completing the degree.

ANNUAL DEGREES AWARDED
(Table 4)

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
ASSOCIATE	8	8	10	6	8
TOTAL	8	8	10	6	8

Quality of Curriculum and Instruction

Quarterly, students use a questionnaire to evaluate faculty who receive summaries of the evaluation results as well as any written comments. Annually, the Division Advisory Committee meets and reviews all Accounting Technology faculty evaluations. They recommend appropriate action to the Division Coordinator for the areas of salary, tenure and promotion.

The Ohio Board of Regents Rule 3333-1-04 requires universities offering technical programs to submit a review of their technical programs every five years to the Board of Regents. The Accounting Technology program submitted the requisite materials in 1988. No reports of the review are available. In this absence, one may assume that no news is good news.

Faculty maintain quarterly appointments with their advisees (in selected cases, Student Services handles advising). During this meeting, faculty advisors use checksheets to identify 1) required courses completed for degrees; 2) required courses to be completed for degrees, and 3) overall progress toward degrees.

Accounting Technology courses serve students from a variety of other disciplines. In 1991, fifty-four percent of students in Introduction to Accounting Technology Courses were non-majors. Of the total number enrolled in advanced courses in 1991, ten percent were non-majors. Also available to all students, and offered by the Accounting Technology program, are workshops, independent studies and experiential learning credits.

Seven chief executive officers of area companies and one faculty member from the Accounting Technology program comprise the Advisory Committee. They meet annually and discuss strategies mutually beneficial to undergraduate accounting technology majors.

Quality of Scholarly and Creative Activity

The recent addition of a full-time faculty member to accommodate the expansion of the Correctional Program increases the number of full-time faculty to two. In addition, qualified professionals from the area teach on a part-time basis. In fact, the supply of instructors exceeds the demand. All vitas indicate appropriate educational credentials, professional experience, and membership in professional organizations.

Teaching loads in the Accounting Technology program are not light ones; twelve hours per quarter involves a great deal of work. Also, faculty offer continuing education programs to local businesses. Serious responsibilities in teaching and service appear to leave little time for research and publishing. One faculty member has published two articles in non-refereed journals, presented a paper at a professional meeting, and attended six

professional meetings. A second faculty member has, for the same five-year period, attended twenty professional meetings. Other faculty members (2) do not engage in scholarly activity.

The Office of Institutional Research's Career Placement Study and Survey of Alumni provides some information as to the quality of the teaching of the faculty. Of particular significance are the responses to questions 7, 8 and 21, for the years between 1987 and 1989.

Table 5

	<u>1987</u>	<u>1988</u>	<u>1989</u>
SATISFACTION WITH MAJOR COURSES (Question 7)*			
Extremely Satisfied	33%	0%	0%
Very Satisfied	67%	0%	60%
Somewhat Satisfied	0%	0%	20%
Not at All Satisfied	0%	0%	20%
HOW WELL OHIO UNIVERSITY PREPARED FOR CAREER GOALS (Question 8)*			
Extremely Well	33%	100%	20%
Very Well	33%	0%	40%
Somewhat Well	33%	0%	40%
Not at All Well	0%	0%	0%
HOW WELL OHIO UNIVERSITY PREPARED FOR ADDITIONAL ACADEMIC WORK (Question 21)*			
Extremely Well	0%	0%	0%
Very Well	67%	0%	50%
Somewhat Well	33%	0%	50%
Not at All Well	0%	0%	0%

* Percentages are portions of 100% but may not sum exactly to 100% due to rounding.

This study indicates that over fifty percent of respondents are satisfied with 1) their major courses, 2) how well O.U. prepared them for their career goals, and 3) how well O.U. prepared them for additional academic work. However, it should be noted that during this period there was increased dissatisfaction with major courses.

Success of Graduates

Within one year of graduation, most students are employed full time in their technology. In 1988, the Technical Graduate Survey (OU-L in-house survey) reported the following:

<u>10</u>	Total Graduates
<u>5</u>	Graduates Employed Full-time in their Technology
<u>1</u>	Graduate Employed in Unrelated Jobs
<u>2</u>	Graduates Seeking Employment
<u>1</u>	Graduate Seeking Employment in Field
<u>2</u>	Graduates Employed Either Part-time or Full-time in Their Technology While a Student at OU-L

Graduates' Average Salary	\$13,865.
Top Salary	\$18,720.
Lowest Salary	\$12,600.

Additional information, from the office of Institutional Research's five-year-after-graduation survey to determine the approximate success and satisfaction of graduates, tends to confirm the 1988 in-house survey.

Ohio University Placement Study
Accounting Technology Majors-Undergraduates

	<u>1987</u>	<u>1988</u>	<u>1989</u>
LENGTH OF TIME TO FIRST JOB (Question 4)*			
Job Continued From Before			
Graduation	0%	50%	33%
Obtained Job Prior to			
Graduation	0%	0%	17%
Within 2 months	50%	50%	0%
2 to 3 months	0%	0%	0%
4 to 8 months	0%	0%	33%
More than 8 months	25%	0%	0%
Not Seeking Employment	25%	0%	0%
Never Had Job/Seeking			
Employment	0%	0%	17%
Had Job/Now Unemployed			
and Seeking	0%	0%	0%
EMPLOYMENT STATUS (Question 5)*			
Employed	75%	100%	83%
Full-time			
(% of Total Employed)	(100%)	(100%)	(80%)
Part-time			
(% of Total Employed)	(0%)	(0%)	(20%)
Unemployed and In School	25%	0%	0%
Unemployed and Not in School	0%	0%	17%
AVERAGE SALARY (Question 11)	\$14,000	\$12,218	\$22,034

CONTINUING EDUCATION (Question 14, 15)*

Enrolled	67%	0%	40%
Full-time			
(% of Total Enrolled)	(33%)	(0%)	(50%)
Part-time			
(% of Total Enrolled)	(67%)	(0%)	(50%)
Not Enrolled	33%	100%	60%
	n = 4	n = 2	n = 6

The previous five-year-review suggested that the faculty design a survey instrument, mail them to graduates and employers, and analyze carefully the results; this recommendation is in place partially. Faculty survey annually their graduates; however, graduate responses are not taken into consideration when considering curricula revision. Rarely, a direct contact with a recent or former alumni may result in some program changes. A survey of employers, who hire graduates of Accounting Technology, could serve as a springboard for discussion about the relevance of the curriculum.

Quality of facilities

A visitor to the OU-L Accounting Technology program sees attractive classrooms, microcomputer hardware and software, access to our mainframe computing services as well as Alden Library's prodigious resources. Faculty rank high the carrel and study facilities, the teaching equipment and supplies, and the secretarial services.

One deficit does merit serious notice. The OU-L Library lacks appropriate journals and other resources critical to the study of accounting technology.

Judgment of the Future of the Program

The goals of the program have not changed since the last review. This degree appears to meet the needs of students as well as the employers who hire the graduates. It may be useful to conduct a bi-yearly survey of employers for the purpose of assessing how well the program seems to match the strategies necessary for success in the market place. While slightly fewer students are enrolling in Accounting Technology, the number of graduates has remained constant (8⁶10) during the last five years. Unlike the little engine who thought he could, the Accounting Technology program knows that it can [succeed]. There is little, if any, evidence to suggest a demise of the program and its future seems secure.

Overall Evaluation

In summary, the Accounting Technology-Lancaster curriculum is similar to those at several other two-year institutions. It seems to meet the major goal of preparing adequately students for junior accountant positions. This program could be strengthened with the addition of appropriate journals in the OU-L library and quarterly meetings with the Advisory Committee. The decision to offer, early in the program, personal computer skills seems a wise one. The immediate and long range goals are consistent with issues and trends in accountancy. The recent addition of a faculty member to administer the program on a full-time basis should ensure a time table for discussing and implementing the four immediate and long range goals (these do not alter the major goal of preparing students adequately for junior accountant positions). This program is effective in doing what it says it does. There is no need for additional review of the Accounting Technology-Lancaster program until the next five-year review.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

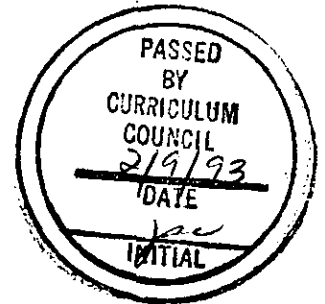
EVALUATION OF Accounting Technology-Lancaster : Date: 1991-92 Academic year

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		

* Appropriate journals and other resources critical to the study of accounting technology should be added and/or increased at the OU-L library.

UNIVERSITY CURRICULUM COUNCIL
FIVE-YEAR REVIEW
AFRO-AMERICAN STUDIES DEPARTMENT
FEBRUARY 1993



Goals of the Program

As stated in the Self Study Report, "The undergraduate program in Afro-American Studies is designed to provide students with an understanding of the African American experience and, thus, of the general American experience." "...The program further seeks to provide students with the analytical tools, and intellectual and moral vision essential to meaningful work and active engagement in a world characterized by change and cultural diversity." (Self Study, 1992)

In addition, the Afro-American Studies Department seeks, as a goal, to increase the number of majors by increasing double majors.

Comprised of a faculty of three, spanning almost 25 years of service to Ohio University, the Afro-American Studies Department has grown steadily in service enrollments over time. The program serves primarily as a service program, offering a multitude of courses and experiences to an average of 900 enrollees per year, the majority of whom are undergraduates.

The typical yearly teaching load of faculty members is six courses. In order to implement the department's curriculum, the chairman of the department has regularly taught a full load.

During the past five years, the department has had occasional use of part-time faculty and most have been employed to teach the department's feeder course, AAS 150 (Blacks in the Media), which currently enrolls more than 200 students per quarter. Part-time faculty have been limited strictly to undergraduate instruction. Afro-American Studies has thus far been successful in finding qualified part-time faculty.

Quality and Mix of Students

Admission criteria for the undergraduate programs conform to the University guidelines, including a "C" average and steady progress toward a degree. There has been one BA degree awarded during the past five years.

Traditionally, underrepresented groups constitute this program. Two of the three majors are Afro-American and all three are female. All 15 minors are Afro-American. International students have not been enrolled in the program during the past five years.

Quality of Curriculum and Instruction

While there is no annual survey of students, since the number of majors is small, the faculty members hold informal discussions with present and former students to determine strengths and weaknesses.

Each faculty member is evaluated by students in each course taught, each quarter. The results are reviewed by the department chairperson with each faculty member. Student evaluations are reflected in the chairperson's annual evaluation of each faculty member.

The department does not offer an undergraduate degree on a regional campus and all courses offered on regional campuses are taught by the Athens campus faculty members.

No major changes in the undergraduate curriculum have taken place since the last review five years ago. However, enrollments in service courses have risen consistently over that period. Actual enrollments and FTE figures are:

1986 Total Enrollment 399

FTE 106.22

1991 Total Enrollment 916

FTE 288.73

The department has experienced significant growth in terms of students serviced over the past five years.

Included in their average loads of six courses per year, the faculty members have developed and taught ^{three} ~~two~~ Tier III courses (T3 401C Race and Ethnicity; T3 495U Minority Rights) and two Independent Study courses (AAS 225 History of the Black Worker; AAS 101 Afro-American History). T3 480M Ghandi & King: Non-Violence as a Strategy.

In addition, the department initiated a program of study for the incarcerated at Orient Prison. This program is in addition to the established programs at the Southeastern Correctional Institute, Chillicothe Correctional Institute, and the Ross County Correctional Institute.

Quality of Scholarly and Creative Activity

Each of the three faculty members has had one refereed article published during the five-year review period. In addition, one faculty member has had three articles published in non-refereed journals. A total of 55 papers have been presented at professional meetings.

The members of the department have maintained a national presence with appointments to national committees and presentations at national symposia, workshops, and forums.

Success of Graduates

Since one BA degree has been awarded during the past five years and the Afro-American Studies Department is primarily a service provider, follow-up data on graduates are not generated in a formal way. However, department members do engage in informal discussions with students and, thus, are able to determine the needs of students which in turn fosters new ideas such as the previously mentioned Tier III offerings.

Quality of Facilities

In general, the facilities available to the department range from adequate to good. Journal and library facilities are good as are secretarial services and teaching equipment. Space for teaching seems to pose some difficulties. While adequate teaching space is available, the department members seem to have some difficulty in scheduling time and space in the Lindley Arts and Culture Center. A better scheduling of that resource area needs to be developed.

Judgment of the Future of the Program

The goals of the program reflect a sincere intent in developing a more viable set of options for students. The department members are adhering to the college standard regarding average teaching loads. The scholarly activity area, while below the general university average in the area of refereed publications, is well above the average in national presentations. The department is primarily a service provider and in that important area the contributions have been excellent. Even though the Department of Afro-American Studies has a low number of graduates, the service provided through courses for other majors is a significant contribution to the overall mission of the University.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Department of Afro-American Studies

Date: February 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
---------	---------------------------------------------	-------------------------------------	---------------------------------------

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		N/A	
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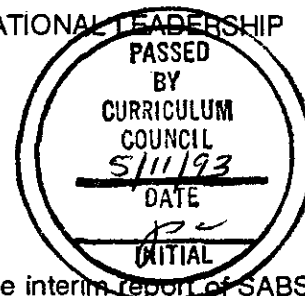
Quality of Facilities		X	
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Judgment of Future of Program		X	
----------------------------------	--	---	--

Overall Evaluation		X	
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UNIVERSITY CURRICULUM COUNCIL
PROGRAM REVIEW
SCHOOL OF APPLIED BEHAVIORAL SCIENCES AND EDUCATIONAL LEADERSHIP
in
COLLEGE OF EDUCATION

Spring 1993
Interim Review



The following pages reflect the observations and conclusions of the interim report of SABSEL. This interim review will allow the complete internal review to coincide with the NCATE review scheduled for 1996. This report is based on the School's response to the Curriculum Council's 1990-91 Program Review Guidelines, interviews with the director, and discussions with six students.

Overview

The School of Applied Behavioral Sciences and Educational Leadership (SABSEL) is one of two schools in the College of Education. Its faculty offer coursework in three program areas (Educational Leadership, Educational Research and Evaluation, and Counselor Education) which can lead to the Master of Education, a Sixth Year Specialist Certificate, or the PhD. Sixteen Group One faculty provide instruction for approximately 300 graduate students. There are no undergraduate degrees awarded.

Goals

There are clearly stated goals and activities specified to meet these goals. Each major area within SABSEL has established both immediate and long-range goals. Goals address improvement of programs to meet specific needs of the students, recruitment, and better utilization of evaluative data.

All areas have full accreditation from relevant organizations, e.g. National Council for Accreditation of Teacher Education (NCATE), Ohio Department of Education, Council for Accreditation of Counseling and Educationally Related Program (CACREP), and Council on Rehabilitation Education (CORE).

General Information About the Degree Program

The criteria are clearly specified for each degree. Given the complexity of combined degree requirements and certification requirements, SABSEL has developed a student worksheet that outlines the specific requirements for each specialized area within each degree. The information on these worksheets is much more complete than that in the catalog and would be valuable to prospective students.

The majority of the SABSEL students is comprised of working professionals. Most students work full time and continue their education during the evenings and on weekends.

Table 1		Completed Applications/Admissions					
		<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
MEd	na/	116	na/ 123	na/160	na/124	na/ 136	219/174
PhD	na/	<u>34</u>	na/ <u>83</u>	na/ <u>52</u>	na/ <u>31</u>	na/ <u>59</u>	<u>70/ 62</u>
Total	na/	150	na/ 206	na/212	na/155	na/ 195	289/236

Table 2	Admissions/Enrollments					
	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
MEd				124/ 84	136/107	174/125
PhD		Data not available		<u>31/ 20</u>	<u>59/ 52</u>	<u>62/ 54</u>
Total				155/104	195/159	236/179

Table 3		Fall Enrollments				
		<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
MEd		136	145	149	146	170
PhD		<u>115</u>	<u>99</u>	<u>142</u>	<u>132</u>	<u>117</u>
Total		251	244	291	278	287

In many programs the fall enrollment data provide an estimate of the actual number of students within a given area of study. SABSEL serves a large number of individuals who work full time and take courses on an irregular basis throughout the year; therefore, the data in Table 3 probably underestimates the actual number of students in each program. Enrollment data also reflect the large parttime, nondegree seeking student population.

Table 4		Students Receiving Financial Support				
		<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
		56	58	51	55	61

SABSEL receives 17 graduate assistantships annually through university sources. The rest of the financial aid comes from a variety of sources both local and federal.

Table 5		Applicants Offered Financial Support Who Did <u>Not</u> Enroll				
		<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
		1	2	1	1	2

Table 6		Master's and Doctoral Degrees Awarded				
		<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
MEd		55	64	47	44	73
6th Year		0	0	1	0	0
PhD		<u>30</u>	<u>23</u>	<u>25</u>	<u>28</u>	<u>33</u>
Total Grads		85	87	73	72	106

There is a wide range in the number of hours required for the various specializations offered by SABSEL. Students complete 48 to 90 hours of coursework to achieve a master's degree and specialized certification. The variation is produced by the differing certification and/or accreditation requirements. Students take between 1.5 and 3 years to complete the degree.

Doctoral students will complete a minimum of 135 hours post baccalaureate or 90 hours post master's. Residency requirements for the doctoral student consists of three consecutive quarters of 15 credits per quarter for three consecutive quarters unless employed full time in a directly related position. If so employed, and upon approval of the Alternative Residency Form justifying the relationship between employment and education, the residency requirement is 9 credits per quarter for three consecutive quarters. Students typically complete the doctoral degree in three to six years.

Noting the one Sixth Year Specialist Certificate (see Table 6) awarded over the five years of the review period, the question was raised about the viability of this area. It is a certificate recognized by the Ohio Department of Education and the required courses are available through other programs in SABSEL so its availability is no additional drain on resources.

For both the master's and doctoral degrees the time spans for degree completion include both full-time and part-time students.

Students' progress toward the degree is monitored quarterly and the information communicated to the student and the advisor by the graduate secretary in the Students Services Office. In addition, there are several points during a student's program that require consultation with the advisor.

Few students (24% of those receiving graduate assistant financial aid which is usually 6 to 8 students) carry classroom responsibilities. The majority of those who do, teach the two undergraduate courses offered through the Counselor Education area. Students may work with a faculty member as she/he prepares for instruction but do not carry the responsibility of a graduate class.

The only area in which this may cause some concern is in Higher Education. One of the stated purposes of this area is preparation for teaching, but many students who seek degrees in Higher Education have discipline content interests other than higher education and are employed in positions with teaching responsibilities within that discipline. Students do complete a course which requires that they coteach a course with a faculty member, but the logistics of scheduling everyone with full course responsibility has been difficult. Students who are studying the specific area of teacher education have classroom experience in Curriculum and Instruction, in OPIE, and in Modern Languages.

Students are encouraged to participate in a wide variety of professional activities. Again, because many of the students are active professionals they are already active in professional associations. Further involvement is encouraged through assistance in meeting transportation costs.

Students work with faculty, and individually, in developing presentations and authoring articles. Clerical assistance and some modest funding are available to help students in these activities.

Quality and Mix of Graduate Students

The admission criteria are clearly detailed for the master's students. A combination of undergraduate GPA and scores on either the Miller's Analogy Test (MAT) or the Graduate Record Exam (GRE), letters of recommendation, a written autobiography, and relevant professional experience are required for admission. An explanation of the relationship between undergraduate

GPA and the required scores on either the MAT or the GRE is available to students. As the GPA goes down required minimal scores on the standardized tests go up. Master's student data in Tables 8 and 9 must be interpreted cautiously because only those students who do not meet basic admission standards are required to take the exams.

Doctoral applicants submit the same type of materials but the criteria differ and an interview is required. The minimal GPA is specified (3.30 over the last 90 quarter hours of undergraduate work or 3.40 for master's work). Both the MAT and the GRE are required with established minimal scores of 50 on the MAT and a combined score of 1000 on the general aptitude portion of the GRE.

Data in Tables 7 and 9 seem to indicate that admission criteria are not rigorously applied, e.g. the undergraduate GPAs are below the specified 3.30 and the mean GRE scores are below the stated minimum in two of the five review years. Other considerations influence the use of these data:

1. Many SABSEL doctoral students are in their 40s with 20-year-old undergraduate GPAs. The relevance of these GPAs is minimal given changes in grading criteria over the years and the developmental changes that occur in twenty years.
2. GRE scores are recognized as providing minimal useful information about adult students.
3. GRE scores are low primarily due to the quantitative scores. Again, the problems used in this test reflect math strategies that were not commonly taught twenty-plus years ago which accounts for some of the low scoring. SABSEL has completed additional analysis of these quantitative scores and has found that 300 level quantitative scores indicate that the student will need some assistance in the statistical sequence and that scores about 600 will have no difficulty with the statistics courses. There is no predictive ability for scores between these two extremes.

Table 7 Admission GPA

	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
<u>MEd Admission</u>					
Overall Undergraduate	3.08	2.98	3.07	3.02	3.15
Last 90 hours					
Undergraduate	3.15	3.13	3.20	3.12	3.28
<u>PhD Admission</u>					
Last 90 hours					
Undergraduate	3.28	3.21	3.10	3.29	3.14
<u>Master's</u>	3.63	3.62	3.67	3.67	3.56

Table 8 MAT Test Scores

	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-92</u>
MEd	63.10	47.83	49.50	54.97	55.54
PhD	62.07	54.50	60.29	56.47	53.50

Table 9 GRE Test Scores

	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
MEd	939.00	930.00	975.62	925.00	945.70
PhD	986.04	1023.16	1042.49	1013.20	976.72

SABSEL reports that the average MAT score is at the 80th percentile nationally while the GRE scores are at the 50th percentile nationally.

OU students' GPA and test scores compare favorably with students at other Ohio universities of comparable size (data were available to support this statement).

Minimum (70 master's and 27 doctoral) and maximum (145 master's and 95 doctoral) enrollment figures were stated. Enrollments have been at or above the maximum specified throughout the past five years. See Table 3 earlier in this document.

Enrollment patterns for ethnic minority students, women, and international students have been stable over the past five years.

Women students are well represented in SABSEL.

The enrollment of minority students has been difficult to increase. SABSEL's programs appeal to individuals working full time which encourages regional participation (those within commuting distance). Few students relocate to attend SABSEL and the small minority population in southeastern Ohio adds to the recruitment task.

Table 10 Enrollment Breakdown

Enrollment	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
<u>Total</u>					
MEd	136	145	149	146	170
PhD	115	99	142	132	117
<u>Minorities</u>					
MEd	3	5	7	2	3
PhD	9	12	11	13	12
<u>Females/Males</u>					
MEd	74/62	74/71	102/47	103/43	109/61
PhD	44/71	46/99	58/84	53/79	52/65
<u>Internationals</u>					
MEd	9	7	7	7	12
PhD	15	19	18	15	17

Quality of Instruction and Curriculum

The alumni of SABSEL have responded to OU Institutional Research surveys and have completed a SABSEL designed survey. The data from both sources indicate that 60-75% of the graduates are extremely or very satisfied with their education at OU. Coursework is regarded as being applicable to the demands of the positions held. Dialogue with students from several areas supports the availability of faculty for advising. Some preferences were expressed for additional aculty to provide differing perspectives in some areas.

Upon initial review it is difficult to envision 16 Group I faculty (augmented by one Group II and several emeriti faculty) teaching 154 courses plus thesis/dissertation advising and general academic advising.

Further exploration reveals that the courses are offered on a scheduled rotation. The schedule allows faculty to teach two courses per quarter (24-30 credit hours/year) and provides the necessary sequencing and availability of courses for the various degrees and certificates. Such scheduling also reduces the student's flexibility in the timing of specific courses, although no serious complaints were voiced by students.

A concern generated by the large number of courses is that of the time required for course preparation. Updating course materials every quarter while advising graduate students and participating in scholarly and professional activities is a heavy drain on faculty resources.

The criteria for graduate faculty status are clearly stated. Given the graduate nature of this school, all faculty are so eligible upon hiring and are reviewed periodically.

Faculty are evaluated by students in each course. Prior to 1991 faculty exercised individual choice in the instruments used to collect the data. A common instrument is now used across all courses with the data analyzed statistically and the information provided to both individual faculty and to the PTS Review Committee. Such use also addresses a concern raised by the last NCATE review: it is unclear as to how evaluative data are used in programmatic/curricular changes.

Master's programs have been offered on regional campuses throughout the review period. Fourteen of the 16 Group I faculty have taught these courses with only 12 of the 380 hours offered being taught by individuals other than Athens campus faculty.

Students on regional campuses do not differ from the Athens campus students in entrance qualifications or performance.

Doctoral students from all programs within SABSEL have publications and presentations on their vitae. Data from theses, dissertations and seminar papers have contributed to articles in refereed journals, American Educational Research Association awards, a Jossey-Bass monograph, and one of six finalists in a national award for dissertations in higher education. A SABSEL graduate has received the outstanding dissertation award from the Association for Supervision and Curriculum Development since the compilation of this report (1992).

It was pointed out in the last NCATE review that the advising load appeared to be heavy especially when considering the students on the regional campuses. This is receiving attention with the school. While students did not identify the advising load as a problem, SABSEL was encouraged to seek input about the quality of the advising. A committee of four including the chairs of the Graduate Committee and the PTS Committee has been formed. This committee will review and analyze current advising loads, how to assess the quality of academic advising, and how to evaluate dissertation advising.

Quality of Scholarly and Creative Activity

Of the 16 core faculty in SABSEL, 9 had been on the faculty for all of the five years covered by the review. Seven had been with SABSEL for fewer than five years.

The faculty who occupy the sixteen positions are active in scholarly and professional endeavors. In the past five years these sixteen faculty have taught 431 graduate courses with 95 of these being on the regional campuses. All faculty members have been involved with either master's or doctoral thesis work. Thirteen have directed 162 doctoral dissertations and/or 5 master's theses.

Scholarly productivity as measured by publications and/or papers presented meets the minimal standard of one scholarly accomplishment per year which is in current use by the Program Review Committee. See Table 11. This is to be expected as SABSEL faculty are predominantly involved with graduate education.

Table 11 Number of Faculty with Scholarly Accomplishments

Years of Service	Scholarly Productivity		
	0	<5	≥5
Less than 5 years n = 7	0	2	5
More than 5 years n = 9	0	0	9
Totals	0	2	14
			16

The two faculty members who have fewer than five publications during the past five years have been with the School for two years (one has two publications while the other has four publications).

The distribution of the scholarly work provides further information about the faculty's level of involvement. See Table 12.

Table 12 Category and Quantity of Scholarly Accomplishments

Years of Service	Type and Numbers			
	Refereed journals	Nonrefereed journals	Books	Presented papers
Less than 5 years (n=7)	14	10	2	27
More than 5 years (n=9)	36	35	5	124
Totals	50	45	7	151
				253

In addition eight grants and/or competitive contracts were awarded to SABSEL faculty during the review period for a total of \$623,800. This activity has continued with the amount of external funding for 1992 alone reaching \$400,000.

Nine of the 16 faculty hold state or national offices in professional associations. Seven have been involved in curricular innovations; nine have developed new courses; six have served on dissertation committees outside of the College of Education or participated in other interdisciplinary efforts. Eight faculty have received a variety of external honors including a Fulbright Grant.

Success of Graduates

The majority of SABSEL students are employed when they enter the program and are preparing for additional responsibilities within the same organization or system.

Graduates of the Counselor Education and the College Student Personnel programs are about evenly split between those who have jobs and those who need jobs at the time of graduation. Students in Education Administration and Higher Education are split with 90+% having jobs and less than 10% not having jobs upon graduation.

Data from the survey conducted by SABSEL (23.1% response rate), approximately one-third of the alumni, viewed their career as being at the same stage. Two-thirds of the respondents had been promoted at least once since completion of the respective SABSEL program. This survey was limited to graduates of the past five years.

Licensing exams are relevant to those in Counselor Education and Educational Administration. The former has not established a procedure for getting the information about graduates returned to the schools. All of the SABSEL graduates who have taken the Educational Administration exam have passed.

Quality of Facilities

Overall the SABSEL faculty regard the resources and services available to them as between good and excellent. The College of Education's computing capability is viewed as outstanding.

Judgement of the Future of the Program

SABSEL's activities assist OU in meeting that part of its mission statement that speaks to the provision of professional education within the extended community. It has worked diligently to provide access to programs through the scheduling of its coursework and the use of regional campus. Graduates are functioning in those areas of education for which they have been prepared and speak well of the program.

Recommendations (to be considered in the 1996 full review of SABSEL)

1. Given the heavy faculty workload and the admission of students who do not meet the stated admission criteria attention is needed in the following areas:
 - a. The stated admission criteria need to be consistent with the practice of admission decisions.
 - b. The balance among numbers of students admitted, instructional workload, and the expected level of scholarly activities requires clarification and possible revisions.
2. Continue the collection and analysis of information about advising (both general and thesis/dissertation) and incorporate the use of these data in program revisions.
3. Continue to seek program evaluation information from alumni. Complete the stated objectives of refining the collection of this information through: (a) a specified frequency of data and (b) clarification of the use of the data in decision making.
4. Catalog copy should outline the students' alternatives more clearly especially in the doctoral areas of study.

The full review of SABSEL will occur in the fall of 1996 following the NCATE review which concludes in the spring of 1996.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF School of Applied Behavioral Sciences and Educational Leadership (SABSEL)

Date: April 6, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students	X		
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity			X
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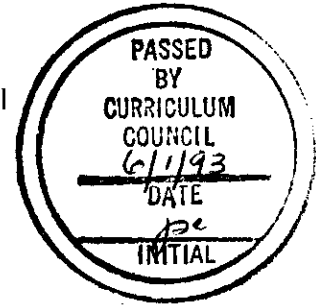
Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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Five-Year Review - University Curriculum Council
Business Management Technology
Chillicothe and Lancaster Regional Campuses
May, 1993



Goals and Overview:

The Business Management Technology program awards a two-year Associate Degree in Applied Business at both the Chillicothe and Lancaster campuses. Unlike traditional four-year business programs, this program's approach is to provide a broad range of business subjects so students acquire the necessary knowledge for entry-level management positions in a wide range of business activities. Students are encouraged to continue their studies in baccalaureate programs. In many cases employers help to defray the costs.

The goal of the program is to prepare students for careers in marketing, finance, accounting, manufacturing, general management, computer operations, materials management or real estate. The immediate goals of the program are to give it an international aspect as well as to have at least 50 % of the graduates continue on for a bachelor's degree. At present only 20% of the graduates continue to four-year degrees, partly because graduates of the two year program easily find employment which diminishes the incentive to continue school.

The program consists of a minimum of 96 credit hours (54 hours of BMT courses, two courses in Office Management Technology or Office Administration Technology, related business courses, and required general education courses).

The program directors remain in close touch with area businesses, reviewing the curriculum regularly with an advisory council to keep it current with the local needs and job market. The program was offered in 1990 at Hong Kong Baptist University (by the director from Chillicothe), and will be repeated in 1994 by the director from Lancaster. The Chillicothe program is trying to make arrangements for an opportunity for Russian students, through the local Rotary Club.

The Lancaster director has offered QUBIC (Quality Union of Business, Industry and Community) workshops to local industry and business employees. These are Deming-based workshops with the goal of continuous quality improvement, requested by specific companies for a group of their own employees.

Quality and Mix of Students

The Business Management program has open admissions, requiring a high school diploma or G.E.D. Students must have a 2.0 average to graduate from the program. Table I shows the average test scores and grade point from 1987-92.

Table I
Average GPA, ACT, SAT scores

Chillicothe					
	1987-88	1988-89	1989-90	1990-91	1991-92
GPA	2.85	2.84	2.70	2.90	2.79
ACT(comp.)	18.7	18.5	17.8	17.6	18.8
SAT (V+M)	790	795	780	795	814

Lancaster					
	1987-88	1988-89	1989-90	1990-91	1991-92
GPA	2.35	2.30	2.59	2.51	2.66
ACT(comp.)	12.0	14.7	13.8	13.7	15.9
SAT (V+M)	—	—	750	640	—

Branch Total Undergrad Averages

	1987-88	1988-89	1989-90	1990-91	1991-92
GPA	2.83	2.84	2.85	2.88	2.89
ACT(comp.)	18.0	17.8	17.8	18.5	19.0
SAT(V+M)	849	851	851	843	846

The number of majors enrolled is shown below for both campuses. In addition to these figures shown in Table 2, active programs are in place at Chillicothe and Ross Correctional Institutes. A total of 160 incarcerated students enroll each year in addition to the regional campus students. The Lancaster program includes one full-time faculty member with responsibility for off-campus programs at SE Correctional Institute, Orient Correctional Institute, Piqua Correctional Institute, and a program for staff at the Correctional Receiving Center. Enrollment figures for these are not currently available.

Table 2
Enrollment (head count) (Fall Quarter)

Chillicothe					
	1987-88	1988-89	1989-90	1990-91	1991-92
Total	69	51	49	54	84

Lancaster					
	1987-88	1988-89	1989-90	1990-91	1991-92
Total	7	7	26	28	36

Enrollment of minorities and women are shown in Table 3. Minority enrollment is low, partly representing the low numbers of minorities in the area pool of students.

On the Chillicothe campus the program has mounted a mentoring program for minority high school students in cooperation with the campus chapter of Students for Free Enterprise. The program began in 1991-92 and currently has 10 minority high school students involved.

Women are well represented in the program. The low percentage of women in 1991-92 was due to offering the program at Kenworth Trucking Co. (Chillicothe) as well as on campus. The company selected the students at their facility and they were mostly male. The Lancaster program is investigating cooperative arrangements for a program for female single heads of households.

There is virtually no international enrollment, with the exception of an international student who was in the program at Chillicothe from 1987-89 and earned the associate degree.

Table 3
Enrollment of Women, Minorities and International Students (Head Count)

	1987-88	1988-89	1989-90	1990-91	1991-92
Chillicothe					
Minority	3	1	0	0	2
Women	34	25	24	26	33
International	1	1	0	0	0
Lancaster					
Minority	0	0	1	1	0
Women	2	1	17	18	23

The number of degrees awarded on the Chillicothe campus has not changed significantly over the past five years. At the Correctional facilities the number has shown a significant increase since 1988. Considering these numbers in conjunction with the enrollment figures is confusing, since students on the campus may get a job, and finish the degree over the next few years; at the Correctional Institutes there are a number of reasons for delays or failure to complete the degree - transfer to another facility, release, etc. We interviewed some incarcerated students who were working simultaneously on the Associate degree and the Bachelor's of Business Administration degree.

Table 4
Associate degrees in Applied Business awarded

	1987-88	1988-89	1989-90	1990-91	1991-92
Total for both					
campuses	8	11	14	23	20
Correctional	0	6	16	15	13
Institutes					

Quality of Curriculum and Instruction

The program requires a minimum of 96 hours for completion. Of these, 55 hours (16 courses) are BMT courses. The others are primarily general education, OAT and business core courses. Students taking the real estate option substitute 6 real estate courses (24 hours). Students in the real estate option seldom complete a degree - their objective is preparation for the real estate licensing exam.

Faculty evaluations are completed for each course each quarter. The results of these evaluations and the specific comments are shared with the faculty and indicated changes implemented. An advisory committee of key executives from local business and industry meets frequently to review the program and offer suggestions for change. The BMT 200 course content is based on suggestions of the advisory committee. A strong effort is made to keep the program abreast of changes in business and industry, and, judging by the placement rate of the graduates and the close relationships between the program and local business and industry, it has been quite successful in this goal.

The department does not grant experiential credit in BMT courses. It has accepted experiential learning credits in other areas. Very few of these credits have been applied to BMT degree requirements in the past five years.

Students in the program at Ross Correctional Institute expressed a great deal of satisfaction with the courses and the program. Their primary concerns were with the difficulty of using the library and the computer lab, and are problems that need to be addressed by the administration of the incarcerated program. The program itself, curriculum and course content, are serving the needs of the students.

Quality of Scholarly and Creative Activity

There are three full-time faculty members on the Chillicothe campus (one of whom serves as director). Normal teaching load is 12 credit hours per quarter; the director at Chillicothe has a reduction of 4 credit hours in recognition of his administrative duties. At Lancaster there is one full-time faculty member (the director) usually three or four part-time faculty per quarter, and one full-time faculty member in charge of the off-campus programs.

Appropriate scholarly and creative activities for faculty in two-year programs such as these are somewhat different from those expected of faculty in four-year and graduate programs. Since the program goals are intricately bound up with preparation for work and advancement in business and industry, much of the professional activity of the faculty involves presenting workshops, developing new elective courses in areas like Strategic Planning, International Business, Marketing, and building closer

relationships with local businesses and industries. In Lancaster the full-time faculty member has expertise in the area of Total Quality Management and has conducted workshops on this topic for other community organizations, such as the school board.

We feel that faculty on both campuses show a high degree of professional and creative activity.

Success of Graduates

Graduates of the program at both Chillicothe and Lancaster were 100% employed within one year after completion of the program. (Note that the majority were employed while enrolled in the program). Every graduate who sought further educational opportunity did so while being employed.

The survey of graduates done by Institutional Research only yielded one response, which is not surprising for a program with relatively small numbers of graduates. Graduates of the program who completed it while in one of the correctional institutes are difficult to track, since many move out of the area upon release.

The program coordinators plan to contact Institutional Research for some help on a more focused survey of their graduates.

Quality of Facilities

The facilities and library resources are quite adequate on the two campuses. The only concerns which were expressed to us were the ones at Ross Correctional Institute, alluded to earlier. They appear to be a problem of administration rather than inadequate resources.

Judgment of the Future of the Program

We feel that this program (on both campuses) is to be commended for the manner in which it carries out its mission. It keeps close touch with the needs of its students and changes in the business and industrial community. Its ties with this community undoubtedly help to account for the excellent placement of its students. Programs like this are very important in a region like Southeastern Ohio, and the future prospects for these two seem rosy.

Recommendations

On the whole, this is an excellent program. We do have three recommendations.

1. The promotion and tenure criteria for Lancaster and Chillicothe do not recognize nor speak to the criteria by which faculty in technical programs should be tenured and promoted. Given the success of the programs and the dedication of the faculty

involved in those programs, the promotion and tenure documents for the campuses should clarify the expectations with respect to promotion and tenure for faculty in technical programs.

2. While the percentage of women in the program is high, it has been difficult to get minority enrollment. The efforts being made in Chillicothe through a mentoring program for high school students may help to address this, and a similar program should be tried in Lancaster.

3. BMT students in Ross Correctional Institute asked that a course in Business Ethics be offered as part of the program. That would seem a very useful addition for all of the students in the program.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF BUSINESS MANAGEMENT TECHNOLOGY, CHILLICOTHE & LANCASTER

Date: MAY, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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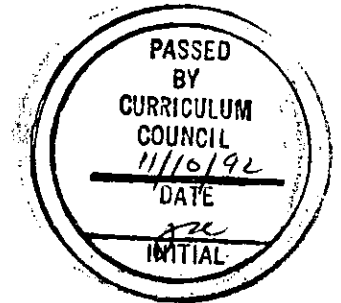
Success of Graduates			X
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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School of Communication System Management
Five-Year Review - Fall 1992
University Curriculum Council



1. Goals and Overview:

Communication Systems Management offers a B.S. degree. Located in the College of Communication, the program is one of the few of its kind in the nation. It focuses on the design and management of voice, data and image transmission networks. The approach is interdisciplinary, drawing on the fields of economics, business, communication, and computer science. Students are expected to acquire a broad grasp of the regulatory, business, managerial and technical aspects of the field. The main objective is to educate communication management professionals by combining a theoretical education with practical applications. Students are also expected to "think, read, speak, and write coherently."

2. Quality and Mix of Students:

The number of majors has ranged from a high of 171 in Fall 1989 to 135 in Fall 1991. Most majors enter the field after arriving on campus. Fifty-six bachelor degrees were awarded in 1990-91, and it took an average of 4.67 years to complete the degree.

The average GPA among majors in 1990-91 was 2.92, slightly above the campus average. Entering ACT scores of majors in 1991 was 22.11, about average for the University's entering freshman class.

The proportion of minority students has, until 1990-91, generally reflected the overall campus distribution: 6.5% in 1986-87; 8.8% in 1987-88; 9.8% in 1988-89; 8.7% in 1989-90; and 3.9% in 1990-91. No explanation is available for the decline in 1990-91. In a special effort to improve minority recruitment, the school has obtained scholarship funding from Cincinnati Bell for minority students.

Female enrollments average about 37 percent.

3. Quality of Curriculum and Instruction:

a. Curriculum. There is a core of five Communications Management courses for all majors, supplemented by special studies courses and a highly recommended internship. The balance of the major is built around three optional tracks: Computer Science, Management and Business, and Technical. Depending on the track, a normal major would require approximately 120 credit hours. Most of the students follow the Management and Business track.

Although the program requires more than the typical number of hours for a major, students appear to be satisfied since so many of the electives also meet Tier II requirements. The curriculum places a heavy emphasis on practical and applied courses. Students indicated frequent difficulty in gaining access

to seats in required Business College courses. As a result, alternative courses have to be used as substitutes.

The School is concerned that the tracks are too narrow and is currently reviewing the curriculum with the aim of broadening the major--without increasing the hours.

b. **Instruction.** No data were provided on specific course evaluations, but an extensive survey of student opinions on the entire curriculum was made available. That survey indicated an overall highly positive reaction to the courses. Students did indicate reservations about particular options in the Computer Science track. The School should review those courses about which students did have concerns. Also, steps should be taken to assure that required courses outside the School are relevant and open to its majors. It is recommended that the School work out an articulation arrangement with other programs involved in the major.

4. Success of Graduates:

Based on information available from its own surveys, over 80 percent of its graduates have found employment in the field within two years of graduation. Relatively few (about 6 percent) have gone on to further education.

5. Quality of Scholarly and Creative Activity:

There are five full-time faculty in the School. One is female; there are no minorities. During the five-year review period, eight different faculty were on contract. They engaged in very little scholarly or creative activity as measured by articles, books or papers. In the period surveyed, no refereed journal articles or books were published, although one person did have 5 non-refereed articles and book chapters.

Over this same period, the eight faculty together attended an average of 46 professional meetings or conferences per year, but presented a total of only 10 papers and 9 exhibits.

Even though this is only an undergraduate program, the level of scholarly activity is well below what would normally be expected on this campus, particularly since the normal teaching load for the program is two courses per quarter.

A partial explanation for this shortcoming may lie in the background of the faculty. Five of the faculty reviewed did not have Ph.D. degrees. One tenured assistant professor, who is primarily a technician, has only a bachelor's degree. Half of the eight faculty came to this academic program from either private business or from university administrative and technical support programs. Only one faculty member has a Ph.D. in Communication (from Ohio University), while the fields represented by the final degrees of the other faculty range from English and Physics to Educational Administration and Law. Because this is a new field, it is difficult to find faculty with appropriate graduate training.

During the last two years, there have been three new faculty hired, replacing three who left, and their initial activity appears to be producing a more substantial record than was evident in the previous five years. The expectations for promotion and tenure have been increased and the School Director has been making a concerted effort to encourage more scholarly activity.

Despite the applied and practical aspects of the program, efforts should be made to improve both the scholarly activity of the faculty and the number of faculty with academic experience and preparation in the field of communication.

6. Quality of Facilities:

Facilities for the program are generally adequate. The School has been successful in securing outside funding for support of periodical subscriptions and the purchase of computer hardware. Especially important is the telecommunications lab, funded by MCI. However, there is still a need for computing facilities for students in the program.

7. Judgement of Future of Program:

As a highly focused and practical undergraduate program, the School has a promising future. The number of majors has remained sufficient and the unusual nature of the program will likely continue to attract students.

The School has indicated that a curriculum review is underway. As the program is further refined and possibly streamlined, it could become a more attractive major.

Recent faculty hires give promise of improved scholarly productivity.

The present applied emphasis of its curriculum and the nature of the faculty's qualifications and professional activities would suggest that this should remain an undergraduate program. The ingredients for a graduate program are not yet present.

8. Overall Evaluation:

This is a solid, attractive undergraduate program. The curriculum, though perhaps too long, is well-organized. The faculty bring valuable real-world experience to the classroom and there is a strong effort to provide students with job experience via paid internships, primarily with private companies. The internship program deserves high marks.

Although the faculty have extensive experience in private enterprise and university administration, the lack of traditional scholarly preparation and activity points to an area much in need of improvement.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Communication Systems Management

Date: Fall 1992

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity	X		
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Success of Graduates			X
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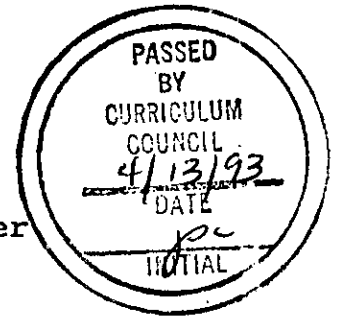
Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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Ohio University
University Curriculum Council

Five-year Review of Associate Degree
Program in Computer Technology-Lancaster



Goals of the Program

Ohio University-Lancaster offers a two-year program which prepares students for entry level computer programming positions in business, industry and government. The program provides a background in general data processing and emphasizes development of skills in logic design and computer programming. There are two options available within the program: applied business and applied science.

Graduates in applied business who have a GPA of 3.0 have the option of continuing their education in the Bachelor of Business Administration program on the Lancaster or Athens campus. Students in applied science are able to plan their program such that they will be able to go on to complete a Bachelor of Science degree in Computer Science on the Athens campus.

The curriculum consists of a minimum of 96 credit hours. Full time students complete the program in two years. The majority of students are part-time, attending classes in the late afternoon and evening.

Quality and Mix of Students

Admission criteria and practices for the Computer Technology program conform to the general university requirements. Average student GPA, ACT, and SAT scores for the past five years are shown in Table 1.

Table I

Average GPA, ACT, SAT Scores

	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
GPA	2.83	2.84	2.85	2.88	2.89
ACT	18.0	17.8	17.8	18.5	19.0
SAT	849	851	851	843	846

The number of majors has gradually increased over the past five years. Table 2 shows fall headcounts for 1987-1991. Figures on the number of majors in each of the two options (applied business and applied science) were not available. The program coordinator estimates that approximately 90% of the students are in applied business.

Table 2

Number of Majors (Fall Quarter)

<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
22	24	22	26	31

There are no international students. Minority students are underrepresented in the program. The number of women in the program is approximately 50% of the total number of majors. Table 3 shows numbers of minority and women students.

Table 3

Minority and Women Students (Fall Quarter)

	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Minorities	0	1	0	1	0
Women	12	14	10	14	16

Student recruitment in area high schools and businesses has not resulted in enrollment of minority students. Recruitment activities are carried out by the Office of Student Services. No specific efforts have been made to recruit minority students. The Office of Student Services does point out that in Fairfield County the number of minorities is less than 1% of the population. Still, this is an area that needs attention.

Degrees awarded over the past five years have steadily increased, as shown in Table 4. This increase corresponds with the gradual increase in majors.

Table 4

Degrees Awarded

<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
4	3	5	7	8

Quality of Curriculum and Instruction

For other than specialized computer technology courses, students are scheduled into classes with students majoring in other areas. They experience the breadth of coursework available to all university students and are held to the same standards of academic achievement.

Computer Science Technology courses are open to majors and non-majors. Approximately 50% of students enrolled in the introductory course are non-majors. Approximately 10% of the students in intermediate and advanced courses are non-majors.

Enrollments in computer science technology courses generally range from 10-20. There is a maximum enrollment of 20 in most courses because this is the number of computer stations per laboratory.

There is one full time faculty member for the program, who also serves as program coordinator. Most quarters there are two part-time faculty who are recruited from the Lancaster area or Columbus. Recruiting qualified part-time faculty generally has not been a problem. The coordinator is establishing a pool of part-time faculty who teach on a regular basis.

Students evaluate every course every quarter, courses whether they are taught by full and part-time faculty. A summary of the evaluation results and the written comments are returned to the faculty members. Evaluations are reviewed by the Division Advisory Committee as they make annual recommendations to the Division Coordinator regarding salary, tenure and promotion.

There have been no major changes in the curriculum during the past five years. However, changes in course titles, prerequisites and credit hours are evidence that there has been regular curriculum review.

There is a program advisory committee consisting of six members from area businesses, the chair of the OU Computer Science Department (Athens) and the program coordinator. The committee meets annually to review the program and to make suggestion for updating, change and improvement. The committee recently recommended that the curriculum include more emphasis on interpersonal and communication skills. The coordinator is exploring ways that this might be possible within the constraints of 96 credit hours.

There is a problem with students in the major being closed out of the introductory course (CTCH 125). Demand for the course is high since it also serves other majors. The one student interviewed related that she finally got into the course her final quarter in the program. This problem is readily acknowledged by the coordinator who is exploring ways to accommodate more students by

increasing the number of sections or finding a creative way to increase section size and still provide hands on computer experience.

Quality of Scholarly and Creative Activity

The full time faculty member both coordinates and teaches. His teaching load over the past five years has averaged twelve hours per quarter, exclusive of independent studies. Seven independent studies have been supervised in the last five years. The faculty member serves as advisor for all majors and also provides advice to students considering the major.

The faculty member is a member of professional associations and annually attends professional meetings and workshops. He has developed new instructional materials and software for use in classes. This past year he has had a book and accompanying software accepted for publication.

Success of Graduates

Little information was available on the satisfaction or success of graduates. The only data for the past five years were responses of three graduates to a 1988 survey conducted by the Placement Office-OU Lancaster. Two of these graduates were employed full time and one was pursuing a bachelors degree. Although he has no actual records or survey findings, the faculty member reported that students have no difficulty finding employment. The number that go on to complete bachelors degrees is not known. A plan for regularly gathering information from and about graduates needs to be developed and implemented, either by the faculty or by the Placement Office.

Quality of Facilities

Library resources, including journals, were reported to be adequate as were teaching supplies, secretarial support, classrooms and faculty offices. Some of the computers in the three computer laboratories available to the program are old and need to be replaced. Academic Challenge funds are being used to replace and upgrade computers in the laboratories.

Judgment of the Future of the Program

The overall goal of the program has not changed during the past five years nor is there any apparent need for change. A thorough curriculum review is underway and this, along with suggestions from the advisory committee, will likely result in some changes and

updates. As an example, consideration is being given to incorporating a new programming language and also to development of core courses that could be taken by students in this and several other related programs (Accounting Technology, Business Management).

The future of this program appears bright. There has been a steady increase in enrollment. Anecdotal information from the faculty/coordinator indicates that graduates are finding employment. Employer input into curriculum review and revision through the advisory committee indicates a commitment to offering a program that is responsive to employer needs.

Overall Evaluation

This program is meeting the major goal of preparing students for positions in business, industry and government. The curriculum review currently underway offers promise for a program that continues to achieve this goal. The full time faculty member who coordinates the program is committed to offering a high quality program and working with the Division Coordinator in exploring improvements such as core courses. He is also an active professional, engaged in continuing his own learning and in scholarly work.

Recommendations

There are several areas that need attention, improvement and change.

- 1) Evaluation of efforts to recruit minority students is recommended.
- 2) The close out problem in CTCH should be addressed promptly.
- 3) Surveying of graduates and possibly their employers should be done on a regular basis.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Computer Technology - Lancaster

Date: April 6, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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Success of Graduates	X		
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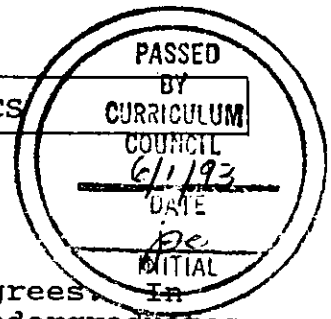
Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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FIVE YEAR REVIEW OF THE DEPARTMENT OF ECONOMICS

May, 1993



Overview

The department of Economics offers the BA and MA degrees. In the fall of 1990 it had a total of 146 majors with 111 undergraduates and 35 graduates. It awarded 30 BAs and 7 MAs in 1990. There are 15 tenure track faculty and approximately 2 FTE part time faculty. In addition, the department teaches a large number of service courses for undergraduates in other disciplines and especially in the College of Business Administration.

UNDERGRADUATE PROGRAM

Goals of the Program

A special feature of the department is that it offers the B.A. in the College of Arts & Sciences and the BBA degree in Business Economics in the College of Business Administration as well as a bachelors through the Honors Tutorial College. Students begin by taking two introductory courses, Econ 103 (micro) and 104 (macro). Those are followed by two intermediate theory courses, Econ 303 (micro) and 304 (macro). The rest of the major courses is filled out by various elective courses which entail applications of theory to specific areas such as labor, public finance, money and banking, and development. Two special courses, Econ 385 and 482, are designed to give majors an opportunity to perform independent research under the close supervision of a faculty member.

In its role of providing service to other curricula, the number of non-majors in economics courses is approximately eighty to ninety percent of the total undergraduate enrollment. In that respect the department reports that it wishes to upgrade its computer lab and experiment with special courses for non-majors.

Quality and Mix of Students

<u>Economics</u>	<u>85-86</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>
GPA	2.50	2.60	2.61	2.66	2.73
ACT	21.14	21.73	21.95	22.75	22.48
SAT	1023	1001	997	1003	990
<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 Economics are well above the university average as seen by both the ACT and SAT scores. The O.U. GPA has risen steadily over the past five years; this has also been true in the case of the Economics department majors.

<u>Enrollment</u>	85-86	86-87	87-88	88-89	89-90
Majors:	56	62	81	118	111
Minorities:	5 (9%)	4 (6%)	3 (4%)	7 (6%)	4 (4%)
Females:	15	15	25	33	23
Internationals:	14	11	16	19	15
Degrees Awarded:	12	13	14	26	30

Minority enrollment on the average mirrors the O.U. average.

The number of undergraduate majors has doubled from 1985 to 1990 (56 to 111), and yet the number of teaching faculty has actually declined slightly. The chair reports that the department has dealt with the increased number of students by increasing class size, assigning popular instructors to the largest classes and enhancing the rewards for good teaching.

On the other hand, in recent years the undergraduate enrollment has begun to drop, and it appears to be heading back toward the level at the beginning of the review period, e.g. in the fall of 1993 there were 72 majors of whom a third were seniors. There were only 12 freshmen majors this fall and 17 last year.

Quality of Curriculum and Instruction

A survey of over twenty undergraduate majors indicated a high degree of satisfaction with teaching, advising, accessibility of instructors, class size, and number and type of course offerings. There did appear to be some concern about the double listing of classes with graduate students. The group was divided on whether more math and statistics should be required.

Student evaluations are required every quarter and used for merit evaluation. Although the average class size in economics courses is twice that of the university average, this would seem to be largely a result of the large enrollment service courses on the freshman level, i.e. 400 students in a single class. The only curriculum change in the last five years is the addition of a calculus requirement for the Arts & Sciences majors; the business major has always required Math 163A.

There is also an Honors Tutorial Program which typically enrolls 3-5 students who interact with 8-10 faculty members.

Quality of Scholarly and Creative Activity

The department faculty have published eighty articles in refereed journals over the five-year period. In addition, they have published eighty-six non-refereed articles, book chapters, or book reviews and have presented nearly seventy papers at professional meetings. Moreover, grants totalling nearly \$350,000 have been awarded to the department. Accordingly, the overall scholarly and professional achievements of the departmental faculty would seem to be quite strong.

On the other hand, the faculty vitae indicate that almost one third of the faculty were relatively low in their scholarly activity over the five year period. There appear to be a number of very impressive scholars in the department but also a significant number who are relatively inactive.

Success of Graduates

As was noted in the departmental review in 1986, the department reports that it does not survey its graduates but intends to do so in the future. The chairman reports that he has "no knowledge of any former student who was unable to find work quickly after graduation". Approximately one third of the graduates attend graduate school.

Quality of Facilities

Library resources are quite adequate. Administrative assistance is also adequate. In the last five-year review the facilities were cited as needing improvement. At present the department is in temporary quarters in Haning Hall while Copeland Hall is closed for remodeling. There is some uncertainty as to where the program will be housed in the future. This is a matter which should be re-examined during the next review.

Judgment of Future of Program

The department has a significant service function but also a growing number of majors. The quality of teaching and overall research accomplishment is quite strong. There do not appear to be any significant problems facing the department which it cannot deal with.

Recommendations

1. Planning would be improved if the department could ascertain the reasons for the significant rise and subsequent fall in undergraduate majors.
2. In light of some expression of student concern, the department should examine the impact of having undergraduate majors in the same classes with graduate majors.
3. The department could be of some assistance to Institutional Research in its surveys of economics graduates in order to improve feedback on their success.
4. The next review should follow up on the question of quality of facilities.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF ECONOMICS DEPARTMENT

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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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

*Insufficient Information

GRADUATE PROGRAM

Goals of the Program

The master's program is policy or theory oriented. Most of its students are international students, and most go into professional work after completing their master's. The graduate chair estimates that about 15 percent go ahead into doctoral work.

The majority of students did not major in economics as undergraduates, and many have to take basic undergraduate courses before moving into the graduate program. The department will initiate a program of testing this fall to determine what undergraduate courses the student might need before beginning graduate work. Additionally, at least three-fourths of the students are international students, and that fact shapes the direction of the program.

Graduate requirements include two courses in microeconomic theory, one course in macroeconomic theory, a methods course, a colloquium and a seminar in which the student writes scholarly papers. These add up to 22 of the 61 required hours. The graduate chair estimates that the typical student takes 60 percent of his or her coursework in 600-level courses, which are graduate only. Students also must pass a comprehensive exam.

Quality and Mix of Students

Enrollment figures provided by the Office of Institutional Research for the department's five-year review document differ somewhat from those in the current compendium. The latter indicates that graduate enrollment in the department has been rather consistently right around 30 in recent years. The graduate chair reports that of the students who entered the program

Graduate Enrollment in Economics, 1988-1992

	Majors	Credit Hours	Degrees
1988	37	736	16
1989	26	556	12
1990	35	727	7
1991	28	628	9
1992	31	707	--

Source: 1992 Compendium

in 1986, all but one completed the program. He considers this typical, but notes that many students go to jobs with part of the master's unfinished and finish it later. The number of degrees granted in the past five years has varied from 7 to 16.

It also should be noted that many of the graduate students in economics do a second master's, usually in international studies.

The Graduate Bulletin indicates that applicants for the program are "urged" to take the Graduate Record Exam, and most do. Applicants are not normally accepted unless their total on the GRE Quantitative and the GRE Analytical is 1,000. It is also an admission standard that the student have a 3.00 average or the equivalent. While no breakdowns are available, both the chair and the graduate chair indicate that currently enrolled students meet both the GRE and GPA standards. The bulk of the international enrollment shown in the table above obviously is from the graduate program. The average graduate GPA for students while they are in the program has ranged from 3.10 to 3.45 in the past five years.

Quality of Curriculum and Instruction

The graduate program appears to be well conceived with a clear focus. At the same time, the student has the opportunity to specialize in particular subfields. the number of 600-level courses appears appropriate, and for most students the majority of work is in courses at that level.

Course evaluations are done regularly in graduate courses, and both the department chair and the graduate chair believe the quality of instruction is good. The only two graduate students who came to an open session we scheduled seemed to confirm that.

The graduate chair does feel that the inability of the department to replace faculty who have retired or left in recent years has had some negative effect on instruction in the graduate program in that optimum assignment of faculty to graduate courses has not always been possible.

Quality of Scholarly and Creative Activity

The overall research record is mentioned earlier. It should be noted that according to the five-year review document, only five of fourteen faculty had more than three articles in refereed journals, that half the articles were by two people and that four faculty members had none at all in the five-year period. This in turn raises the question of the research record of those most closely associated with the master's program. While two new faculty are teaching core courses, major responsibility in the program is being assumed by faculty members with significant publications records. At the same time, the two most productive faculty members did not teach 600-level classes this year.

Success of Graduates

The chair reports that alumni and their employers have "high esteem" for the program. He also reports that those students who do not choose to enter Ph.D. programs "quickly find employment."

Quality of Facilities

At present, of course, the department is operating with limited facilities, but better days are ahead on that score. Library facilities are good. The outside reviewer, however, felt that while computer facilities are adequate for the present, upgrading will soon be needed.

Judgment of Future of Program

The master's program appears to be a solid, well-conceived program with a good faculty. An outside reviewer evaluated the off-campus master's program a year ago. The evaluator's conclusion was that this is "a quality program that serves the graduate educational needs of the university and region." This positive assessment of the outside reviewer seems appropriate for the on-campus program as well as does the chair's report of response from alumni and their employers. Yet, the staff is stretched a little thin as it attempts simultaneously to provide quality instruction for general education, undergraduate majors and the graduate program.

Recommendations

1) It will be crucial to the future of the graduate program that quality replacements be sought when the next couple of vacancies occur. The department is encouraged to give careful consideration to minority and female candidates.

2) As we have indicated and as the recommendations of the undergraduate portion of this review say, facilities (both space and equipment) are a concern, but assessment of their adequacy will have to wait until the next review.

3) Because many faculty teach courses in which graduate students are enrolled, the department needs to make faculty aware of the importance of scholarly activities for those who teach graduate students.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF ECONOMICS DEPARTMENT

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

Quality of Scholarly
and Creative Activity X

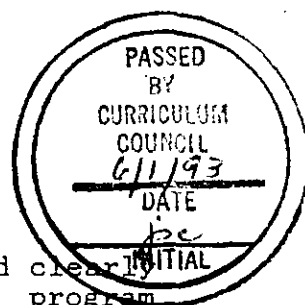
Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X

GEOLOGY: UNDERGRADUATE
Five-Year Review
June 1993



Overview and Goals

The Department of Geology has well-articulated and clearly defined educational goals. First, its undergraduate program offers course work leading to a B.S. in the geological sciences. This degree program has been designed for students interested in pursuing professional employment in geological fields or who plan on entering graduate school prior to seeking such employment. Students, pursuing the B.S. degree, are offered three concentration options: a) traditional geology; b) environmental geology; c) hydrogeology/water resources.

The Department also offers a B.A. degree. This has been designed for students interested in a general understanding of earth sciences, but who do not intend to pursue professional employment in geology. This would include students interested in teaching the earth sciences in high schools and/or students pursuing careers in technical writing. There are no BA students in the program.

During the initial years of this review period, the number of majors was in a steady decline. The number of majors reached its lowest level in the Fall of 1989 when there were 15. This decline reflected the fact that the demand for geologists in the oil and gas fields had all but disappeared. To counteract this decrease in majors, the department introduced significant changes in the curricula of both the traditional and environmental geology programs. In addition, the more popular professors were assigned to teach the lower level courses. The number of majors increased nearly fourfold to 54 by the Fall of 1991.

According to the Department's Chairman, the majors are about evenly split between the traditional geology and the environmental geology programs. The hydrogeology program has attracted few majors over the years and faculty encourage only students with strong analytical ability to focus here. This is a demanding program and its quality is comparable to any graduate program in the country, according to both the Chair and faculty. Since prospective employers look at the course level to determine adequacy of preparation for employment, students interested in hydrogeology are advised to concentrate in the traditional or environmental geology programs and wait until graduate school to concentrate in hydrogeology.

QUALITY AND MIX OF STUDENTS

As shown in Table 1, the quality of the geology majors, as measured by both the ACT and SAT, tends to be higher than that of the typical OU student. When measured by the GPA, they are comparable with other OU students.

TABLE 1
Quality of Students as Indicated by
GPA, ACT, SAT

	87-88	88-89	89-90	90-91	91-92
GEOLOGY					
GPA	2.72	2.48	2.55	2.71	2.93
ACT	24.3	22.1 3	23.3	22.0	23.8
SAT	1101	1020	1055	1033	1037
OHIO UNIV.					
GPA	2.73	2.77	2.82	2.84	2.86
ACT	20.3	20.7	21.2	21.7	22.1
SAT	930	937	950	960	968

=====

Table 2 shows that there are few international students in the major. Both minority and female students are under-represented in the major. The number of women, however, has shown a steady increase over the review period. According to the Chairman, women are under-represented in the discipline. No

TABLE 2
Minority, Female, & International Students as
Percentage of Majors

	87-88	88-89	89-90	90-91	91-92
Minority	0	0	0	6.5 (2)	3.7 (2)
Female	28.6 (6)	38.9 (7)	40.0 (6)	35.5 (11)	35.2 (19)
Int'l	4.8 (1)	11.1 (2)	6.7 (1)	3.2 (1)	3.7 (2)
TOTAL MAJORS	21	18	15	31	54

=====

special efforts, however, are made to recruit minorities or women into the major.

QUALITY OF THE CURRICULUM AND INSTRUCTION

The department has modified its curriculum to better respond to the current job market which now emphasizes environmental concerns. The department has modified the curriculum in such a manner that the students' first two years provide them a sound

grounding in traditional geology. Students can then select to concentrate in this area or shift to environmental geology.

Students¹ spoke highly of the department's curriculum. A few indicated that they had compared it with that of other universities in the state. They chose OU because of the breadth and depth of course offerings. These students indicated they were not disappointed in choosing this program.

TABLE 3
Five-Year Educational Outcomes:
Office of Institutional Research (in percentages)

	1982	1983	1984	1985
Level of rigor & scholarship:				
Ext. sat.	100	67	60	75
Satisfied		33	40	25
Acquisition of job-related skills:				
Helpful	100	100	100	88
Not helpful				12
Relevance to career goals:				
Ext. sat.	33	75	20	43
Satisfied	33	25	60	43
Not sat.	33		20	14
Quality of instruction				
Ext. sat.	67	75	40	63
Satisfied	33	25	60	37
Academic Advising				
Ext. sat.		25		25
Satisfied	100	50	50	38
Not sat.		25	50	37
N =	3	12	6	9
	=====			

The information from the 5-year outcomes survey, conducted by the Office of Institutional Research, provides additional support of this positive perception by the program's students. As shown in Table 3, the majority of responding alumni were "extremely/very satisfied" with the level of rigor and scholarship of the curriculum. They also identified it as helpful in the acquisition of job-related skills and the majority were at least satisfied with it in terms of its relevance to their career goals.

1. A total of 15 undergraduate students were seen. These included 9 males and 6 females. There were one sophomore, six juniors, and eight seniors.

Students spoke favorably of the quality of instruction provided by the faculty. During the review period, two of the faculty received the Outstanding Teacher award in the College of Arts and Sciences.

Further, as indicated in Table 3, with the exception of one year, the majority of alumni were "extremely/very satisfied" with the quality of instruction offered in the department. In all years, not one of the alumni indicated dissatisfaction with the quality of instruction.

Students spoke highly of the accessibility of the faculty. They sense a genuine liking of students among faculty and a willingness to help the student do more, e.g. research. However, advising was identified by two students as problematic. Essentially, the problem was being advised to take more advanced courses than they were either ready for or capable of doing. This is an area that needs attention since Table 3 indicates that this was an area of dissatisfaction among certain of the alumni.

The students wanted more field trips to be required. Students see the need for more field trips and the failure to obtain them as more a student problem than a faculty one. That is, they recognized and appreciated the fact that faculty often invited students to go with them on field trips. However, since the trips were elective, "students often choose to go uptown or laze around."

Students also want to see changes in the way Field Camp arrangements are made. To graduate, students must participate in a summer Field Camp. Each student is responsible for making his/her own arrangements with other universities. The Geology Department does not offer nor make these arrangements. The extent of its help is to post ads on the bulletin board. Students would like to see a more systematic approach to dealing with arranging field camp.

QUALITY AND MIX OF FACULTY

The department had 8 Group 1 faculty and 3 adjunct faculty. All Group 1 faculty are white males. Two of these are internationals. During the review period, there were three adjunct faculty. All were white females.

During the review period, the department replaced two faculty who were denied tenure. Both male and female candidates were brought to campus. The choice of whom to hire was based on the candidate's qualifications in consultation with the Dean of the College of Arts and Sciences. It is, however, unfortunate that they were unable to hire an individual with expertise in the environmental area.

This is a highly active and productive faculty. As shown in Table 4, only one faculty member who was in the department over

the five year period under review had no publications or paper presentations. The other five who were in the department during

TABLE 4
Scholarly Productivity

Yrs. of Service	Productivity Level			Total
	0	1<5	≥5	
<5	-	1	1	2
≥5	1	-	5	6
TOTALS	1	1	6	8
=====				

this time had at least five publications and paper presentations.

The distribution and number of scholarly works are shown in Table 5. As is indicated, 265 pieces of scholarly work were produced by the five of the six faculty who were in the department during the entire review period. The two faculty who were in the department for less than five years produced 14

TABLE 5
Types & Numbers of Publications

Yrs. of Service	Refereed Journals	Nonref. Journals	Books	Papers	TOTALS
<5	6	-	-	8	14
≥5	95	53	4	113	265
TOTALS	101	53	4	121	279
=====					

articles and papers. In addition, the faculty had 56 grants funded for a total amount of \$1,087,585.

According to the Chairman, the mix of the faculty is problematic, given today's student and job market demands. Of the eight faculty, seven are "classical" geologists. There is one hydrogeologist. There are no faculty whose primary field is environmental geology. This raises problems in terms of the number of majors that will be able to concentrate in the environmental geology program. The problem is more acute at the graduate level. There is no real possibility of retooling some of the "classicists." In part, this reflects on their motivation, but mostly it reflects the nature of the field. That is, it takes a number of years to gain recognition in one's specialty. By the time it would occur for the current faculty, "we'd be near retirement"--the Chairman pointed out that 2/3 of

the faculty will in all likelihood be retired within the next ten years!

SUCCESS OF GRADUATES

The department does not survey its graduates on a regular basis. Data from the five-year outcomes survey indicate that all responding alumni were employed full-time with the exception of the 1983 alumni. Of these, 84 percent were employed full-time; eight percent, part-time; and eight percent, unemployed. Alumni who had gone on to complete a Master's degree ranged from 17 percent to 58 percent over the years 1982-1985.

QUALITY OF FACILITIES

Library holdings were described as adequate by the undergraduate students and faculty.

Secretarial services are also described as adequate to meet departmental needs.

There is a consensus among faculty and students that computer hardware is "archaic." Updated software relevant to hydrogeology needs to be purchased.

Microscopes are both limited in number and old. The limited number of microscopes (7) results in either having to limit the class enrollment or scheduling multiple labs. This places an added teaching burden upon faculty since upper division labs are proctored by faculty and not by TA's.

FUTURE OF THE PROGRAM

The Geology Department has demonstrated adaptability and flexibility in curriculum development. Its current emphasis upon environmental geology and hydrogeology bode well for the future of the department. Further, it has a highly productive faculty. However, unless there is attention to expanding faculty resources so the department can better meet the changing needs in the discipline, the continued strength and growth of the department will be jeopardized.

RECOMMENDATIONS

1. As noted by the Chair, the College has to begin to seriously consider the question of where it wants to go with respect to the geology major. Further development of the undergraduate programs is likely to necessitate enlarging faculty to better reflect the changing nature of the job-market and the discipline.
2. The department in future searches should continue its

efforts to recruit female faculty.

3. Determine whether it is possible to respond to student requests for required field trips and a better organized method to arrange Field Camps.
4. Expand efforts to recruit minority students and women.
5. Respond to concerns expressed by students and alumni about the adequacy of advising.
6. Upgrade the quality and quantity of computers and microscopes needed to meet program needs.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF GEOLOGY

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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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

DRAFT

GEOLOGY: GRADUATE Five-Year Review

Overview and Goals

The Department of Geology offers four separate M.S. degree options: Geology, Hydrogeology, Environmental Geology and Geophysics. Students entering the program are required to have an undergraduate degree in geology or in an allied science field such as chemistry, physics, mathematics, biological science or engineering. Depending on the options, students not meeting undergraduate requirements may have to take course work to remove deficiencies without receiving graduate credit.

The long- and short-term goals are directed at producing quality graduate degree students with the ability and background to compete in advanced degree programs and the everchanging job market. To accomplish this, the department is responsive to internal and external demands by altering curriculum and developing new courses.

Quality and Mix of Students

Applicants to the graduate program are evaluated on grade point average and letters of recommendation. Although no data is provided on average undergraduate GPA or GRE scores, the department admits that while a GPA of 3.0-4.0 is desirable, "not all students capable of good graduate work have 3.0 or better GPAs."

With TA stipends near the bottom compared with other geology programs in Ohio and throughout the country, outstanding students rarely apply, and those who attend do so because of an individual faculty member's reputation. This is a major concern to the department. In recent years, the number of assistantships has been reduced from 12 to 10 in order to increase stipends. As a result, there are no research associateships. The department is realistic about its chances for increased funding; however it is optimistic about the resurgence in undergraduate geology majors which will increase the number and quality of the applicant pool for the MS program.

The application and enrollment patterns over the past five years are:

	87-88	88-89	89-90	90-91	91-92
<i>Applicants</i>	24	15	29	32	27
	87-88	88-89	89-90	90-91	91-92
<i>Enrollment</i>					
<i>Total</i>	31	35	31	30	30
<i>Minority</i>	0	0	3	2	2
<i>Female</i>	6	5	7	5	5
<i>International</i>	9	8	12	10	11
<i>Degrees Granted</i>	6	6	6	13	

Quality of Curriculum and Instruction

The MS program requires eight completed graduate courses and a written Masters thesis.

The eight courses are selected from a list of mostly cross-numbered (400/500) courses in geology and selected courses in related sciences which varies depending on the option. The fact that most of the geology courses are cross numbered is somewhat misleading. A large number of the courses are only offered to the most advanced seniors and are taught at the graduate level. Graduate students in courses with significant undergraduate enrollment are given extra reading, different exams, and a term paper. Based on the size of the faculty and the major and service obligations of the undergraduate curriculum, extensive cross-numbering is the only option for the Geology Department.

The outside reviewer stated that the program is mature and professionally respected, but many of the course offerings at the Graduate level seem to be "traditional-type" courses. He suggests changing the mix to reflect the changing field. Recent curricular changes in the Geology programs demonstrate the department's recognition of this need.

Students reported that the teaching was excellent and faculty went out of their way to offer seminars when graduate students needed them. Students also said, however, that the material sent out by the department did not reflect current offerings. A number of the courses listed were not offered.

The eight courses are completed by most students within a year, although students with deficiencies may take longer. The thesis takes at least a year and the average completion time for the program, as reported by the department, is 2 1/2 years. Current students reported that they expected to complete the program in two years. Students gave high praise to thesis advising which carried over to support in grants and application to doctoral programs.

A major concern of current graduate students was lack of communication about policies, curricular changes, grant deadlines, etc. Despite the fact that students work closely with faculty in labs and theses, and as teaching assistants, there appears to be a need for a regularly-scheduled graduate colloquium where information and scholarship could be shared.

Quality of Scholarly and Creative Activity

As noted in the undergraduate review, the faculty is highly active and productive. The outside reviewer praised the faculty for the quality journals in which they were publishing and the level of grant support, which he states "compares favorably with grantsmanship among some geology PhD programs. The students reported that the faculty was the major draw of the program. In addition, the department supports scholarship by providing graduate up to \$250 to prepare and present scholarly papers.

Success of Graduates

The department states that no yearly data is available. Nearly half the students in the geology option go on for a PhD, while nearly all of the environmental and hydro majors enter the job market. About 25 percent of the MS students enter PhD programs. About 35 percent enter the job market after their course work is completed but before the MS thesis is completed. Nearly half of these students never finish, which is a concern to the department. The remaining 40 percent complete all requirements and almost all find jobs within a few months in the environmental fields, in industry and in government.

There is no survey of graduate alumni on a regular basis, although the department has reestablished a newsletter. As the geology field shifts from oil to environmental and other concentrations, input from alumni is crucial.

Quality of Facilities

Library holdings are described as adequate for the graduate program. Although computers are lacking, a number of the graduate students and the outside reviewer concurred on the advantage of having a computer lab. As noted in the undergraduate review, there is a need for additional microscopes.

Future of the Program

The Geology Department has a strong graduate program built on an outstanding faculty. The program is changing in response to the evolving needs of the field. Despite these strengths, the department fails to attract the best qualified applicants because of its inadequate financial support for graduate associates. As undergraduate programs continue to grow there will be better applicants, but without increased support from the University, the students will never meet the quality of the faculty.

Recommendations

1. Continue its effort to recruit women in future faculty searches.
2. Examine materials sent to applicants to assure these reflect current offerings and requirements in the program.
3. Institute a regular forum for graduate students and faculty where information and scholarly activity can be shared.
4. Collect and maintain records on undergraduate GPAs and GRE scores for applicants.
5. Seek funding to increase amount of stipends.
6. Seek funding for additional computers and microscopes.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF GEOLOGY DEPARTMENT

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

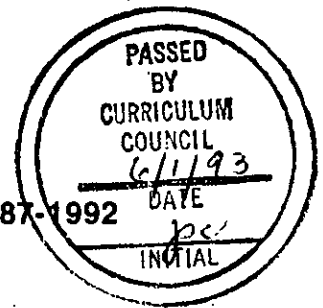
Quality of Scholarly
and Creative Activity X

Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X



**School of Interpersonal Communication
Five-Year Review of Undergraduate Program, 1987-1992
May 1993**

Overview of the Undergraduate Program

The School's goal for the undergraduate program "is to bring together the best features of liberal arts and professional education" by combining theory and practice in core courses, providing individual tracks for specializing in different branches of communication, and requiring at least twenty-eight hours in areas consonant with the students' specializations and career goals.

Seventeen full-time faculty, two part-time faculty-administrators, six emeriti or adjunct faculty, and 30 to 35 graduate students serve the School. Approximately 7,000 students, both majors and non-majors, enroll in InCo courses each year. Four-hundred-fifty are InCo majors who take a sequence of six courses to acquire a common core of knowledge: an overview of the study of communication, public speaking, group discussion, interpersonal relationships, communication theory, and persuasion.

Majors choose from six tracks, each with a different career goal:

1. Communication Theory for work on advanced degrees in communication and related fields.
2. Communication in the Human Services for work in public health, hospital administration, child and family services, and social and economic welfare.
3. Legal Communication for careers in the legal profession.
4. Organizational Communication for professional careers and administrative positions in education, government, and service organizations.
5. Political Communication for careers in politics, such as working on campaigns, serving on governmental or legislative staffs, and seeking political office.
6. Speech Education for high school teaching.

Since Fall 1986, the School has had an Honors Tutorial Program in which from 5 to 8 students have enrolled each year, 7 in 1991-1992. Over the past five years 15 faculty have worked with Honors Tutorial students. A Spring 1992 site visit was conducted by members of the Honors Tutorial College Board of Visitors. Their report

concluded that the relatively new program is "working well," that it would benefit from some "fine-tuning," and that there is a great potential for expansion of the program.

InCo's comprehensive self study reports that it has a large elective internship program. However, during the review period, only 21 to 30 junior and senior majors with GPAs of 3.0 or better in courses in their major enrolled in the program each year. Upon completion of their internship, which may be for as many as 15 credits, interns complete a written and oral report, following prepared guidelines. Half of the evaluation comes from the on-site supervisor, half from the internship director's assessment of the student's analysis of communicative processes in his or her sponsoring organization.

In 1989-91, the graduate and undergraduate curricula were reviewed. As a result of the review, four new undergraduate courses were added to the curriculum and six were deleted. And in 1991-1992, a writing requirement was added to four core courses.

The reviewers' group interviews with all of the full-time faculty indicated that the excellent morale among the faculty seems to be based in part on the faculty's perception that they are treated fairly in terms of teaching and research loads.

The School's Goals for the Undergraduate Program

According to InCo's Five-year Review material and undergraduate and graduate students and faculty interviewed for this report, access to journals and library resources is adequate, as is secretarial support. The seven major communication journals and numerous specialized journals are available in Alden. InCo also has three small libraries in Lasher. However, the School reports that staffing, space, and equipment needs are great.

Staffing: The 1989 compendium showed InCo understaffed by 12 persons. As of Fall 1992, InCo had 17 Group I faculty, 1 Group II faculty, 3 emeriti, and 4 part-time faculty. In 1989, the School identified its needs as two minority positions, three permanent Group II or IV faculty, and two specialists (to be determined by shifts in current faculty). The two minority positions have been filled; InCo will continue to seek funding for the other positions.

Space: The move to Lasher in 1988 enhanced the School's environment, but it did not provide more space. As a result, the School is seeking funds to add a 400-seat auditorium, three 50-seat classrooms, four faculty offices, a TA office for five people, and a two-room complex for research. According to the faculty, the most immediate need is more space for TA offices, since conferences with undergraduates frequently require more privacy than that which is available.

Equipment: Two of the classrooms have TV monitors and facilities for video taping. InCo owns five portable video cameras and monitors to allow taping of classes held in other buildings. In addition, InCo owns five audio recorders, three overhead projectors, and one slide projector. The School needs a research lab, additional VCR recorders and cameras, and computer upgrading and repair.

InCo's 1990 Five-Year Plan indicated that the School would like to keep enrollment at 400 majors plus 20 to 25 Arts and Sciences students. In 1991-1992, however, the School had 450 majors.

Quality and Mix of Undergraduate Students

An already admitted OU student must have at least a 2.5 GPA to apply for admission to the undergraduate InCo program (the GPAs of those admitted, however, are usually around 2.8) and a minimum GPA of 2.0 to be retained in the program. The average GPA, ACT, and SAT scores for undergraduates in all the InCo programs for the years under review show, with one minor exception (1991-1992 SAT scores), consistent increases in applicants' scores. The SAT scores, however, have tended to be lower than those of OU undergraduates, as the scores in parentheses show.

	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
GPA	2.74 (2.73)	2.78 (2.77)	2.85 (2.82)	2.92 (2.8)	2.94 (2.86)
ACT	18.8 (20.3)	18.9 (20.7)	19.5 (21.2)	20.3 (21.7)	20.9 (22.1)
SAT	873 (942)	875 (951)	889 (950)	919 (960)	916 (968)

During the review period, the number of freshman applicants accepted into the program increased from 60 applicants for each major accepted to 162 for each acceptance. The number of degrees awarded during that period were

1987-88: 124 88-89: 165 89-90: 176 90-91: 211 91-92: 196

The enrollment pattern over the past five years is shown below:

	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Majors	296	387	444	433	433
Minorities	10	21	21	13	14
Females	197	245	280	301	300
Internationals	4	2	3	6	4

Recognizing that the percentage of minority students among undergraduates is low, the School has recently increased its efforts to recruit and retain more minority students. For example, it sponsored a luncheon to which minority students with GPAs that met the minimum criteria were invited to meet with InCo faculty and a reception for black alumni to meet with undergraduates. In addition, teaching assistants attend a training session to learn about minority sensitivity and diversity in the classroom, and a TA has been assigned to the Provost's staff to assist in minority recruiting.

According to the faculty, during the review period InCo has seen an increase in the number of incoming freshmen entering the program; formerly, many InCo students were transfers from other Ohio University programs.

Success of Graduates

At the beginning of the review period, the University conducted a survey of undergraduates to determine how they assessed their degree programs. Forty percent of the InCo majors surveyed responded, reporting that 71 % were employed by business, and of those, 85% had jobs either before they graduated or within the first months after graduation. A more recent Institutional Research study shows that the amount of time required to find a job is increasing slightly and that fewer students are finding jobs within a year of graduation. More students are now going to graduate school, with 14% going on in 1988-1989 and 23% in 1991-92. Salaries, too, are increasing, from an average low of \$18,168 in 1988 to a high of \$21,691 in 1990.

Quality of Undergraduate Curriculum and Undergraduate Instruction

The School has a variety of external evaluation measures and an ongoing self study to determine if it is meeting the needs of the students. In addition to the regular Office of Institutional Research reports and student evaluations of courses, the director conducts exit interviews with a sampling of graduating seniors. The School has an advisory board that meets on campus once a year to make suggestions about curriculum, the internship program, and new directions in the discipline. During this review period, members of the Honors Tutorial College Board of Visitors evaluated the Honors Tutorial Program, and the School surveyed recent graduates. Also, in direct response to students' needs, in 1992 InCo held two seminars on how to get jobs during the recession.

The undergraduates interviewed gave a positive assessment of the program. Minor complaints were made about overlapping content in some courses; insufficient discussion of what an InCo major is, what can be done with it, what its credibility is outside of campus; insufficient attention to cultural diversity (perhaps more emphasis should be given to study abroad programs, one sophomore suggested); the fact that the internship is optional rather than required; and class closeouts. While these are isolated complaints (and in the case of the internships would present financial

hardships for undergraduates), they nevertheless represent the perceptions of some undergraduates.

The undergraduates found the flexibility of the program advantageous, the faculty's interest in and support of them outstanding. They were impressed with the teaching assistants they had had, with the program's emphasis on interaction among students and students and faculty, and with the accessibility of the faculty.

During the review period, the School, in response to students' request for more areas of concentration, developed a track system, with five areas of concentration. At present, InCo is studying the feasibility of continuing the Communication Theory track, since enrollment in that track is low. Also during the review period, during a major curriculum review, the School added four new courses: Advanced Interpersonal Communication, Communication Research Methods, Rhetorical Analysis and Criticism, and Interpersonal Conflict Management. During the review period, a writing component was added to the four core courses.

Because teaching assistants are teachers of record in some upper-level undergraduate classes and thus have a direct impact on the quality of undergraduate students' education, we include here some observations about the teaching assistants' teaching loads and training. Graduate students are committed to give the program sixteen hours, which usually includes eight hours of class contact and eight hours for conferences, class preparation, and responding to papers. In addition, new TAs, who teach InCo 103, are required to attend colloquia to discuss their problems and successes. All TAs are encouraged to attend weekly brown bag sessions to discuss curricular matters, complaints, etc. Furthermore, if students want to teach classes other than the one they have been prepared to teach (InCo 103) during their precollege three-day orientation, they are required to observe the classes taught by a senior faculty member and help him or her grade papers for that course. It is further hoped that the graduate students will sit in on other classes of the same course to see a variety of approaches before they become the teacher of record of that course. Those demands would seem to ask of the students more than the sixteen hours to which they have committed themselves. Equally important is the fact that such preparation places the responsibility for training on the graduate students themselves, rather than on a quarter methods course in which the theory and practice needed to teach the courses would be consistent.

Quality of Scholarly and Creative Activity

Of the 17 full-time faculty, 10 have been on the faculty five of the five years covered by the review, one for three years, five for two years, and one for one year.

During the five-year review period, fourteen of the seventeen full-time faculty have had at least one publication in a refereed journal. The faculty had 99 articles in

refereed journals, 54 articles in non-refereed journals, 21 books, and 195 papers presented at professional meetings. During the review period faculty held 25 offices in professional organizations and presented 423 workshops. The three emeriti faculty were active with three articles in refereed journals, one article in a non-refereed journal, five books, and seventeen papers presented at professional meetings.

Eleven faculty submitted 39 grant proposals of which 28 were funded, generating \$67,900.

Recommendations

1. Curriculum. In InCo's continuing study of its undergraduate curriculum, it should identify and eliminate the overlapping of material in courses and find ways to make clearer to undergraduates what an InCo major is.
2. Budget. The School should continue to seek funds for additional classroom space, the maintenance and replacement of equipment, and the purchase of materials not available in Alden Library.
3. Teaching Assistants. As noted in the Winter 1988 five-year review of InCo, teaching assistants, teachers of record for many upper-level undergraduate classes, are left to "learn on the job." More formal preparation for the TAs is needed. In addition, although InCo has recently decreased graduate assistants' obligations to faculty and the computer labs, the School should find ways to decrease its demands on TAs' time.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF INCO

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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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

School of Interpersonal Communication
Five-Year Review of Graduate Program, 1987-1992
May 1993

Graduate Review

Overview

The School of Interpersonal Communication offers the MA and PhD degrees in communication theory, rhetoric and public address, organizational communication, interpersonal communication and instructional communication. The MA and PhD degree programs are founded upon 1) broad theoretical bases in both communication studies and professionally appropriate cognate areas and 2) strong experimental, descriptive, critical and historical research skills.

MA students have the option of writing a thesis or taking additional course work and a comprehensive examination. Before completing 18 hours of course work a student must notify the school in writing about whether h/she will pursue the thesis option. A common core of four courses* is required of all MA and PhD students:

InCo 600	Introduction to Graduate Study
InCo 610	Theories of Communication
InCo 630	Communication in Organization
InCo 640	History of Rhetorical Theory

*As of the 1992 academic year, InCo 618 (Seminar in Interpersonal Communication) was added as a required core course.

Goals of the Program

A draft document entitled "INCO 5 Year Plan 1990-1995" speaks to issues of personnel, space, equipment and enrollment. The InCo faculty are engaged in an on-going assessment of the MA and PhD programs, including discussions of quality of program, size of program, and procedures for admission into and movement through the program. Other issues under discussion include InCo's relationships with other universities and alumni.

The stated short term (1992-93) goals of the school include a general examination of the current program and a revised five-year goals statement.

Quality and Mix of Students

Admission to the master's program is based upon recommendations, undergraduate and graduate grade-point averages, class standing, scores on the GRE (see Table I, below) and experiential and other non-formal learning. In addition to meeting the above criteria, to be admitted to the doctoral program the student must have a master's degree. If the applicant's master's degree does not include a thesis, s/he must present for evaluation by the Graduate Committee other evidence of his or her scholarly writing ability. The outside reviewer commented "that at Michigan State University, we consider OU to be a stronger competitor for graduate students than we do Ohio State University."

TABLE I. GPA and GRE Scores Entering Graduate Students

GPA:

87-88	<u>3.174</u>	88-89	<u>3.087</u>	89-90	<u>3.40</u>	90-91	<u>3.56</u>	91-92	<u>3.40</u>
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GRE:

87-88	<u>N/R*</u>	88-89	<u>N/R*</u>	89-90	<u>597+</u>	90-91	<u>563+</u>	91-92	<u>553+</u>
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*GRE not required. +Average of Verbal, Quantitative and Analytical.

According to the Self-study Report, based on School resources and goals, enrollment should range between 65 and 80 graduate students. Table II shows enrollment patterns during the review period:

Table II. Graduate Enrollments

87-88	<u>66</u>	88-89	<u>78</u>	89-90	<u>65</u>	90-91	<u>63</u>	91-92	<u>57</u>
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InCo actively recruits minority students for their graduate program through 1) luncheons with minority communication students with grade point averages of 3.0 or above; 2) Black Student Communication Caucus conferences; 3) one-quarter exchange program with Howard University students. Enrollment patterns for ethnic minority and international students have been stable, but low, over the past five years.

Women graduate students are well represented in InCo.

All graduate students receiving stipend support have teaching responsibilities. According to the Self-study Report submitted, during the review period the typical associateship carried a workload of 16 hours per week; the "super stipend" required 24 hours per week. Ninety percent of the graduate students with instructional duties have total responsibility for classes.

Quality of Instruction and Curriculum

InCo uses information from the Office of Institutional Research's annual surveys in its on-going review of curricula and programs. InCo also holds open and informal meetings with graduate students twice quarterly, and has noon brown-bag sessions (c. 8 per quarter) where issues relating to teaching responsibilities and curricular matters are discussed.

The School director reports that students are prepared for teaching responsibility through 1) a three-day workshop in the summer, 2) weekly meetings with basic course directors, 3) an evaluation by the Director of Graduate Studies, and 4) classroom observations by the director of the basic course and the School director. However, graduate students interviewed expressed concern that GTA's may teach two upper division courses per quarter plus have four hours weekly research responsibilities to faculty or computer lab duties. (This heavy load for GTA's was noted in the 1988 Five-year Review as well.) However, faculty interviewed reported that assignments beyond classroom responsibilities have been eliminated. Despite, this change, GTA's are committed to give the program sixteen hours, which usually includes eight hours of class contact and eight hours for conferences, class preparation, and responding to papers.

Another concern expressed by graduate students interviewed was that they did not have adequate supervision of their teaching. That is, other than the three-day orientation, preparation for teaching courses seems to be placed on the GAs themselves rather than on a quarter methods course in which the theory and practice needed to teach the courses would be consistent.

The outside reviewer was overall positive of the graduate program in InCo. His specific comments related to InCo's curriculum were:

1. The graduate curriculum represents a compromise between the older and newer approaches in the field: "The graduate curriculum looks on the surface like a curriculum of the 1960's with additions from the trends of the 80's and 90's." He recommended that the curriculum match better the active faculty research.
2. Noting that graduate students may be taking quantitative methods courses in another department, the InCo graduate curriculum itself lacks courses in quantitative methods.
3. Courses 533 (Applications of General Semantics), 643 Religious Rhetoric), and 645 (Rhetoric of the World Wars) have outlived their usefulness for the modern curriculum. For example, the outside reviewer noted that only one faculty member was actively involved in rhetoric research.

No 500-300 or 600-400 double listings exist. Courses dual listed in 1991-92 were as follows:

- 410/510 Cross-Cultural Communication
- 430/530 Communication and the Campaign
- 433/533 Applications of General Semantics
- 442/542 Responsibilities and Freedom of Speech in Communication
- *470/570 Effective Classroom Communication for Teachers and Trainers
- *471/571 Non-verbal Communication for Teachers and Trainers
- *472/572 Organizational Communication for Teachers and Administrators

*Taught on regional campuses only.

Graduate students interviewed expressed a desire to have some separate MA and PhD classes. They felt that there were few clear-cut quantitative differences between master's and doctoral classes, a fact substantiated by the faculty interviewed. However, it should be noted that the current staffing level makes it impossible to offer classes exclusively for PhD students.

Quality of Scholarly and Creative Activity

The criteria for graduate faculty status are clearly stated in the document entitled GRADUATE FACULTY SELECTION PROCEDURE. Decisions involving the implementation of these guidelines are made by the InCo Graduate Committee.

Of the 17 full-time faculty, 10 have been on the faculty five of the five years covered by the review, 1 for three years, 5 for two years, and 1 for one year. Twenty-four percent (4) of the current full-time faculty have their PhD degrees from Ohio University. The outside reviewer noted: "I believe that its faculty (particularly its younger, more active faculty) are as respected in the profession as any group in the country."

During the five-year review period 14 of the 17 full-time faculty have had at least one publication in a refereed journal. The faculty had 99 articles in refereed journals, 54 articles in non-refereed journals, 21 books, and 195 papers presented at professional meetings. During the review period, faculty held 26 offices in professional organizations and presented 423 workshops. Three emeriti and the three adjunct faculty were active with 3 articles in refereed journals, 1 article in non-refereed journals, 5 books, and 17 papers presented at professional meetings.

Eleven faculty have submitted 39 grants of which 28 have been funded for a total of \$67,900.

Success of Graduates

The School of Interpersonal Communication reports that employment of graduates is exceptionally high: 100% in each of the years of the review period. Graduates were employed in the areas of education, activities director, publication specialist, training director, sales manager, communication consultant, affiliate management officer, systems analyst and consultant, program developer, and department head, nursing. Table III shows graduate degrees granted during the review period.

Table III. Graduate Degrees Awarded

Master's:

87-88	<u>9</u>	88-89	<u>14</u>	89-90	<u>11</u>	90-91	<u>26</u>	91-92	<u>14</u>
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Doctoral:

87-88	<u>8</u>	88-89	<u>11</u>	89-90	<u>15</u>	90-91	<u>9</u>	91-92	<u>8</u>
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Quality of Facilities

Library resources are current and available. Alden Library subscribes to all seven major communication journals and numerous specialized journals and orders books necessary to sustain faculty research. Lasher Hall houses three small libraries within the department used by students and faculty. Some faculty interviewed requested the library budget be increased to accommodate individual faculty research interests.

Lasher Hall has a computer laboratory containing 15 IBM and two Macintosh computers. All faculty members and graduate student offices have computers. Most are hard wired, allowing access to ERIC, ALICE, and other on-line computer search facilities.

Two of the classrooms in InCo have TV monitors and facilities for video taping. InCo owns five portable video cameras and monitors for taping of classes taught in other buildings. Also, InCo owns five audio recorders, three overhead projectors, and one slide projector.

Three needs were identified:

1. Limited office space for graduate students in Lasher makes it necessary that 6-7 graduate students with gradebook responsibilities share a single cramped office space, making student/graduate student conferences awkward.
2. Because of the number of students served by InCo classes each quarter (7000), finding classroom space for

InCo classes has become a serious problem.

3. Although the amount of equipment owned by InCo serves the instructional needs adequately, because of heavy use, the equipment repair budget is severely strained.

Recommendations

The following recommendations are based on interviews with faculty, graduate and undergraduate students; the Self-study provided by InCo; and the report from the outside reviewer of the graduate program.

1. The InCo 300-900 budget should be increased to allow the department to replace worn-out instructional equipment as well as repair equipment in a timely fashion. The budget increase also would allow individual faculty to purchase materials unique to their research and teaching interests.
2. Additional classroom space is needed in order to accommodate the number and size of classes taught by InCo. Additional office space is needed also by GTA's who have classroom responsibilities in order for them to better interact with their students.
3. InCo should provide more in-depth training to GTA's who teach upper-division courses. Also, InCo should monitor carefully the workload of GTA's to insure that they are not overworked by choice or assignment.
4. InCo should continue its efforts to up-date the curriculum to better reflect current trends in the field as well as faculty interests and research endeavors. Also, a comparison of courses listed in the catalog with those actually offered should be undertaken in order to make each reflect practice.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF INCO

Date: MAY, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity			X
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Success of Graduates			X
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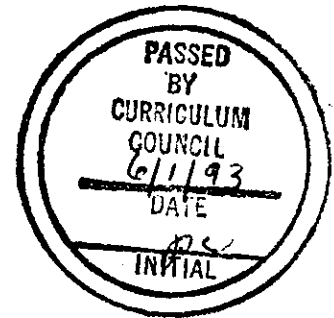
Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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May 26, 1993

Ohio University
University Curriculum Council
Five Year Review of the Associate in
Office Administration Technology
Chillicothe
Spring 1993



Goals and Overview:

The Associate program in Office Administration Technology (called the General Secretarial Technology program in the 1987 review) appears to be well designed to achieve its goals. It provides a two-year degree for students who wish to study applied business subjects. The document called the "General Description: Office Administration Technology" makes the nature of the program clear. It says (in part):

The Office Administration Technology program is a two-year degree program offering an Associates Degree in Applied Business. The program was initiated on the Chillicothe Campus in 1974-75, and was significantly changed in 1983 to meet the needs of the community. A one-year Clerical Certificate was initiated at that time to satisfy a demand from government funded programs.

The program consists of approximately 100 credit hours, 57 hours of OAT courses, 30 hours of Business related courses, and the remainder in general education areas.

The program attempts to supply the region it serves with qualified office administrators by providing courses that are relevant and meaningful for successful office careers, and quality teaching by its full- and part-time staff.

The emphasis in the description is somewhat different from the emphasis in the catalog description that focuses on "top secretarial positions in business and industry, and the professions. The program incorporates the development of managerial skills." (O.U. 1991-92 Catalog, p. 192) Ninety-six credit hours are required in the two-year Associate of Arts certificate program, while apparently 48 hours are required for completion of the one-year certificate. Twenty-six courses are required in the program including relevant Tier I requirements.

The director of the program presents five goals and methods for achieving those goals. Generally, the goals result in expanding program enrollments and course offerings. Increasing articulation programs with area high and vocational schools is the chief means for expanding enrollments. Curriculum will be expanded to provide offerings in paralegal and medical management studies. An adult continuing education center will be established for re-entry into the job market or expansion of existing skills. A centralized communication and resource center for Business Education Teachers will be established to help up-date their

skills. The micro-wave system will be used to expand OAT offerings to the Ironton Campus. Grants will be sought to upgrade equipment and to expand the computer lab.

Quality and Mix of Students

The Office Administration Technology program is an "open" admission program. Anyone who holds a high school diploma or a G.E.D. certificate may enroll in the program. Given concerns about grade inflation it is important to note that five to ten percent of the students in this program (estimated by the coordinator) fail because they are unable to achieve appropriate levels of skill or performance. Since many who apply for the program are non-traditional students already working in office technology roles, Experiential Learning credit or Course Credit by Examination credits are available. While widely used, most students receive three to six hours of such credit. One exceptional student had received twelve hour's credit.

All the basic data given in this section refer to the students who enroll at the Chillicothe campus itself based upon the local Director's figures. Institutional research figures are based on enrollments at all regional campuses combined since other campuses students have been reported under the Chillicothe campus major code. The institutional research figures are reported for informational purposes. In addition to the Chillicothe "regular" students, a number of off campus students enroll in a one-year OAT program at Ross Correctional Institution and at Chillicothe Correctional Institute. In those programs, there is little data available about these students, though it is clear, based on the students we interviewed, that all students are male and many are minority students.

The first indicators of the quality and mix of students are the basic statistics about the program.

Applications Received:

87-88: 35 88-89: 19 89-90: 24 90-91: 32 91-92: 36

Majors Actually Enrolled according to program director.

87-88: 26 88-89: 12 89-90: 19 90-91: 25 91-92: 25

Majors Actually Enrolled according to Office of Institutional Research:

87-88: 97 88-89: 82 89-90: 75 90-91: 99 91-92: 121

Degrees Awarded:

87-88: 14 88-89: 17 89-90: 15 90-91: 17 91-92: 17

A second indication of the quality and mix of students comes from an examination of the average ACT, SAT, and OU GPA for OAT students in the past five years. As Tables 1 and 2 indicate, entrance scores of students in OAT are lower than the system-wide regional higher education averages and the performance of the students appears to reflect that difference with a lower GPA than the system as a whole.

**TABLE 1
REGIONAL HIGHER EDUCATION
AVERAGE ACT, SAT, & GPA'S**

	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
REGIONAL ACT COMP	18	17.8	17.8	18.5	19
REGIONAL SAT	849	851	851	843	846
REGIONAL GPA	2.83	2.84	2.85	2.88	2.89

**TABLE 2
OFFICE ADMINISTRATION TECHNOLOGY
ACT, SAT, AND GPA'S**

	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
OAT ACT COMP	14.9	16	14.7	15.3	16.7
OAT SAT	980	735	837	886	540
OAT GPA	2.69	2.79	2.89	2.96	2.82

**TABLE 3
MINORITIES, WOMEN, NON-TRADITIONAL, AND
INTERNATIONAL STUDENTS**

Current figures according to program director.

	1987-88	1988-89	1989-90	1990-91	1991-92
Minorities	3	1	1	4	1
Females	26	12	19	25	25
Non-trad.	26	12	19	25	25
Int'l.	0	0	0	0	0

TABLE 4
MINORITIES, WOMEN, NON-TRADITIONAL, AND
INTERNATIONAL STUDENTS

Figures according to Office of Institutional Research.

	1987-88	1988-89	1989-90	1990-91	1991-92
Minorities	3	1	1	4	1
Females	93	82	73	99	121
Int'l.	0	0	0	0	0

The 1987 review noted that while the initial enrollment in the program at start-up was comprised of recent high school graduates, the number of such students had begun to decline while the number of non-traditional students had begun to increase. Currently, the entire Chillicothe campus enrollment and site enrollments are composed of non-traditional students who are women. It is also the case that most of the enrollment at Lancaster is comprised of non-traditional students, and consequently most students in the program are non-traditional regardless of campus. The director indicates that a wide-variety of day-care facilities exist in the city of Chillicothe at a wide-variety of costs. Still, some of the former students said that a day care facility on the Chillicothe campus would be desirable.

There is little reason to expect international enrollment in this program in the near future. The number of minority students in the Chillicothe campus program over the last five years has remained small. Both the campus and the director of the program make annual efforts to recruit minority students. The Director regularly visits area high schools to encourage minority students to study in the office fields. The campus sponsors summer programs for area minority students and OAT offers some of its most popular courses as a part of those programs. The director reports high school counselors attribute the low success rate in minority recruitment to the fact that most minority students leave the area served by the campus for work or education.

Quality of Curriculum and Instruction:

The program uses a number of methods to ensure the quality of its curriculum and instruction. First, the nature of the program is such that the ease with which its graduates find jobs is the best indicator of a successful curriculum. During the review period approximately 94 percent of the graduates found employment. Second, the program receives on-going feedback from the teachers in area high schools and vocational programs that help guide curricular change. Third, the program receives advice from a council composed of business and professional people who employ its graduates. Fourth, student evaluations of faculty are conducted for each class and faculty review those evaluations as a part of their planning process for subsequent quarters. The director of the program points out, "The Department has historically used comments by students to create new and

innovative changes in instructional approach, in meeting curricular needs, and in providing the best materials available to support the student's need to meet the objectives of each course." Fifth, as each student completes or otherwise leaves the program a completer/leaver form provides additional information about the strengths and weaknesses in the program. The feedback and advice are used to adapt classes to changing software and technologies. The result is a growing, adaptive curriculum, although no new classes have been added during the review period.

While the content of the OAT courses in the curriculum is effectively updated, the names of some of the courses may require revision so they better describe the actual course content. Course names have been changed at Lancaster to reflect current office practices. Course names and course descriptions indicate that, for the most part, the courses are quite on both campuses are similar, as are the goals and outcomes of the programs.

The nature of the program requires the hiring of many part-time faculty. There are clear criteria established for hiring these faculty to teach general courses and more rigorous criteria for those who are to teach specialized courses. The OAT program at Chillicothe makes available up to twenty-seven hours through the Course Credit by Examination. Credit received by a student is then given as a scholarship if the student enrolls full-time in the OAT program. Experiential Learning credits are offered in all OAT courses except 250 and 293. The program evaluates more Experiential Learning portfolios than any other unit on campus. Sue Boyd Director of Adult Learning Services reports that the average number of reviews done each year is 125. During the five year review period 625 portfolios were reviewed. Copies of the reviews are sent to the campus Dean to help ensure maintenance of the quality of the reviews. Director Boyd indicates that the review process conducted at Chillicothe seems to be in keeping with the spirit and letter of the program. In addition to Experiential Learning credit, Course Credit by Examination is of use to many students. Director Gigley reports that most students earn between three and twelve hour's credit by these two mechanisms. Only one student in eight years has earned credit for the basic English course through CCE.

Success of Graduates:

Most students are employed when they enter the program, and usually receive promotions or pay upgrades when they complete the program according to the director.

TABLE 5
EMPLOYMENT AND CONTINUING EDUCATION
OF GRADUATES

	1987-88	1988-89	1989-90	1990-91	1991-92
EMPLOYMENT	83%	100%	90%	100%	EST. 95%
EDUCATION	33%	12%	30%	0%	20%

Quality of Scholarly and Creative Activity:

The quality and nature of activities appear to be appropriate and extensive for this kind of program. One of the full-time faculty members has taught 71 courses (predominantly 3 quarter hour courses) during the review period (including summers and overload's), has conducted 28 workshops and attended 20 professional meetings. The other full-time faculty member has taught 82 classes (also predominantly 3 credit hour courses), conducted 25 workshops, and has attended 10 professional meetings. The promotion and tenure document of the campus does not, however, appear to recognize the large proportion of these activities required for successful technical programs. Unless the promotion and tenure document at Chillicothe is revised full-time faculty in technical programs who wish to participate fully in the promotion and tenure process will need to expand their research and writing as well as increasing the number of papers presented at professional meetings.

Quality of Facilities:

Renovations to expand the accessibility of computer space are underway. The director of the program indicates that the computer facilities and equipment available to the program are excellent. The cooperativeness and helpfulness of those who operate the Chillicothe center are evidently exemplary.

The library subscribes to most of the leading journals in the area, a reasonable supply of books, has facilities for CD-ROM searches, and provides the methods of obtaining materials not held at a reasonable cost. The library facilities are used extensively by the program. The program has its own laboratory that contains up-to-date versions of office equipment other than computers. Although obtaining money to purchase the latest innovations in office machinery has been difficult, the administration of Regional Higher Education along with grants obtained by the faculty and donations made by local business have kept equipment up to date.

Judgment of Future of Program:

The close contacts between the program's faculty, the area high school and vocational teachers, and the area businesses indicate a bright future for the program. The quality of the program is excellent. Current levels of program activity would be sufficient to judge the future of the program positively. As the goals of the program are achieved, then the addition of those elements entailed by achieving the goals should produce an even better program.

RECOMMENDATIONS:

1. The program should attempt to implement its goals for expansion and development.
2. The program should up-date its catalog descriptions, course titles, and course descriptions so that catalog and other written materials correspond more closely to the current state of the program.
3. The program should continue its minority recruitment efforts.
4. The program might take one of two courses of action with respect to its name and curriculum. 1. It might identify and focus upon the unique aspects of the interaction between the program and the Chillicothe South-Central Ohio area it serves. If so, it should develop its program description, curriculum, course names, and course descriptions to reflect that uniqueness. 2. It might make efforts to coordinate its name and course names and descriptions with the Office Management Technology program in Lancaster and with subsequent programs that develop at other Regional Campuses. As the originator of the program, Chillicothe should take the lead in initiating discussions that will lead to greater independence among the programs or greater coordination between the programs. At the least, common names and descriptions where identities or near identities exist would be helpful.
5. The promotion and tenure criteria for Chillicothe do not recognize nor speak to the criteria by which faculty in technical programs should be tenured and promoted. Given the success of the programs and the dedication of the faculty involved in those programs, the promotion and tenure documents for the campuses should clarify the expectations with respect to promotion and tenure for faculty in technical programs.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

Administration

EVALUATION OF Office/XXXXXXXXXX Management Technology, Chillicothe

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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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

UNDERGRADUATE PROGRAM
PHILOSOPHY FIVE-YEAR REVIEW

MAY, 1993

Overview

The Department of Philosophy offers undergraduate coursework leading to the Bachelor of Arts degree. The major consists of a minimum of 40 hours in philosophy; the minor consists of 20 hours in philosophy.

The department also operates an Honors Tutorial Program that can be completed in three years, this being a quarterly enrollment in a 5-hour philosophy tutorial, tutorial practicum, and a minimum of ten hours of philosophy and/or non-philosophy electives. The first year requires a year-long history of philosophy tutorial, the second year is philosophy 320, and the third year is a year-long thesis project.

The philosophy Department has a highly visible service focus providing courses for many students from other disciplines. Philosophy 120 fulfills the Tier I quantitative skills requirement. Approximately 1,000 students enroll in this course each year in about 25 sections. The department offers 15 Tier II courses in two areas (Humanities and Third World) and teaches two junior-level composition courses that fulfill some of the general education requirements. Eight Tier III courses have been created from the philosophy department's faculty. Generally, the department offers 2 or 3 of these courses each quarter and 1 or 2 during the summer session.

The standard uncoded load for the faculty is two courses per quarter. In any given quarter most of the eleven faculty would probably teach 2 five-hour courses.

Excepting a quarterly seminar (Philosophy 693), virtually all of the coursework in graduate philosophy is offered in conjunction with 400 or, in a few cases, 300-level undergraduate courses. Undergraduate and graduate students generally seemed pleased with the program; students accept positively the department's dual-listing strategy.

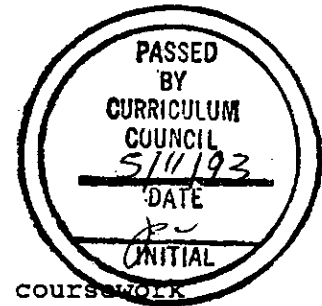
Undergraduate students we talked with desire a more even distribution of 400-level classes over the academic year, more course work in 19th-century Western and Eastern philosophy, and more orientation to writing for philosophy classes.

During the review period (1987-1992), enrollment in the program ranged from a high of 57 in 1990 to a low of 23 in 1987.

Ten of the vitae that were submitted for the program's 11 current full-time faculty reveal respectable records of scholarly productivity and evidence of current scholarly activity.

Goals of the Program

The department's goals include an immediate intent to reinstate undergraduate offerings in advanced logic and to develop a critical thinking course as an alternative to Philosophy 120. Long-range intentions are to expand offerings in religious studies, especially Judaic and Asian-Indian studies and contemporary theology.



General Information about the Undergraduate Program

Philosophy majors must meet the General Education requirements of the University and the academic requirements of the College of Arts and Sciences, as well as those of the department.

The A.B. degree requires a minimum of 40 quarter hours of coursework in philosophy, of which at least three courses must be 400 level or above. Three specific courses are required: Philosophy 310, 312, and 320.

A junior or senior with at least a 3.25 accumulative grade point average may apply to the department for admission to the program of Honors in Philosophy. This involves the completion of 15 hours of independent research in the junior or senior year, or both, and submission of an honors thesis approved by a faculty committee. Students in this program must fulfill the academic requirements of the Honors Tutorial College as well as the Department of Philosophy requirements. Every member of the Philosophy Department participates in the Honors Tutorial Program.

Data in Table I summarize the department's undergraduate freshmen application enrollments, philosophy degrees awarded, and Honors Tutorial degrees awarded for each year during the review period.

Table I

	1987-88	1988-89	1989-90	1990-91	1991-92
Freshmen Applications	28	34	36	29	30
Undergraduate Philosophy Enrolled	22	24	32	50	43
Undergraduate Honors Tutorial Philosophy Enrolled	1	3	4	7	8
Undergraduate Philosophy Degrees Awarded	4	4	5	7	10
Undergraduate Honors Tutorial Philosophy Degree Awarded	0	0	0	4	2

The divergence between the number of undergraduate students enrolled as philosophy majors and the number of undergraduate philosophy degrees awarded is probably due to a combination of the following factors:

- i) Frequently majors are dual majors and their other major becomes the major under which their graduation is reported.

ii) There is a measure of attrition at the junior and senior level when students frequently take the required advanced course in symbolic logic (Philosophy 320). Those who do not succeed cannot receive a philosophy degree and hence seek graduation in another program.

iii) The department believes that the numbers reported in the compendium are inaccurate, but given the state of flux in the records division of the registrar's office they are unable to make a thorough check of these numbers. At present the department is unable to secure a current list of their majors.

All majors are advised about their progress toward their degree during pre-registration each quarter. The adviser reviews the individual's check sheets with each student. Honors Tutorial students are advised more frequently since they meet weekly for practicum with the Department Director of the Honor Tutorial Program.

The demand by non-majors for the department courses are high. As this chart shows, the philosophy department is the 4th most understaffed in the Arts and Sciences in terms of the regent model.

Table II

Data Relating to Student Demand for Philosophy Courses

	1987-88	1988-89	1989-90	1990-91	1991-92
Majors	22	24	32	50	43
Fall WSCH	11,463	12,335	12,133	12,852	12,816
Fall Average Selection Size	33.4	34.9	32.9	31.6	33.3
O.U. Section Size Index	1.54	1.56	1.48	1.43	1.47

Table III

Relationship of Budgeted FTE to Regents Model:

	1987-88	1988-89	1989-90	1990-91	1991-92
Percent Different From Model	-43.00	-39.90	-34.60	-32.40	-38.40

These data indicate that the department is seriously understaffed given its enrollment picture.

Table IV

Ohio University Direct Cost Index

	1987-88	1988-89	1989-90	1990-91	1991-92
O.U. Index	.56	.61	.61	.67	--

In summary, the department chair states the department is over-enrolled, under-staffed, and very cost effective. The department believes that it has moved beyond the maximal undergraduate enrollment. However, the Department Chair states, "It remains difficult to determine the minimal and maximal undergraduate enrollment levels." The external reviewer clearly believes that the course loads are too high for a faculty that must maintain a healthy program of scholarship.

Quality and Mix of Undergraduate Students

Philosophy department students must meet the academic standards of the College of Arts and Sciences and general education requirements of the University. To apply for "Honors in Philosophy," each student must achieve an accumulative junior-senior grade point average of 3.25. As this chart shows, the Philosophy department meets the Ohio University's average GPA, ACT, and SAT scores.

Table V

Average GPA, ACT, and SAT scores of
undergraduates in the department
for each of the past five years

	1987-88	1988-89	1989-90	1990-91	1991-92
GPA	2.79	2.78	2.99	2.91	3.00
ACT	20.9	20.7	22.5	23.3	24.5
SAT	913	944	979	1013	1032

Ohio University in general leaves the recruitment task of incoming first-year students to the admissions office.

Enrollment patterns over the past five years for minority and female students:

	1987-88	1988-89	1989-90	1990-91	1991-92
Minority Enrollment	0	2	2	4	3
Female Enrollment	6	7	10	15	12

The chairperson of the department reported with respect to African-American students the department's efforts in this regard are enhanced considerably by the presence of an African-American professor on its faculty. With respect to female students, the department's efforts have been enhanced by the presence of 5 female professors on its faculty during the five-year period.

Enrollment patterns over the past five years for international enrollment:

	1987-88	1988-89	1989-90	1990-91	1991-92
International Enrollment	0	0	1	1	1

Enrollment of international students in the program is considerably low. The department chair reports no tactics or specific activities to recruit minorities, women, or international students.

Quality of Instruction and Curriculum

Interviews were held with six undergraduate majors, including two students who recently transferred into the program from other institutions. Generally, all spoke very favorably of the program. The only negative comments concerned uneven distribution of 400-level classes over the academic year (i.e., there are higher concentrations in some quarters than others).

Comments were strongest from undergraduate students who requested more coursework with orientation skills in writing for philosophy classes. They do agree with the graduate students' request for more coursework in feminist philosophy.

The students commented that they are majors in a strong program and that O.U.'s Philosophy Department is gifted with a very diverse faculty and curriculum. They find student-teacher relationships excellent, academic advising good, and faculty members very accessible. As shown in the chart below, most courses are dual-listed. The undergraduate students in the program believe that dual listing enhances the experience (excellence) of the courses.

Table VI
1990-91 Philosophy Major Offerings

Fall	Winter	Spring
370/570 Hinduism	320/502 Formal Analy	419/519 Aristotle
428/528 Rationalism	414/514 Analytc Phil	430/530 Ethic Thry
432/532 Esthetics	418/518 Plato	438/538 Kant
468/568 Phenomenology	440/540 Social Phil	450/550 Thry Knowl
543 Liability/Law	451/551 Metaphysics	458/558 Cntmp Euro
T3/554 Semiotics	452/552 Myth	372/572 Islam
478/578 African	T3/554 Semiotics	475/575 Chinese
690 Supv Teaching	371/571 Buddhism	690 Supv Teach
491/691 SE Asia	690 Supv Teach	692 Spec Studies
692 Spec Studies	491/691 Phil Racism*	693 Seminar Phil
693 Seminar Phil	692 Spec Studies	695 Thesis
695 Thesis	695 Thesis	

* Title change for 691

Concerning the question of how the department differentiates between the 400 level and the 500 level in courses offered simultaneously at both levels--in course syllabi, the graduate students are required to write longer research papers than the undergraduates. Faculty pitch these double listed courses at the graduate level. Undergraduate students in these courses are challenged by this strategy but are not seriously jeopardized inasmuch as faculty generally lower their expectations both quantitatively and qualitatively for the undergraduates in the course.

Quality of Scholarly Activity

Three of the 17 faculty who served in the department during the review period were early retirees. Although all three early retirees had at least some involvement in the graduate program during the review period, none of them published scholarship, presented papers, or attended any professional meetings.

Twelve of the remaining 14 published referred articles at some point during that period. For those 12, the median number of publications was 5 with a range of 1 to 11. Seven published books, with a median of 3 and a range of 1 to 8. Eleven presented conference papers, with a median of 8 presentations and a range of 3 to 26. All 14 attended professional meetings.

The median number of meetings attended was 10. The range was 2 to 14. All but one of these 14 faculty taught graduate courses during the review period. Ten served on thesis and/or dissertation committees. Although philosophy does not have a doctoral program, faculty members in this department served on 39 dissertation committees for other programs during the review period.

With the exception of early retirees, the faculty as a whole appear to be active as scholars, especially those who are most involved in graduate education, although one member who is well below the department's scholarly medians also is moderately active in graduate education. The full curriculum vitae that were submitted for the 11

full-time faculty members who are currently under contract indicate (with one exception) respectable scholarly records. The ten members with such records, including all of the new faculty members, published at least some scholarship during the review period, and all have recent publications or works in progress that are technically not included in this review but provide clear evidence of current scholarly activity. Although much of the department's professional activity appears to occur at the state and regional levels, seven of the present full-time faculty members appear to have significant national and/or international visibility.

The department had at least three visiting professors during the review period and another five to ten scholars per year in a visiting speakers program. The external reviewer characterizes these efforts as "modest," but such a program of visiting scholars may be well above the norm for masters programs at Ohio University.

Success of Graduates

The department has provided very little information on the success of graduates from its undergraduate program. The number of respondents from the institutional research data for 1987-88 is considered high (n=5)--employed 20%, education 80%. For the remaining years, the studies do not adequately survey the graduates because of the low rate of response.

Quality of Facilities

Preliminary meetings with the dean regarding building renovation have begun during Spring term 1993. The probable date to begin renovation of their facilities is Winter 1995.

Future of the Program

The undergraduate program in philosophy offers a diverse curriculum that is staffed with a very strong faculty who provide a respectful and healthy, academically challenging environment for learning. The department provides courses for many students from other disciplines at Ohio University. The program should be sustained in the future.

The ability of the faculty to sustain the level of scholarly productivity may be jeopardized in the future by understaffing of this department.

Recommendations

1. Pursue an institutional response to the department's need for additional faculty. (See graduate recommendation section regarding dual listing courses.)
2. Expand efforts and establish tactics to create specific activities to recruit and retain minorities and women, students and faculty.
3. Request that for the next five-year review there is investigation and evaluation of current and future data with numbers reported in the compendium regarding your majors. Commit to direct efforts to

clarify the numbers since at this time the department states the numbers reported are inaccurate.

4. Reconcile the department's demands and determine whether it is feasible to respond to undergraduate requests for more writing skill coursework for philosophy classes and feminist philosophy.
5. Encourage department to work with the Office of Institutional Research to gather and follow the success of graduates.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Philosophy

Date: May 11, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity			X
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Success of Graduates	X *		
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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* Insufficient data

GRADUATE PROGRAM

Overview

The Department of Philosophy offers graduate coursework leading to a Master of Arts degree with a minimum of 45 quarter hours under thesis and non-thesis options. The program has a highly visible interdisciplinary emphasis in applied ethics, but also claims strengths in cognitive sciences, phenomenology, and nonwestern philosophy. The department chair has described the program as one that provides a transition from undergraduate to doctoral studies for students who are not prepared for direct matriculation into a Ph.D. program. The department also provides a medical ethics program for the College of Osteopathic Medicine and supporting coursework and dissertation committee service for three Ph.D. programs (comparative arts, interpersonal communication, and telecommunications).

During the review period (1987-91), enrollment in the program ranged from a high of 17 in 1989 to a low of 10 in 1991. No minority students were enrolled during this period, and the number of women ranged from one to four per year. The present enrollment (20, including four women and one minority student) is higher than at any time during in the review period. The typical graduate completes the program in two and one-half years with 90 hours of coursework.

Fifteen of the 17 faculty who served one or more years during the review period taught graduate courses. The Faculty Data Matrix indicates substantial levels of scholarly activity for 12 of these 15 during the review period, a marginal level for one, and no activity for two (both of whom are early retirees). Ten of the vitae that were submitted for the program's 11 current fulltime faculty reveal respectable records of scholarly productivity and evidence of current scholarly activity.

Excepting a quarterly seminar (Phil 693) that is required of all students each fall and spring, virtually all of the coursework in the program is offered in conjunction with 400 or, in a few cases, 300-level undergraduate courses. Graduate students generally seem pleased with the program. Students do not feel hampered by the department's dual listing strategy for the delivery of the graduate curriculum, but they believe more coursework should be added in Eastern, feminist, and 19th century Western philosophy.

Goals of the Program

The department's goals include an immediate intent to reinstate graduate offerings in advanced logic and long-range intentions to expand offerings in religious studies, especially Judaic and Asian-Indian studies and contemporary theology. The department also hopes to develop an interdisciplinary doctoral program in applied and professional ethics.

General Information about the Graduate Program

The M.A. degree requires a minimum of 45 quarter hours, including at least one course in each of five traditional areas: classical, 17th-18th century European, contemporary, ethics-aesthetics, and science-logic-epistemology. Each area includes two to five courses from which to select. Students must also enroll in a fall and spring seminar (693) during any quarter in which they are in residence. Thesis and nonthesis options are

available. The nonthesis option requires comprehensive examination in four areas. The external reviewer noted that the required components of the graduate curriculum are "as traditional as it comes!"

Data in Table 1 summarize the department's graduate applications, admissions, enrollments, awards of financial support, nonenrollees who rejected offers of support, and degrees awarded for each year during the review period.

Table 1
Matriculation Data

	1987	1988	1989	1990	1991
Applications	12	12	11	16	18
Admissions	11	12	11	16	18
Total Enrolled	13	16	17	14	10
Mean Undergrad GPA for Enrollees	3.01	3.12	3.38	3.37	3.16
Supported with funding	10	9	13	13	10
Nonenrollees rejecting offers of funding	4	0	3	2	3
Degrees awarded	3	3	4	7	1

Although the program can be completed with a minimum of 45 quarter hours, the department reports that the average M.A. recipient has taken 90 hours and required two and one-half years to complete the program. Much of this time is invested in writing the thesis or preparing for comprehensive examinations. At this time, approximately 50% of the second year students receive financial support. According to the director of graduate studies, about 25% of the students who enroll actually complete the degree. Records for 39 students who were admitted and enrolled during the review period indicate that 21 left the program without completing degrees. Nine of these students transferred to other disciplines or matriculated to Ph.D. programs. Twelve left for personal, financial, or academic reasons. Ten completed the degree. The rest are continuing students.

The department chairperson and director of graduate studies meet quarterly with each student in order to provide an assessment of the student's progress in the program. Those who appear "to be in jeopardy" also are notified of their deficiencies in writing.

The department can provide full financial support to eight teaching associates, but occasionally supports a larger number by making awards of one or two quarters to some students. Generally, the first assignment for a recipient of an associateship is to assist a faculty member in Phil 101 or 120, but teaching associates serve as teachers of record (i.e., total class responsibility) at some point in the course of their contractual periods,

usually in Phil 120 (logic) and occasionally in 101 (fundamentals) or 130 (ethics). Their preparation for teaching includes a qualifying exam in logic and participation in a weekly supervised teaching seminar (Phil 690).

The department encourages graduate student involvement in professional activities by inviting students to attend annual meetings of the Ohio Philosophical Association and university-sponsored conferences within easy commuting distance. The department pays mileage and meal expenses for students who attend such conferences. Students are encouraged to submit papers, and the department reports that several student papers were accepted for presentation at conferences during the review period.

Quality and Mix of Students

Unconditional admission to the program requires an accumulative GPA of 2.5 in all undergraduate work and a 3.0 in philosophy courses. A major in philosophy is not required for admission, but the department does expect the equivalent of a substantial minor (27 quarter hours). Applicants who have not had undergraduate coursework in core areas of the discipline are obliged to take such courses during their first year in the graduate program. Generally, applicants for this program are persons who need to improve their preparation or academic performance in the discipline before applying for admission to a Ph.D. program.

As revealed in Table 1, the department admitted 98% of its applicants during the review period (87% unconditionally). The mean undergraduate GPA for enrollees ranged from 3.01 in 1987 to 3.38 in 1989. The department does not require the GRE, and few applicants submit GRE scores. The department reports that it has no data for comparing the quality of its students to the quality of those at other institutions.

The department engages in limited minority recruiting efforts, primarily through contacts with Central State University. Enrollment data indicate no minority students during the review period. The department believed that it had successfully recruited "two or three" minority students during the review period, but they either did not complete the application process or did not enroll after having been admitted. The department presently does have one minority graduate student and reports that it has enhanced its service to minority students through the addition of an African American faculty member at the rank of professor.

Women comprised 10% to 20% of the graduate enrollment during the review period. Although the department believes that the presence of its three female faculty members (including one early retiree) will help to recruit female graduate students, the department reports no other specific activities to recruit women.

Enrollment of international students in the program has been highly variable, ranging of a low of one in 1991 to a high of seven in 1987 and 1988. The number of international students has declined because of the improved competitiveness of American students for awards of financial support.

Quality of Instruction and Curriculum

Interviews with four current graduate students and survey data from seven persons who graduated from the program during the review period suggest

that students generally are very well satisfied with the program, although one anonymous graduate did report being "not at all" satisfied with the major courses in the program. Those students who were interviewed expressed a desire to have more coursework in Eastern philosophy, 19th century Western philosophy, and feminist philosophy, but they also asserted vigorously that the program's greatest strength is the diversity of its curriculum and faculty. The students believe that they are able to work closely with faculty, and that the faculty and students in the program hold each other in high esteem.

Although the external reviewer described the required components of the curriculum with the phrase, "as traditional as it comes," 25% to 30% of the actual course offerings in any given year consist of nontraditional subjects (Phil 660, Thinking About Death; Phil 691, Philosophy of Racism) or Eastern/Asian philosophies (Phil 570 - 578). Indeed, as the students themselves claim, the curriculum appears to be very diverse for a 45-hour master's program--so diverse that virtually all of graduate program is delivered through dual-listed classes. Most of the dual-listed classes are 500-400. There are a few 500-300 listings and one 600-400 listing (Phil 691 is offered with Phil 491). A typical level of dual-listing delivery is indicated below in the 1990-91 course offerings.

Table 2
1990-91 Philosophy Offerings

Fall	Winter	Spring
370/570 Hinduism	320/502 Formal Analy	419/519 Aristotle
428/528 Rationalism	414/514 Analytic Phil	430/530 Ethic Thry
432/532 Esthetics	418/518 Plato	438/538 Kant
468/568 Phenomenology	440/540 Social Phil	450/550 Thry Knowl
543 Liability/Law	451/551 Metaphysics	458/558 Cntmp Euro
T3/554 Semiotics	452/552 Myth	372/572 Islam
478/578 African	T3/554 Semiotics	475/575 Chinese
690 Supv Teaching	371/571 Buddhism	690 Supv Teach
491/691 SE Asia	690 Supv Teach	692 Spec Studies
692 Spec Studies	491/691 Phil Racism*	693 Seminar Phil
693 Seminar Phil	692 Spec Studies	695 Thesis
695 Thesis	695 Thesis	

*Title change for 691

The students in the program do not believe that dual listing compromises the integrity of the graduate courses, but the courses reflect few clear-cut, quantitative differences between the undergraduate and graduate components. In the cases of 500-300 listings, the graduate students meet for an extra class period. In 500-400 listings, a lengthier term paper or, in some cases, an additional paper may be required of graduate students. Otherwise, the director of graduate studies reports that the differences reside primarily in the rigor of evaluation that is applied to the work of graduate students. Some 400/500 courses with small enrollments operate de facto as graduate seminars. There is at least one major graduate-only seminar (693) in which all "in residence" students are obliged to enroll every fall and spring.

Quality of Scholarly Activity

See the Undergraduate Program section of this review for a description and general assessment of scholarly activity as reflected in the Faculty Data Matrix and curriculum vitae for current faculty. Comments in this section are based on that description and assessment.

The scholarship of the faculty in general is adequate to support a master's program. Most of the faculty have clear records of sustained and current scholarly productivity. A few faculty, primarily early retirees, do not appear to exhibit the currency in scholarship that, as a matter of institutional expectation, departments are supposed to require for graduate faculty status.

As for the scholarship of the graduate students themselves, the department reports that several graduate student papers were accepted for small conferences and the state associate convention during the review period. One thesis resulted in a paper that was presented at a regional meeting of a major philosophical association.

The department had at least three visiting professors during the review period and another five to ten scholars per year in a visiting speakers program. The external reviewer characterizes these efforts as "modest," but such a program of visiting scholars may be well above the norm for master's programs at Ohio University.

Success of Graduates

The department has provided very little formal information on the success of graduates from its master's program. All respondents (n = 7) to an Institutional Research survey of graduates during the period indicated that they are either employed or enrolled in graduate school.

Future of the Program

The master's program in philosophy offers a diverse curriculum that is delivered by an accomplished faculty in an environment of mutual respect. It provides an important service for students who need additional preparation before entering a doctoral program, although it is not altogether clear that most of the students in the program benefit fully from the program's transitional mission. The program also indirectly provides support for a number of other graduate programs at OU, including the medical ethics program and at least three Ph.D. programs (comparative arts, interpersonal communication, and mass communication--telecommunications). The program should be sustained in the future.

The ability of the faculty to sustain the level of scholarly productivity that is expected for a graduate program may be jeopardized in the future by understaffing of this department. The external reviewer clearly believes that the course loads are too high for a faculty that must maintain a healthy program of scholarship. While other OU departments with graduate programs have course loads that are equal to or even heavier than those in the Department of Philosophy, the FTE student-to-FTE faculty ratio of 34.6 in philosophy is substantially higher than the Arts and Sciences average of 27.3. Moreover, while the number of FTE faculty plus GAs in the College of Arts and Sciences is 3% below the Regents' model, the Department of Philosophy's number

is 25% below the model--the fourth largest deviation below the model in the College of Arts and Sciences.

Recommendations

1. In accordance with UCC guidelines, eliminate 400-600 course listings and critically evaluate the graduate program's dependence on other dual-listed classes. Where it is feasible to do so, reconfigure offerings to provide "graduate only" classes. Where dual listing is necessary, enhance the quantitative and qualitative distinctions between the undergraduate and graduate components.
2. Review the quality and goals of incoming graduate students to determine whether admissions standards should be revised. While there is no direct evidence that the current students are deficient, the marginal requirement of a 2.5 GPA and the absence of a requirement for GRE scores could lead to problems with the quality and/or academic goals of some students. The very high rate of admission, the high rate of attrition, and low rate of graduation may be indicative of such problems.
3. Assure that all faculty who are actively involved in graduate education meet the standards for graduate faculty status, especially the requirement of currency in scholarship.
4. Expand efforts to recruit minority and women students. Although the linkage with Central State University is commendable, other avenues also are available, ranging from use of the GRE Minority Locator Service to direct contact with the many historically African-American institutions in the country.
5. Determine whether it is feasible to respond to graduate student wishes for more coursework in certain areas of the field, i.e., Eastern, 19th century Western, and feminist philosophy.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Philosophy

Date: MAY 11, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students	X		
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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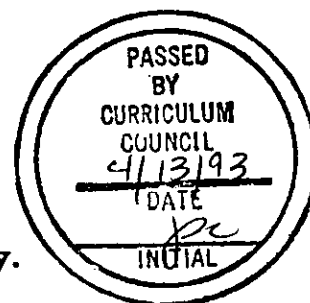
Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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UNIVERSITY CURRICULUM COUNCIL
Five-Year Review
Department of Physics



Section I. All Programs

A. Quality of scholarship and creative activity of its faculty.

The department currently has 21 full-time faculty, 2 on early retirement, 2 visiting faculty, and 6 post-doctoral fellows. Three assistant professors have been added during the five-year period (Charlotte Elster, Ken Hicks, and Martin Kordesch), and one associate professor (David Ingram). Two faculty have retired (Ray Lane, Ernst Breitenberger). The department does not currently employ any part-time faculty.

In the past five years, the faculty has published a combined 188 articles in refereed journals. Only one faculty member has published a book. The department has been active in presenting papers at professional conferences.

The department has been very active in grant writing and very successful in obtaining grant money. Thirteen faculty members have been principal investigators on externally-funded grants. The Condensed Matter and Surface Science Program (CMSS) received an academic challenge award four years ago of \$1,033,168. The department has been attracting external funds in the amount of approximately [\$700,000] per year.

The amount of new funding each year for federal projects and other projects is listed below:

<u>YEAR</u>	<u>EXTERNAL</u>	<u>INTERNAL</u>
1991	\$812,000	\$283,000
1990	\$754,000	\$284,000
1989	\$709,000	\$286,000
1988	\$663,000	\$270,000
1987	\$520,000	\$264,000
1986	\$494,000	\$000,000
Total:	\$3,952,000	\$1,387,000

B. Quality of Library Holdings

The department reports that its library subscriptions and holdings have continued to deteriorate. This was a concern at the last five-year review, and apparently the problem has worsened.

C. Quality of Facilities and Equipment

The department reports that the number of computers and workstations has greatly increased in the past five years. The expansion of the Accelerator Laboratory and renovation of the Surface Sciences Laboratory provide ample research space. However, classroom facilities are inadequate for science demonstrations. The department feels burdened by the need for faculty to administer the Condensed Matter and Surface Sciences Program and the Institute for Nuclear and Particle Physics with a limited staff. The department library is currently staffed by faculty.

Section II. Undergraduate Program

A. Overview

The Department of Physics and Astronomy offers the Bachelor of Science (B.S.) and the Bachelor of Arts (A.B.) in physics. The baccalaureate degrees in physics and engineering physics are available both in Arts and Sciences and in the Honors Tutorial College. Special programs through Arts and Sciences include: Preparation for Advanced Training in Astronomy, Preparation for Advanced Training in Physics, and Preparation in Applied Physics. Through the Honors Tutorial College, special programs in Engineering Physics and Physics are offered. In addition to standard physics major courses, the department offers a three-quarter sequence at the junior level (ASTR300, 301, 302) for students interested in astronomy or in going to graduate school in astronomy or astrophysics. The department encourages all its majors to participate in research under the special courses PHYS 470 Special Problems, PHYS 475 Advanced Laboratory, and PHYS 490H Honors Thesis. In addition many majors are employed as research assistants.

Service courses consist of a) 100-level courses designed for non-scientists (designated "Physical Science" in the Bulletin), b) 200-level introductory and general physics courses, and c) PHYS 316, a modern physics course for engineers. The 100-level physical science courses are a popular way for students to fulfill Tier II or science requirements. Majors in physics, engineering, science, technology, meteorology, and geophysics have required courses in physics. The department also maintains an Instrumentation Laboratory where students get practical training and where technical services in electronics and in the machine shop are available to other academic and service departments in the University.

B. Goals of the Undergraduate Program

The department has immediate plans to integrate computers into the junior/senior undergraduate physics major courses so as to improve the contextual understanding of physics. In the more distant future, they would extend that effort to introductory service courses to use the graphical computer capability of computers to help students develop an intuitive feeling of physics and improve their understanding of the natural world.

The department is satisfied with what it sees as a slow increase in the numbers of physics majors, but intends to continue recruitment efforts: they are convinced that society needs more persons trained in physics to address problems of living in a technological world.

To accomplish its goals, the department has a pending NSF proposal to equip a computational laboratory. The laboratory would use software developed in-house, as well as that now under development by a national consortium. (The Physics Department is represented by Roger Rollins on this consortium.) Efforts are also underway to use computers for data collection and analysis in the service courses.

Five-Year Review of Physics

Page 3 of 6

To improve recruitment, the department has produced a new brochure, produces a newsletter for local science teachers in the department, and participates in the summer Eisenhower project at Ohio University for area science teachers.

B. Quality and Mix of Students

Admission requirements for Physics are ^{the same as those of} ~~those set by~~ the College of Arts and Sciences. Average GPAs of undergraduate majors have fallen from 3.13 to 2.99 in the last five years. ACT scores have consistently ranged from 25 to 26, and SAT (Math) scores been between 575 and 620, with no clear trend. High school ranks increased from 74% in 1986 to 82% in 1990.

Minority enrollment has held constant at 3, since 1987, but the number of women students increased from 4 in 1986 to 9 in 1990. Physics hopes that their recent hiring of a female faculty member will further improve female enrollments. The international-student population has averaged around 3, with no obvious trend.

C. Quality of Undergraduate Instruction and the Undergraduate Curriculum

The department asserts that it is meeting the needs and aspirations of its students, based on informal interviews and the students' subsequent success in graduate school or employment. Other evidence is not so positive.

Adding up all the baccalaureate degrees awarded in physics for the last 15 years produces a total of less than 100. Although the downward trend in Physics undergraduate majors (noted as a problem in the 1987 review) has been reversed, there has been no corresponding increase in the number of graduates. The department has not produced more than 6 baccalaureate degrees in any one year since 1984, although the ^{number of majors} ~~enrollment~~ has gone from 30 in 1984 to 51 in 1990: attrition seems to have increased with enrollments.

The department reports the quality of incoming students as "good", so that the weeding out of poor students is not seen as the principal explanation for the poor graduation rate (roughly 10% of the majors graduate each year). Students interviews place much of the blame on the PHYS251, 252, and 253 series. At least 40% of the students who took those courses and remained physics majors describe the instruction as uninspired, and many complained of being forced to take the class in large sections with students from other colleges. It is plausible that students who transferred out of Physics would have even more negative ratings of these courses. In fairness, however, Honors Tutorial students do not take these courses, so the negative responses that were obtained represent a biased sample. The department is to be commended for its recent establishment of separate laboratory sections in these courses for its majors, but this step has not solved the problem. The anticipated introduction of computers and computer software into the course may help.

Beyond the specific problems noted in the sophomore physics sequence, many undergraduate majors reported an impression that the department ranks the baccalaureate program far below the graduate program in importance.

D. Success of its Graduates

The less-than-universal replies to the Office of Institutional Research questionnaires, combined with the very low numbers of graduates, leads to statistically questionable data about graduates. For example, of the 1984 and 1985 graduates, half the respondents (3?) reported an annual salary of less than \$15,000, and the other half between \$21,000 and \$42,000. The physics department does not have data of its own to supplement these skimpy results. Unemployment does not appear to be a problem for respondents to the Institutional Research questionnaire.

E. Conclusions

The physics department has a prominent and productive faculty and adequate facilities (with the exception of library holdings). The department has made significant progress in improving enrollments, but has not been able to improve its retention rate to levels where a reasonable number of students graduate each year.

F. Recommendations

1. The Physics department should back up its commitment to having a high-quality undergraduate major with additional resources. The perennially low numbers of graduating students, and the low matriculation rate demand serious attention. Given the prestige and resources of the department, this seems both necessary and possible.
2. The department should develop a plan for recruiting women and minorities into the program.
3. The department should survey its students more formally. Their March 28 memo to this Review Committee is seen as an excellent base to construct a picture of the undergraduate experience in Physics. It is also suggested that students who change their majors from physics be contacted to determine the reasons for their transfers.
4. The department should look at ways of improving the quality of its lower-division undergraduate offerings. The planned introduction of computers and software may help. Pursuance of an 1804 grant for curricular review and enhancement is encouraged.
5. The advising system for lower-division students should be reviewed to see if inappropriate encouragement to major in physics is being given to students with insufficient ability or background. This will require conversations with advisors outside of the physics department.

Section III. Graduate Program

A. Goals

Today's physicist is no narrow expert who knows more and more about less and less; he or she is a generalist steeped in the universal validity of his or her knowledge. In our ever-changing world, the physicist learns to be versatile and to prepare for more changes to come. The training may be hard, but it engenders rigorous intellectual discipline. Though demanding, the work refines the physicist into the best problem solver of all. Industry, government and academic institutions seek such professionals. Increasingly, however, physicists now enter other areas ranging from legislative work through medicine and environmental studies into futurology, where their unique skills and qualities make them preferred applicants.

The varied aspects of the physicist's training and skills are the compass points which chart the course of Ohio University's physics program.

The Department of Physics and Astronomy offers the master of science (M.S.), the master of arts (M.A.), and doctor of philosophy (Ph.D.) degrees in physics which are awarded through the College of Arts and Sciences. M.S. thesis and non-thesis programs are available with the non-thesis program usually used for those intending to earn the Ph.D. degree.

The graduate degrees are sustained by an active research program with major efforts in nuclear and intermediate energy physics, condensed matter and surface science, acoustics, and chaos studies in addition to more limited studies in planetary physics, general relativity, and mathematical physics. The department supports active research programs in experiment and theory in most of these areas, with about one-third of the faculty being theorists and two-thirds being experimentalists. In addition, special programs of graduate work outside these areas, or fully interdisciplinary programs, can in appropriate cases be devised to suit particular interests.

B. Quality of Graduate Students

The incoming graduate students have high quantitative GRE's but low verbal scores (average about 420). This may represent the fact, however, that many are not native English speakers.

The average number of students enrolled during each year ranges from 48-58. The OU physics department has approximately 2.8 graduate students per faculty member.

The range of applications received during the five-year period is 103-180. Eighty-six new students were enrolled during this period. A total of 38 Master's degrees and 20 Ph.D. degrees were awarded during this period. The average GPAs of the incoming students were between 2.96 to 3.45.

C. Quality of the Graduate Experience

The department has a diverse mixture of students. Of the fifty-nine students currently enrolled, fifty-one are male and eight are female. Thirty-nine are international students and twenty are American.

Seventeen students were awarded the Ph.D degree during the five-year period, whereas twenty-three left prior to receiving the doctoral degree. Most of these latter students attained a Master's degree. Three students were dismissed for sub-par performance.

About half of the graduate students are involved in teaching labs and assisting with grading, although few have full responsibility for a course.

The chairman of the physics department describes the nuclear physics area as the best in the state. The condensed matter and [solid] surface area received an academic challenge award that allowed for hiring two new faculty members, and for expanding facilities to permit the analysis of surfaces under high vacuum conditions.

The department maintains a close relationship with the Chemistry program, allowing entrance into interdisciplinary programs that exist with the Electrical and Computer Engineering and Chemical Engineering departments.

D. Success of its Graduates

Upon receiving the Ph.D, virtually all students with whom the department has been in contact have obtained employment or have obtained post-doctoral positions, often in high-quality universities.

E. Judgement of the Future

Overall, the graduate training in physics appears to be of very high quality. Laboratory facilities are good, but expansion and upgrade will be necessary in the near future.

The department has repeatedly complained that they are unable to maintain an adequate library collection of books and journals.

The department has been quite "top-heavy", although some new faculty have recently been added.

F. Recommendations

1. As an adequate library collection of books and journals is essential to graduate education, the library collection must be updated.
2. A long-term goal should be to recruit female and minority faculty members as vacancies occur.
3. There is no need for review until the next five-year cycle.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Physics Department

Date: 4/13/93

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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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

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Physics Department

Date: 4/13/93

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction			X
------------------------------------------	--	--	---

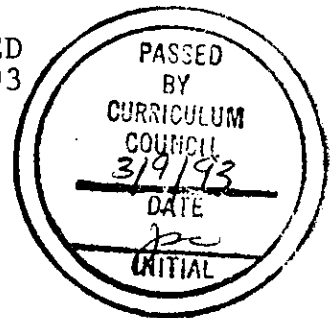
Quality of Scholarly and Creative Activity			X
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Success of Graduates			X
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Quality of Facilities		X	
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Judgment of Future of Program			X
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Overall Evaluation			X
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POLITICAL SCIENCE DEPARTMENT
UNDERGRADUATE PROGRAM

GOALS AND OVERVIEW

The Department of Political Science has well articulated educational goals for its undergraduate program.. Its primary goals are to

- 1) provide students with an understanding of political institutions and political behavior, and
- 2) offer career oriented programs for students interested in law, foreign service, or public administration.

The major requirement consists of a minimum of 45 credit hours. This includes two courses in introductory American politics (POLS 101 and either POLS 102 or 103). It includes as well at least one upper-level (200 or above) course of the student's choice in four of five subfields of study. Each subfield has its own educational goal:

- 1) American politics--is intended to provide the students with an understanding of the American political system;
- 2) comparative politics--is intended to provide the students with an understanding of political institutions and behavior in other nations and cultures;
- 3) international relations--is intended to provide students an understanding of world affairs as these affect them in an interdependent world;
- 4) political theory--is intended to provide the students an understanding of the diverse views of both contemporary and past thinkers of various cultures about the nature of political relationships;
- 5) public administration--is intended to provide the students with an understanding of how policies are implemented and with some of the skills needed if the student intends to enter public service.

Students are able to have a career-oriented focus and can enroll in programs designed to prepare them for careers in law, the foreign service, or public administration. Faculty advisers are available for each of the career paths.

Over the review period (Fall 1987 to Fall 1991), the number of majors nearly doubled from 229 to 422 (84%). Despite this growth in majors, the WSCH grew only 12% from 13278 to 15067.

According to the department's Chair, the majority of political science majors concentrate in general political science. A bit more than one-fourth of the majors concentrate in pre-law; an additional 12%, in public administration. A few concentrate in international relations.

In addition to its regular major, the department offers a departmental honors program. This program is designed for students who demonstrate a high level of academic achievement during their first two years of study. These students participate in a junior level seminar and complete a senior honors thesis.

The department also has an Honors Tutorial Program. It is one of the largest programs in the Honors Tutorial College. During the review period, the number of students enrolled ranged from 12 to 15. The number of faculty who participate in the HTP ranged from 18 to 20.

The department also offers a minor in Political Science. It consists of 24 hours and has the same distribution requirement as has the major.

QUALITY AND MIX OF STUDENTS

The quality of students, as measured by the ACT or SAT, is similar to that of the typical OU student (see Table: GPA, ACT, SAT). The GPA of the undergraduate political science major has tended to be below that of the OU average.

GPA, ACT, SAT

<u>Political Science</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
GPA	2.66	2.66	2.65	2.72
ACT	20.66	21.23	21.24	21.89
SAT	943	957	947	953

Ohio U.

GPA	2.73	2.77	2.82	2.84
ACT	20.30	20.70	21.20	21.70
SAT	930	937	950	960

During the review period, the proportion of women enrolled as majors ranged from 36% to 43%. The proportion of minority students has ranged from 8% to 11%. Less than one percent of the majors have been international students.

In the Honors Tutorial Program, minority students have been few in number. Currently, there are none enrolled. This has been a concern to the department. The Director of the department's program attributes the low enrollment to the lack of availability of full scholarships. This places not only the department's but also OU's HTP at a disadvantage relative to other universities in competing for minority students. This past year a search was undertaken among minorities already on campus. This led to the identification of one student with an interest in political science. He declined an invitation into the program.

QUALITY OF THE CURRICULUM AND INSTRUCTION

By and large, the five subfields of study (American Government and Politics; Comparative Politics; International Relations; Political Theory; Public Administration) are used in the design of the curriculum. Courses, however, are incrementally added to the curriculum primarily to meet faculty interests rather than programmatic need. There is recognition among faculty for the need to undertake course review as a part of curriculum planning.

Students addressed primarily the strength of the Department's curriculum. They noted that faculty maintain currency in their field and bring this to the classroom. The students also noted the following weaknesses:

1. Pol. 101 repeats high school material. The students would like to see the opportunity to test out of this course. They also voiced strong support for the development of a 100-level course for majors only;
2. a statistics course should be required of all the majors rather than being limited to the public administration concentration. The students noted that a statistics course is important to help them understand published research. Further, a statistics course is required of political science majors at leading universities, such as Chicago and Minnesota;
3. the students were evenly divided on the need for more attention to writing skills. However, all agreed that paper writing needs to be introduced earlier in their educational career, i.e. prior to the junior year.

The procedures for student evaluation of faculty are sound. The evaluation instrument is that used in the College of Arts and Sciences. The evaluations are reviewed by the Chair and the Department's executive committee. They are used for the annual evaluations of faculty and for promotion and tenure consideration.

Students spoke highly of the faculty's dedication to and competence in teaching. The students praised the faculty for being "more concerned with teaching than with publishing." They noted that the diverse backgrounds of faculty add to the learning experience provided to the students. They remarked positively upon the absence of TA's being used to teach--"even at the introductory level."

The students were quite positive about advising. They also spoke highly of the faculty's interest in their learning and well-being.

Faculty also defined their department as a strong teaching department. The quality of teaching in the department is evidenced as well by the fact that three faculty have received recognition as University Professors during the review period, one on two occasions. These three faculty and an additional one have been recipients of the Outstanding Teacher Award of the College of Arts & Sciences.

QUALITY AND MIX OF FACULTY

There are 20.5 tenure track faculty positions in the department. In addition, the department regularly employs one part-time faculty member to teach the course POLS 4/509 Criminal Procedure.

Seventeen of the tenure track positions are occupied by males. Until the appointment of Prof. Richard to the Deanship of the University College this past summer, the remaining 3.5 positions were occupied by females. Five faculty are of minority status (4 Afro-Americans, and 1 Asian American).

Scholarly productivity, as measured by publications and/or papers presented, is variable among faculty (see Table: *Scholarly Productivity*). This is especially the case among the more senior faculty. As shown in the table, fifteen of the 21 faculty have been a member of

Scholarly Productivity

Yrs. of Service	Productivity Level			
	0	<5	≥5	
less than 5 yr.		5	1	6
5 yrs. or more	3	3	9	15
TOTALS	3	8	10	21

the department over the past five years. Of these, nine published or presented at least one paper per year over the review period. Three of the 15 averaged less than one publication or paper presentation per year; and three neither published nor presented papers during the five year review period. The level of scholarly productivity among the faculty who have been a member of the department for less than five years is as would be expected.

Faculty engage in a number of other activities that are considered to be scholarly, creative or professional. Three of the faculty hold office in national professional organizations. The department has organized and sponsored two major conferences and five symposia since the last five year review. During this time frame, faculty have developed one new undergraduate course and nine new double-listed courses. They have developed 3 Tier III courses. Faculty are also involved in a number of interdisciplinary collaborations, e.g. the Women's Studies Certificate Program, the Contemporary History Institute Certificate Program, MAIA, and the Institute for Local Government Administration and Rural Development.

SUCCESS OF UNDERGRADUATES

The department does not survey its graduates on a regular basis. Data from the OU placement study indicates that for the period 1984-86, from 45% to 69% of the graduates were employed full-time. Half of the respondents were enrolled in graduate study either on full-time or part-time basis.

QUALITY OF FACILITIES

In general, library resources were described by the undergraduate students and faculty alike as at least adequate for undergraduate work. Some students did indicate, however, that the area of Scandinavian politics needed to be strengthened for the comparative politics concentration.

Faculty who can use or need office computers have them. However, faculty are in the position of having to upgrade software out of their own pockets. Further, the computers are not connected to the WAN, thus necessitating the use of a modem to access mainframe.

Some faculty indicated there is a lack of equity in the distribution of resources in the department. There is a tendency to purchase new computer equipment for junior faculty as well as distributing travel monies in junior faculty's favor. Faculty see this as having the potential for undermining morale in a department where morale is good.

The secretary and secretarial services are described as excellent.

OVERALL EVALUATION OF THE PROGRAM

The Department of Political Science appears to be meeting its stated goals for its undergraduate program. It is strong in the areas of teaching and advising. Although scholarly productivity is variable among faculty, it is adequate for the undergraduate level.

Curricular development needs to be pursued in a more systematic way and might benefit from student input.

Attention should be provided at the administrative level to the question of equitable distribution of resources, lest morale problems develop.

JUDGMENT OF FUTURE OF PROGRAM

There is no reason to expect that the undergraduate program will not continue to function in reasonably sound fashion.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Political Science Department

Date: February 16, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction			X
------------------------------------------	--	--	---

Quality of Scholarly and Creative Activity		X	
-----------------------------------------------	--	---	--

Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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Political Science - Graduate Program

General Overview

Two degree paths are possible for graduate students in the political science department: the M.P.A. (Masters of Public Administration), a program requiring 70 hours, and the M.A., a program requiring 50 hours.

Students pursuing the M.P.A., a professionally oriented and interdisciplinary degree program, complete 49 hours of core coursework (ten specified courses) and 21 hours of relevant elective coursework on a particular aspect of public administration. The five recommended areas of concentration include: Comparative and International Management; Human Resources Management; Management and Information Systems; Public Organizational Management Skills; and Policy and Fiscal Analysis.

Students complete the M.P.A. degree requirements by writing a thesis or by taking a non-thesis option. A non-thesis option requires one research paper (usually connected to the student's internship experience) and an oral examination on a case study in the student's particular area of concentration.

Students in the M.A. program concentrate (25 hours of coursework) in one of five sub-fields: American politics, comparative politics, international relations, political theory, and public administration. In fifteen of the remaining twenty-five hours students take a methodology course (POLYS 581 or 582) and two seminars (one in the sub-field and one outside the sub-field). Students write a thesis or take a non-thesis option. The non-thesis option requires two approved research papers of a publishable quality and an examination over coursework, the two papers, and a reading list of about twelve to fourteen books.

Work Summary

For this five-year review we received an extensive report from the chair. Included was information on the department and the faculty, a brochure sent to prospective graduate students, and two newsletters sent to alumni. In addition, an outside reviewer sent a letter of evaluation. We reviewed the political science section of the graduate catalog, interviewed faculty and students, and collected data on class enrollments for the winter and spring (1991-1992) quarters. Recommendations based on the collected information are on pages seven and eight.

Background Information

General Curricular Requirements

Students learn of the requirements for the completion of both degree programs in at least three ways: from the graduate catalog, from a brochure entitled *Political Science Graduate Study* that is sent to all applicants and prospective students, and from faculty advising. Information supplied to us by the department chair more specifically details the degree requirements than does the graduate catalog. The chair's information, however, differs in some instances from what appears in the graduate catalog and in the brochure sent to prospective graduate students. For instance, the following three discrepancies appear:

- I/ Two courses, POLS 503 and POLS 537, listed in the brochure (p. 6) as courses available to M.A. students, do not appear in the current graduate catalog (1991-93).

- II/ POLS 510 appears as an elective and not a required core course in the brochure (p. 12). It is a required core course in the information submitted by the chair.
- III/ POLS 587 or ACCT 501, either the one or the other, is a required core course in the brochure (p. 12). Neither course appears listed as a required core course in the information submitted by the chair.

The differences between the chair's information, the brochure, and the graduate catalog reflect changes in curricular requirements. These are due to changes in staffing, to varying faculty interests, and to shifting graduate student interests. The department apparently gives students in the M.P.A. program an updated list of required courses (which should clarify points II and III above); M.A. students presently receive no updated lists. A revised brochure will help clarify the requirements of both graduate programs.

Of the nine new graduate courses created in the past five years, all are Special Studies courses except one course, POLYS 584 (Public Administration Management Skills), a public administration course. It satisfies a sub-field requirement in the M.A. degree program and elective hours in the M.P.A. degree program.

Twenty-two students were awarded graduate degrees in Political Science in the 1991-92 academic year: nineteen received M.A. degrees and three received M.P.A. degrees. The nineteen M.A. degrees divided into the following concentrations:

- nine - Public Administration
- four - International Relations
- three - Comparative Politics
- three - American Politics

Most students awarded graduate degrees took the non-thesis option; three completed degree requirements by writing theses. Faculty members say that interest in the M.P.A. program is growing. Fourteen students are currently in the program (1992-93) which means that approximately five to six students will be completing the degree requirements in future years. A change in title last year (1991-92) from the M.A.P.A. degree to the M.P.A. degree has helped to clarify the degree program.

Goals of the Program

The M.A. degree program aspires to prepare graduates for doctoral work in political science and to improve qualifications for entering or continuing in public service; elective politics, secondary education, and journalism. Currently, two-thirds of the graduate students in political science are pursuing this degree. Graduate students in the M.A. program are primarily in two sub-fields: American politics and public administration.

The design of the M.P.A. degree program aspires to prepare graduates to enter public agencies. A part of the program includes an internship that provides the practical experience necessary to qualify graduates for entry into public agencies. Nearly one-third of the full-time graduate students in the political science department are pursuing this program. In the 1992-93 academic year, the number of graduate students pursuing the M.P.A. degree increased (see title change in the preceding section).

The immediate goals of the program are to strengthen the existing Master's programs by adding new courses and library resources in six different areas identified as the following: environmental policy and administration, international and comparative administration, management information systems, aspects of international relations including international political economy, international relations in the Asia-Pacific region, and regional integration in Europe.

Quality and Mix of Students

Applicants need an overall grade point average of at least a 3.0. They must also have twenty-seven hours of undergraduate work in political science or the equivalent in closely related areas or in related practical experience. An applicant with an overall GPA lower than 3.0 is considered. The person must have a strong background and good grades in political science or have Graduate Record Examination scores that show abilities stronger than what appears on the academic record; these individuals are usually admitted conditionally.

Applicants may apply in any quarter. Applicants requesting financial aid are encouraged, but not required, to submit GRE scores. The average GPA ranges from 3.3 to 3.4.

<u>Academic Year</u>	<u>Average GPA</u>	<u>GRE</u>
1987-88	3.4	(not required)
1988-89	3.25	(not required)
1989-90	3.3	(not required)
1990-91	3.4	(not required)

Enrollment of minority students is limited and the department has taken the following three measures to increase the enrollment:

- I/ the department periodically uses the GRE Minority Graduate Student Locator Service to mail information out about the program
- II/ the department works with the Special Assistant to the Provost on the Minority Graduate Student Visitation Weekends
- III/ the political science department has been represented at the annual Minority Job Fair

The chair says that these measures have not been completely effective and the minority enrollment remains low. Also, the department has made no special efforts to recruit women to the graduate program; yet, half the MPA graduate associates working for ILGARD (Local Government Administration and Rural Development) must be women or minorities. In the following table are the percentages of minority students, females, and international students in the program:

<u>Year</u>	<u>Enrollment</u>	<u>Minority</u>	<u>%</u>	<u>Females</u>	<u>%</u>	<u>Int'l</u>	<u>%</u>
87-88	45	3	7%	13	29%	27	60%
88-89	47	4	9%	18	38%	21	45%
89-90	64	4	6%	22	34%	28	44%
90-91	49	2	4%	9	18%	22	45%

Note: the enrollments above are from two sections in the chair's report; in one section he lists students enrolled in a given year and in another he lists the minority, female, and international students enrolled in a given year.

Quality of Curriculum and Instruction

Although the Political Science department conducts no annual survey that allows graduate students to specify needs and requests, the department has several avenues for communication and discussion. Graduate students have a delegated spokesperson who attends departmental faculty meetings to present graduate concerns; graduate students also have a representative on the curriculum committee and on other departmental committees. In addition, MPA students have representation on the department's Public Administration and Affairs Committee. The morale of the graduate students interviewed seems quite positive. Most agree that an individual receives attention and support from the faculty.

Most political science graduate courses in the winter quarter (1991-92) were cross-listed and met with undergraduates. Enrollment in many classes was considerably high as was the total number of undergraduates. This raises two questions. Is the quality of graduate student education weakened by large enrollments? How many graduate-only classes should a graduate program require and offer? Enrollments of cross-listed classes combining graduate students and undergraduates in the 1991-92 winter and spring quarters appear in the charts below.

WINTER (1991-1992) POLITICAL SCIENCE COURSES					GRADUATE and UNDERGRADUATE ENROLLMENTS in CROSS-LISTED COURSES				
CALL #	DEPT & GRAD CAT #	HRS. CR	DAYS	TIME	INSTRUCTOR	GRAD ENROLL	UG ENROLL	TOTAL	% UN ENROLL
4368	POLS 519	5	MW	3-5	HUNT	8	60	68	88
4379	POLS 572	5	MTWTHF	1-2	HUNT	10	48	58	83
4364	POLS 502	5	MTTHF	2-3	GILLION	6	59	65	91
4365	POLS 504	5	MTTHF	10-12	HENDERSON	3	21	24	88
4366	POLS 512	5	MTTHF	11-12	BAUM	14	29	43	67
4367	POLS 517	5	MTWTHF	1-2	RICHARD	3	32	35	91
4369	POLS 520	5	TTH	3-5	RICHARD	8	34	42	81
4370	POLS 524	5	MTTHF	9-10	BURNIER	9	21	30	70
4371	POLS 525	5	MTTHF	12-1	MANRING	6	44	50	88
4372	POLS 535	5	MW	3-5	WALKER	17	7	24	29
4373	POLS 538	5	TTH	1-3	BALD	3	10	13	77
4374	POLS 539	5	TTH	7-9P	BARNES	4	15	19	79
5289	POLS 547B	5	MW	3-5	HAWES	22	2	24	8
4376	POLS 556	5	MTWTHF	10-11	KIM	30	17	47	36
4377	POLS 563	5	TTH	3-5:30	WASHINGTON	4	6	10	60

WINTER (1991-1992) POLITICAL SCIENCE COURSES (CONT')					GRADUATE AND UNDERGRADUATE ENROLLMENTS in CROSS-LISTED COURSES				
CALL #	DEPT & GRAD CAT #	HRS. CR	DAYS	TIME	INSTRUCTOR	GRAD ENROLL	UG ENROLL	TOTAL	% UN ENROLL
4378	POLS 564W	2	TTH	8-10	BAUM	22	2	24	8
4380	POLS 576B	5	MTTHF	11-12	PRISLEY	3	10	13	77
4381	POLS 582	5	MWF	3-5	DABELKO	20	4	24	17
4382	POLS 590A	5	TTH	7-9	WASHINGTON	4	4	8	50
4383	POLS 590V	5	MW	1-3	RANDOLPH	5	4	9	44
4412	POLS 612	5	TTH	3-5	KATZ	20		20	NA
TOTAL ENROLLMENTS:						211	430	641	

SPRING (1991-1992) POLITICAL SCIENCE COURSES					GRADUATE and UNDERGRADUATE ENROLLMENTS in CROSS-LISTED COURSES				
CALL #	DEPT & GRAD CAT #	HRS. CR	DAYS	TIME	INSTRUCTOR	GRAD ENROLL	UG ENROLL	TOTAL	% UG ENROLL
4307	POLS 505	5	MTTHF	11-12	PRISLEY	2	26	28	93
4308	POLS 509	5	MW	3-5	ESLICKER	3	62	65	95
4309	POLS 510	5	TTH	10-12	RANDOLPH	5	15	20	75
4310	POLS 513	5	MW	12-2	ROBERSON	0	16	16	NA
4311	POLS 514	5	MW	7-9P	BURNIER	13	33	46	72
4312	POLS 515	5	MW	3-5	MUMPER	6	51	57	89
4313	POLS 527	5	MTWTH	1-2	KATZ	13	30	43	70
4314	POLS 533	5	MTWTHF	9-10	WILLIAMS	7	13	20	65
4315	POLS 540	5	MTWTH	8-9	HAWES	22	27	49	55
4316	POLS 552	5	MTWTHF	3-4	KIM	11	10	21	48
4317	POLS 573	5	MTWTHF	11-12	HUNT	3	58	61	95
4318	POLS 577	5	MTTHF	11-12	HENDERSON	2	18	20	90
4319	POLS 579	5	MW	12-1	WALKER	12	5	17	29
4320	POLS 583	5	TTHF	10-12	DABELKO	5	4	9	44
4321	POLS 584	5	MW	10-12	BAUM	2	11	13	85
4322	POLS 590E	5	TTH	1-3	MANRING	4	11	15	73

SPRING (1991-1992) POLITICAL SCIENCE COURSES (CONT')				GRADUATE and UNDERGRADUATE ENROLLMENTS in CROSS-LISTED COURSES					
CALL #	DEPT & GRAD CAT #	HRS. CR	DAYS	TIME	INSTRUCTOR	GRAD ENROLL	UG ENROLL	TOTAL	% UG ENROLL
4323	POLS 590I	5	TTH	10-12	GILLION	2	14	16	88
4324	POLS 590L	5	TTH	8-10	BARNES	4	13	17	76
4325	POLS 590P	5	MW	3-5	BARNES	9	2	11	18
4326	POLS 590U	5	TTH	1-3	DABELKO	2	10	12	83
4327	POLS 590W	5	TTH	7-9P	WASHINGTON	3	15	18	83
4353	POLS 610	5	TTH	3-5	RICHARD	9		9	NA
4354	POLS 614	5	MW	1-3	WEINBERG	11		11	NA
4355	POLS 648	5	TTH	1-3	HAWES	24		24	NA
				TOTAL ENROLLMENTS:		174	444	618	

Success of Graduates of Graduate Program

It seems from the chair's report that the success rate is quite high. No consistent or accurate records exist for the past years. The department now contacts alumni through an annual newsletter (number 1 was published Spring, 1990) in which they include a questionnaire.

Although the department has begun to solicit information from graduated students, it might take a more aggressive position about maintaining records on graduates. Graduates of the M.A. program have enrolled in doctoral programs in political science at the following universities: Arizona State University, Indiana University, Louisiana State University, Ohio State University, SUNY Buffalo, SUNY Albany, Virginia Tech University, the University of Kansas, and the University of Kentucky. Some enter Law school and some enter public service or private businesses. Presently, data is available to learn only general information about the pursuits and successes of graduated students in pursuing educational opportunities and gaining employment.

Quality of Scholarly and Creative Activities

The faculty (20.5 tenure-track faculty positions) are doing the variously needed functions for an active and vital department. Some have established a national record. Some are exceptional teachers; five received teaching awards and three of the five were commended more than once for their teaching excellence. In the past five years twenty-one faculty members taught a total 247 graduate courses. Eight faculty members directed fifteen theses; fifteen served on theses committees and eight served on doctoral committees.

While the interests and the activities of the faculty are commendable, all members of the faculty are not seriously involved in research and scholarly activities (see undergraduate section). Some are extremely productive, and others appear to produce little.

In the past five years, fourteen faculty members published fifty-one articles in total. Eight people published a total twenty-seven articles (of the fifty-one) in refereed journals, while thirteen people published twenty-four articles (of the fifty-one) in non-refereed journals. Four faculty members published books and/or book chapters, eight applied and received grants, and sixteen delivered papers.

Seven faculty members, about one-third of the faculty, published neither in refereed nor in non-refereed journals. Three faculty members did not publish articles, present papers, or receive grants.

Quality of Facilities

Graduate research in particular areas needs improved library resources. The department would like to increase resources in six areas. These include environmental policy and administration, international and comparative administration, management information systems, aspects of international relations including international political economy, international relations in the Asia-Pacific region, and regional integration in Europe.

Office space and equipment seem adequate. All faculty members who need and use computers, for instance, appear to have them. Some may need additional support for purchasing software. This need may require special attention.

Judgment of Future of Program

The department might reassess the quality of the two graduate degree programs by asking the following. Should graduate students in the M.A. program have the opportunity to enroll in more graduate-only courses than the two prescribed seminars (600-level courses)? Should graduate students in the M.P.A. program have the opportunity to enroll in more graduate-only courses than the one prescribed seminar (POLS 614)? Should cross-listed courses with graduate students and undergraduates have limited enrollment?

Now, the percentages of undergraduates combined with graduate students seems disproportionate. A graduate student in the M.A. program may have the opportunity to take only two of the eight required courses with graduates alone. This means that about 75% of an M.A. graduate student's coursework will be classes that combine graduate students and undergraduates. Some courses will of necessity need to remain cross-listed; however, the department might ask whether the attention and the environment essential to graduate education require a ceiling on cross-listed courses and more graduate-only courses, also with a limited enrollment policy.

Overall Evaluation

Short and long term department plans might look more closely at graduate student enrollment patterns and the quality of the existing graduate education. Adding new members to the faculty and new courses seems less critical than reassessing the quality of the graduate programs and the scholarly productivity of the faculty. Increasing library holdings seems essential to some areas of graduate research.

Graduate students currently enrolled commend the faculty for their interest, concern, assistance, and advising. Several faculty members have received commendations for their superior teaching abilities (see above), and the department annually supports many workshops. These factors combined could help to produce strength in the graduate programs. What may be missing is a stronger focus and an even greater contact between faculty and graduate students.

More students should be encouraged to pursue the thesis option, especially those who hope to enter a doctoral program. An outside reviewer also made this observation. In five years, only fifteen people pursued the thesis option. Perhaps the department might consider expanding the M.A. program to two years, allowing adequate time for students to complete coursework and write a thesis.

Critical to the political science graduate program is a professionally active faculty. Some faculty members seem dormant (see above). They should be encouraged to resume productivity. A recommendation follows that, the faculty members involved with scholarly activities be the primary, if not the only, people involved in a graduate student's education.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Political Science Department

Date: February 16, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

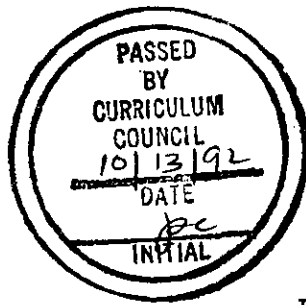
Quality of Scholarly
and Creative Activity X

Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X



University Curriculum Council
Five-Year Program Review
Department of Psychology

Undergraduate Program

Goals and Overview:

Department

The ~~School~~ of Psychology has developed clear goals. The Department offers both a major and a minor program. The major requirements for the A.B. degree consist of a minimum of 50 hours. In addition, a minimum of two courses from four general areas--(life span developmental, experimental, clinical and social organizational). At least four courses at the 300 level or above must be completed. There are twenty-six full-time faculty members in the Psychology Department, twenty-one male and five female, seven hundred undergraduate majors, and eighty-seven graduate majors.

The minor consists of 28 hours with at least two courses at the 300 level. At least one course in each of the four general areas described above is required. The Department offers both a departmental honors program and an honors tutorial program.

The Psychology-Prephysical Therapy Program offers students an opportunity to transfer into the Physical Therapy Program at the end of their junior year and receive a degree in Physical Therapy from Health and Human Services or continue on and receive an A.B. in Psychology. This program is coordinated closely with physical therapy faculty, and several of the students have done very well in that program. Those not accepted into Ohio University's Physical Therapy Program have successfully applied to physical therapy programs across the country.

Long-range goals are being considered and detailed the next two years under a new chair. The extreme rise in the number of psychology majors (56% in the last five years) is straining the capacity of the faculty to provide quality education. The addition of two 121 instructor positions from UPAC monies has somewhat reduced the student/teacher ratio in 121.

An attempt is being made to change and improve the quality of undergraduate majors. The departmental curriculum committee will be considering a number of changes in reducing the number of psychology majors and decreasing the student/teacher ratio. Some type of selective admissions policy might also be considered if strengthening the curriculum requirements is not sufficient. The goals of the department will be better achieved by allowing greater diversity in faculty loads. These matters will be reviewed within the department in the next two years.

Quality and Mix of Students:

Currently, anyone admitted to Ohio University can declare Psychology as a major. They must maintain academic eligibility at the University to continue as psychology majors. Upon graduation, the student must have a 2.0 GPA overall and in the major. Currently, grades between D- and A in required courses are allowed. Under consideration as part of their internal curricular review is requiring a C or better on all required courses in the major.

There is a slow but steady increase in ACT and SAT as well as GPA among psychology majors:

GPA:	86-87 2.61	87-88 2.73	88-89 2.73	89-90 2.77	90-91 2.83
ACT:	86-87 20.5	87-88 20.56	88-89 20.84	89-90 20.77	90-91 21.20

SAT: 86-86 445 87-88 455 88-89 461 89-90 460 90-91 462

Efforts to recruit minority students have included personalized letters, a Black Psychology Club for undergraduate majors, and a departmental screening for applicants for the James and Marlene Bruning Scholarship, which is awarded annually to the outstanding Black undergraduate student within the program. Minority faculty are recruited under the guidance of the Affirmative Action office within the University.

The minority enrollment per class hovers around 10%, while the number of students goes up with the overall number of majors.

The enrollment of international students is very small, ranging from 1-2% through the years 1986-1991:

	86-87	87-88	88-89	89-90	90-91
Minority Majors:	33	32	44	49	49
Overall Majors:	367	363	482	533	574

Women comprise the majority of students in this program.

	86-87	87-88	88-89	89-90	90-91
Majority:	86-87	87-88	88-89	89-90	90-91
Female Majors:	247	255	338	385	424
Overall Enrollment:	367	363	482	533	574

Quality of Curriculum and Instruction:

The curriculum committee annually examines the materials and recommendations from the university-wide survey by Institutional Research entitled the Five-Year Educational Outcome Ohio University Survey of Alumni, College of Arts and Sciences-Psychology. Generally, the feedback is positive.

The departmental curriculum committee considers any proposed changes in undergraduate curriculum, should there be a perceived need for curricular changes. Major revisions are forwarded to the full faculty for possible implementation.

Also, in order to obtain further information as to the quality of instruction, a survey of recent graduates has been instituted. Industrial psychology faculty and graduate students are working with the Office of Institutional Research to develop a questionnaire to be mailed to recent graduates.

The teaching of undergraduates courses is conducted by twenty-six full-time faculty members in the Psychology Department. In addition, two full-time term contract instructors have been hired to assist in teaching Psychology 121 (statistics). Three members of the Center for psychological Services and one faculty member from the College of Osteopathic Medicine hold adjunct appointments and do some teaching within the department.

Faculty are evaluated in every class by undergraduate students. Standardized ratings as well as individual comments are completed by students. The overall mean faculty rating on a scale of 1 to 5 is as follows.

Spring 90-91	Winter 90-91	Fall 90-91	Spring 89-90	Winter 1989-90
4.08	4.11	4.06	4.06	3.9

In the Psychology Department, a composite rating is computed to evaluate each faculty member's productivity and effectiveness over the last two years. Student evaluations are weighted as 20% of that composite. Each faculty member's composite score is used in promotion and tenure decisions. Curricular innovations among faculty members in the department include innovative procedures in many courses. New undergraduate courses have been developed, and faculty are active in the interactions with colleagues in other disciplines, both in teaching and research. Faculty members of the Department of Psychology have received a number of teaching awards over the past five years. University Professor, Arts and Sciences Outstanding Teaching Award, and Provost Teaching have been awarded to eight faculty members.

Quality of Scholarly and Creative Activity:

Faculty in this department are generally quite active professionally. Eighteen of the twenty-six full-time faculty engaged in professional workshops and colloquia, while all except one had presented a paper or written a scholarly publication over the five-year period. On an internal research scale of 0 to 10, with 5 representing average performance and 10 being the high, five faculty scored below 4.0, sixteen scored between 6.0 and 8.0, and five scored 8.0 or above.

Success of Undergraduates:

The primary reason for the initiation of the departmental survey previously mentioned is to provide more data on job placement of the program's graduates.

Psychology majors appear to find jobs in a variety of fields. Some of the most popular areas of employment are mental health agencies, state agencies, and social service agencies. Jobs in personnel and market research are opening to psychology students, and a number of recent graduates are finding employment in large urban hospital settings.

The survey data, based on a small number of responses, suggests that through the years 1986-1990, 90% or more of those sampled have either found employment or continued in pursuit of advanced degrees.

Quality of Facilities and Services:

At the present time, and at least until spring of 1992, the department is physically located in Porter Hall and Anderson Laboratory. The Ohio General Assembly has already made the more than nine million dollar appropriation to completely reconstruct and renovate the psychology spaces in Porter. This is to be completed by 1994. In the meantime, the department will be moving to two floors of the Engineer Building by 1992. This appears to be adequate to accommodate the department.

In general, the journal and library resources for the Psychology Department are very good.

The computer search facilities are adequate, although continued upgrade of these facilities is absolutely crucial. As in many disciplines, the number of databases is increasing at a high rate. Having continued access to these new databases is crucial to allow our faculty and students to stay current with their filed research.

The computer resources at present are marginal, due to the exceptional pace with which computer facilities become dated and with the constant need for the updating of both hardware and software. The department should have some systemic procedure for continuing updating equipment and software, but the current 300-900 budget is inadequate to fund such an undertaking.

Furthermore, because of recent cutbacks in the 300-900 budget, keeping current with laboratory equipment needs has been hindered.

Judgment of Future Program:

The undergraduate psychology program is solid in its past performance form. The very large (and increasing) number of undergraduate majors has placed some major stress on the graduate students and faculty. This factor is a strong concern; the administration and faculty plan an extensive revision of the undergraduate program due to this fact. The planned changes will not take away the program's solid philosophy but will maintain a high standard of teaching in the program, reducing the demands of graduate student and faculty teaching. This also will provide more time for improvement of research training.

Overall Evaluation:

From the department response, outside review, and student reports, the school successfully accomplishes its objectives, clear standards and quality of instruction given the student/teacher ratio not being what faculty and students desire at this time. The faculty and administration work diligently to serve their students and sustain an active integrity with their department's goals and philosophy in connection with maintaining a national professional perspective. The Psychology Department is a strong department.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Psychology : 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		

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Psychology : 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		

University Curriculum Council
Five-Year Program Review
Psychology Department

Graduate Program

Goals and Overview:

The Psychology Department has defined clear goals and the steps needed to achieve these goals. The current doctoral programs in clinical, experimental, and industrial organizational psychology and master's degrees are well explained in the catalog and school materials.

The major immediate and long-range goals for the various programs are, first, in their experimental and industrial/organizational programs: 1) to increase stipend levels to better attract quality students. Stipends permit \$5,000 for students' first two years and \$5,400 for the third and fourth years; 2) to increase research internship possibilities; 3) to increase the number of quality applicants, including minority applicants.

Second, in their clinical program: 1) to increase stipend levels; 2) to enhance research training; 3) to reduce the number of practicum hours.

The long-range goals are to 1) increase the quality of the research training of the students and 2) open a wider range of job opportunities for students, including ones in business and government sectors.

Steps to achieve the immediate goals: 1) The report stated a UPAC proposal was approved (budget cutbacks)--this proposal was to meet the goal of increasing stipend levels; 2) reassessment of practicum policy and considering a shift of practicum slots from clinical to the experimental program, opening up time in their training for research opportunities; 3) Attend minority recruitment days and increase contact and repeated contact with applicants.

Steps to meet the long-term goals: 1) Change in practicum slots and revision of undergraduate program will provide additional research training; 2) Alumni in the area have additional contacts, the department making stronger contact with business and government sectors for internships and implementing statistical consulting groups so that students' training is aimed specifically to improve their ability in this area.

Quality and Mix of Students:

An applicant must have at least twenty-seven quarter hours of undergraduate psychology, including one course in statistics and one course in experimental psychology. An overall grade point average of at least 3.00 is necessary, as is a grade point average of at least 3.3 in psychology. Applicants must submit scores from the GRE General Test and from the Psychology Special Test. Three letters of recommendation, preferably from academic psychologists, and a statement of personal goals and interests are required.

<u>Year</u>	<u>GPA</u>	<u>Mean</u>	<u>Median</u>	<u>GRE</u>	
		<u>Verbal</u>	<u>Quantitative</u>	<u>Analytic</u>	<u>Psych</u>
86-87	3.53	580/75	610/60	570/59	650/86
87-88	3.51	540/66	610/60	600/67	565/89
88-89	3.52	610/81	620/62	640/78	610/94
89-90	3.42	570/73	650/69	610/69	610/94
90-91	3.62	630/85	650/69	620/73	635/97

The percentile rank is given for each GRE score. Psychology students entered scoring in the 75th percentile within the national norm. Comparing figures from other Ohio universities offering doctoral programs, Ohio University ranks satisfactory.

Minority recruitment proceeds in several forms: 1) Brochure stresses interest in minority applicants. Information is publicized of the Sandra Lawson Taylor Fellowship; 2) Close involvement with Minority Visitation Weekend and visiting other campuses; 3) Participation in GRE Minority Locator Service; 4) Assistant Chair for Graduate affairs visits four Graduate fairs each fall, and these choices are based heavily for recruiting minority applications.

Minority enrollment is as follows:

	86-87	87-88	88-88	89-90	90-91
Asian/Pacific:	2	1	1	0	1
Hispanic:	1	1	1	0	0

Women are well represented at the graduate level:

	86-87	87-88	88-89	89-90	90-91
Women:	52	57	60	48	51
Men:	<u>39</u>	<u>35</u>	<u>35</u>	<u>42</u>	<u>36</u>
	91	92	95	90	87

In the 1991 Accreditation Report, it was stated that the program needs to give continued attention to ensuing adequate gender diversity among faculty role models and students as well.

International

Student Enrollment:	86-87	87-88	88-89	89-90	90-91
	7	12	12	10	9

Quality of Graduate Instruction and the Graduate Curriculum:

The 1991 site visit by the American Psychological Association on Accreditation in Psychology found no major deficiencies in the quality of curriculum. They observed a maturing faculty that were academically accomplished, ambitious, and collectively hitting their professional strides. With the above information, in concert with national trends and Ohio University values, the curriculum shifted its training emphasis somewhat more toward the research pole of the scientist/practitioner dimension. This shift was not anticipated or welcomed by those students who entered into a different program atmosphere or arrived with the belief that the program valued and rewarded clinical performance more than research work. It was the on-site team's conclusion that, due to the combination of circumstances, there had been an erosion of student trust.

The APA committee requested that the program provide in its next annual report a full account of the background of this change in curriculum and erosion of student trust, an action plan to address the matter, and progress made to date on the latter.

The outside reviewer made note that the experimental program seems to be drawing somewhat less able students than those in the clinical program, and this is true currently in most graduate training programs. The Psychology Department attends to this fact with extra recruiting attempts.

Each quarter, all students complete a course evaluation in each of their classes.

During the past five years, psychology students have been authors or co-authors on over 150 publications and 160 presentations at professional conferences.

Quality of Scholarly and Creative Activities:

As stated in the undergraduate report, the faculty in this department are generally quite active professionally. Those teaching primarily graduate courses are particularly productive, accounting for the preponderance of refereed articles, non-refereed articles, books, and papers.

Success of Graduates of Graduate Program:

Clinical students have a licensing examination, and in most states that exam may be taken after a person has had one year of postdoctoral supervised clinical experience. Students have usually been gone from the university for some time when they take the exam. They do not survey their alumni; informal feedback suggests they routinely pass the exam on the first try.

Institutional research reports feedback on percentage of graduate students finding employment or further educational opportunity in their field within one year of graduation.

86-87	87-88	88-89	89-90	90-91
100%	100%	92%	100%	NA

It appears that Ohio University trained its students to compete in the job market.

There is no systematic survey regarding this department's graduates on any regular basis. They rely on advisor feedback and an (irregular) newsletter.

Judgment of Future Program:

The Department of Psychology appears to be meeting its stated purpose and goals. The goal to bring the new psychology clinic on-line will receive a big boost with the renovation of Porter Hall. From the last site visit APA report, the clinical psychology program was supported and given six recommendations to investigate for the next site visit in a few years to continue cultivating its strong foundation.

Overall Evaluation:

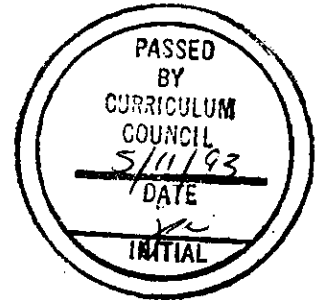
Psychology is a solid department. There is an extremely highly motivated faculty, administrative stability with vision, clear steps to carry out goals, and new facilities that provide the necessary environment for the functional changes needing to occur in this program to facilitate the needs of the student population.

The program needs to give continued attention to ensuring adequate gender and racial diversity among faculty role models, particularly given the gender ratio of the student population.

Recommendation:

Program needs to give continued attention to ensuring adequate gender and racial diversity among faculty role models, particularly given the gender of student population.

OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL
FIVE-YEAR REVIEW (1992-93)
MASTER OF SOCIAL SCIENCES



1. Overview and Goals

The Master of Social Sciences degree is designed for graduate students whose jobs make it desirable to study two or more social sciences. Though most students are secondary-school teachers, candidates from other occupations do apply. The degree is terminal in that it does not lead into any specific Ph.D. program. The program is regularly offered in Athens, has been offered in Lancaster from 1987 to 1989, and has been offered in Zanesville from 1989 to 1991. Some discussion has taken place about offering it at the Chillicothe campus or the Southern campus in Ironton for a limited period.

The program is directed by a coordinator appointed by the dean of the College of Arts and Sciences. The coordinator supervises the policies which guide the program and coordinates such matters as admission, the assignment of advisors within the participating social science departments, and the selection of a committee to administer each student's terminal oral examination. The coordinator consults with the chairs of the social science departments whenever necessary and any significant changes in the program or its operation are approved by the dean.

The major immediate and long-range goals are summarized in the words "the program is for students who find course work in two or more of the social sciences professionally advantageous." According to the coordinator, the long-range goals can be met by continuing the program as is although some financial aid would encourage more enrollments. The program currently has no budget.

2. Quality and Mix of Students

The number of students admitted each year for the past five years has varied significantly, from a high of 28 in 1987-88 to a low of three in both 1988-89 and 1991-92. All students who have applied each year have been admitted. The number of students actually enrolled each year has been more stable, ranging from a high of 35 in 1989-90 to a low of 20 in 1990-91. With three exceptions, all students were already employed as teachers or federal, state, or local government employees.

Degrees awarded in each of the past five years have again varied significantly, from a high of 13 in 1991-92 to a low of one in 1990-91. On average, students take 48 hours to complete the degree because some transfer in credit or take directed studies or both. Students take an average of three years to complete the degree.

The minimal criteria for unconditional admission are a 2.75 g.p.a. and at least one year's employment in an occupation related to the courses to be taken. The latter criterion has proven to be an excellent screening device which has encouraged only interested students to enroll. The average undergraduate g.p.a. of entering students has exceeded the minimum each year for the past five years as shown in the table below:

YEARS	1987-88	1988-89	1989-90	1990-91	1991-92
G.P.A.	3.15	3.28	2.95	3.47	2.91

Several regional-campus students have been conditionally admitted with low undergraduate g.p.a.'s, but all were in-service teachers and non-traditional with respect to age. Most of this group earned graduate g.p.a.'s well above 3.0, persuading the coordinator that the work experience/in-service criterion for admission is a much better screen for academic performance than g.p.a.

There are presently no minority students in the program although two have graduated in the past two years. Two international students have also graduated from the program, but none has been enrolled since 1987.

The coordinator does not meet annually with each student to review progress toward the degree, as the program is small enough to keep students informed through their grade reports in the file. The coordinator does visit regional-campus students at the beginning of each quarter to discuss individual and group problems.

3. Quality of Curriculum and Instruction

Curriculum: A candidate for the Master of Social Sciences degree must complete a minimum of 45 quarter hours in a minimum of ten graduate courses in two or more social science disciplines. Major and minor fields and auxiliary areas are chosen from history, political science, economics, sociology-anthropology, and geography. Other subject areas such as psychology and social work related to a candidate's academic interest may be approved as minor fields or auxiliary areas.

Courses and credit are distributed among (a) a major of five to seven courses comprising a minimum of 20 credit hours, (2) a minor of three to five courses for a minimum of 12 credit hours, or a minor and an auxiliary area of two courses for a minimum of eight credit hours, or two auxiliary areas, and (3) one or two optional electives for a maximum of 10 credit hours. Each candidate also completes one graduate survey course in the major and must pass an oral examination guided by the program of courses and research pursued. Each student can elect to write a research essay in the major field, which counts as one of the ten required courses:

The design of the curriculum permits considerable flexibility in each student's program, constrained only by the availability of specific courses at specific times tailored to student interests. A 1992 survey of students enrolled in the program at both Ohio University-Lancaster and Ohio University-Zanesville revealed considerable satisfaction with the flexibility of the program, its rigor, and its relevance to their career needs.

Instruction: Courses and faculty are drawn from existing social science departments at Ohio University, so each faculty member must be authorized to teach graduate courses by the appropriate department. Faculty members are evaluated by their departments, the regional campuses on which they teach, or both.

Students responding to the 1992 survey commented favorably about the quality of instruction and the convenience of the schedule. A number remarked about the heavy workload and some suggested more interaction between students and faculty, greater use of audio-visual materials, and elimination of the oral examination.

The coordinator notes that qualitative and quantitative differences between the Athens campus and the regional campuses arise with reference to the number of books and courses available. The faculty are the same people who teach the courses in Athens or regional- campus faculty approved to teach graduate courses. In some cases the faculty use different texts and readings for the regional campuses to meet the needs of secondary school teachers; in others, they do not.

All of the faculty have been able to work with the regional-campus libraries to provide an adequate small collection of appropriate books, but clearly the regional-campus library holdings are less comprehensive than those in Athens. The biggest difference is the number of courses. Only the ten required courses plus a trailer for students who missed a course are offered at the regional campuses, so students must travel to Athens for additional choices. This situation is not unlike that facing summer students in Athens and appears to be satisfactory for the typical in-service teacher taking courses on the regional campuses.

4. Quality of Scholarly and Creative Activity

The scholarly and creative activity of the faculty in this program would be judged by the departments from which they are drawn.

5. Success of Graduates

All students have been employed while in the program, so in general they have simply continued in their existing positions with a higher salary after graduation.

The Office of Institutional Research completed a five-year review of the Master of Social Sciences in 1992, covering the years from 1986-87 through 1991-92. Part of that review included a three-year placement study (1986-1988). Unfortunately, the number of students responding each year was only one or two so no meaningful conclusions can be drawn regarding the relationships between their academic program and their career success.

6. Quality of Facilities

Because the program draws its courses and faculty from existing Ohio University departments, facilities and services are taken care of by those departments. Secretarial services have been provided by the History Department.

7. Judgment of Program Future

A favorable outside review of the program was conducted in 1992, providing many useful comments about its design, quality, and future. The remarks which follow incorporate the reviewer's conclusions where applicable without being restricted to them.

The Master of Social Sciences has clearly defined and defensible goals and is targeted toward a clientele which needs such a degree. It is intended for practitioners who desire generalist preparation and who will benefit from maximum flexibility in combining major and minor areas and in choosing course work within each.

As the reviewer notes, however, "it is obvious that students vary tremendously in terms of: (1) the number of classroom v. independent study/research courses that they take, and (2) the degree to which there is any theme to the courses they take in either their major or minor fields." The very flexibility of the program, in other words, raises questions about the appropriateness of course selection for specific students, the degree to which a student can in fact overspecialize, and the relationship between courses taken and the adequacy of the oral examination.

The admission requirements seem appropriate to the potential clientele and result in a student body of reasonably high quality. One might argue, however, that the GRE should also be required to supplement current criteria. The results could then be applied as a complementary measure to the g.p.a. to permit more knowledgeable judgments. As in many graduate programs, a high GRE could be used to offset a low g.p.a. and vice versa.

The reviewer goes on to observe additionally that "A concern of any program is a stable number of admissions from year to year in order to make the best use of available resources. It is therefore a concern that the number of admissions per year has widely fluctuated ... I can only speculate why this should be the case. My hunch is that it has to do with consistency of recruitment efforts and not the lack of financial aid."

Students in general feel challenged by the program. Some believe that the workload is too heavy, but most of their comments along these lines can be attributed to the expected reactions of people who work full time, juggle numerous commitments, and must take courses at night as commuters.

The future of the program looks bright in that it ably serves the needs of a distinct group throughout the region who need additional education. The basic design of the program is sound although improvements can be made. Basic instruction for the program is again sound although improvements can possibly be made in delivery.

8. Overall Evaluation

To quote the reviewer: "The program does seem to meet its goals and provides a service to local communities. Ultimately, I am sure that the program's long-run effect is to improve the quality of social science education in the local school districts surrounding Ohio University campuses. Strengths of the program include more than anything else providing a content-based graduate education to teachers who ordinarily would not have access to one. Its weaknesses include too great a flexibility which allows students to take an unconnected set of courses in a discipline, too great a reliance on "lecture" based courses for students who feel a need for more discussion, the lack of any mandatory final project..., and inconsistency in recruiting from year to year....

"Based on the above evaluation and my own experiences, I would like to make a number of suggestions that the program might choose to explore.

1. An Introductory Seminar. Students coming into the program might benefit from an introductory seminar which would introduce them to graduate school expectations and the variety of social science courses available....
2. An Advanced Seminar. A seminar could be created for students who are near completion of the degree. It could explore some specific topic or problem area, thereby allowing students to collectively try to apply the knowledge they have gained....
3. Final Essay. Make the final essay (or its equivalent or some other written options) mandatory. This would add a sense of both completion and integration for the student.
4. Course Integration. Help students select courses that "fit" together around some theme or topic(s). Limit the number of independent study courses to a specified maximum in both the student's major and minor."

The Master of Social Sciences program has done well since it started in 1987 and has potential to do even better in the future. It deserves both support and encouragement based on this current five-year review.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF M.A. Social Sciences

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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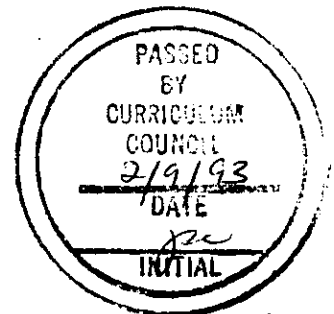
Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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SCHOOL OF TELECOMMUNICATIONS
FIVE-YEAR REVIEW



Overview

The School of Telecommunications within the College of Communication offers the Bachelor of Science in Telecommunications, The Master of Science in Telecommunications and the Doctor of Philosophy in Mass Communications. The students enrolled in each of these programs for the fall quarter, 1991 were: BS = 648; MS = 32; Ph.D. = 24. The School awarded the following number of degrees in 1990-91: BS = 176; MS = 16; Ph.D. = 4. There are nineteen full time faculty with a number of part time faculty chiefly used to supplement the production classes for undergraduates.

Five-Year Review--1986

The Five Year Review in 1986 stated the following conclusions and recommendations:

"The subcommittee commends the School for maintaining consistent standards in both undergraduate and graduate programs. The program is the largest of its kind in the state and among the largest in the nation and continues to meet the changing demands of the telecommunications profession.

At the University level, efforts should be continued to maintain the present level of the program.

The Program Review Subcommittee finds the School of Telecommunications of no need for further review at this time."

Undergraduate Review

Overview

The School of Telecommunications offers a BS in Telecommunications with four sequences--comprehensive, professional audio production, professional video production and professional management/administration. A fifth sequence--professional audience research--was initiated in the spring quarter, 1992. ~~Those students who have not had the comprehensive sequence pursue a comprehensive program.~~

Goals of the Program

The School's goal is to prepare students as generalists because too much specialization would limit their options. The overall core skills are necessary as preparation for one of the four sequences indicated above. Students are admitted on a competitive basis to the three professional sequences.

The stated short range and long range goals for the School are to increase junior/senior level courses, continue to develop the new professional sequence, develop new professional sequence courses, update video and audio equipment, review the internship program, work to integrate the Telecommunications Center into the training scheme of the curriculum, develop and expand the Visiting Professional program, internationalize the curriculum and expand course offerings at the upper level to non-majors on campus.

Quality and Mix of Students

A student entering the School--either as a freshman or transfer--is considered provisional or pre-major. To attain major status in one of the four sequences a student must:

- a. Have a cumulative B- (2.67) average in 3 core courses, TCOM 170, 200A and 206.
- b. Prepare a program of study which meets the requirements for one of the sequences and have it approved by a faculty advisor. This is an assignment for the last core course, TCOM 206.

The professional sequences limit the entry of new students to approximately 20 per year.

The enrollment for the four sequences are:

a. Comprehensive Sequence:

85-86	86-87	87-88	88-89	89-90	90-91
<u>163</u>	<u>148</u>	<u>165</u>	<u>164</u>	<u>217</u>	<u>222</u>

b. Professional Audio Production:

85-86	86-87	87-88	88-89	89-90	90-91
<u>32</u>	<u>26</u>	<u>34</u>	<u>26</u>	<u>31</u>	<u>30</u>

c. Professional Video Production:

85-86	86-87	87-88	88-89	89-90	90-91
<u>32</u>	<u>51</u>	<u>41</u>	<u>34</u>	<u>24</u>	<u>39</u>

d. Professional Management/Administration:

85-86	86-87	87-88	88-89	89-90	90-91
<u>36</u>	<u>30</u>	<u>22</u>	<u>31</u>	<u>31</u>	<u>31</u>

All other students are enrolled in the comprehensive Telecommunications program. There is no data available for the fifth sequence--professional audience research--which was initiated in the spring quarter, 1992.

Freshman applications are reviewed by the Admissions Office with decisions made on the basis of test scores and high school rank. The Director and Associate Director meet with the staff from the Admissions Office to agree on a target number for each year's freshman class. The

University's minimal GPA of 2.00 is required for continuation in the program.

The average GPA, ACT and SAT scores for Telecommunications undergraduate students are:

T-COM	85-86	86-87	87-88	88-89	89-90
<u>GPA</u>	2.75	2.76	2.82	2.84	2.85
<u>ACT</u>	20.45	20.97	21.36	21.28	21.64
<u>SAT</u>	931	954	966	960	973

The students admitted to Telecommunication have above average ACT scores, SAT scores and GPA's when compared with all Ohio University Undergraduates.

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

The enrollment patterns over the past five years are:

<u>Enrollment</u>	85-86	86-87	87-88	88-89	89-90
Total	645	656	697	741	706
Minorities	32(5%)	41(6%)	45(6.5%)	41(6.5%)	46 (6.5%)
Females	224	228	248	287	289
Internationals	4	9	13	12	7

Quality of Curriculum and Instruction

The determination of the quality of the curriculum and instruction is based upon the Office of Institutional Research (OIR) survey of all students one year after graduation, the OIR survey of alumni five years after graduation and a survey of twenty-one current undergraduate students conducted by this reviewer.

OIR One-Year Survey

Satisfaction with major courses	1984	1985	1986	1987	1988
Extremely Satisfied	14%	17%	10%	12%	10%
Very Satisfied	45%	33%	30%	38%	35%
Somewhat Satisfied	29%	46%	48%	43%	50%
Not at all Satisfied	13%	4%	12%	7%	5%

**How well OU prepared you for
Career Goals**

	1984	1985	1986	1987	1988
Extremely	*	16%	10%	20%	12%
Very Well		44%	49%	41%	44%
Somewhat		32%	34%	33%	41%
Not at all Well		8%	7%	6%	3%

*Data was incomplete

**How well OU prepared you for
additional academic work**

Extremely	0%	13%	21%	9%	36%
Very Well	82%	63%	36%	45%	45%
Somewhat	9%	25%	43%	36%	18%
Not at all Well	9%	0%	0%	9%	0%

OIR Five-Year Study

The responses to the 1981-82, 1982-83 and 1983-84 studies are collapsed into averages for the three years.

Quality of Instruction

Extremely/Very Satisfied	69%
Satisfied	29%
Not at all Satisfied	2%

Relevance to Career Goals

Extremely/Very Satisfied	55%
Satisfied	38%
Not at all Satisfied	7%

Academic Advising and Guidance

Extremely/Very Satisfied	28%
Satisfied	38%
Not at all Satisfied	34%

Survey of Current UG Students

These are the results of a survey of current UG students in February, 1992.

Quality of Teaching

Extremely Satisfied	24%
Very Satisfied	33%
Somewhat Satisfied	38%
Not at all Satisfied	5%

Advising System

Extremely Satisfied	28%
Very Satisfied	43%
Somewhat Satisfied	24%
Not at all Satisfied	5%

Satisfaction with TA's

Extremely Satisfied	9%
Very Satisfied	5%
Somewhat Satisfied	67%
Not at all Satisfied	19%

The dissatisfaction with the Teaching Associates stemmed from the fact that the students received little direction or support during laboratory classes in which the supervising TA's were not prepared to give detailed support and the students lost valuable laboratory time. It should be noted that while there are very few Teaching Associates and the concerns indicated above have caused the development of better training procedures.

During a discussion with current undergraduate students, there was considerable concern expressed about the internship program. Seventy-one per cent of the undergraduates surveyed had participated in or planned to participate in the internship program. They thought if they are expected to register as fulltime students, they should receive better assistance in internship placement through the School. The School indicated that approximately 60% of the undergraduate students participate in the internship program and that the registration requirements for the internship program have been alleviated somewhat by permitting some students to take practicums at facilities on campus.

Students are asked to complete evaluation forms on every course they take in Telecommunications. In the fall quarter 1991, the College of Communications introduced a new evaluation form to be used as the standard form by all units in the college. The evaluations--both the forms and tabulated totals--are given to the faculty for review and are then filed. They are used by the Promotion-Tenure Committee as well as individual faculty members and the Chair of the School. There are no accumulated data kept on the evaluations.

The School also asks students to evaluate advisors. This information is used to improve the quality of the advising system. There is a committee within the School reviewing the advising system.

Quality of Scholarly and Creative Activity

The core of the undergraduate faculty is comprised of twelve faculty who teach the bulk of the undergraduate courses, provide special topics/

seminars/problems courses and supervise the HTC students. The scholarly and professional activity of this core is impressive. Some of these faculty members also contribute considerable effort to the graduate programs. There are a few faculty members who should be encouraged to participate more actively in professional and scholarly activity.

Success of Graduates

The success of those who graduate with a BS is based upon the data from the OIR survey of alumni one year after graduation:

	1985-86	1986-87	1987-88	1988-89
Found Employment	59%	88%	95%	89%
Entered Further Education	16%	12%	05%	11%

Quality of Facilities

The laboratory equipment for the undergraduate program is a major concern of the School administration, faculty and students. The current undergraduate students expressed a dissatisfaction over outdated equipment and unavailability of equipment through lack of repair and maintenance. Although Academic Challenge grants have enabled the School to employ a full-time maintenance person and some special funds have upgraded certain equipment, the funds for replacement and availability of machines to offset equipment shutdown for repair are inadequate.

The survey of undergraduate students reinforced these concerns as they indicated a very low level of satisfaction with the technical support facilities.

Satisfaction with Technical Support Facilities

Extremely Satisfied	5%
Very Satisfied	14%
Somewhat Satisfied	38%
Not at all Satisfied	43%

The School has indicated a need for additional library materials and lags behind other units on campus in the area of computer facilities, resources and networking capability. The School, which serves a large number of undergraduate and graduate students, has not acquired access to the WAN.

In addition the faculty and administrative space/facilities as well as classroom space need expansion and improvement and are source of continuing concern to the students, staff and faculty.

Judgment of Future of Program

The responses from the School administration, faculty and the current undergraduate students indicate that the School continues to have the reputation of being a strong program. This is based somewhat on the fact

hat the School continues to attract quality students. The current UG students indicated that the reputation of the program compared with others in Ohio and elsewhere continues to attract students, but they felt that the School must focus attention upon the inadequate facilities, the need for a stronger and more flexible internship program, and the establishment of better working relationships with practicum facilities at Ohio University. The future of the program certainly appears to be very good.

Overall Evaluation

The School continued to maintain its reputation with its excellent efforts in adjusting the emphasis of the curriculum through new courses and internationalizing existing courses. It is focusing upon the improvement of the advising system, the internship program, and the working relationships with practicum units on campus. Since the last review (1986) the School has been awarded Academic Challenge Awards which have supported the employment of a full time maintenance person and a coordinator of Industrial Relations who oversees a Visiting Professionals Program and the Internship Program. The leadership in the School should be commended for these efforts and identification of challenging goals for the future.

The 1986 reviewers indicated "that the quality of its (The School of Telecommunications) facilities and equipment is excellent except for some space problems." Today, there continues to be some space problems, but an apparent decline in the quality of the facilities and equipment has developed since 1986. It is difficult to determine if this has been a continuing trend since 1986 or if it is a recent development caused by sudden changes in technology. It appears obvious that a program in this field cannot be on the "edge of new ever-changing technology" without a tremendous immediate and continued increase in financial support to purchase, repair and replace equipment.

Recommendations on Undergraduate Program

The School must continue to build upon its achievements of the past few years by prioritizing its self-determined needs for the future. If the financial support for technical equipment needs is not available through its budget or through special awards from the university, it must acquire external endowed funds to meet these continuous expenditures or find other approaches to providing students with experiences with the new technology.

The School's need for more space for its faculty, administration, technical equipment and classrooms is an institutional concern that must be addressed through the channels available at Ohio University.

In addition, effort should be made to involve more faculty members in scholarly experiences that will benefit the students in the classroom. Students should be provided the opportunity to share in and benefit more directly from the research, practical experiences and consulting efforts of the faculty.

The School's efforts to maintain its reputation are to be commended, but the leadership and faculty involvement must be expanded to sustain the momentum under the constraints identified above.

Graduate Review

Overview

The School of Telecommunications offers an MA in Telecommunications in the areas of audience analysis, international communication, management, policy/regulations, and screenwriting. An MA in Communication and Development Studies is jointly administered by the School of Telecommunications and the Center for International Studies. A Ph.D. in Mass Communication is offered in three areas in conjunction with the E. W. Scripps School of Journalism: international telecommunications, critical/cultural studies and media studies.

Goals of the Program

The School's goal at the MA level is to offer concentrated instruction in five subject matter concentrations in addition to advanced instruction in broader areas of telecommunications and mass communications. The School actively discourages students from trying to modify the MA program into an expanded course in production training. At the Ph.D. level the School seeks to train theoreticians and researchers in three specialized areas.

The stated short range goals of the program are to maintain the number of students enrolled; to continue to increase regional, international and institutional diversity; to improve the representation of nontraditional student population; and to develop resources for funding graduate research and travel. The program's long range goals are to enhance the School's reputation in international and cultural/critical studies without sacrificing possibilities and strengths in other areas of research.

Quality and Mix of Students

The graduate committee evaluates all applicants for acceptance and financial assistance on the basis of statement of purpose, the GPA, GRE and/or MAT scores, TOEFL scores for international students, three letters of recommendation, and professional background. Superior GRE scores (1200+ for verbal and quantitative) or MAT score (65+) may offset a relatively weak GPA; and full-time professional experience is a positive factor in the committee's decision. The minimum TOEFL score is 600+.

The average GPA scores for entering students are as follows:

	85-86	86-87	87-88	88-89	89-90	90-91
<u>GPA</u>	3.2	3.4	3.4	3.5	3.4	3.4

The enrollment patterns over the past five years are:

Enrollment	85-86	86-87	87-88	88-89	89-90	90-91
Total	30	29	36	42	44	53
Master's	21	16	20	22	23	32
Ph.D.'s	9	13	16	20	21	21
Minorities	1	2	3	4	5	4
Females	16	15	19	18	22	26
Internationals	8	7	13	17	18	22

The average enrollment of minorities and females in the School over the six years is higher than OU's graduate enrollment percentages for the fall quarter, 1991.

Degrees Granted

	85-86	86-87	87-88	88-89	89-90	90-91
MA	12	11	11	11	7	15
Ph.D.	2	2	3	6	2	5

Quality of Curriculum and Instruction

Students receive substantial instruction in communications data and theory, but they seek (1) further explanation of evolving criteria with which to evaluate the meaningfulness of the data and the effectiveness of these theories and (2) rules or models with which to construct theories of their own. Although communications management concerns are being addressed, interest in this area of the curriculum is outpacing opportunities for instruction. The same may be said for interest in production skills vs the opportunities for hands-on experience. MA students have great difficulty coordinating their time in TCOM classwork with classwork in other schools or colleges, and with opportunities for hands-on experiences in RTV. To some extent Ph.D. students also suffer from such lack of institutional coordination, much of which falls outside the control of the School. Due to the School's priority of making coursework and facilities available to large numbers of undergraduate students, both MA and Ph.D. students are often denied adequate access to computer labs, taping and editing machines and faculty time.

Ph.D. students who were interviewed felt overwhelmingly that faculty gave insufficient guidance and encouragement to student research projects prepared with an eye to publication. Owing to a shortage of specialized offerings, many advanced students wanting to specialize in a particular area of the discipline are guided to continued generalized instruction.

Quality of Scholarly and Creative Activity

A certain number of the Faculty in the School of Telecommunications are highly active in particular areas of research, consultation, and production. These areas include international telecommunications, children's television, opinion polling, regional and issue-oriented video, and the interplay of telecommunications and various organs of popular and

high culture. Faculty attempt to provide advanced instruction and to supervise research in a variety of specialties. Few faculty directly oversee graduate research projects, theses and dissertations, with the vast majority of this responsibility falling to a few individuals. Some excellent researchers have little to do with directing graduate student efforts. Many graduate faculty are themselves inactive in research, and few of those who are thus engaged share with students the insights and day-to-day problem solving of their own work. Some current graduate faculty do not meet the School's guidelines for graduate faculty appointments or their current status as supervisors of graduate theses.

Success of Graduates

The graduate program in the School of Telecommunications is one of the most prestigious of its kind in the country, has an excellent reputation for preparing employable graduates, and is clearly continuing to attract more students. The School appears to be trying to adapt to changes in the media as fast as its strained financial resources will permit, and therefore it has continued to place graduates despite the threat of continuing declines in the economy. International students, particularly, tend to obtain promising and influential employment.

The percentage of graduates entering business and academia is:

Year	86-87	87-88	88-89	89-90	90-91
Commercial Ventures	90%	100%	75%	90%	85%
Academia	10%	0%	25%	10%	15%

The percentage of students entering commercial ventures is high because most of the graduates are master's students (page 9).

Quality of Facilities

The Graduate Program is housed in extremely cramped quarters where communications equipment, laboratory space, office space, and computer facilities are lacking. The School of Telecommunications is technology-driven and cannot hope to function, in either practice or theory, without continual upgrading and renewal of equipment. Much of the school's tape-editing machinery is either in short supply or old and often out of service. There is also a shortage of equipment used in the field of computer animation. Graduate students must compete with hundreds of undergraduates for the use of computers, while faculty themselves do not possess state-of-the-art equipment. Offices are shared by several faculty with only the thinnest of partitions deflecting noises. Graduate student offices--in a communications facility--have no telephones. The School has few of its own classrooms and faculty must travel to other buildings to conduct classes.

Judgement of Future of Program

The School of Telecommunications is one of the most prestigious institutions in the country and will doubtless continue to attract and produce top-level graduate students in an international marketplace. The financial, staffing and supervisory problems within the Graduate Program are probably not unique to Ohio University; but the inadequate facilities, deficient equipment, and teaching large numbers of undergraduate students doubtless shortchange the service that its existing graduates are prepared to offer the telecommunications world as a whole.

Overall Evaluation

Good but needs improvement.

Recommendations on Graduate Program

The Graduate Program in Telecommunications needs to have more faculty involved in both research and the encouragement and direction of student research. The program needs to attract or develop a faculty committed to directing theses and dissertations along with offering classwork in a wider variety of currently important areas. The proportional commitment of resources to graduate and undergraduate programs in the School of Telecommunications needs to be readjusted to provide a larger selection of advanced graduate instruction and better technical support for graduate student development.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF SCHOOL OF TELECOMMUNICATIONS

Date: February 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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Success of Graduates			X
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Quality of Facilities	X		
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF SCHOOL OF TELECOMMUNICATIONS

Date: February 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

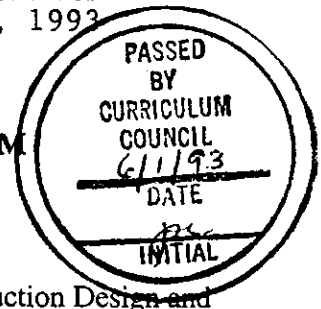
Quality of Scholarly
and Creative Activity X

Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X



SCHOOL OF THEATER UNDERGRADUATE PROGRAM FIVE YEAR REVIEW

OVERVIEW

The School of Theater offers the Bachelor of Fine Arts in three major areas: Acting, Production Design and Technology, and Theater Arts and Drama. Students may also pursue their degree work through the Honors Tutorial College, or may enroll in a course of study through the College of Arts and Sciences. All majors audition and/or interview for one of the three training areas.

All majors complete a core of 75 hours of theater courses and two English courses at the 200 level or above. Production activities are considered essential to the total curriculum planning and all majors register each quarter for a credited production assignment.

The Acting Program integrates (1) a structured sequence of actor training, (2) a strong background in general theater studies, (3) a foundation in the liberal arts and (4) diverse production opportunities. The actor training element of the curriculum provides eleven quarters of acting and eight quarters each of voice and movement for the stage.

The BFA in Production Design and Technology is available with an emphasis on the environmental aspects of performance. Design and technology in scenery, costumes, lighting, properties, sound and makeup are taught in a series of courses and special projects throughout the four-year curriculum.

Students who want a more flexible education than that offered through other programs may choose Theater Arts and Drama, which provides a liberal arts education in theater studies. Specializations offered include directing, playwriting, theater history and dramatic literature, theater education, theater and stage management and performance. This program is an excellent foundation for a more specialized education whether in professional work or in graduate school.

In addition, highly motivated and talented students may pursue their degree work in the School of Theater through the Honors Tutorial College. The School of Theater also offers a minor in Theater which consists of 30 hours including 14 core hours.

During the five year review period (1987-1992) the number of majors enrolled increased by 76 per cent, from 71 to 125. However, undergraduate degrees awarded did not increase at the same rate (13 in 1987-88, 11 in 1991-92). Some of this can be explained by majors transferring to other colleges while pursuing their theater major.

GOALS

The immediate and long range goals of the School of Theater undergraduate program are well articulated. They are:

1. Revising, proposing and implementing the Freshman Core Curriculum.
2. Restructuring the acting program. With a new Head of Undergraduate Acting, this program needs to be studied and revised based on the views of the new program head.
3. Revising the requirements of the Theater Arts and Drama Program. In particular, better integration with other programs is needed.
4. Hiring a new Director of the School of Theater.
5. A greater sense of integrity, unity, and identity to the undergraduate program.
6. Reviewing and revising the directing course.

ACHIEVEMENT OF GOALS

Goals 1 and 2 above are interrelated because the Freshman Core Curriculum is the basis for all programs and will affect the Acting Program. The Head of Undergraduate Acting is preparing a proposal for a revised acting curriculum. Once the proposal is agreed to, planning can proceed with the revision of the Freshman Core Curriculum. Faculty members agree that the directing course does not meet student needs, so a committee will be formed to review it and make recommendations for revision. Since the Head of Theater Arts and Drama Program is the Acting Director of the School, changes in that program will not be proposed until 1993-94. Establishing a Chair of the Undergraduate Program has helped integrate the programs and the Undergraduate Theater Committee has provided a voice for the students' concerns. A major step under consideration is to provide undergraduates with a performance space. Finally, a new Director of the School of Theater has been chosen.

QUALITY AND MIX OF STUDENTS

Admission to the School of Theater is based primarily on the student's talent and the potential the faculty believes that student has for excelling in theater. Students are required to audition for the Acting Program, interview for the Theater Arts and Drama Program and present a portfolio for the Production Design and Technology Program. In addition, the student's GPA, SAT, ACT and class rank are used in admission decisions. Each student is evaluated at the end of each year to determine if his or her work warrants continuation. A student may be continued, advised out of the program, or placed on probation.

The quality of students is consistent with that of the typical Ohio University student.

Entering GPAs	1987-88	1988-89	1989-90	1990-91	1991-92
Theater					
GPA	3.04	2.99	3.08	3.12	3.08
ACT	20.0	21.1	20.07	22.0	22.3
SAT	1006	1008	976	1034	1012
O.U.					
GPA	2.73	2.77	2.82	2.84	
ACT	20.3	20.7	21.2	21.7	
SAT	930	937	950	960	

Women are well represented in the School of Theater and comprise between 46% and 57% of all students during the review period. Minority students and international students enroll in very small numbers, ranging from four to six minority students and two to five international students during the review period. This is clearly an area of concern to the School. The Acting Director reported that additional recruitment efforts will be implemented in the upcoming year. He also suggested that the recruitment of minority faculty should be implemented.

QUALITY OF CURRICULUM AND INSTRUCTION

The undergraduate curriculum has undergone significant changes during the five year review period. Changes were implemented in the Theater Core and in each of the programs. Specifically the changes were:

- A. Revision of the BFA Theater Core.
- B. Major revision of requirements for the Production Design and Technology Program.
- C. Revision of the requirements for the Theater Arts and Drama Program.
- D. Creation of specific guidelines for the Minor in Drama.

- E. Creation of specific guidelines for the BA offered through the College of Arts and Sciences.
- F. Revision of the requirements for the General Speech (Option Two) Theater Emphasis degree offered through the College of Education.

Several mechanisms are utilized in ascertaining whether the needs and aspirations of students are being met. Courses are evaluated on a quarterly basis and evaluations are given to the Professor and to the Director. The Director meets regularly with the Student Advisory Committee which is made up of three students. The Director also holds a coffee hour with students at the end of each quarter and all students are invited to attend. Students also meet regularly with program heads who in turn meet weekly with the Director. Finally, the Director is always available to meet with individual students by appointment.

The School of Theater relies on guest artists to help train students in specialized areas. The funding for guest artists has been eliminated and threatens the ongoing ability to attract high quality faculty and students.

QUALITY OF SCHOLARSHIP AND CREATIVE ACTIVITY

The School of Theater currently has 14 full time faculty. Part time and term faculty are not used except for sabbatical or illness replacements. Of the 14, 7 faculty teach primarily undergraduate courses (50% or more of their teaching load). These seven faculty have been active professionally, publishing a total of 19 articles, 2 books, presenting 35 papers at professional meetings, obtaining 8 grants, and mounting 49 exhibits, performances, productions and showings. Only two faculty have published or presented less than one work in the last 5 years, and virtually all faculty have had exhibits, performances, productions and showings during the review period. The undergraduate faculty is as productive as the graduate faculty. The faculty are also active in their professional organizations serving in leadership positions, adjudicators, keynote speakers, and conference planners.

SUCCESS OF THE GRADUATES OF THE UNDERGRADUATE PROGRAM

During the 5 year review period 35-60% of graduates found employment, 15-23% pursued further education. Overall, graduates of the undergraduate program are very successful.

QUALITY OF FACILITIES

(See—Quality of Facilities, Page 9)

OVERALL EVALUATION OF THE PROGRAM

The School of Theater Undergraduate Program has well articulated goals and is clearly moving forward to meet each of these goals. The massive curricular changes implemented during the review period have strengthened the undergraduate programs especially in terms of innovative liaisons with professional theaters. There is no reason not to expect a strong, positive future for the undergraduate programs in the School of Theater.

RECOMMENDATIONS

1. The loss of funding for guest artists presents a major problem for the School and needs to be remedied.
2. Attention needs to be focused on the recruitment of minority undergraduates and of minority faculty as well.
3. There is also a serious need for funding to support the scholarly and creative activity of faculty.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF THEATER

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction			X
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Quality of Scholarly and Creative Activity		X	
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Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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SCHOOL OF THEATER GRADUATE PROGRAM — 5 YEAR REVIEW

OVERVIEW

The School of Theater is a professional program that educates graduates to enter highly competitive careers in acting, directing, theater design and technology, playwriting, theater management, and academia.

In 1987, theater appointed a new director, Kathleen Conlin. Conlin launched a reorganization of the curriculum and several programs. Conlin hired new department heads for Professional Production Design and Technology and the Professional Actor Training Program to continue the restructuring of the School of Theater. The Theater General program has also been revamped.

Conlin left the school in 1992 for the directorship of the School of Theater at Ohio State. Conlin's replacement, Toni Dorfman, will assume the position this fall.

The School of Theater is a professionally oriented program that offers 2 degrees (Master of Arts and Master of Fine Arts) in 6 different areas of study. The 45 hour (3 quarters) M.A. allows for both a thesis and a non-thesis option. The Master of Fine Arts is a 3 year, 135 hour program requiring a thesis project and in 3 of the sequences—acting, directing, and production—a professional internship.

Each of the 6 areas of study has different requirements tailored to the individual disciplines. The entrance requirements also reflect the different approaches of each sequence of study. All programs require an applicant to have a bachelor degree and a 3.0 g.p.a. GRE scores are not required. The following table indicates other requirements.

In addition to 3.0 g.p.a. and letters of recommendation	Audition	Interview	Portfolio	Other	Campus Visit
M.A. History/Criticism				3 rec. letters	
M.A./M.F.A. General				study plan	
M.F.A. Acting	Yes	Yes			Yes
M.F.A. Directing		Yes		rec. by advisor	
M.F.A. Production/Design			Yes		
M.F.A. Playwriting				manuscripts	

Professional Actor Training Program

The Professional Actor Training Program (PATP) seeks to train and prepare students for fulfilling careers as actors. Actor Training is an intensive, practical program which develops vocal, physical and imaginative capacities and a reliable process for approaching a role, strengthens the working technique; and gives the student constant exposure to the techniques of audition, interview and self-presentation that are necessary for employment in the professional world. The program consists of a five-day week, with six-to-seven hour time blocks divided among acting, voice, movement and auxiliary courses designed to meet students' specific needs.

The third year involves a three-quarter internship serving as a core member of The Cleveland Play House's Lab Company. This year of residence in Cleveland provides students with hands on experience in the profession and opportunities for main stage work, understudying, outreach programs and workshops with Play House staff and visiting actors and directors.

Professional Director Program

The Professional Director Program proposes to train directors who will meet the demands of commercial, educational, or community theater. The individual's talents and background will determine

the specific program. Of necessity, the number of candidates is limited to three students per year. The directing sequence is structured to provide a general orientation in the first year, with emphasis on fundamentals.

The second year concerns itself with extended emphasis on process, with several laboratory experiences primarily dedicated to experimentation, exploration, error and analysis. The third year is designed to test conclusions in a more public arena through a major production in residence (the thesis) and to expose the student to professional realities via internship with a major regional theater or equivalent producing organization.

Finally, a quarter of internship with a British theater company is provided to enhance the student director's cultural perspective.

Production Design and Technology

The M.F.A. degree in Production Design and Technology is a three-year program that strives to prepare the student for a professional career. The first year of the program deals primarily with fundamental design principles.

The second year focuses on skills (such as drafting, draping, or painting) needed to execute these designs. During the third year, emphasis is placed on the student's ability to work independently and to integrate and implement all aspects of the training.

Professional Playwriting Program

The Professional Playwriting Program at Ohio University leads to the M.F.A. degree upon the completion of a minimum of 90 credit hours of study. The program of study may include 135 credit hours of course work (3 years) where appropriate. Courses within the School of Theater will generally include selections from the theater history sequence, the dramatic criticism series, and available seminars in directing and acting.

Theater General

The Theater General degree is intended for exceptional students with demonstrated ability and intellectual maturity who wish to design their own program to satisfy particular academic and/or career goals. This degree program allows the student to study in two or three areas within the School of Theater. A student wishing to pursue arts administration or stage management, for example, may find this degree particularly useful. Various options are available. Students may receive an M.A. or an M.F.A. upon completion of study.

Graduate Program Goals

The immediate goals of the graduate program:

- Increase the number of theaters where the School of Theater can provide internship opportunities
- Greater minority recruitment efforts
- Revise the theater history and literature courses
- Increase collaboration within the School of Theater through curricular programs

The long-range goals of the graduate program:

- Enhance international activity and awareness with more multicultural study and performance opportunities.
- Expose students to diverse cultural art forms.
- Establish more private fellowship support.

Internships are a major component in professional programs. The recent addition of year-around internships at the Cleveland Playhouse and the relationship with British theater companies not only provide tremendous opportunities for graduate students but also serves to enhance the recruiting potential for the graduate programs in acting and directing. Seeking more relationships of this type would only improve a good situation. Professors, through their work with regional theaters, are working to make contacts that will enlarge the pool of internships

for graduate students.

Theater has identified the need for more effort in minority recruitment. The acting director of the school stated that part of the problem was due to the limited financial support they could offer to qualified minorities. The school's 5 year report states, "that faculty are actively pursuing minority candidates at auditions such as Ohio Theater Alliance, Mid West Theater Association, etc. New programs to target minority students are currently being developed."

Increasing the integration of curricular areas in the school was discussed in the graduate student interview. This seems to be of interest to both students and faculty alike.

Accreditation (continued restructuring of curriculum), improving the support and scholarships, and becoming more competitive in recruiting are also goals related by the acting director.

QUALITY AND MIX OF STUDENTS

The quality of enrollment is very good. The average g.p.a. of entering entering the School of Theater is 3.57. While the g.p.a. is a valid measure for most academic disciplines, theater is a creative field of study and grades alone do not measure the possibilities for artistic success.

The process for admittance in several of the programs differs from general university acceptance procedures and requires auditions, interviews, or creative materials to be submitted upon application. This process increases the probability of entering students with greater motivation and talents.

It is difficult to determine the percentage of students receiving degrees based on the number of students admitted and enrolled. The total enrollment for any year is based on returning students and new.

To further complicate matters, Theater offers 1, 2 and 3 year degrees. In any given year, degrees awarded could have started during any of the previous 3 years. This reviewer choose to average the enrollments for 3 years and divide by the sum of degrees awarded in the same 3 year period. There is no way to verify that this is accurate but it did seem the fairest measure given the information supplied.

Enrolled vs. Graduated	1987-88	1988-89	1989-90	1990-91	1991-92
Number of students admitted	33	33	49	43	52
Number of students enrolled	44	52	56	61	63
Number of Master's degrees awarded	12	19	5	18	15
Percentage graduating			71%	75%	63%

Current enrollments by program are:

Professional Actor Training.....	27
Directing.....	7
Production Design and Technology.....	20
Playwriting.....	6
History and Criticism.....	5
Theater General.....	2
Total:	67

Based on this method of review, the School of Theater has an acceptable graduation rate.

The low number of minority students is of serious concern. While the numbers have improved in the last 3 years, the overall performance for the past 5 years is weak. The improvements stated in the goals section of their report

does not seem to address the problem with any new innovation. The 5 year document lists the following efforts:

- ongoing discussions with theater professionals to help recruitment
- special mailing to colleges and universities stressing minority recruitment
- applied for special financial aid for minority candidates

	Number of Students Enrolled	Minority Enrollment	% Minority Enrollment	Enrollment of Women	% Women	Enrollment of International Students	% International
1987-88	44	0	0%	19	43%	7	16%
1988-89	52	0	0%	23	44%	3	6%
1989-90	56	1	2%	28	50%	6	11%
1990-91	61	1	2%	31	51%	6	10%
1991-92	63	4	6%	27	43%	6	10%

It should be noted the School of Theater as implemented the practice of "blind casting." This policy eliminates race as a basis for exclusion for any role performed by the school.

Creative and strong action needs to be taken if the minority enrollments are to improve before the next review.

QUALITY OF CURRICULUM AND INSTRUCTION

There is an intent to continue revamping of the other remaining graduate programs. The successful overhaul of the acting and production/technology programs will continue with examination of the courses and instructional content in theater general, playwriting, and directing.

The restructuring in the last 5 year review cycle added 13 new graduate courses while dropping 27 existing courses. This review process will be used to examine the other programs.

In general, the comments by graduate students indicated general approval with the quality of instruction. The one-on-one arrangement was praised. The graduate students felt that the use of visiting artists to expand the singular point of view of the program faculty was an excellent way to balance instruction. The loss of funds for the visiting artist program was of great concern to the graduate students.

The visiting artist program is a unique way to expand faculty instruction in disciplines that require specialization. This allowed Theater to cover a wide range of talents and specialties using the existing faculty as a base to teach the more general areas of study and provide continuity. In fact, several of the programs were designed around this pool of talent.

The loss of the visiting artist funds is having a severe effect on the quality and breadth of teaching in Theater. Several of the program heads came to Ohio University because of this unique arrangement. The lack of these funds for any length of time will have serious ramifications for the students, the curriculum, the quality of instruction, and discourage some of the newest faculty from remaining. This was the number one issue of concern from the acting director of the school, the faculty and the graduate students.

There was concern expressed about graduate advising. The majority of graduate students felt that their advisors did not share information about other opportunities that existed within the department and, in particular, in outside

departments that have programs with overlapping areas of study—the School of Film, for instance. They felt that other departments offered opportunities and information that would further develop their own area of specialization and understanding of related presentation forms.

The use of the faculty improvement leave is a very low level in the School of Theater. In the 5 year review period, no faculty applied for leave. In the current academic year of 1992-93, 2 faculty were granted full year leaves. This special note—outside the 5 year review period—is included for purposes of perspective.

The leave program is very suited to professional schools and should be encouraged as a method to remaining current and developing scholarly and creative projects. The school's stated goal in developing new relationships and internships within the theater profession through professional contacts by faculty members, suggests faculty improvement leaves would be an important contribution to that end.

Graduate students also mentioned the need for more integration among the programs (faculty). Theater is an integrated discipline and graduate students express strong interest in combining knowledge from other programs into their own training.

The graduate students interviewed suggested that the catalogue, which states that integration was a part of the program, does not mirror their present program of study. Adherence to the catalogue was the wish of the majority of these students.

There was a frustration expressed by graduate students that there was little time or encouragement in their program for experimentation. They felt that the university environment was ideal for finding the edges of their art and would like more opportunities in this area.

In examining the classes taught each quarter, it became apparent that several classes using the same description are met at the same time, in the same room, by the same faculty. For example, Theater 135, 235, 335, 435, 535, 635, and 735 all meet from 1-5 MTWTHF with Professor Cole.

The concept is to use these classes for building, designing, stage crews for the quarterly theater productions. The use of the practicum class seems justified in this instance but the method of listing the classes and grading the students seems, at best, to be difficult.

The acting directors response to cross listed classes:

“Practicum courses in production design (135, 235, 335, 435, 535, 635, 735) and in management (105, 205, 305, 405, 505, 605, 705) appear in the schedule book as meeting at the same time only for bookkeeping purposes. Each student enrolled in one of these practicum courses schedules his or her own time with the practicum supervisor.

There are substantial differences between the undergraduate and graduate courses, and between each level among the graduate and undergraduate courses. Graduate students may act in supervisory capacities, or may be called at a separate time when more advanced students can work separately on more complex projects. The expectations and responsibilities for graduate students are far greater than for undergraduates, and they are graded accordingly.”

The issue of contact hours is startling in the School of Theater. The average of 9-15 average contact hours for graduate faculty must be balanced with time to do research and professional projects. None of the professors interviewed were frustrated, but, they did express the feeling that the contact hours made teaching more difficult and prevented them from expanding their expertise.

In general, the comments of graduate students concerning work load, quality of instruction and the personal relationship with their respective program professors were favorable to exceptional.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

The School of Theater's teaching mission differs from more traditional academic areas in that learning is accomplished through doing. To this end, the contact hours with graduate students are at a higher level than most departments. The average contact hours are 9-15. At least one graduate faculty, teaches 6-7 formal classes per quarter and 4 levels of practicum class.

With this in mind, judging the scholarly and creative activities needs to be balanced with the intense involvement with teaching versus the time to write, perform and lecture.

A review of the faculty activities grid shows that the undergraduate faculty is very competitive in almost all of the creative and scholarly areas. The graduate faculty has extremes of performance in these areas, with some not pursuing outside activities and others at the high end of the scale.

Of the 8 faculty that comprise the graduate teaching staff, 2 have performed exceptionally in publishing, performance and grants. Faculty members that have performed adequately number 3; and 3 show little or no performance in the scholarly or creative areas.

SUCCESS OF GRADUATES

According to the document prepared by the School of Theater, since 1988, 80% of the graduates of the program found employment. The figures provided by the School of Theater were developed from information provided by the Office of Institutional Research and an estimate given by each of the program heads.

QUALITY OF FACILITIES

Kanter Hall was a shared facility with the School of Interpersonal Communication until recently. When INCO moved to Lasher Hall, the university began a renovation of Kanter and the School of Theater now occupies the entire building.

The School of Theater has the facilities of Kanter Hall and the Forum theater in the basement of the RTV building. There is an additional small theater attached to Kanter.

The remodeling has brought the technical facilities to a competitive level with other university programs. The renovations improved many areas, especially the off-stage areas and shops. Unfortunately, the limitation of space for storage is an ongoing problem. The need for storage is acute because with each set and play mounted, more props, costumes, furniture and scenery will need to be stored and resurrected at a later time for another production. The cost of mounting and constructing a production is best economized when the materials can be used more than once. The renovation did not provide more space.

Other facilities needs include offices for TAs who need to meet with students; only approximately 15% of the faculty have computers in their offices; and better blueprint facilities are needed for design work.

JUDGMENT OF FUTURE PROGRAM

The graduate program has several challenges to meet in the coming year. The new director will be an influence that can not be judged at this time. The leadership of the new director will greatly determine the shape of the program in the next 5 years.

The most pressing problem that has long term ramifications is the loss of the visiting artist funds. If these funds are not restored or another source of funding found the progress that has been made in the past 4 years may be reversed. This should be a priority if the program is to remain successful.

OVERALL EVALUATION

The overall evaluation of the graduate program in the School of Theater is good to excellent. The program enjoys a solid national reputation and has begun a process of re-evaluation and re-organization that continues at this time.

The progress of the past 4 years is reflected in increased enrollments, a stronger curriculum, and improved facilities. The faculty seems to have spirit, energy and strong professional standards.

APPENDIX A

Enrollment Figures	1987-88	1988-89	1989-90	1990-91	1991-92
Number of applications received	45	54	65	63	95
Number of students admitted	33	33	49	43	52
Number of students enrolled (carry over)	44	52	56	61	63
Average number tuition scholarships	33	33	33	33	33
Enrolled offered some financial support	NA	NA	54	59	77
Number not enrolled offered support	NA	NA	NA	7	15
Number of Master's degrees awarded	12	19	5	18	15
Average number of hours to complete	166	151	132	139	NA
Graduate entering G.P.As	3.67	3.61	3.62	3.64	3.66
Minority enrollment	0	0	1	1	4
Enrollment of women	19	23	28	31	27
Enrollment of international students	7	3	6	6	6
Found employment after graduation	NA	80%	80%	80%	80%

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Theater

Date: May, 1993

RATING:	<u>FAILS TO MEET</u> <u>EXPECTATIONS</u>	<u>MEETS</u> <u>EXPECTATIONS</u>	<u>EXCEEDS</u> <u>EXPECTATIONS</u>
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Goals of the Program		X	
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Quality and Mix of Students		X	
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Quality of Curriculum and Instruction		X	
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Quality of Scholarly and Creative Activity		X	
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Success of Graduates		X	
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Quality of Facilities		X	
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Judgment of Future of Program		X	
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Overall Evaluation		X	
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Mr. Grover presented and moved approval of the resolution. Dr. Strafford seconded the motion. All agreed.

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 1993 -- 1331

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 1991-92 and 1992-93 Reviews of Centers and Institutes, which recommend that the following centers and institutes be continued:

Institute for Local Government Administration
and Rural Development (ILGARD)

Somatic Dysfunction Research Institute (SDRI)

Ohio University Cartographic Center (OUCC)

Cooperative Center for Curriculum Development
and Partnerships

Center for Higher Education

Center for Geotechnical and Environmental Research

Ohio Coal Research Center

Contemporary History Institute; and

that the following centers and institutes be terminated:


Center for Communication Studies

Center for Stirling Technology Research

Institute for Recombinant Molecular Genetics

Ohio University

Interoffice Communication

DATE: September 16, 1993
TO: Charles J. Ping, President
FROM: 
David Stewart, Provost
SUBJECT: Centers and Institutes

Ohio University has long had a policy requiring that centers and institutes be reviewed every five years and that such reviews are to recommend either the continuation or termination of the center or institute. The reviews included here cover a two-year period and recommend the continuation of eight centers and institutes and the termination of three.

I am convinced that the reviews and accompanying recommendations were carefully done. I support the proposed actions and recommend them to you for board approval.

DS/jt
Enclosure

DATE: August 24, 1993

TO: David Stewart, Provost

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

SUBJECT: Review of Centers and Institutes - 1991-92 and 1992-93

Reviews conducted during 1991-92 and 1992-93 included:

- Institute for Local Government Administration and Rural Development
- Somatic Dysfunction Research Institute
- Center for Communication Studies
- Ohio University Cartographic Center
- Cooperative Center for Curriculum Development
- Center for Higher Education
- Center for Geotechnical and Environment Research
- Ohio Coal Research Center
- Contemporary History Institute
- Academic Advancement Center
- Institute for Telecommunication Studies

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

Institute for Local Government Administration and Rural Development (ILGARD)

The Institute was created in 1981 to help the rural communities of Southeastern Ohio by providing technical expertise and assistance. Faculty members and graduate students work together "on a wide range of public service projects." Consequently, this work provides graduate students from a variety of departments with invaluable practical experience. These graduate students have real-world problems to help solve and real-world settings in which to do their research. At the same time, they are supported only by graduate assistantships, thus enabling ILGARD to do a lot for local governments for very little money--in fact for only a fraction of what those small communities would be expected to pay a consulting company. ILGARD's impact within Ohio University has been significant. It straddles traditional disciplinary lines to provide support and opportunity for the scholarly activities of faculty and graduate students from several academic departments. The effect on training graduate students is particularly noteworthy. The external impact of ILGARD's programs appears to be of high quality and considerable merit. ILGARD has received strong economic support from the State, the Board of Trustees and private foundations and corporations. This external support is an index of ILGARD's perceived value by funding sources. Both informal sources of evaluation and formal impact evaluation studies demonstrate that public officials have been assisted greatly and the effects of such assistance are long-lasting. Overall, the external impact of ILGARD's programs and services has met its objectives in terms of both breadth and quality. The committee made several recommendations in addition to recommending the continuation of the Institute.

Recommend continuation of the Institute.

Somatic Dysfunction Research Institute (SDRI)

The SDRI was founded in late 1979 as a means of promoting research into the understanding of the concepts and symptoms which are known to the osteopathic profession as Somatic Dysfunction (SD). The Institute continues to function as an umbrella for several research and educational efforts which are aimed at gaining understanding of SD. The SDR lab is the only facility in the College of Osteopathic Medicine identified as a resource available for clinical faculty and fellows to utilize in the pursuit of research activity. The SDRI is the only unit in the College specifically committed to research of clear relevance to the uniquely osteopathic traditions of palpatory diagnosis and manual medicine. SDRI has continued to fulfill its mission to serve the College in its commitment to promote research into the basic tenets of SD and osteopathic research in general.

Continuation of the Institute is recommended.

Center for Communication Studies

A memo was received from the Director of Interpersonal Communication stating this center was started in the late 60s as a distribution center for research efforts in the College of Communication. The center has been inactive for some time, and they recommend it be discontinued.

Recommend termination of the Center.

Ohio University Cartographic Center (OUCC)

The OUCC was established in 1969. The faculty in charge of cartography at Ohio University also assumed the responsibilities as the center's director. The center has been and continues to be a self-supporting entity with in-kind support from the Department of Geography, the College of Arts and Sciences and the University. The OUCC is in a major period of transition from the traditional pen and ink cartography to computer aided cartography which is made possible by substantial grant monies from the Ohio Center for Mapping.

Continuation of the Center is recommended.

Cooperative Center for Curriculum Development and Partnerships

The Center's objectives include a) preservice teacher education; b) increasing the field-based component of all professional training supported through the College of Education; c) support for collaborative efforts among public schools within the region, schools and the university, teachers within a school building, and teachers and their students; d) a clearinghouse for innovation and as a mechanism for testing new educational ideas and approaches; e) a communication channel among partners to disseminate local ideas to a broader audience and bring new information from many national sources to the local partners; f) internship experience in staff development for students in Education. The review committee concluded that the Center has strong future viability in its role as incubator for innovative collaborative programs, especially in rural Appalachian Ohio. The committee made several recommendations in addition to recommending the continuation of the Center.

Continuation of the Center is recommended.

Center for Higher Education

The Center was formally created in 1981 and operates as a unit within the College of Education. The purpose of the Center has changed since its formation. In the beginning its mission was to serve "as a vehicle for the coalescence of resources to assist two-year and perhaps smaller four-year institutions of higher education in southeastern Ohio and portions of Appalachia to meet the challenges of today and the years ahead." Over the years, it has evolved to one that includes international development. The center continued to undergo a number of changes which are reflected in the report. A number of these changes are based on recommendations made by previous review committees. The overarching purpose of the Center is to transform the broad academic program at Ohio University--to foster an international/global perspective in faculty, student, and community thinking; contribute to knowledge development and sense-making through intentional synergies among research, teaching, and service; and situate the College to engage better in interdisciplinary academic activity with other colleges, centers and programs. The Dean cautioned the review committee's recommendation to change the name of the Center at this time. His concern is that the Center has only had one year in which to adjust to the existing environment and a name change at this time could be confusing for constituents.

Continuation of the Center is recommended.

Center for Geotechnical and Environmental Research

The Center (formerly the Center for Geotechnical and Groundwater Research) was established in 1987 to provide a center for research, technology transfer, training and service related to groundwater. In 1988 the Center's scope was expanded to include geotechnical aspects. With the Center's growth and expansion, the focus has broadened to address environmental and geotechnical problems and interrelated issues. This expansion in focus was recognized by the Ohio University Board of Trustees in 1992 by their approval of the new name of the Center. The committee made several recommendations including that the University continue to accept its responsibility and to expand its efforts in supporting research. If research is truly a part of the OU mission, OU should contribute strongly to research support.

Continuation of the Center is recommended.

Ohio Coal Research Center

The Center was established in 1965. The Center's active status was allowed to lapse in the late 1970s but was reactivated in 1987. The Center was formed in order to provide a central focus for coal research efforts taking place at Ohio University. The research objective of the Center is the removal of the economic and environmental constraints from the utilization of high-sulfur Ohio coals. The review committee recommends continuation of the Center. Other recommendations included a) to improve the Center's overall and future prospects, the University should try to provide "infrastructure" support; b) new institutional funding sources need to be identified to finance background studies in support of new and innovative research proposals; c) any expansion in effort beyond the current level would need to be accomplished through the addition of new personnel (faculty and post-doc position).

Continuation of the Center is recommended.

Contemporary History Institute

The Institute was founded in 1987 with funds from the 1804 Fund and welcomed its first class of students in 1988. The Institute's purpose is to provide a unique program of education that aims at using historical knowledge and thinking to improve understanding of contemporary issues. The Contemporary History Institute has made a strong beginning and the prospects for its continued health are strong.

Recommend continuation of the Institute.

Academic Advancement Center

A one-year extension for the review has been requested by the Dean of University College.

Institute for Telecommunication Studies

A one-year extension has been requested by the Dean of the College of Communication. Because of the turmoil created by the untimely departure of the director of the School of Telecommunications, a review committee was not established, and, as a result, a recommendation to the dean was not available.

In addition to those scheduled for reviews, the following requests were received:

Center for Stirling Technology Research

The Dean of the College of Engineering and Technology requests termination of the Center for Stirling Technology Research effective June 30, 1993 because it is not a viable entity at this time. The Center's Director has resigned and there is currently no interest among the others involved to continue.

Recommend termination.

Institute for Recombinant Molecular Genetics

The Dean of the College of Arts and Sciences requests termination of the Institute for Recombinant Molecular Genetics since there has been no activity in the Institute for several years. With the establishment of the Edison Biotechnology Institute, there has been no need for the Institute for Recombinant Molecular Genetics.

Recommend termination.

I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations, as well as a recommendation to terminate the Center for Stirling Technology Research and the Institute for Recombinant Molecular Genetics, be presented to the Board of Trustees for their action at their October meeting.

bv

Enclosures

586

Ohio University

Interoffice Communication

Date: August 17, 1992

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

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

Subject: Five-Year Review of ILGARD

Attached is the 5-year review of the Institute for Local Government and Rural Development. As you will note, it is a generally positive review and it reflects the very high regard we in the Dean's Office have for the Institute.

The members of the review committee were Professors Alan Booth (History), Frank Cronin (English), and John Garske (Psychology). The external evaluator was Mary Ellen Mazey from Wright State University.

Enclosure

ILGARD-R



DATE: August 3, 1992

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

FROM: Arts and Sciences Review Committee on the Institute for Local Government Administration and Rural Development (ILGARD):
Professors Alan R. Booth (History); Frank C. Cronin (English); and John P. Garske (Psychology)

SUBJECT: The Five Year Review of the Institute for Local Government Administration and Rural Development (ILGARD)

The Committee met initially with Dean Harold Molineu and Professor Mark L. Weinberg, Director of ILGARD, on April 30, 1992. The meeting was for the purpose of establishing review criteria and procedures. The Committee met again with Dean Molineu and Professor Weinberg on May 14. On that occasion it toured ILGARD facilities in Bentley and Clippinger Halls, and conversed with ILGARD staffpersons.

The Committee has met subsequently twice, in order to lay out and to review its findings. Those findings, along with several appendices, are set out below.

I. ILGARD Description

The Institute for Local Government and Rural Administration provides professional expertise to the local governments of Southeastern Ohio. The Institute provides local governments with valuable assistance in such areas as budgeting, planning, economic development, data collection, analysis, the operation of computer programs to perform these and other functions, collective bargaining, and other dimensions of managing government organization and operation. ILGARD also works together with the Ohio University Innovation Center in providing technical assistance to communities in the establishment of "small business incubators." The Institute's data center provides demographic, geological and other kinds of information needed by the local communities for "grant applications, long range planning, marketing studies, and economic development." The Arts and Sciences Computer Graphics Lab is used to create precise computer maps from the data bases. For example, local communities and individuals can use these maps to site refuse disposal areas in places where they will do the least amount of damage to water tables and other natural resources. Numerous other projects include such things as diverse as a "Regional Timber Stand Improvement Project," a "Low-Income Home Ownership Project" for Marietta, and a "Fairfield County/Lancaster City Demographic Analysis," "The Ironton and Lawrence County Population and Employment Trends Analysis," and the "Public Support Survey of The Vinton County Schools."

The recent history of ILGARD is a story of steady growth and ever wider recognition. For example, the Ohio General Assembly designated ILGARD "as the research and development arm for the Governor's Office

of Appalachia." Also, ILGARD's research was used as a basis for congressional reapportionment of districts. The series of W.K. Kellogg grants for the "Training of Rural Officials" among many others are also impressive. ILGARD provides an enormous number of much-appreciated services for poor, rural communities on an extremely modest budget.

For example, one official of Bedford Township (Pomeroy and environs, pop. 1,500) testifies that ILGARD has provided a whole range of services in the most friendly and helpful manner. Among other things, ILGARD helped township officials to write a grant proposal for state grant money for the improvement of living conditions in the township. Unfortunately, one group of five families was not helped by this grant to get the water they needed. They had paid for taps, but the township did not have enough money to bring water to the remote area in which the five families live. ILGARD representatives went to work and found another funding source, obtained the necessary money through another grant application, and the families received their tap water and indoor plumbing.

ILGARD also provided workshops for often apprehensive township leaders on how to do computer budgeting, provided how-to-do-it handbooks for every aspect of local government, and tried to answer every question and provide lots of encouragement. The end result was local success and an enormous amount of good will for ILGARD and Ohio University. This kind of extensive local help continues to be offered to an ever growing number of communities throughout Southeastern Ohio.

The ILGARD offices are located in the drab, unventilated basement of Bentley Hall. However, the professors, graduate students and undergraduates who cooperate in its projects come from all over the campus: Management Information Systems, Environmental Science, Geography, Political Science, Sociology, History, Business Management, Civil Engineering, Physics, and other departments. Typically, seven to nine faculty members from these and other departments will work on the various ILGARD projects. Thus, the Institute not only brings about productive "interfaces" between local communities and university expertise, but also among competing departments. Also, twenty students from various departments contribute to the work as project assistants.

A. Organization

ILGARD is part of the state's Rural Universities Program. Dr. Mark L. Weinberg, Professor of Political Science, directs the varied and complex work of the Institute. He is assisted by an external advisory board of government, business and academic leaders. The government leaders are both state and local (see Appendix D). Professor Weinberg is assisted by a full-time staff that includes: (1) Michael A. Finney, Data Center Senior Program Manager, who oversees the staff, manages the projects being completed in the Data Center, coordinates faculty and student assistants, and conducts workshops for local governments throughout the area, in addition to many other duties; (2) Timothy J. Hanchon, Program Specialist, who assists Mr. Finney in his many duties; (3) Karen O. Spohn, Program Manager, Research and Development, who also oversees and coordinates

projects requested by public and nonprofit organizations; (4) Nancy Manring, Program Manager, Public Dispute Resolution; and (5) Kim Cutlip, Assistant Program Manager, Rural Management Program Manager, whose office is at Shawnee State. (For a fuller description of staff duties, see Appendix D.)

B. Mission

ILGARD's mission is to help the rural communities of Southeastern Ohio by providing technical expertise and assistance. Faculty members and graduate students work together "on a wide range of public service projects." Consequently, this work provides graduate students from a variety of departments with invaluable practical experience. These graduate students have real-world problems to help solve and real-world settings in which to do their research. At the same time, they are supported only by graduate assistantships, thus enabling ILGARD to do a lot for local governments for very little money -- in fact for only a fraction of what those small communities would be expected to pay a consulting company.

II. ILGARD Budget

A. Revenue and Expenditure Summary

The ILGARD 5-Year (1988-1992) Revenue and Expenditure Summary is included as Appendix A.

B. Revenue

The Revenue and Expenditure Summary reflects substantial growth of revenue from all sources over the past five years. Ohio Board of Regents (OBR) funding grew from \$104,000 in 1988 to \$379,600 in 1991, an increase of 265 percent, or 66 percent per year. OBR funding as the result of the current fiscal crisis is in decline, estimated to be reduced to \$225,493 a decrease of almost 44 percent from its 1991 high.

OBR funds, as a percentage of total ILGARD funding, constituted 55 percent of the total in 1988. University operating funds (OU) accounted for another 20 percent, with outside grant funds (GF) constituting the remaining 25 percent.

In 1991 (the last year in which all figures are available), those percentages were: OBR - 41.1%; OU - 12.7%; GF - 46.2%. Consequently in ILGARD there has been over the past five years a progressive shift away from OBR funding and toward outside grant funding and, to a lesser extent, OU operating funding. From 1988 to 1991, ILGARD funding from outside grants (GF) has grown from \$48,049 to \$426,735. By contrast, during 1988-1991, ILGARD funding from OU operating funds has grown from \$37,173 to \$116,523.

C. Expenditure

The Revenue and Expenditure Summary indicates that the largest portion of both OBR and OU fundings is spent on salaries, wages and benefits. In 1992 it is estimated that 84.5 percent of OBR funds and 63.2 percent of OU funds were expended in that manner. The 1991 figures were: OBR - 78.5%; OU - 63.8%.

After salaries and wages, the next largest portion of OU funds were expended on student scholarships and fee waivers. In 1991 that category amounted to 31.2 percent of ILGARD's OU operating funds. There is no comparable expenditure of OBR funds for this category. ILGARD commenced expending OU operating funds for scholarships and fee waivers in 1990, consequent to its award of a UPAC grant.

D. Annual Budget

In 1981, the ILGARD annual budget at the year of its inception was \$2,900. In 1991 the ILGARD annual budget (revenues from all sources) was \$922,858, of which \$496,123 was from Ohio University and State of Ohio operating funds.

III. ILGARD Progress Since the 1987 Five-Year Review

As of 1987, the Institute for Local Government Administration and Rural Development (ILGARD) was firmly established both within Ohio University and at the state level (Ohio's Rural Universities Program) as both an instructional and an applied research and technical assistance program. The 1987 Five-Year Review Committee judged the Institute to be "very viable," with its future prospects in terms of funding levels and access to long-term research and assistance contracts to be "very good."

The 1987 Committee, in affirming its "strong support" for ILGARD, recommended that the Insitute undertake measures to: (1) increase its visibility on campus and (2) enhance faculty participation, both with an eye toward broadening its base of support and participation, among both students and faculty.

Since 1987, ILGARD has effected notable developments in several different areas. One of the most significant has been in the area of grant awards from outside the University.

1. In 1988 ILGARD was awarded two grants totalling \$237,368 by the W.K. Kellogg Foundation, one of them being a grant of \$10,000 to match an 1804 Endowment Award. The grants were for a program for "Training for Rural Officials" in Southeast Ohio.

2. Also in 1988 the Synercom Corporation awarded ILGARD an Educational Software Grant valued at \$256,000 to enhance its capabilities in Geographic Information Systems (GIS).

3. In 1989 the Ohio Department of Development awarded ILGARD two grants totalling \$80,000. The larger of them, \$50,000, was made in conjunction with the National Business Incubation Association for a

"Program for Assessing Low Income Job Creation Potential for Incubators" in Ohio. Previously, in 1988, the National Business Incubation Association had selected ILGARD to develop its national data base on incubators.

4. In 1991 the Ohio Legislative Service Commission awarded ILGARD a grant of \$237,000 to develop (along with Cleveland State University) the computerized mapping data base for the state legislative districts. ILGARD also received two smaller grants from state government agencies: one from the Ohio Board of Regents ("Access to Success," \$15,000), and the other from the Ohio Environmental Protection Agency ("Passport to Governmental Regulatory Requirements," \$41,218).

In addition to these outside grants, ILGARD has been consistently successful in its applications for 1804 Endowment support, being awarded a \$10,000 grant in 1988 (matching the Kellogg Foundation Grant, see 1 above); a \$14,000 grant in 1989 for the establishment of a Cooperative Incubation Research Program; and a three-year, \$63,000 (\$21,000 per year) grant beginning in 1989 for the development of its "Environmental Geographic Information System."

This pattern of successive grant awards speaks to the continuing success of ILGARD in pursuance of its designated mission. Another indication was ILGARD's selection by the Synercom Corporation for its President's Award for Outstanding Mapping at the National Synercom Users Conference in 1991.

ILGARD's current activities include the following:

1. Development of an Environmental Geographic Information System for a six-county area solid waste district in Southeast Ohio (funded in part by the 1804 Endowment grant).
2. A Research Study on Employment and Business Development for Low Income Individuals (funded in part by the Governor's Office of Appalachia).
3. Conclusion of Training Workshops for Local Officials in capital planning, environmental dispute resolution, solid waste management, and computer applications for government (funded in part by various State of Ohio agency grants).
4. Development of a National Data Base on Business Incubation Centers for the National Business Incubation Association.
5. Mapping Census Tracts and Political Precincts for Congressional and Legislative Reapportionment (funded in part by the Legislative Service Commission).

IV. Program Evaluation

Any evaluation of ILGARD is a complex task because of its several programs (training, technical assistance, research and development, etc.), the diversity of its services and the breadth of its clientele.

This task is made more difficult by the dearth of systematic evaluation data. Accordingly, the comments contained here derive from multiple sources of information and data, and pertain to the many functions and services of ILGARD in aggregate.

A. Internal Impact

ILGARD's impact within Ohio University has been significant. It straddles traditional disciplinary lines to provide support and opportunity for the scholarly activities of faculty and graduate students from several academic departments. The effect on training graduate students is particularly noteworthy. During the past four years, for example, forty-nine students have been placed at ILGARD to receive valuable experiences in research and application in their degree programs. Several faculty also participate regularly in ILGARD's public service projects. The departments involved are Political Science, Geography, Geology, Economics, Management Information Systems, Sociology, Environmental Sciences, History, Physics and Civil Engineering.

Overall, the academic mission of the University is enhanced considerably by ILGARD's presence.

B. External Impact

The major objective of ILGARD has been to mobilize the expertise and resources of Ohio University to provide technical assistance and applied research to governments and rural development organizations in Appalachian Ohio. This objective appears to have been carried out through a stream of diverse projects and programs that include, for example, a research study of employment and business development for low income individuals, training workshops for local officials, the development of a geographic environmental information system for a solid waste district and mapping census tracts and political precincts for congressional and legislative reapportionment.

The impact of ILGARD's programs appears to be of high quality and considerable merit. ILGARD has received strong economic support from the State, the Board of Trustees and private foundations and corporations. This external support is an index of ILGARD's perceived value by funding sources. The clientele that ILGARD serves directly appear to have benefitted significantly from its programs. Both informal sources of evaluation (letters, communications, etc.) and formal impact evaluation studies (e.g., the final report to the Kellogg Foundation) demonstrate that public officials have been assisted greatly and the effects of such assistance are long-lasting.

Overall, the external impact of ILGARD's programs and services has met its objectives in terms of both breadth and quality.

V. Committee Recommendations

1. An attempt should be made to systematize and objectify ILGARD program evaluation data. This could be done by developing specific assessment protocols for respective programs. For example, any

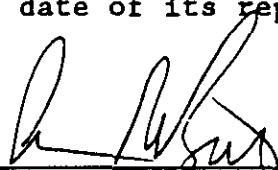
program offered to public officials should include a brief questionnaire to assess impact and quality, and to provide feedback to the program's organizers.

2. The University, through its various vice presidential and deans' offices, should make a more vigorous attempt to draw more benefit out of ILGARD by publicizing its resources and offerings to the communities served by the University. At a time when bridges between the University and the community are more important than ever before, ILGARD can be seen as a presently underutilized potential resource, whose greater activities would substantially benefit the University, as well as its constituencies.

3. The Committee supports ILGARD's obvious need for more space, and the University's plan to improve its space allocation.

4. Efforts should be made to increase the internal portion of the ILGARD annual budget. To increase the internal percentage would stabilize its funding to a greater degree, allowing for more predictability and more realistic long-range planning. Such an increase would inevitably lead to greater efficiencies and effectiveness of ILGARD as a University resource.

5. The next five-year ILGARD Review Committee should be convened at least three months before the due date of its report.



Alan Booth, Department of History



Frank Cronin, Department of English



John Garske, Department of Psychology

LIST OF APPENDICES

- A. ILGARD Self-Study Document for Five Year Program Review, Spring 1992.
- B. ILGARD Revenue and Expenditure Study, 1988-1992, prepared for Five Year Review Committee, Spring 1992.
- C. "Impact Results," from Final Report to W.K. Kellogg Foundation, 1991.
- D. Position Descriptions of ILGARD Permanent Support Staff, Spring 1992.
- E. ILGARD Brochure, "Working Today for a Better Tomorrow in Rural Ohio."
- F. Letter from Committee Outside Expert, Mary Ellen Mazey, Director, Center for Urban Affairs, Wright State University, May 6, 1992.

Institute for Local Government Administration and Rural Development
Ohio University
Five Year Program Review 1992

Self Study Document:

- A. center/institute name: Institute for Local Government Administration and Rural Development (ILGARD)
- B. group (and current director) responsible for operation: ILGARD is an academic unit housed in the College of Arts and Sciences. It is directed by Mark L. Weinberg a Professor of Political Science. ILGARD draws students and faculty from Political Science, Geology, Geography, Economics, Management Information Systems, Sociology, Environmental Sciences, History, Physics and Civil Engineering. Approximately 20 students and 7-9 faculty work on public service projects annually. The Director of ILGARD reports to the Dean of Arts and Sciences and deals with the Provost, President and Vice Provost for Regional Higher Education offices on a regular basis. He is assisted by two support staff and 5 full and part-time technical staff, one stationed at a Satellite Office at Shawnee State University.
- C. center/institute purpose and objective(s): The Institute for Local Government Administration and Rural Development (ILGARD) at Ohio University provides technical assistance and applied research to communities in Southeast Ohio. ILGARD is part of the State's Rural Universities Program (RUP). ILGARD's professional staff work with undergraduate and graduate students and faculty on a wide range of public service projects. ILGARD has an external advisory committee made up of national, state, regional and local officials. The major objectives of ILGARD are to provide a laboratory/real world setting for students and provide applied research and technical assistance to area governments and development organizations.
- D. brief history: ILGARD was created by Ohio University in 1981 by a resolution of the Board of Trustees. In 1984, ILGARD received grants from U.S. HUD to develop a national model economic development program for rural areas. In 1985 and 1986, the Governor recognized ILGARD for outstanding work in the field of economic development. In 1985, the Rural Universities Program was created by the General Assembly to expand the services of ILGARD and similar centers at Miami and Bowling Green Universities. In 1988, ILGARD was selected by the W.K. Kellogg Foundation to provide training for rural officials in Southeast Ohio. In 1988, Synercom Corporation selected ILGARD for an educational grant program in geographic information systems (GIS). In 1988, the National Business Incubation Association selected ILGARD to develop its national data base on incubators. In 1989, the General Assembly designed ILGARD as the research and development arm of the Governor's Office of Appalachia and established a

regional office of ILGARD at Shawnee State University. In 1991, the Legislative Service Commission selected ILGARD to work with Cleveland State University to develop the computerized mapping data base for the state legislative districts. In 1991, Synercom selected ILGARD for the President's Award for Outstanding Mapping at the National Synercom Users Conference. The annual budget of ILGARD was \$2,900 in 1981 and is appropriately \$550,000 currently with about 20 percent of its budget coming from operating revenues for graduate student support.

- E. current activities and status: In the past year representative projects have included an environmental geographic information system for an six county area solid waste district, a research study on employment and business development for low income individuals, training workshops for local officials on capital planning, environmental dispute resolution, solid waste management, and computer applications for government, a budget manual for a local township, a national data base on business incubation centers for the National Business Incubation Association, and mapping census tracts and political precincts for congressional and legislative reapportionment.
- F. anticipated future: The following are two year goals for the Institute:
- *To establish working groups of Advisory Committee members on GIS, and R&D in addition to our technical assistance network over (HEMS).
 - *To increase coordination with Appalachian Delegation and Office of Appalachia.
 - * To increase project participation within RUP program.
 - *To enhance faculty involvement in ILGARD projects and develop a higher profile for ILGARD on campus.
 - *To increase community based assistance to SE Ohio.
 - *To develop a executive-leadership fellowship program for students in the College.
 - *To develop a state and local official pro-seminar series for public service students.
 - *To assist in the development of NBIA research consortium.
 - *To increase funding support for students.
- G. funding commitments and needs. Sources of funding (current and future): ILGARD receives operating funds, Rural University funding, and grant and contract funds. The first two sources are affected by the State's budget crisis. These funding trends (distribution and state funding reductions) will probably continue for the first part of this decade. Additional corporate and endowments funds would provide funding stability for ILGARD. Current space limits the ability of ILGARD to provide training opportunities for students.

**INSTITUTE FOR LOCAL GOVERNMENT ADMINISTRATION AND RURAL DEVELOPMENT
ADVISORY COMMITTEE LIST**

Jolynn Barry Butler, Co-Chair
Commissioner, PUCO
180 E. Broad Street
Columbus, OH 43266-0573
614/466-3101

The Honorable Mary Abel
State Representative
Ohio House of Representatives
Columbus, OH 43215
614/466-2575

Dinah Adkins
Executive Director
National Business Incubator Association
Ohio University Innovation Center
One President Street
Athens, OH 45701
614/593-4331

David M. Boothe
Leader, Local Government Issues
Ohio Cooperative Extension Service
South District
017 Standpipe Road, PO Box 958
Jackson, OH 45640
614/286-2177

James Bryant, Vice Provost
Regional Higher Education
Cutler Hall
Ohio University
Athens, Ohio 45701
614/593-2553

Patricia Clonch, Executive Director
Chamber of Commerce
P.O. Box 488
South Point, Ohio 45680
614/894-3838

Dan Evans, Assistant Vice President
Academic Affairs
Shawnee State University
940 Second Street
Portsmouth, Ohio 45662
614/354-3205

Jeffrey A. Finkle, Executive Director
National Council for Urban
Economic Development
1730 K Street, NW, Suite 1009
Washington, D.C. 20006
202/223-4735

Roxanne Groff
Athens County Commissioner
Court House
Athens, Ohio 45701
614/592-3219

Senator Robert Ney, Co-Chair
Ohio Senate
Statehouse
Columbus, Ohio 43216
614/466-8076

Sara Hendricker, Mayor
City of Athens
Municipal Building
Athens, Ohio 45701
614/592-3338

Oren Henry
Community Development Director
City of Newark
40 West Main Street
Newark, Ohio 43055
614/349-6694

The Honorable Thomas Johnson
State Representative
Ohio House of Representatives
Columbus, Ohio 43215
614/644-8728

M. Fil Line, Jr.
Economic Development Director
Columbia Gas of Ohio
200 Civic Center Dr., P.O. Box 117
Columbus, Ohio 43216-0117
614/460-6000

Roger McCauley, Director
Planning & Program Development
COAD
1 Pinchot Place, P.O. Box 787
Athens, Ohio 45701
614/594-8499

Nancy Putnam Hollister, Director
Governor's Office of Appalachia
30 East Broad Street
PO Box 1001
Columbus, OH 43266-0101
614/644-9228

The Honorable Michael Shoemaker
State Representative
Ohio House of Representatives
Columbus, Ohio 43215
614/644-7928

Michael M. Van Buskirk
Executive Director
Ohio Bankers Association
17 S. High Street, Suite 670
Columbus, Ohio 43215
614/221-5121

Prepared for Internal 5 Year Review Committee
ILGARD Revenue and Expenditure Summary, 1988-1992

TABLE 1

Historical Revenue Summary ILGARD, 1988 to 1992

<u>Account Name</u>	<u>Fiscal Years</u>					
	1988	1989	1990	1991	1992 EST.	1993
Ohio Board of Regents*	104000	119000	300000	379600	317930	270578
Operating**	37173	95082	100726	116523	121811	121811
Grant Funds***	48049	152664	235773	426735	Not Available	

Budget Narrative

*OBR funds increased in 1990 with the addition of Shawnee State University and regional mandates including the R & D arm of Appalachian Office.

**Operating Account funds increased in 1989 with an award from UPAC for graduate stipends and waivers and Synercom fees. On average 70 percent of these funds are used to support students.

***For individual grant information see, Figure 1, Applied Research Grants and Contracts, Source: Grant Status Reports

TABLE 2

Historical Expenditure Summary ILGARD, 1988 to 1992

<u>Account</u>	<u>Fiscal Years</u>					
	1988	1989	1990	1991 EST	1992 EST	1993
Ohio Board of Regents	85963	119729	218914	277209	399177	281974
Operating	37173	95082	100726	116523	121811	121811
Grant Funds	32001	95142	184499	240412	Not Available	

Sources: Grant Status Reports, Operating Budget Documents

TABLE 3
Detailed Spending, Ohio Board of Regents, 1988-1992
Fiscal Years

Description	1988	1989	1990	1991	EST 1992	EST 1993
Salaries & Wages	54814	69048	120002	182514	241331	168985
Staff Benefits	13532	17868	33302	51970	72346	59489
Supplies	5106	5378	9639	11679	20000	15000
Travel & Entertain	3676	9653	13935	6461	15000	10000
Info. & Comm.	3509	7329	7990	7959	20000	10000
Maintenance	307	1313	2098	5229	3500	3500
Miscellaneous	0	0	0	3193	7000	0
Equipment	5019	9140	31948	8204	20000	15000
Total	85963	119729	218914	277209	399177	281974

TABLE 4
Detailed Spending, Operating Account, 1988-1992
Fiscal Year

	1988	1989	1990	1991	1992
Description					
Salaries & Stipend	17506	59578	62536	65402	67341
Staff Benefits	8167	30004	8330	8975	9714
Supplies	500	500	500	500	500
Travel & Entertain	2000	2000	2000	2000	2000
Info. & Comm.	2250	2250	2580	2580	2580
Maintenance	750	750	750	750	750
Scholarships	0	0	24030	36316	38926
Equipment	0	0	0	0	0
Total	31173	95082	100726	116523	121811

"Employment and Business Development", Corporation for Appalachian Development and Ford Foundation, August 1, 1988, \$28,720.

W.K. Kellogg Matching Grant, 1804 Award, July 1, 1988, \$10,000,

NBIA Start-up Grant, 1804 Award, \$5,000, July 1, 1988.

UPAC, "Public Service Assistantships" \$30,000, Sept. 1, 1988.

Figure 1
Applied Research Contracts and Grants, Fiscal Years 1988 to 1992
excluding Rural Universities, ILGARD (2 pages)

"Passport to Governmental Regulatory Requirements", Ohio Environmental Protection Agency, July 1, 1991, \$41, 218.

"Environmental Geographic Information System", 1804 Foundation, 3 year grant, 1989, 1990, 1991, \$21,000 per year.

Mapping Reapportionment Project, Legislative Service Commission, Ohio, June 1, 1991, \$237,000.

"Access to Success", Ohio Board of Regents, March 1, 1991, \$15,000.

"Negotiated Investment Strategy" Ohio Public Works Commission, June 15, 1990, \$9,883.

"Negotiated Investment Strategy" Ohio Dispute Resolution Commission, September 1, 1990, \$19,999.

"Solid Waste District Mapping Project" Solid Waste Planning District, January 1, 1990, \$10,000.

"Business Incubation Technical and Research Support Program" Governor's Office of Appalachia; October 1, 1989, \$27,000.

"Establishment of a Cooperative Incubation Research Program" Research Enhancement Pool of the 1804 Endowment, Ohio University, August 2, 1989, \$14,000.

"Assessment of Edison Incubator Program" Ohio Department of Development, June 29, 1989, \$30,000

For the National Business Incubation Association, "Program for Assessing Low Income Job Creation Potential for Incubators" Ohio Department of Development, February 1, 1989, \$50,000

"Training for Rural Officials" W.K. Kellogg Foundation, August 1, 1988, \$227,368; and Matching Grant, "Training for Rural Officials" Research Enhancement Pool of the 1804 Endowment, Ohio University, August 2, 1988, \$10,000

W.K. Kellogg Foundation, (new) August 1, 1988. \$227,000.

Synercom Educational Software Grant, October 1, 1988, \$256,000.

Section of Final Report to W.K. Kellogg Foundation- Impact Evaluation of Program which was conducted from August 1, 1988 to July 31, 1991.

IMPACT RESULTS

The action outcomes for participants in the "Training for Rural Officials" project are based on the impact evaluation findings. The impact evaluations measured the longer term effect of the project training activities on the leadership capacity of rural officials. Interviews and mail surveys were conducted six to nine months following the training event. The key questions examined the project's impact on functional change in the workplace as well as impacts relating to community change.

Use of Resource Materials

The majority of participants in all workshops found the written material useful. At the workplace many referred to the materials while carrying out tasks related to the topic. For example, 78 percent of the computer trained participants found the notebooks relevant and referred to them when performing related functions. Again, 78 percent of those trained in "Solid Waste Management" used the take-home materials to acquire information on technical language and state requirements for solid waste management planning. The notebook also offered rural officials language and technical terms needed to communicate with the public. In fact, one participant interviewed referred to it as "My Bible." Another, *"Learned there was not need for outside consultation if one studies the book."* In Capital Improvement Planning, 65 percent of those interviewed referred to the notebook, most notably, as a communication source for dealing with the public and other governmental entities.

While reference material exists in all of the above areas, few are geared specifically to rural official populations. Additionally, limited budgets restrict the affordability of technical manuals. The "Training for Rural Officials" project circumvented these barriers by using highly skilled university experts, in conjunction with ILGARD staff versed in governmental operations, to produce affordable and relevant materials for rural public officials.

Use of Information

A stated goal of the project was to increase the skills and problem solving abilities of rural officials as a critical element to enhance their leadership abilities. The impact evaluations documented officials retention of knowledge and application of new skills. For many officials completing computer application training, the workshops were their first and only hands-on exposure to the technology. As a result of the training, 97 percent of the participants in the "Introduction to MicroComputers" workshop stated that personnel at the workplace were more knowledgeable about computers and governmental applications relating to their use. Still others became directly involved in selecting hardware and software for their community.

Impacts conducted following the solid waste management workshops indicated that 70 percent of the participants gained new information and 53 percent of those used it in the work place. Others commented that they would be able to use new skills acquired in the future when the information obtained coincided with the appropriate planning stages.

And many officials completing the "Capital Improvement Planning" training indicated that they also were exposed to new ideas and information. Reference to specific skill areas included infrastructure management and even setting up computer accounts (inventories) for publicly owned capital assets. Overall, rural officials benefitted from the workshop by increasing their skills in problem solving through acquiring information used specifically to complete public management tasks.

Use of Networks

One direct and ongoing outcome of the project relates to building a resource network for isolated rural officials. Rural officials are not always aware of assistance available from state agencies, and, for that matter, from each other. In fact, many workshop participants commented on the training as an opportunity to get together and discuss common concerns. Since most rural officials work in an isolated environment, this professional development activity also offered a valuable network building process.

University Regional Campuses are important nodes in an information network for Appalachian Ohio governments. ILGARD facilitated meetings of these groups and others in order to make ties more evident to public officials. One focus meeting resulted in the publication of a listing of community outreach resources available at each Regional Campus. The listing was published with the workshop catalogue and sent to 1900 local governments throughout the region. Needs assessment meetings on solid waste management issues resulted in the development of a grid covering information on each district in Appalachian Ohio. The grid included contacts for each district and was

developed to facilitate networking among officials from numerous districts. Replication of these focus meetings occurred throughout ORUP universities.

Networking among organizations, ILGARD is involved with a state support group on small communities and environmental infrastructure. The participating organizations are listed below.

State of Ohio

Water Development Authority
Environmental Protection Agency
State & Local Government Commission
Governor's Office of Appalachia
Department of Natural Resources
Public Works Commission
Department of Health
Public Utilities Commission
Department of Development:
Community Development Division

Federal Programs

USDA Farmer's Home Administration
US Department of Commerce:
Economic Development Administration

National Organizations

Rural Water Systems
Water Pollution Control Association
American Water Works Association
Association of Consulting Engineers

Others

Rural Universities Program
Cooperative Extension Service
County Commissioners Association
Ohio Municipal League
Regional Development Districts
Gund Foundation
WSOS Great Lakes Rural Network

As part of the network, ILGARD hosted a focus meeting with small community mayors which covered problems local leaders face with environmental infrastructure issues, specifically operating and maintaining water and wastewater facilities. The group is currently designing a training manual and workshop for nontechnical decision makers. The pilot will occur in Spring 1992.

The technical assistance support network, initiated under the "Rural MicroNet" project continues to link rural officials with state agencies and each other. The problem

of obtaining adequate information about available assistance surfaced from the impact evaluations. While a few programs do exist to provide help for rural communities, rural officials often do not take advantage of what is available. Consequently, the support network is designed to serve two basic functions: 1) an information transfer system linking isolated officials directly with state agency personnel and each other, and 2) a collective source of technical assistance, and government training and skill development. For instance, workshops delivered to date enabled rural officials to obtain information, and answers to questions from state program representatives on acquiring computer hardware and software, procuring grant funding for environmental education projects, and eligibility for infrastructure financing. Through "Rural MicroNet," ILGARD has and will continue to offer programming that increases outreach efficiency and delivery of educational services while also facilitating a dialogue between faculty experts, state program representatives, and rural officials.

The impact evaluation results indicated that ILGARD filled a need of isolated public officials by offering these officials access to resource materials, information, and networks. Rural officials are still using the training materials to increase their capacity to deal effectively with complex governmental tasks. The information provided them with innovative solutions to existing problems. And networking exposed them to other isolated officials with similar concerns and available sources of assistance.

Appendix D

Michael A. Finney
Data Center Senior Program Manager

The Data Center Senior Program Manager is responsible for the day-to-day activities of the Data Center, overseeing its staff, and managing the various projects being completed by the Data Center. The Senior Program Manager works with faculty, graduate, and undergraduate students preparing reports and making presentations to community officials and business leaders. The Data Center Senior Program Manager recommends the type of computer equipment and software that the Institute needs in order to complete current and future projects. The position is also responsible for managing the project budgets and estimating future project costs. The Data Center Senior Program Manager meets with local officials and clients to discuss data projects and how the Data Center can help solve their data needs. The Senior Program Manager also advises students on techniques of data collection and the use of computer equipment and software available at the Institute. The Senior Program Manager provides day-to-day oversight and system management for the Arts and Sciences Computer Graphics Lab.

Timothy J. Hanchon
Program Specialist (Assistant to Michael A. Finney)

The Program Specialist position with ILGARD revolves around working closely with the Data Center Director and other ILGARD staff by offering technical assistance and support for various projects. The position is very technical in nature, and requires an expertise in Geographic Information Systems (GIS) (the current Specialist's field of study) and computer programming (another of the current Specialist's fields of study). The current Program Specialist has worked over the past year as a GIS specialist and system administrator for the maintenance and development of a database for siting solid waste landfills. This project makes use of the GIS and computer programming/system maintenance expertise required for this position. The completion of this unique project and the other demands of maintaining a large computer database system reflect the technical nature of this position, and define its role as an important part of ILGARD's Data Center.

To a lesser extent, this position also requires that the employee play a role in developing the methodologies used for solving the problems outlined by project requisites. During the past year, Michael Finney and Timothy Hanchon have been deeply involved in developing a methodology for using computer mapping technology (GIS) for siting solid waste landfills for the AHGJMV Solid Waste District which serves the Athens area (see above).

Connie S. Vale
Assistant to the Director

The Assistant to the Director performs the following duties: directs the business activities of the Institute; manages daily budget activities; supervises clerical and student employee staff; organizes plans for functions, workshops and meetings for the Institute; advises

the Director of business activities; advises the Director and Staff of specific Institute needs, additional space, consulting, resources and services available.

Karen O. Spohn
Program Manager of Research and Development

ILGARD's Program Manager of Research and Development oversees and coordinates research and strategy development projects requested by public and non-profit organizations. Coordination of research projects includes project acquisition, planning, implementation, and evaluation. Primary responsibilities are in planning and implementation, which include project design, data analysis, and report generation. As a project coordinator, the Program Manager interacts with State and local officials, economic development corporations, community organizations, University faculty, and outside research facilities. The position involves monitoring the work of several graduate students who make major contributions to each project.

Kim Cutlip
Assistant Program Manager
Rural Management Partnership Program, Shawnee State University

The Assistant Program Manager is responsible for delivering training and technical assistance to local officials within Appalachian Ohio. This includes:

- Development, coordination, promotion, and implementation of general workshops and special microwave presentations.

- Creation of workshop study guides, manuals and/or handbooks.

- Research and writing of various requested community-based technical assistance reports and/or studies with the assistance of the ILGARD Data Center.

- Development of curriculum for community training projects by request.

- Operation of the Shawnee State University satellite office.

- Collaboration and participation in projects with various state agencies, such as the Ohio Environmental Protection Agency, the Governor's Office of Appalachia, and the state support group for small community infrastructure.

- Collaboration with other programming divisions of ILGARD, the Data Center, Research and Development Program and the Dispute Resolution Program.

- Coordination of graduate assistant activities within the Rural Management Partnership Program.

- Report to the Director of ILGARD on administrative matters.

Report to the Assistant Vice-President of Academic Affairs, and
Director of Continuing Education at Shawnee State University on the
satellite center and programming directions.

Nancy Manring
Program Manager, Public Dispute Resolution

The Program Manager for Public Dispute Resolution is responsible for initiating, implementing and coordinating public dispute resolution projects, research and training activities for ILGARD. Specific grant-funded projects include: State Issue 2 and The Negotiated Investment Strategy (completed) and the Circuit Rider Mediation Project Evaluation (in progress). In cooperation with the "Training for Rural Officials" project, the Program Manager has offered dispute resolution training for local officials in several workshops on the regional campuses.

ILGARD

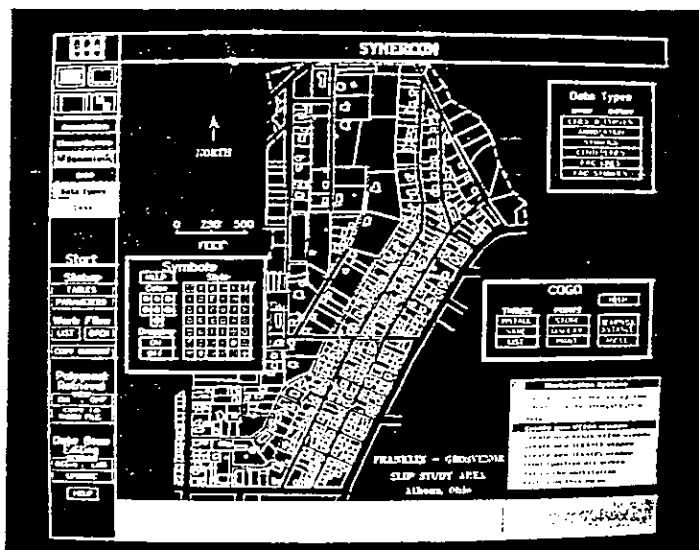
APPENDIX "E"

Working Today for A Better Tomorrow in Rural Ohio

Making social, environmental and economic development progress in Appalachian Ohio requires hard work and know-how. In many cases, local governments and rural development agencies have the dedication and desire to provide the hard work required for meaningful change, but need additional technical and human resources to solve problems, deal with complex state and federal requirements or more efficiently manage resources.

ILGARD can help.

ILGARD—the Institute for Local Government Administration and Rural Development—draws upon a wide array of expertise and resources to assist local governments and rural development agencies in their quest for a better tomorrow. Based at Ohio



University. ILGARD works with a network including the University's five regional campuses—as well as Shawnee State University—that extends services throughout South-eastern and rural Ohio. The Institute's Advisory Committee includes prominent national, state and local officials.

ILGARD provides assistance in:

- **Rural Management**, including training, educational and technical

assistance to communities and agencies in Southeastern Ohio. ILGARD offers assistance in such areas as public management and administration, financial management and environmental management.

- **Information**, including geographic and demographic computer data bases, economic profiles, and statistics and data

about business incubators and entrepreneurial development, environmental systems and the public infrastructure.

- **Research**, including faculty expertise and graduate student support in planning and completing research projects. With a focus on issues pertaining to rural government and development, ILGARD can assist with all phases of research, including publication of reports.

Rural Management, Training Programs Help Sharpen Skills

County, township and municipal officials can sharpen skills—and develop new ones—through Ohio University's various educational and training programs, offered at sites throughout Southeastern Ohio.

The "Training for Rural Officials" program, developed with support from the W.K. Kellogg Foundation, focuses on such areas as environmental management, financial management and computer applications in local government. In addition, the program features a rural training network that includes Ohio University's five regional campuses and Shawnee State University.

Rural management and training programs are expanding. A new thrust is in Dispute Resolution, designed to help officials resolve conflicts and work effectively together on such issues as creating multi-county solid waste disposal plans and cooperation in managing rural infrastructure.

Information Is Available In A Wide Array of Areas

Drawing upon resources, expertise and research from universities, government, business and industry, ILGARD is able to provide information on a wide array of issues and topics of importance to rural Ohio.

With the support of Synercom Technology, Inc., for example, ILGARD's Data Center has created an environmental geographic information system (GIS). Through computer-generated "smart" maps that can reveal "layers" of information, the system is proving invaluable in such areas as managing complex arrays of data for solid waste management districts.

On the national level, ILGARD's Data Center works with the National Business Incubation Association to compile data and information about small business incubators and their impact on local economies.



ILGARD's Rural Management Partnership Program includes training and technical assistance. Above, instruction on computers and computer applications helps government and agency officials develop new skills; below, focus meetings and workshops, conducted on a wide range of topics at sites throughout Southeastern Ohio, allow county, township and municipal officials to discuss issues and increase their problem-solving and leadership abilities.

"As one of the original legislative sponsors of the Institute, I envisioned a resource for the support of local government officials in their economic development efforts and an opportunity for Ohio University to serve the community in a true state local government. The Institute has provided a unique service in response to the unique needs and demographics of rural southeast, Appalachian Ohio."

Jolynn Barry Butler,
Chair, Public Utilities Commission of Ohio
Co-Chair, ILGARD Advisory Committee



ILGARD's Research and Development Program offers assistance and information on numerous topics of importance to rural Ohio. Above, issues related to protecting and improving rural Ohio's environment are addressed in many projects; below, computer-generated "smart maps," which contain multiple layers of demographic and economic information, are among the many ways the Data Center supports research activities.

"The Institute has continually provided high quality and innovative services to the region. In this context, it is one of the best institutional investments the General Assembly has made to enhance the region's capacity to deal with management and development issues facing local governments."

—Senator Robert W. Ney
Ohio Senate
Co-Chair, ILGARD Advisory Committee

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Research Capabilities Focus on Rural Needs, Continue to Expand

As the "research and development arm" of the Governor's Office of Appalachia Ohio, ILGARD brings together the expertise and support required to achieve results.

With an emphasis on topics pertaining to economic and community development, as well as environmental issues, ILGARD coordinates the research activities of faculty specialists and students from a broad base of disciplines. Some projects, for example, may include faculty experts from the departments of Political Science, Geography, Geology, and Environmental Studies in the College of Arts and Sciences, the Management and Information Systems departments in the College of Business Administration, and the Center for Groundwater and Geotechnical Research in the College of Engineering and Technology.

ILGARD can provide assistance in all phases of a research project, including designing the study and coordinating the research "team," conducting surveys and collecting data, analyzing information and data, and preparing the final report. With the support of the Ford Foundation, for example, the Institute assisted the Corporation for Ohio Appalachian Development (COAD) in all phases of an important study on area employment opportunities.

A vital component of ILGARD's research efforts is the Data Center. Through its computer systems and pool of census data, the Center is constantly expanding its geographic, demographic and economic data bases.

"Dedicated to serving rural and Southeastern Ohio, ILGARD has become a model in fostering university-government-industry cooperation to harness the resources required to achieve economic and social progress. Ohio University is proud to serve as ILGARD's home base and of the intra- and inter-University cooperation and support that gives the Institute its many strengths."



—Charles J. Ping,
President, Ohio University

"The Institute represents Ohio University's commitment to providing unusual and high quality hands-on educational and research opportunities for our students and faculty, while, at the same time, serving the people of Southeastern Ohio. If such an institute did not exist today, we would want to establish one."



—F. Donald Eckelmann,
Dean, College of Arts and Sciences

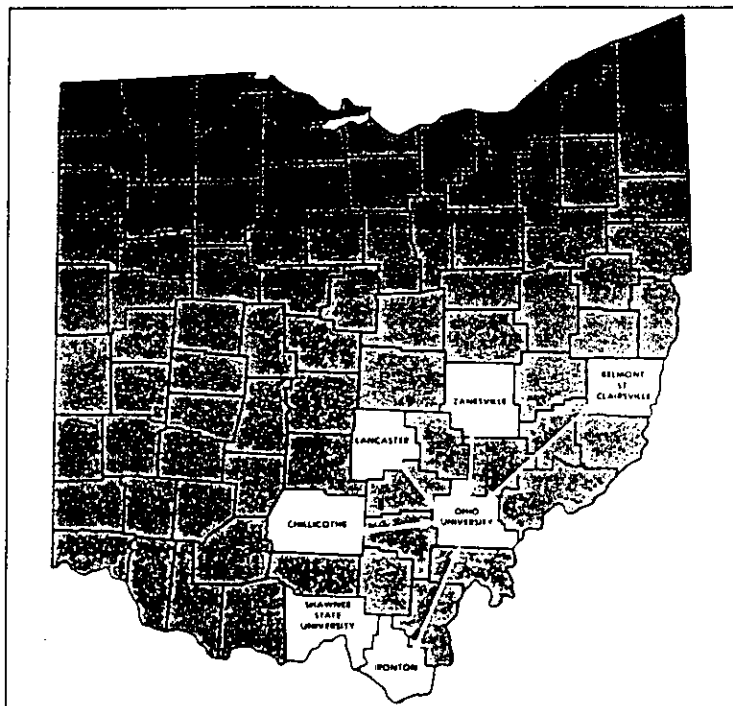


ILGARD is supported by funds provided through Ohio University and the Ohio Board of Regents' Rural Universities Program created by the Ohio General Assembly in 1985. Additional support is provided by the W.K. Kellogg and Ford foundations and

Synercom Technology, Inc. ILGARD works closely with organizations such as the Corporation for Ohio Appalachian Development, the Governor's Office of Appalachia in the Ohio Department of Development, the County Commissioners Association of

Ohio, the Ohio Township Association, the Ohio Municipal League, the Cooperative Extension Service, the Ohio Public Works Commission and the Ohio Urban Universities Program.

Headquartered at Ohio University, ILGARD extends its service to rural Ohio through the University's five regional campuses—Belmont County (St. Clairsville), Zanesville, Lancaster, Chillicothe and Ironton—as well as through co-members of the Ohio Rural Universities Program, Shawnee State, Miami and Bowling Green State universities.



The Institute for Local Government Administration and Rural Development
67 Bentley Hall ■ Ohio University ■ Athens, Ohio 45701-2979 ■ Telephone: (614) 593-4388

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Wright State
University

Center for
Urban and Public Affairs
Dayton, Ohio 45435
513/873-2941
FAX: 513/873-2422

May 6, 1992

RECEIVED

MAY 8 1992

ARTS AND SCIENCES

Dr. Harold Molineu, Associate Dean
College of Arts and Sciences
Wilson Hall
Ohio University
Athens, Ohio 45701-2979

Dear Dr. Molineu:

Thank you for the opportunity to review the Institute for Local Government Administration and Rural Development (ILGARD). Based upon the information I have been provided, I believe the Institute has made remarkable accomplishments in the last five years.

As we are all well aware universities are known for their turfism, and it is obvious that ILGARD has been able to overcome some of these problems with interdisciplinary work not only with departments in the College of Arts and Sciences but also with the Department of Civil Engineering. In addition, ILGARD has provided invaluable applied experiences for students who will benefit from these enhanced employment skills. Finally, ILGARD has brought visibility and resources to Ohio University with minimal university financial support.

Perhaps this latter point needs to be emphasized. Universities seem to have a tendency to take advantage of institutes such as ILGARD because of their ability to further the university's mission with a minimal dollar investment of the university. The danger in such activity is that the institute's continued visibility and functioning is dependent upon the entrepreneur skills of the director. Therefore, without providing the director the necessary support, he or she may experience burnout leaving the university vulnerable because of the expectations that have developed through the institute's previous work. This latter factor is a caution. The Institute for Local Government and Rural Development fulfills numerous agendas from serving students and faculty to providing the community with a service that is not available any place else. Ohio University should feel obligated to support the institute at the level it supports other centers and institutes on the campus. The ability of the institute to garner additional external funds would be enhanced by additional university "hard" dollar support.

May 6, 1992
Harold Molineu
Page 2

If you desire, I would be delighted to discuss the institute with you or others. ILGARD has established local, state, and national visibility for Ohio University and deserves to be recognized internally for its excellent work.

Sincerely,

Mary Ellen Mazey
Mary Ellen Mazey, Chair
Department of Urban Affairs &
Director of Center for Urban & Public Affairs.

Ohio University

Interoffice Communication

Date: September 28, 1992

To: T. Lloyd Chesnut, Ph.D. - Vice President,
Research & Graduate Studies

From: Frank W. Myers, D.O. - Dean, College of
Osteopathic Medicine *Frank*

Subject: REVIEW OF THE SOMATIC DYSFUNCTION RESEARCH
INSTITUTE

Attached is the report of the review committee for the College of Osteopathic Medicine's Somatic Dysfunction Research Institute. I apologize for the fact that it is so late, but I hope that you will have time to look it over and submit it to the Board of Trustees for approval.

FWM:ab

cc: John Howell
Leon Wince
Joe Jollick
Randy Purdy
Jerry Rubin
Anthony Chila
Mike Patterson

RECEIVED

SEP 28 1992

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Review of Somatic Dysfunction Institute,
College of Osteopathic Medicine
September 21, 1992

A. Evaluation of current viability. It is clear from our review that the Somatic Dysfunction Research Institute (SDRI) has continued to fulfill its mission to serve the College in its commitment to promote research into the basic tenets of somatic dysfunction and osteopathic research in general. Since the last 5-year review, members of the institute have been engaged in several research projects involving both central nervous system and peripheral aspects of somatic dysfunction (SD). These research projects have involved clinical and basic scientists as well as student fellows working in various laboratories at the College, including the Somatic Dysfunction Research Laboratory located in Grosvenor Hall.

B. Evaluation of current cost/benefit basis. Although it was once supported in part by internal funding, the institute is not currently included as a line item in the college's budget. Members of the institute continue to obtain some funding for their research activities from individual departments. However, institute members have been quite successful in obtaining extramural funding for their research projects over the past 5 years. Since the last review of SDRI, 7 extramural grants totalling \$153,228 have been received by institute members. These grants have facilitated the publication of 7 manuscripts and 26 abstracts during the past 5 years. One manuscript dealing with muscle stiffness/soreness and strength loss after exercise in humans authored by Dr. John Howell and colleagues has recently been accepted for publication by the Journal of Physiology, a highly respected international journal. Judging from the quality of the published work and the training/other services provided through SDRI, the institute is a valuable resource to the college and to Ohio University. Since a large proportion of SDRI's present funding comes from external sources, the current cost/benefit value to the college can be viewed as outstanding.

C. Evaluation of potential future viability. Judging from its current direction, activities, and research productivity, the institute has made excellent progress over the past 5 years and will likely continue to meet its goals and have a positive impact on the College of Osteopathic Medicine, the osteopathic community, and the biomedical science community in general.

D. Evaluation of future cost/benefit basis. The College's investment in research funds early in the existence of the institute has resulted in a significant return in dollars from extramural grants, and it is reasonable to expect that the institute will experience continued success in the procurement of external support. However, in light of the unpredictable nature of total reliance on external support in today's economic environment and the increasing competition for external funds, it is recommended that some level of internal support be reinstituted. This would also help defray costs incurred by the institute related to the presentation of workshops/short-courses and seminars.

E. Recommendation. The recommendation of the review committee is that internal funding at some level be established once again for the institute. The review committee encourages institute members to continue to publish their research and to seek external funding. The review committee encourages the institute membership to seek collaboration in research projects from other faculty at the college, both basic science and clinical, since the College of Osteopathic Medicine offers a unique resource at Ohio University in terms of expertise for elucidating the mechanisms responsible for somatic dysfunction. The institute should strive to increase awareness of their activities among basic science and clinical faculty. Also, the institute is encouraged to serve as an information center for bibliographic references regarding basic scientific studies relative to osteopathic manipulative medicine.

OHIO UNIVERSITY
INTEROFFICE COMMUNICATION

September 25, 1992

TO: Dr. Frank W. Myers

FROM: Committee for Review of the Somatic Dysfunction Research Institute
Leon C. Wince, Chair
Joe Jollick
Randy Purdy
Jerry Rubin

SUBJECT: Review report

Enclosed is the review report which we have completed upon meeting as a committee and also meeting with Dr. John Howell. We are also enclosing the institute's self-study report of June 15, 1992.

Self-Study Report
The Somatic Dysfunction Research Institute (SDRI)
College of Osteopathic Medicine
Ohio University
June 15, 1992

1. Group responsible for the operations of the SDRI

John N. Howell, Ph.D., Current Director of SDRI
Anthony Chila, D.O., Chief of Clinical Research
Michael Patterson, Ph.D., Previous Director of SDRI
Frank W. Myers, D.O., Dean

2. Purpose and objectives of the Institute

The goal of the SDRI is to promote research which better defines the concept of "somatic dysfunction" (SD), its role in health and disease processes, and the effects of manipulative therapy on the course of its natural history. The methods of meeting this goal will vary depending on the individuals involved and research undertaken, but are directed along the following lines:

- a. to define experimental conditions which may be produced in humans or animals in the laboratory which mimic clinical SD and may be used to study its characteristics in a systematic fashion.
- b. to better define correlations between visceral and somatic manifestations of disease processes, their interactions and implications for health and disease.
- c. to investigate the basic physiological processes underlying SD.
- d. to investigate therapeutic approaches to SD, with special emphasis on the role of manipulative therapy.
- e. to determine the incidence of SD associated with various illnesses or structural problems.

3. Brief history

The SDRI was founded in late 1979 as a means of promoting research into the understanding of the concepts and symptoms which are known to the osteopathic profession as SD. A Board of Visitors, composed of nationally known physicians and scientists from the osteopathic world, was formed and met in October, 1982, to review the Institute's plan and offer direction for its future. The Board, while being consulted on an individual basis since, has not met again formally. The Institute continues to function as an umbrella for several research and educational efforts which are aimed at gaining understanding of SD. This includes work in the Somatic Dysfunction Research Laboratory (SDRL), a three-room suite in Grosvenor Hall, under the direction of John N. Howell, Ph.D.

4. Current activities and status

a. Research - Over the past five years work under the SDRI umbrella has resulted in 10 papers (7 published and 3 submitted), 26 abstracts, 1 OURC grant, and 7 extramural grants totalling \$153,228. Six of the extramural grants have been from the AOA.

One focus of this work, spinal fixation in laboratory animals, headed by M. Patterson, represents a central nervous system model for SD. Another focus, exercise-induced muscle injury in humans, headed by J. Howell, represents a peripheral model of SD. Clinical work, directed by A. Chila, has included evaluations of somatic, palpatory diagnostic findings in

patients with cardiac and other visceral disease. Another clinical project, carried out by R. Benson, a Family Medicine Fellow, examined the effects of manipulative treatment on cervical SD and its electromyographic manifestations. Current collaborative work between the SDRL and J. Giesey, Electrical Engineering, is being supported by an OURC grant.

b. Education and training

Since its inception, the SDRL has served as a research training site for osteopathic medical students during the summers. Five of these students have presented papers at the AOA Research Conference, and two of them have won the best student paper awards. The lab has also hosted Summer Undergraduate Research Fellows, the Norman J. Larsen Fellows, and other students wishing to pursue research.

The SDRI has organized interdisciplinary seminars during the summers which have involved students and both clinical and basic science faculty. A graduate seminar course on the sliding filament model of muscle contraction was offered in the spring quarter of 1992 and attracted both clinical and basic science faculty members from OUCOM, faculty members from Physical Therapy and from Health and Sports Sciences, as well as students.

Two Ph.D. students in Zoology are currently doing their research in the SDRL and a master's student previously carried out his work in the lab. Several physical therapy students have conducted experimental studies in the lab and undergraduate students in S. Bullard's kinesiology class have carried out projects in the lab.

c. The SDRI - a unique College and University-wide resource

The SDRL has served as a source of technical expertise for other departments in the areas of electromyography and computer-based data acquisition. C. France and K. Holroyd of the Department of Psychology carried out preliminary experiments in the SDRL on the effects of oral stimulation on EMG activity of masticatory muscles, experiments for which they have now found other funding. R. Conatser, SDRL technician, has made available his data-acquisition expertise to faculty in Health and Human Services.

The SDRL is the only facility in COM identified as a resource available for clinical faculty and fellows to utilize in the pursuit of research activity. The SDRI is the only unit in the College specifically committed to research of clear relevance to the uniquely osteopathic traditions of palpatory diagnosis and manual medicine.

5. Anticipated future

The SDRI will continue to sponsor seminars and courses to stimulate scientific interchange. It will continue to make its facilities available in the hopes of fostering clinical research. Its members will continue their scientific work and will intensify their efforts at elevating the profile of the SDRI within the College and within the Osteopathic Profession so as to involve more faculty, increase its productivity, and to attract additional outside funding.

6. Funding commitments and needs. Sources of funding (current and future)

To date funding has come by and large through the efforts of its members to obtain support from their individual departments within the College and from extramural sources. For the foreseeable future this will continue as the main source of support for research activity. Efforts will be made to offer the opportunity for alumni and friends of the College to support research in the Osteopathic Profession by making contributions to the College designated for the SDRI.

Interoffice Communication
School of Interpersonal Communication
Ohio University

Date: 4/9/92

To: Lloyd Chestnut, Vice President

From: S.D. Sue DeWine, Director

Subject: Review for Center of Communication Studies

This "center" was originally started by Bob Goyer in the late 60s as a distribution center for research efforts in the College of Communication. It has been inactive for some time and I see no reason to continue listing it in any of our catalogues. Consequently, please help me to eliminate it from our records since it does not exist. Thanks!

Ohio University

Date: June 29, 1993

Interoffice Communication

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

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

Subject: Five-Year Review of the Cartographic Center

I would like to recommend continuation of the Cartographic Center. The five-year review of the Center has just been completed and I concur with the committee's assessment that the Center is a viable and productive unit.

Enclosed is report by the review committee and a copy of the Center's self-study.

Cart-Ctr

RECEIVED

JUN 30 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

631

MEMORANDUM

DATE: 9 June 1993

TO: Associate Dean Molineu, College of Arts and Sciences

FROM: Ohio University Cartographic Center 5-Year Review Committee

Compton Reeves (Chair), Douglas Adie, Gene Heien, Gary Pfeiffer

SUBJECT: Committee Report

The Review Committee believes that there is current viability in the Ohio University Cartographic Center (OUCC). A shift is under way toward computer generated mapping, which is the direction mapping is moving from traditional pen-and-ink mapping. The OUCC is therefore current and moving with the developments of automated mapping.

In brief, the Review Committee believes that from a cost/benefit perspective, the OUCC is mostly benefit with little cost. The space in Clippinger Hall, utilities consumed, and donated faculty time are real as costs, but they have not been seen as being worthy of a line in the budget of the Department of Geography. Some of the projects completed by the OUCC do produce income, and the OUCC is extremely useful as an instructional venue for geography students. The risk potential, primarily faculty time, seems minimal.

As to the potential future viability of the OUCC, the Review Committee is very optimistic. This is based on the transition to computerized mapping which is being carried out, and because the Review Committee notes favorably that the transition is being made possible by substantial grant monies from the Ohio Center for Mapping. The impression of the Review Committee is that the OUCC is a facility at least equal that available to any other academic institution in Ohio with a Master of Arts program in geography. Were it not for the infusion of grant money, the potential future viability of the OUCC would have been differently evaluated by the Review Committee.

In the opinion of the Review Committee, the cost/benefit position of the OUCC looks good for the immediate future. There should be four more years of grants from the Ohio Center for Mapping.

The Review Committee certainly recommends that the OUCC be continued

in existence. It is noted that the Director of the OUCC, Hugh Bloemer, is about to become Chair of the Department of Geography, and there is a concern over the potential loss of his energetic direction of the OUCC at the very time when the OUCC is in the process of undergoing dramatic changes through technological advancement and a greater demand for map production (as a result of the Ohio Center for Mapping grants). Professor Bloemer asserts that his attention to the OUCC will not falter. The Review Committee recommends, with a view to providing capable administrative direction to the OUCC in its changing times, that the College of Arts and Sciences provide enough financial support to the Department of Geography that the present, externally funded, graduate stipend used for a staff person in the OUCC can be upgraded to the level of a so-called super stipend. This should make possible the recruitment of an administratively talented and bright graduate student to be on site in the OUCC. Such financial support from the College should continue only so long as the OUCC is receiving sufficient external grant money and is sufficiently productive to justify such College financial support.

To: Prof. Compton A. Reeves, Dept. of History

From: Hubertus (Hugh) L. Bloemer, Ohio University Cartographic Center (OUCC)

Subject: Five-year review of the Cartographic Center (OUCC)

NAME OF THE CENTER: OHIO UNIVERSITY CARTOGRAPHIC CENTER

The OUCC has been an integral part of the Dept. of Geography at Ohio University. Since 1971, Hubertus (Hugh) L. Bloemer has been the director of the center.

PURPOSE and OBJECTIVES: 1) To provide a facility to make maps of all imaginable varieties for any individual or organization under the supervision of a professional cartographer and 2) a hands-on production center for aspiring Ohio University cartographers. In addition, the center functions as an ideal facility to participate in application oriented research in cartography. Number two is of special significance since the students who are in the tagged geography program - geography/cartography - are strongly urged to work part-time in the center to gain a more realistic appreciation of the field in a genuine production facility. Previous student workers comment repeatedly how this approach has helped them as they enter the 'real world' of cartography - its gives our students a competitive edge in the job market over most from other institutions. Potential employers also recognize this advantage of the Ohio University students.

HISTORY of the OUCC: The center was established in 1969 when GEOGRAPHY became a separate department at Ohio University. The faculty in charge of cartography at Ohio University also assumed the responsibilities as the center's director. Even though the center was and is an integral part of the Dept. of Geography, no separate budget was established for its operation. This status remains unchanged. The center has been and continues to be a self supporting entity with in-kind support from the Dept. of Geography, the College of Arts and Sciences and the University.

The financial support of the OUCC comes from a variety of sources; all of which a job or task related. Unless officially contracted, standard charges consist of actual labor costs plus 25% overhead, materials, special costs such as external photography or reproduction and other

incidentals.

CURRENT ACTIVITIES and STATUS: The OUCC relies heavily on 'walk-in' business. This activity may range from small and simple maps for a class presentation to updating the precinct map for the local Board of Elections or remapping the cemetery plots for a cemetery in Alexander Township in Athens County. The OUCC is currently working on a major project through the Ohio Center for Mapping (CFM). Through extensive negotiations the center was granted a \$25,000 sub-contract in 1992 to which an additional \$12,500 was added until the end of the current fiscal year. This work involves automated cartography in an effort to transform the analog data from the standard United States Geological Survey 7 1/2 minute quadrangles into digital format for the whole state of Ohio. This will eventually involve over 800 such topographic sheets.

ANTICIPATED FUTURE: The OUCC is in a major period of transition. The traditional pen and ink cartography is being replaced by computer aided cartography. In order to continue to educate the best cartographers, we must meet the needs of the future and prepare our students for a job market that is heavily relying on automated or computer aided cartography. The project from the Center for Mapping (CFM) is already testimony to that. We have been assured (in writing) that we will receive another grant-subcontract for the coming fiscal year for \$40,000.00. This will allow us to continue two graduate students on stipend support plus bring qualified undergraduate students aboard. The center will, however, continue to do traditional cartography.

It is hoped that the center will be given a Graduate Associate again to work in the center as the daily operator. Such a position was established in 1989 but was later eliminated again due to departmental shift in priorities and eventual budget problems at the college level. It would be most beneficial to have such an individual again particularly during this intense phase of transition. This individual would look after the routine business of the center plus function as a supervisor for the automated mapping operations and equipment.

The center will continue to serve as an arm of the class room. The automated phase has already begun as can be recognized from the fact that seven undergraduate students work in the center as part of a practicum approach during this current academic year. They digitize the index contours for Athens County plus the hydrography to prepare a base for a land use map of the county based on Thematic Mapper Data from LANDSAT. The digitizing is now in the editing phase. The project will

continue into the coming academic year.

FUNDING COMMITMENTS and NEEDS: With the assurance that the OUCC will continue to be part of the CFM activities over the next four years, we will be able to maintain a high profile. However, earlier efforts of attracting a full-time cartographer exclusively in charge of the OUCC as is the practice at The University of Akron or Miami University of Ohio should be looked at seriously. If this is not within the realities of the times than we should, at least, make the tagged associateship a reality again to show that there is a level of commitment to the OUCC that goes beyond the unfaltering commitment of the director.

Table 1. Summary income for paid projects:

1989: \$1,208.00

1990: \$856.00

1991: \$547.00

1992: \$825.00

Projects/Grants

1991: \$25,000.00 from the Ohio Center for Mapping (CFM)

1992: \$12,500.00 -DITTO-

1993: \$40,000.00 (written agreement between the OUCC and CFM) Sept. 1993

Ohio University

Interoffice Communication

RECEIVED

JUN 3 1993

DATE: June 1, 1993

TO: Dr. Lloyd Chesnut, Vice President

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

FROM: Wells Singleton, ^{W.S.} Dean, College of Education

RE: Center for Cooperative Curriculum Development and Partnerships

I have read and concur with the findings of the review team regarding the Center for Cooperative Curriculum Development and Partnerships. The Committee members conducted an excellent review of the center's mission, activities and provided a thoughtful indication of future directions.

We have asked a considerable amount from Dr. Hillkirk, the Director of the Center for the past year. He has done an admirable job of refocusing the Center in the direction of meaningful partnerships with area school districts as well as several other important endeavors related to public schools. The Center promises to become one of the most prominent in the College and certainly a unique model for Colleges of Education throughout the country.

The Committee is to be commended for their insights into the purposes and mission of the Center. The Committee members endeavored to provide a balanced review and in my opinion, they succeeded.

I concur with the findings of the review team and recommend the continuation of the Center for Cooperative Curriculum Development and Partnerships.

Review of the
Center for Cooperative Curriculum Development and Partnerships

conducted by a review committee composed of
Pat Beamish, Rick Bongiorno, Lee Cibrowski, Tom Stork, Alan Tom

Our review follows the organization suggested by the document "Procedure for the Review of Centers and Institutes." In addition to the five sections recommended in that document, we open our report with a brief overview of the current activities, accomplishments, and prospects of the Center for Cooperative Curriculum Development and Partnerships (hereafter called the Center). Except for this initial statement, we have organized our review in outline form.

Activities, Accomplishments, and Prospects for the Center

While it has been in existence for a substantial period of time, the Center has only recently assumed its current emphasis on the development of collaborative relationships between the College of Education at Ohio University and the public schools of Southeastern Ohio. For example, the C.A.R.E. (Creating Active and Reflective Educators) education effort, under another project name, was initiated in 1989, and all of the other partnerships in the Center originated in the last few years. The array of recently developed partnerships is impressive (see the inventory of partnerships attached to the self study).

The Center's recent emphasis has been on preservice teacher education. Through partnership activities, College of Education personnel have gained important knowledge about how to increase student engagement (both public school and Ohio University) in their learning. Among those working in the Center, the belief is growing that preservice training is best accomplished through the increased integration of the College and Public School components of teacher preparation, and the Center is proving to be a good vehicle for experiments that foster this integration. As such, the Center has the potential for initiating broad-based change within the teacher education programming in the College of Education.

At the same time, helping inservice teachers keep in touch with current theory and practice is an evolving focus of the Center. This aspect of partnership has grown in large part from

the insight that preservice training and inservice continuing education can profitably be combined.

Since the needs of individual schools have heavily influenced the direction taken by these professional development-oriented partnerships, partnerships among the schools and the College have increasingly taken on a wide variety of characteristics and have therefore placed more and more demands on the small professional and secretarial staff of the Center. Moreover, the leadership role taken by the Center's Director in the creation and initial activities of the recently created Southeastern Regional Staff Development Network has further stretched the resources of the Center. The new Network, therefore, could be seen as overloading the Center.

Yet the activities of this Regional Staff Development Network are consistent with the kind of directions that the Center has supported and we believe ought to continue to support, though this effort may properly leave the umbrella of the Center at some point. The Regional Staff Development Network has real prospects of growing to stand alone and of continuing to address professional development issues earlier identified as important by the Center. Thus, helping initiate the Regional Staff Development Network is another instance of the potential role of Center for supporting experiments in educational innovation. We believe that the Center's mission should increasingly emphasize the testing of innovative ideas which might eventually support themselves (or be allowed to wither).

While the Center does have some involvement in curriculum development efforts (e.g., Chauncey Elementary School's project for a theme-based approach to the Arts and the theme-integrated projects in the Federal Hocking School District, as well as the science curriculum development growing from the Distance Learning Project), these curricular projects usually arise from partnership activity. Thus we believe that consideration should be given to changing the name of the Center to reflect its predominant focus on partnerships between the College of Education (perhaps including other parts of the university) and the public schools.

Some of the ideas in this overview of the current activities, accomplishments, and prospects of the Center are further developed as we review the specifics of the viability and cost\benefit of the Center. Overall, we believe that the Center is both viable and cost effective; the major issue is not whether the Center ought to be retained -- we have concluded it should be -- but rather how the activities of the Center can be expanded in a productive and profitable way.

Viability and Cost\Benefit of the Center

A. Evaluation of current Center's viability

1. Who is affected by the current activities of the Center?

In addition to all the school systems and activities outlined in the self study (and the attached partnership inventory) and activities mentioned in the overview discussion above, there may be a potential role for the Ohio University regional campuses in this Center. Since all partnerships require a remarkable investment of time for trust building among participants, face-to-face discussion is very important and distance inhibits the development of partnerships. Some strides have been made in stimulating activities sponsored by the Center but housed at the Regional Campuses, for instance, pre-service training for non-traditional students (along the partnership lines at Federal Hocking School District) is taking place at the Lancaster Branch Campus in conjunction with the Lancaster area schools. In addition, the Center's Director has been a liaison on the district support team in Lancaster as that group attempts to implement site based management. The specific role that the Center should take in projects housed at the branch campuses is one of support rather than control.

2. What are the objectives/goals for this Center? Are they being met? The Center emphasizes:

- a. Preservice teacher education, as well as the development and testing of new models for integrating this effort with inservice professional development.
- b. A way for increasing the field-based component of all professional training supported through the College of Education.
- c. Support for collaborative efforts among public schools within the region, schools and the university, teachers within a school building, and teachers and their students.
- d. Its role as a clearinghouse for innovation and as a mechanism for testing new educational ideas and approaches (which may include a wide variety of efforts for enriching the school community).
- e. Its ability for being a communication channel among

partners in order to disseminate local ideas to a broader audience as well as to bring new information from many national sources to the local partners.

f. Internship experiences in staff development for students in Education; roles for specialists in professional development who may be employed in programs like that of the Southeastern Regional Staff Development Network.

Are these goals being met?

a - c (above) are currently embodied in a number of programs sponsored by the Center.

d and e are partially implemented, and

f exists as a goal for future development in the Center, e.g., sponsored projects such as the Regional Staff Development Network.

B. Evaluation of current Center's cost/benefit basis

1. Costs.

a. Staffing. The Director of the Center has a reduced teaching load in consideration of his work for the Center. He also receives a small above-load stipend as part of his compensation. The Center's administrative assistant is employed half-time though the Center and also provides secretarial support for the Regional Staff Development Center. In addition to these two people, the Center has the services of a graduate student assistant.

b. Equipment. The administrative assistant's computer equipment was provided through a State Department grant for the Regional Staff Development Network. The Center Director's computer was provided through the office of the Dean of College of Education.

c. Other Resources. There are extensive in-kind contributions of faculty time and other services in support of the Center. Travel expenses are supported through the Dean's Office travel fund.

2. Benefits.

a. Generation of credit hours. A financially positive feature of the Center's existence has been an increased number of credit hours taken, especially at the regional campuses.

b. Other potential income. Other income generated through Center activities may include sponsorship of conferences and other professional development opportunities.

c. Good will. The activity of the Center has increased the visibility of Ohio University within regional school districts and has increased the belief on the part of school personnel that the University can help improve education within these districts.

C. Evaluation of potential future viability of the Center

1. The review committee concluded that the Center has strong future viability in its role as incubator for innovative collaborative programs, especially in rural Appalachian Ohio.

2. The Center's future mission resides particularly in the objectives that are only partially being met at the current time (objectives d-f on page 2 of this report), but not to the exclusion of those identified as currently being stressed (objectives a-c on page 2).

D. Evaluation of future cost/benefit basis - How ought this be done?

1. The Dean of the College of Education believes that this Center, as in the case of other College of Education Centers, should move toward self-support. Support from the College could continue for a limited number of years (3-5), as it has for other Centers.

2. Some programs (such as C.A.R.E.) can be self-sustaining through substituting courses for those currently offered through the teacher education curriculum. The Plains partnership courses (see inventory of partnerships) also may meet the criterion of self sufficiency as enrollments increase.

3. With the growth of the partnership offerings -- as illustrated in the inventory, there is increased demand for courses taught under the partnership model. This development should lead to the generation of additional student enrollments.

E. Recommendation regarding increased support, continuation at current level, reduction or elimination of the Center. Based on our review of the Center's activities and accomplishments, we **recommend increased support for the Center**, with our comments in this section pointing out ways that such expansion can be managed in a productive way.

1. Because of the unique focus of this center on problems associated with schooling in rural settings, we recommend that this Center should be kept separate and distinct from other College of Education sponsored centers.
2. There should be a more extensive review than our review committee's report of the entire partnership model. This systematic review should include, but not necessarily be limited to, the tabulation of feedback from all participants and others affected by Center programs. The review of the Center's program should include summative criteria but should focus principally on formative issues which can lead to expanded services and programs.
3. In addition to a systematic review, careful attention should be given on a continuing basis to participant feedback so that their recommendations can be incorporated into the Center's planning for improvement. Attention to participant feedback will be helped by the addition next year of two graduate student assistantships for the Center.
4. An advisory committee, with representatives from among the Center's various constituencies, should be formed to monitor the ongoing work of the Center and to help the Center plan any expansion of activities.
5. The scope of the Center's activities.
 - a. Since the Center is the primary agent by which new collaborative College of Education/Public Schools/Community links can be formed, the scope of these collaborations should extend beyond teacher training. For example, in order for counselor education programs to utilize collaborative models more broadly in the community, video taping technology is required. Access to these resources would be enhanced if counselor education were seen as a part of a larger partnership mission.
 - b) The Center is already exploring wider links with other programs within the University. Due to the importance of forging partnerships between the

community and Ohio University it is in the interest of the University as a whole to direct resources to the Center. In this way the support necessary to broaden the scope of these partnerships will be available.

c) We recommend that the name of the Center for Cooperative Curriculum Development and Partnerships be changed to better reflect this focus on partnerships. The Center for Partnerships seems an apt choice.

May 1993

Partnership Inventory
Center for Partnerships
Ohio University College of Education

ATHENS CITY SCHOOLS

The Plains Elementary

1992-93 Courses Offered

Fall

EDEL 310	Teaching Language Arts	Bill Smith
EDEL 311	Teaching Reading	Bill Smith
EDEL 321	Children's Literature	Joan McMath
EDEL 321L	Lab - Children's Literature	Joan McMath
EDM 480	Intro. to Educational Media	John McCutcheon
EDEL 490	Study in Elementary Education	
	(Selected Course in concentration)	

Winter

EDEL 310L	Lab - Teaching Language Arts	Bill Smith
EDEL 311L	Lab - Teaching Reading	Bill Smith
EDEL 330	Teaching Math Grades 1-3	Bonnie Beach
EDEL 330L	Lab - Teaching Math Grades 1-3	Bonnie Beach
EDEL 350	Teaching Social Studies	Al Leep
EDEL 350L	Lab - Teaching Social Studies	Al Leep
EDEL 372	Classroom Management	Sondra Rebottini
EDEL 490	Study in Elementary Education	
	(Selected courses in concentration)	

Spring

EDEL 331	Teaching Math Grades 4-8	Bonnie Beach
EDEL 331L	Lab - Teaching Math Grades 4-8	Bonnie Beach
EDEL 340	Teaching Science	Colleen Sexton
EDEL 340L	Lab - Teaching Science	Colleen Sexton
EDM 332	Microcomputer Applications in Education	Sue Fisher
EDEL 490	Study in Elementary Education	

1993-94 Tentative - Hopefully team taught by faculty from The Plains and OU
-Schedule will be finalized by May 5, 1993

Fall

EDEL 372	Classroom Management	
EDM 332	Instructional Planning	
EDM 480	Media Selection / Production	

Winter

EDEL 310 Teaching Language Arts
 EDEL 310L Lab - Teaching Language Arts
 EDEL 311 Teaching Reading
 EDEL 311L Lab - Teaching Reading
 EDEL 321 Children's Literature
 EDEL 321L Lab - Children's Literature
 EDEL 350 Teaching Social Studies
 EDEL 350L Lab - Teaching Social Studies

Spring

EDEL 340 Teaching Science
 EDEL 340L Lab - Teaching Science
 EDEL 330 Teaching Math Grades 1-3
 EDEL 330L Lab - Teaching Math Grades 1-3
 EDEL 331L Lab - Teaching Math Grades 4-8
 EDEL 460 School Practices and Curriculum
 HPES 270 Physical Education

East Elementary

Spring 1993

EDCI 210L Teaching Techniques for a
 Democratic Classroom

Keith Hillkirk

Athens High School

Spring 1993

EDCI 210L Teaching Techniques for a
 Democratic Classroom

Keith Hillkirk

Student Teachers through the CARE Program

Keith Hillkirk

Chauncey Elementary

1992-93

Approximately 5 meetings have taken place and a proposal has been submitted to the Experimental Education Fund so that expanded placements for field experience students can be made at Chauncey.

FEDERAL HOCKING LOCAL SCHOOLSAmesville Elementary

Spring 1993

EDCI 210L Teaching Techniques for a
Democratic Classroom

Keith Hillkirk

EDCI 271

Cindy Hartman &
Teachers from
Amesville

EDCI 271L

Cindy Hartman &
Teachers from
AmesvilleCoolville Elementary

Spring 1993

EDCI 101 Democracy and Education

Sharon Kousaleos

Federal Hocking Middle School

Spring 1993

EDCI 210L Teaching techniques for a
Democratic Classroom

Keith Hillkirk

Federal Hocking High School

Spring 1993

EDCI 210L Teaching Techniques for a
Democratic Classroom

Keith Hillkirk

Student Teachers through the
CARE ProgramGeorge Wood
Carolyn Tripp**ALEXANDER LOCAL SCHOOLS**

1992-93

A number of meetings have taken place to discuss possibilities for
the development of partnerships with various schools.**LANCASTER CITY SCHOOLS**

1991-93

Crystal Gips and Alice Blake-stalker have worked closely with
South and Sanderson Elementary Schools. Keith Hillkirk has
served as a member of the District Support Team. Al Leep is
working with Cedar Heights, Tallmadge, and OU-L to expand field
placements. During 1992-93 Gips, Blake-Stalker, and Hillkirk have
facilitated a study group on school restructuring.

Ohio University

Interoffice Communication

Date: June 11, 1993

RECEIVED

To: Dr. Chesnut, Vice President

JUN 11 1993

From: Wells Singleton, Dean, College of Education

**V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY**

Re: Center for Higher Education and International Programs Report

I have read and concur with the report on the Center for Higher Education and International Programs. The review committee conducted a thorough evaluation of the center and provided thoughtful analyses as well as reasonable recommendations.

As you are perhaps aware, the Center has been under the direction of Dr. Snyder for only one year, following a long period of time when the center was under the direction of Dr. Milt Ploghoft, who recently retired. Therefore, the Center is undergoing a number of changes which are reflected in the report. However, it is important to note that the Center, in refocusing its mission, based a number of changes on recommendations made by previous review committees.

Among the several recommendations made by the review team, there are two that I need to comment on. While I am in favor of adapting the Center's focus in order to maintain a competitive edge in both higher education and international programs, I approach the idea of a name change with caution as I think a hasty change to meet current needs may not be appropriate to the future. The Center has only had one year in which to adjust to the existing environment and a name change at this time could be confusing for constituents.

I have felt from the time of his employment here that Dr. Snyder should be moved to more permanent funding status within a reasonable period of time. He accepted the position with the understanding that his salary would in the foreseeable future, be provided through the various grants we hope to garner. It makes sense to maintain the linkages provided by operating budgets in the form of salary compensation. However, it is my opinion that all centers should be self sustaining, whenever possible. It appears that the Center for Higher Education and International Programs is in an excellent position to maintain a high level of self funding.

I appreciate the efforts of the review team and, in particular, Dr. Snyder in reviewing the significant progress made by the Center in achieving a number of commendable goals in a very short period of time.

I concur with the review team's findings and recommend continuation of the Center.

649

EVALUATION OF THE CENTER FOR HIGHER EDUCATION
AND INTERNATIONAL PROGRAMS

College of Education
Ohio University
Athens, Ohio 45701

June 1993

EVALUATION OF THE CENTER FOR HIGHER EDUCATION AND INTERNATIONAL PROGRAMS

Introduction

The evaluation of the Center for Higher Education and International Programs took place on May 5-7, 1993. The charge to the Evaluation Team was to help define the new directions and initiatives for the Center, as well as the institutional and administrative structure necessary to carry out these charges. In the time set aside the Evaluation Team reviewed the Center's purpose, history, current activities and status, anticipated future, and current and future funding. The basis for their discussion was a self study document, extensive interview with the Director of the Center and other interested members of the Ohio University community (see page 7).

The Evaluation Team was comprised of: Dr. Joan Claffey, Director, Association Liaison Office to USAID, Center for University Cooperation in Development, representing the role of higher education institutions in sustainable development, both regionally and internationally in four-year and two-year institutions; Dr. Crystal Gips, Director of the School for Applied Behavioral Sciences and Educational Leadership representing the academic responsibilities of the Center; Dr. Merry Merryfield, Associate Professor, Social Studies and Global Education, Ohio State University representing the role of the Center in the internationalization of the education curriculum; and Dr. Karen J. Viechnicki, Associate Dean, College of Education representing the College and Chair of the committee. The Evaluation Team members were selected because of their extensive experience in higher education and international development work.

Current and Future Viability

To assess the current and future viability of the Center, the evaluators thought it important to consider the vision statement of the College of Education:

We envision ourselves becoming a community which seeks to establish and perpetrate a secure, open, supportive, and communicative environment that encourages and allows for the personal and professional development of the skills and knowledge necessary to promote a global society which is just, humane, and both tolerant and respectful of human diversity.

The Evaluation Team decided to combine its consideration of the current and future viability of the Center because of the dynamic process of "becoming" that is referred to in the vision statement of the College. The Team focused on the directions deemed important for the Center by the College community.

The Evaluation Team notes that the purpose of the Center has changed since what was put forward in the original proposal in 1980. At that time its mission was to serve "as a vehicle for the coalescence of resources to assist two-year and perhaps smaller four-year institutions of higher education in southeastern Ohio and portions of Appalachia to meet the challenges of today and the years ahead." During the past thirteen years the mission has evolved to one that includes international development. In 1987 a review of the Center recommended that "if the activity

related to research in Africa is appropriate to the Center's mission, goals should be developed to reflect that growing emphasis." Then in 1989 a task force stated that "all international contracts will be housed administratively in the Center for Higher Education." The change of leadership in the College in 1989 began to bring some of these recommendations to fruition. While the Center was originally proposed to serve as a catalyst, this idea was expanded on the 1987 review to include "[but not serve] as a permanent home for programming activities." Under the leadership of the current Dean, the College is working to operationalize the aforementioned vision by restructuring the College to meet the needs of a changing society. Therefore, it is appropriate that the Center, which is an integral part of the College continue to address the dynamic needs of a changing region and world. In the process of reconceptualizing the mission of College the Dean and faculty recognize the significance of the Center in bringing together rural and international development. The mission of the Center relates directly to instruction, research and service. Demands from students, faculty, and external partners lead the Team to support the continued expansion of the Center's educational mission.

The Center concerns itself with is more than Ohio and Appalachia. Linkages with international development are essential. What we learn from international development informs and contributes to educational improvement in rural Ohio. Conversely, domestic rural initiatives contribute to collaborative ventures and technical assistance in other parts of the world. By the nature of its collaborative efforts in rural Ohio and the rest of the world, the Center continues to serve as catalyst to enrich the College as a learning community. The College may consider changing the Center's name to more closely reflect its emerging mission. A name such as the Center for Rural and International Development may be considered.

In sum, the overarching purpose of the Center is to transform the broad academic program at Ohio University -- to foster an international/global perspective in faculty, student, and community thinking; contribute to knowledge development and sense-making through intentional synergies among research, teaching, and service; and situate the College to engage better in interdisciplinary academic activity with other colleges, centers and programs. The Center provides faculty and students with connections to partner institutions, helps build support for research activities, and provides a presence that enables the attraction of external resources.

Many in the College community regard the Center's original work with area community college personnel to be of continuing importance. Infusing this work and other educational development initiatives in Southeastern Ohio with the experiences of the Center's international development work is highly recommended. Similarly, the Center should help ensure that the experiences of international project work are closely integrated with the College's research and teaching.

Evaluation of Current and Future Cost/Benefits

The current Director notes that the Center has not been self-sustaining over the years. The main reason has been its non revenue-generating work, albeit essential, as a catalyst helping individuals and units to attract funds and students. During the past year, the Center has shifted to a greater direct involvement in remunerated project work and administration. The Center has three major projects at this time, although only two generate indirect funds: 1) the Swaziland Teacher Training Exchange Project, 2) the TOPS Training Evaluation Project which evaluates a training program for county human services staff that is delivered by thirteen two year institutions

throughout Ohio, and 3) the Lesotho Primary Education Project (PEP). The Swaziland Project has no overhead; TOPS entails shared costs; and PEP carries full loads for both overseas and campus activities. The indirect income from TOPS for 1992-93 was \$6,818 of which approximately \$3,346 returns to the College in the form of incentive research funds. TOPS is likely to continue for at least two more years; contract negotiations are currently underway. The incentive income for the College should remain at approximately the same level. TOPs also supports approximately 16 person months of staff work, which should also continue. The Lesotho Project is a five-year commitment with a projected indirect income of \$671,847, of which approximately \$329,763 returns to the College. Therefore in terms of current contracts, the total income accruing to the College is \$339,801. The authority to use these funds rests with the Dean, Associate Dean, and the Director of the Center. This means that staff (including additional support staff) are supported by direct funds, and the location of the projects in the Center attracts additional incentive support from the University Research Center. A research assistant is supported by 44% TOPs Training Evaluation Project and 56% Lesotho PEP Project; she also teaches in the international education area, but those funds are not given to the Center. They constitute an inkind contribution to the College which should not be overlooked in the calculation of benefit. The Director also teaches a course without affecting the SABSEL budget.

The current annual budget of the Center is set at \$45,816. This includes secretarial staff (1 full-time person, plus part-time student assistance) at \$40,816 and communication at \$5,000. These funds are contributed from the general fund of the College. Historically, the Director has not received salary from the Center budget; currently, the salary is supported from the College research incentive funds (55%), to which the Center now contributes, and direct charges to projects, (45%). Other professional personnel are supported by direct project work. The Center-generated incentive funds have been used for equipment purchases to update the Center capabilities, support of meetings for the Center and future activities, conference attendance, excess support funds for Center communication and evaluation, and faculty exchanges with the National University of Lesotho. Total expenditures for the Center will be approximately \$100,000 for 1992-93 fiscal year, indicating that at current income levels the Center is financially viable for over three years even if no further projects were secured.

The Evaluation Team recommends that if the Center is to become more heavily involved in the internationalization of the curriculum and the support of international students, then additional direct costs will have to be borne by the Center through direct funding from the College.

Strategic Implications for the College of Education

The emergent nature of the Center will have the following strategic implications for the College of Education.

1. Operations and Activities

- a. In view of faculty and administrator sentiment, the Evaluation Team recommends that the Center retain its original mandate to articulate with area community colleges, particularly in terms of educational programs for faculty. The Team also endorses the Center's defacto expansion in recent years into international research, teaching, and service, when it is expected to enhance the educational program of

the University. The Team concurs with the emphasis on applied research within the Center's international mission. Assumption of this dual mission by the Center affords unique opportunity to infuse educational work in southeastern Ohio with international perspectives, and to bring the experience of local economic and social development to contexts abroad.

- b. The Team recommends that the College formulate a strategy to foster the greater integration of experience from international programs administered by the Center into other educational efforts of the College, and vice-versa. This strategy should be regularly reviewed and assessed in terms of how well it achieves these integration objectives.

2. Administration

- a. In view of the Evaluation Team's endorsement of a formally-expanded mission for the Center, the Team stresses the importance of the position of Center Director, responsible for the leadership, general direction, assessment, and fiscal management of the Center. The Team recommends that this position, in whole or part, become part of the College's stable personnel structure and that the salary attached to the position become a part of the general fund budget.
- b. The Team recommends consideration of flexible approaches to meet the administrative needs of the Center, in line with College interests and those of the Director. For example, to enable the Director to give more time to research interests or activities overseas, the College could consider appointing a co- or deputy director or an experienced program assistant for a period, as needed.
- c. The Evaluation Team recommends that consideration be given to systematic ways to encourage more faculty participation in and responsibility for the Center's mission, and to prompt greater integration of Center experience with the educational program. Initiatives could include (i) the recognition of "core faculty" and/or "faculty associates" of the Center, wherein affiliation would be offered on a voluntary basis, (ii) special interest groups on research and evaluation, and "internationalizing" education programs of the College, (iii) "incentives grants" for research, curricular materials, school visits and special events which help fuse international and regional interests of the Center, and (iv) "mentoring" by more experienced faculty of less experienced faculty and graduate students.
- d. The Team recommends that the Center propose and constitute an advisory council or consultative group to provide opinion on its functions and programs, and to help ensure integration between the activities of the Center and the educational program of the University. Members could be from the College, other University units, and external organizations. The council or group would also participate in the periodic review of the Center mission ensuring consistency with that of the College and University.

3. Students

- a. The Evaluation Team suggests that students be integrated to a greater extent into the rural and international work of the Center through research projects, independent studies, or graduate assistantships.
- b. The Team recommends that the Center encourage student travel and overseas study in connection with on-going projects or linkages with past projects. Cooperative agreements with appropriate host country institutions could facilitate such experiences.
- c. The Team recommends that the Center expand student exchange programs overseas and identify ways that students with overseas experiences can directly contribute to the learning community of the College. Possibilities might include student presentations, publications, or conferences at Ohio University that bring together exchange students (American and International) from adjacent states or other countries to discuss global issues or cross-cultural understanding.

4. Faculty

- a. The Team recommends that the Center provide staff development for faculty who wish to become more internationally-oriented. Possibilities could include orientation programs to help faculty apply for Fulbrights, or other overseas programs, study tours sponsored by the College to motivate faculty to connect with or develop overseas linkages, incentives for collaborative research and presentations at international conferences.
- b. The Team recommends that Center develop a mentoring system whereby younger faculty learn skills and acquire experiences in securing funding for work in rural and international development.
- c. The Team recommends that the Center provide a forum for faculty to share overseas experiences, knowledge, perspectives and research within the college and Ohio University communities. Possibilities could include a seminar series, a monograph series, or perhaps public debates on global issues of concern to students and faculty.

5. Curriculum

- a. The Team recommends that the Center provide leadership in internationalizing the curriculum. Faculty associated with the Center could provide leadership within the schools and their program areas. Presentations or workshops for the faculty by persons, within the college and outside consultants, with "internationalizing the curriculum" experience could stimulate thinking and creativity in infusing global perspectives into on-going courses. Such work with faculty could provide rationales, if needed, concerning why students would benefit from an increased international emphasis in their coursework or programs.

- b. The Team recommends that internationalization of the curriculum could address such elements as multiple perspectives (and perspectives consciousness), cultural universals and cultural differences, global issues, global systems, global history, cross-cultural understanding. A framework developed by a faculty/student group that identifies alternative approaches to internationalizing courses and programs might be useful in bringing about change.
- c. The Team recommends that the Dean, Center Director and an Advisory Board might want to consider incentives or outside funding (e.g. FIPSE grant) to encourage faculty in the college to increase the international/global content of their courses and programs. It might also be useful to work with faculty in other colleges who teach courses to education majors (e.g., English or History professors).
- d. The Team recommends that the Center find ways to integrate international students into the processes of internationalizing the College, linking rural Ohio with international development efforts and providing cross-cultural experiences for American students and faculty. It is in the inherent interest of the Center to help involve international students in the academic, professional and social activities of the College.

6. Resources and Funding

- a. The Evaluation Team concurs with the desirability of having some, if not all, of the line position of Center Director secured with hard funds from the College and University, with the balance coming from sponsored research, contracts, and grants. The Team feels that stable funding is important to signal the College's commitment to the Center's enlarged and evolving mandate, and to recognize the Center's contributions to the College and University, beyond the specific activities supported by outside sponsors. The balance of the Director's position could be supported by Departmental research and teaching and/or by external funding.
- b. The Team urges greater pursuit by the Center and faculty associated with the Center, of external grants related to the Center's expanded mission.¹

¹For example, (i) USAID's Development Education Partnership Program provides grants to nonprofit organizations and networks to undertake "private initiatives that enhance the ability of Americans to understand the important role international development plays in the long term national interest of the United States," (ii) USLA's University Affiliations Program awards grants of about \$125,000 over a three-year period to "strengthen institutional relationships between U.S. and foreign universities to promote mutual understanding...generate new knowledge, (and) strengthen teaching and research skills." (iii) The U. S. Department of Education's Center for International Education provides grants to conduct overseas group projects for faculty and/or teachers to help integrate international studies into the curriculum. (iv) Local business and commercial concerns in southeastern Ohio could be approached to join education and training partnerships for selected international and local development pursuits.

Summary

The Evaluation Team wishes to acknowledge the unusually positive regard expressed for the Center and the Center Director by the faculty and administrators with whom the team met. Both at the University and at the College level, the Center is perceived as an integral part of the vision and mission of Ohio University. Observers commented favorably and at length to the Team on the Director's exercise of a management style that is open, flexible, and welcoming to diverse faculty interests. It is the Evaluation Team's collective belief that the Center should move forward forging a new agenda that continues to adjust to the changing needs of our emerging world.

Date: June 10, 1993

Center Review Participants

Alice Blake-Stalker, Ph.D., Assistant Professor, C & I
 Carol Blum, Ph.D., Assistant Vice President for Research
 Margaret Booth, Ph.D., Research Associate, Center for Higher
 Education and International Programs
 Marcus Dahn, Graduate Assistant, Center for Higher Education
 and International Programs
 Max Evans, Ph.D., Professor, SABSEL
 Mary Ann Flournoy, MAT, Associate Director, Center for International
 Studies
 Felix Gagliano, Ph.D., Vice Provost, International Programs
 Stephen Howard, Ph.D., Associate Professor, C & I and Director,
 African Studies
 Richard Miller, Ph.D., Professor, SABSEL
 Milton Ploghoft, Ed.D., Professor, C & I
 Conrad Snyder, Ph.D., Professor, SABSEL and Director, Center for
 Higher Education and International Programs
 Edward Stevens, Ph.D., Professor, C & I

APPENDIX

Notes From Open Forum May 6, 1993

Steve Howard - Current and looking for future of what you would like to see as part of the Center.

International Projects has not carried over into internationalizing the curriculum. Nothing has been put back into undergraduate curriculum. No research generated from projects or dissertations.

Swaziland Exchange - Work experience for undergraduates abroad.

Crystal Gips. Problem with internationalizing Curriculum - people who go with projects are not teacher education people. Need to work on internationalizing student thinking. Work with faculty who are going to work with students. Promote dissertation, current research.

Steve Howard. Need to get younger faculty involved.

Crystal Gips - Money needs to come back to faculty so source of benefits are made concrete and visible of purposes of the Center and projects.

Wes Snyder - What the Center is not. It is not an independent consultant. Not to seek projects nor to generate funds. Sees as a research center. Research, training, faculty development.

Projects gets us in. Overhead goes to University. Portion comes back for research incentive. Project money helps keep center going. About \$300,000 will come into the Center and College of Education from our project.

Give money to schools

Base for reason for internationalizing the curriculum

Outcome

Special papers, O.U. Press, Namibia publication, Lecture Series

Steve Howard suggested for title, "Rural and Appalachia Development." Build what we are doing: Partnerships, Literacy, Vocational Education, Regional Centers.

Wes does not see Center as Wes Snyder. He discussed a co-director, a rotation basis with the Center the administrative body to service others.

Project funds could help support.

Build Research/Evaluation support system for College faculty.

Steve Howard spoke of change in the world and exporting western technology to the east and what we can learn from each other and the need to internationalize American students.

Relationship between International work and rural regional development Linkage.

Crystal Gips spoke of redesigning a master's degree program with half of the work being done here and some being field based in schools and placing international students in the schools so that they can interact and see how the schools operate.

Felix Gagliano spoke about the world change. Learn from resources

Wes - Not consultant. Research relationship - Technology expertise is demand. Focus on partnership relationship - client/patron relationship.

Why a Center here and there. Together/conflicts.

Felix Gagliano - Ohio University has approximately 100 international agreements. Administered by Gagliano who works with President and Provost. Coordinated International activities and reports to President. Dr. Gagliano gave a brief history of international education at Ohio University. He said that much of the international work started in the College of Education.

Goals of University is to Internationalize the curriculum. Educational purposes - Professional development of faculty and move into the classroom. Need administration at college level and need centers for educational development model. Other colleges are doing this type of thing. Directors come together from the different college to Dr. Gagliano for advise on project bids and doing things in other parts of the world.

Need to help undergraduates know more about other parts of the world.

Research Agenda priority.

International series on Africa, International monograph series, outlet for research activities. Monographs for Center for International Programs. Present research results that would come out of center.

Joan Claffey - Support to International Center in College.

Felix Gagliano - write grants, internationalization of curriculum. Spokes person for College of Education.

Merryfield - International Curriculum - different focus in College of Education.

Gagliano - set of tiers - university perspective. Special College criteria, individual majors, satisfy university requirements, college requirement. Competency based language. Less than 2% of students study abroad.

The Center for International Studies has some travel funds available to

Development, research and statistics for support - do consultancy inside and outside the college.

Rural and International efforts -- support graduate students working on it -- support of work in mission of Center.

Ed Stevens - Special statistical dimension of this. Experts in different areas of research. Need to identify experts in their field. Faculty need to know that these people are there to assist. Identify people with expertise. Expand beyond statistical-- experts on development that could be a unit (research or development unit).

Claffey -- define development

Stevens -- Ohio Literacy project - assist existing program.

Claffey - cooperative extension.

Stevens -- Assistance, training, organization, recruitment, fund raising.

Crystal - Research needs to be agenda of college - not just academic

Define mission of the Center -- multiple component

Richard Miller - A Research Center is actually on paper. Was developed in 84-85

Wes suggested starting small. Need focus we can market. Wes described some other centers. No model like this.

Decide what you want and do it. International research - not clear

Claffey - Research peek of pyramid. Service dimension - infuse teaching side. Research technology service are to be interwoven.

Crystal - Research is driving factor. If not into international is it open to research to others not just international.

Karen V. also suggested starting small. Research related to rural or International aspects of it.

Need nice title for us -- areas of excellence that we are known for. So we can get grants.

Research is service.

Center should do more for internationalizing the Curriculum.

Crystal -- Process and structure should go through College and University curriculum Committee. Center should have expertise to find resources. Power to initiate internationalization, Leadership in schools.

support faculty with international travel if the schools and college feels its necessary.

Joint proposal writing. Show collaboration across campus.

Crystal Gips talked about various activities on the regional campuses. Mission of the Center is to reach out there.

Felix Gagliano - Ohio Valley International Council (Maryanne Flournoy) is a vehicle to disseminate to the region. Also there is the microwave system.

International expertise in Elementary schools serve sector of the state.

Wes - Told the group that the Center canvased the regional campuses regarding international work.

Ed Stevens said that there is a dilemma - the Center is an outreach mission of Ohio University. Comprehensive Center. Not related to International - Distance Learning, Ohio Appalachian Literacy Project. Staff Development - Adult Basic Literacy Education.

Focus on Contingency - People in adult education, literacy training, clients for program (high school dropouts, GED.) These fall in Ohio University mission. Decision made if Center can move in more than one direction. Don't deal with international - Deal with education, social, economic problems.

Merryfield - Connection with International Project - Same problems applied in other parts of the world as well as Appalachia.

Stevens agreed the problems and funding our the same.

Wes Snyder - Rural and Regional and International -- Common pool. Research opportunities - Development opportunities.

Wes - Suggested names -- "Center for Outreach Development" "Rural and International Development in Education".

Need Broader Agenda - Collection of People.

Crystal Gips asked what belongs in the Center. What its dimensions and boundaries are. Asked when faculty go to the Center and that expectations are unclear.

Wes responded that it needs to be voluntary.

Crystal - people who think that there is a benefit defined in college separate from the center. People worry about where the money goes. Can persons wanting to initiate a project expect support service.

Wes - support from Center Incentive money given over to the schools for staff development.

Stevens -- People with expertise - resources for curriculum development - not making decision

Wes - Define higher education in Center - community colleges. Keeping higher education in name is misleading people of what the center is. Will continue working with community colleges but not all that it encompasses.

Richard Miller agreed that we need to get higher education out of the title.

Rural has different meaning.

Ed Stevens agreed that the name needs to be change (go with better title.

Discussion followed regard name. Suggestion - "Center for International Development in Education"

Crystal - Task is to review the Center. Could actually purpose a new center if name is changed.

Alice Stalker talked about the exchange program. Most of students who take part are from Athens. There is an interest from Regional campuses. Talked about conducting research of people who have participated in the program in the past.

Alice Stalker and Steve Howard both stated that they could not be conducting their present projects if it wasn't for the resources of the Center.

Steve Howard -Research and advise, collegiality, Integrated solution and address problems.

Center pool ideas and bring people together.

Work with Center projects have not generated research and dissertations. This needs to be encouraged.

Academics need to set agendas -- not Washington. Need to work together.

Center can serve as a catalyst - collaborate.

Steve Howard - suggested that the center could have brown bag lunches and bring people together for discussion.

People present: Wes Snyder, Joan Claffey, Merry Merryfield, Karen Viechnicki, Crystal Gips, Felix Gagliano, Steve Howard, Ed Stevens, Alice Blake-Stalker, Richard Miller



Ohio University

Center for Higher Education
206 McCracken Hall
Ohio University
Athens, Ohio 45701-2979
614-593-4445

College of Education

RECEIVED

APR 28 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

27 April, 1993

MEMORANDUM

TO: T. Lloyd Chestnut, Vice-President of Research and Grad. Studies
FR: Wes Snyder, Director *Wes*
RE: Center for Higher Education Evaluation

Thanks for your note of 16 March on the Center name. Attached are the documents for the evaluation exercise. I would like to change the name but I'm not sure if we should bother during this evaluation. I don't want to waste your time on such small matters; however, any comments are welcome.

As I have read the documents from the past, the Center has changed a great deal over time. I believe the Center is an important agency of the College. The question is what shape should it take in the future. The evaluators we have are insightful and well-informed on sponsorship activities. They probably should talk to you and/or Carol. The evaluation is set for the afternoon of May 5 through morning of May 7. Let me know if it is appropriate for them to talk to your office and when and who.

Thanks. I also want to followup on some of your comments at the meeting as well, in the near future.

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Ohio University

Center for Higher Education
206 McCracken Hall
Ohio University
Athens, Ohio 45701-2979
614-593-4445

College of Education

31 March, 1993

MEMORANDUM

TO: Wells Singleton, Dean
FR: Wes Snyder, Director *Wes Snyder*
RE: Evaluation of the Center for Higher Education and International Programs

As discussed on several occasions, the Center must be evaluated by the end of the Spring Quarter of this year. I've held preliminary meetings with program leaders within the College of Education, international education students, and various external groups across the university. Out of these meetings has come many new ideas and opportunities for the future. The Center clearly has an important role to play within the college (internationalization of the curriculum, administration of international programs and exchanges, and assistance to international students), within the region (particularly community colleges), and internationally (projects, consultancies, representations, and college linkages).

The committee to be assembled for the Center evaluation is particularly important. Although it will be necessary to document the accomplishments of the Center over the last five year charter period, it is perhaps even more critical that the evaluation team help define the new directions and initiatives for the Center, as well as the institutional and administrative structure necessary to carry out these charges. If I had to characterize the general mission of the Center for the next few years, I would say that it is concerned with regional and international educational development, with particular assistance given in terms of consultation, research, and evaluation. This falls within the general mission of the College for continued outreach and provides concrete opportunities to build external relationships and opportunities.

To carry out the evaluation tasks, I propose four team members:

Dr. Karen Viechnicki, Associate Dean and proposed Chair of the
Evaluation Team
• representing the College

Dr. Crystal Gips, Director of SABSEL
• representing the academic responsibilities of the
Center

Dr. Joan Claffey, Director of the Association Liaison Office
in Washington, D.C.
• representing the role of higher education institutions
in educational development, both regionally and
internationally and four-year and two-year institutions

Dr. Merry Merryfield, Ohio State University
• representing the role of the Center in the
internationalization of the education curriculum
and international programs

This is an exceptional team, combining extensive experience in
educational consulting with recognized wisdom in the fields of
importance to this Center. There are two outside experts. I recommend
they come together 5-7 May, 1993, to prepare the evaluation report. A
draft report could be completed by 7 May and then later finalized by Dr.
Viechnicki for submission to your office by 14 May.

As recommended in the *Procedure for the Review of Centers*, I would
propose that the evaluation report contain the following components:

- evaluation of current viability of the Center
- cost/benefit assessment
- future viability
- future cost/benefit situation
- recommendation for support or elimination of the Center

In addition I would like to see the team comment, as the previous
evaluation did, on their specific recommendations for activities and
processes, as well as organizational correlates, for the Center. These
ideas could be part of the assessment of the future viability of the Center.
That is, we don't want just an evaluation, but also the development of

some ideas about the direction of the Center in the future. This provides us with more information and a stronger basis for the investment of time and resources over the next charter period. It also taps the many talents and insights of this team to provide suggestions for the future dimensions of the Center.

If the team could be larger, I would also recommend representation from the Community Colleges for International Development group. Sinclair Community College is the Ohio member, and presently has a project in the Ivory Coast (Africa). This would be a good time to get their inputs into how the Center can forge stronger links in this arena. Our Ph.D. student, Marcus Dahn, is presently working with them to develop his thesis on community colleges in developing countries. I leave this recommendation to your judgment. All outside consultants carry costs. In all these proposed candidates, the value they bring to this exercise and the future of the Center far outweighs these immediate costs.

I prepared a self-study last year and updated it for the meetings this year. If we can meet at some time to work out some of the details the evaluation team will require, I'll prepare the formal version for early distribution.

Center for Higher Education

Self-Study Document for the Five-Year Review, 1993

Center Name: Center for Higher Education, known within the College of Education as the Center for Higher Education and International Programs

Director: Conrad Wesley Snyder, Jr., Professor of Educational Research in the School of Applied Behavioral Sciences and Educational Leadership

Purpose of the Center: The purpose of the Center for Higher Education is to serve as a (1) linking and referral point for colleges and international agencies seeking access to the educational services of the College of Education at Ohio University, (2) consultative service for research, evaluation, project work, and study of key higher education issues, (3) base for faculty and graduate students engaged in research or evaluation activities concerning international and rural development in education, and (4) coordinating point for the dissemination of research results to the postsecondary educational community.

Brief History: The Center was formally created by action of the OU Board of Trustees in 1981 and is operated as a unit within the College of Education. There have been three general themes to the work of the Center: **dissemination of information** through conferences and reports on various topics (e.g., collective bargaining seminars, instructional development workshops, workshops for new faculty, research symposia, state conference on computers in education, teacher self-assessment seminars); **rural development efforts** (regional study of maths-science-computer education, planning of Appalachian Literacy Project, assistance on development plan for a Regional Resource Center in Vocational Education at Ohio University, creation of the first comprehensive articulation scheme for the transfer of associate degree graduates to Ohio University, advanced degree program development for career persons in two-year colleges, setup of advisory group of two-year college presidents, establishment of Educational Research Endowment for two-year college activities); and **international development efforts** (e.g., eight years of African Educational Research Symposia, planning of Botswana Primary Education Improvement Project (10-year project),

development and administration of the Lesotho Primary Education Project, consultation on development issues (South Africa, Namibia, Botswana, Swaziland, Lesotho), Swaziland (teacher education) Exchange Program, university linkages (Manchester, Sheffield-Hallam, and other networks), visiting scholars from foreign universities, arrangement for faculty exchange with foreign universities).

Current Activities and Status. The original mission of the Center was strongly related to service to the Appalachian region. Accordingly considerable assistance and program development has been aimed at regional development over the years, but there has been limited response and few resources available for the development of new initiatives or the external support of old ones. In the past, the Center has not been self-sustaining, except for self-financing activities (such as conferences and a few small projects). In 1992, the Center was renamed within the College as the Center for Higher Education and International Programs. By late 1992, the Center had received a project award of US\$4.4 million to carry-out the Lesotho Primary Education Program, which is currently underway. The project is run in consortium with the State University of New York at Albany and Creative Associates International. Three representatives from Ohio University are resident in Lesotho. Within the College, the Center has also consolidated all international programs under Center administration, provided mailboxes to international students, served as liaison for visiting scholars, and has assisted on project development and evaluation plans in four different areas. In terms of two-year institutions, the Center was awarded a subcontract with Hocking Technical College to evaluate the training program for the Ohio Department of Human Services involving 13 community colleges. The total project involvement, both direct and indirect, has been approximately US\$5 million over the next five years (US\$2 million still under review).

Anticipated Future. The focus of the Center is on international and rural development in education. International efforts have dominated recent activities and if the Center is to remain partially responsible for self-support, then the international emphasis is likely to be greater than the Appalachian efforts over the next few years. Internal pressures in the College also dictate that the Center will be an integral mechanism in the attraction and maintenance of international students, nexus for international programs in the College, and initiator of the internationalization of the College curriculum.

The organization of the Center consists of a Director and secretary, plus a graduate associate (not permanent) and any project personnel (also not permanent). All activities must involve other faculty, staff, students, or other organizations and agencies. The logistics of cooperative and collaborative efforts are complex and time-consuming. Through this evaluation and other consultations, the Center must establish a set of priorities to guide (and limit) its immediate initiatives. The Director of the Center teaches with the Educational Research and Evaluation group, serves as Chair of the College Curriculum Committee, and serves as a member of the Dean's Leadership Team of the College. The future of the Center must include a clear set of foci, both to direct its activities and limited resources and to better market itself to the community it serves and solicits support.

Funding Commitments and Needs. The multifaceted program of the Center will be difficult to sustain without additional professional personnel and/or strong linkages to other College and University programs (and efforts to forge these ties are underway). The Center has sufficient self-supporting activities for the next few years; this time should be spent in a careful review of the future of the Center and its relationship to the College, the University, and the sponsorship community. Because of the nature of the Center, these reviews will be a permanent feature of its agenda, as the Center responds to the changing outreach aspirations and commitments of the College. The Center is an important organizing mechanism for the College's regional and international activities. Although the Center is currently attracting both direct and indirect funds, the future may require continuing investment by the College, as the past history of the Center indicates.

ATTACHMENTS

1. *Review of Center for Higher Education (3/23/87)*
2. *Committee Recommendations (7/3/89)*
3. *Original Proposal for the Center for Higher Education (1980)*

REVIEW OF CENTER FOR HIGHER EDUCATION
3/23/87

Review of the Center for Higher Education was completed in winter quarter, 1987 by a committee of four appointed by the Dean of the College of Education: Review committee members were Carol Disque, Fred Dressel, and Jim Thompson, College of Education; and Gary Moden, Institutional Research. Committee activity included an analysis of original and revised goals, matching Center activities and projects to goal statements, review of minutes of Advisory Committee and Coordinating Council, review of Center publications and College of Education annual reports, interviews with the Center Director and the Dean of the College of Education, and discussion of background information from interaction with advisory group members.

The Center for Higher Education has served as an active, useful catalyst for a variety of seminars, conferences, papers, degree programs, and special projects. After matching reports of actual activity to stated goals, the review committee concluded good progress has been made in most areas. Participants and users appear generally satisfied and served by Center programming. The Center has functioned in a responsive, collaborative fashion to develop suggestions from the Advisory Committee, faculty, dean and others for programming and other services.

Several themes emerged during Review Committee discussion. First, as the Center has responded to interests and needs, its focus and activities have evolved. Several activities were useful experiments but not building blocks for long-term activity. Other activities, particularly in the area of research, offer the promise of long-term involvement. The Center has provided a home for some worthy activity which is outside the focus of its original goals. One example of such highly successful activities is the planning and programming related to research in the young countries of Africa. Other examples are 1) programming related to teacher education reform and 2) the creation of regional resource centers for vocational education.

Second, the original mission of the Center was strongly related to service to the Appalachian region. While excellent progress has been made in rural southeastern Ohio, the Center has not moved aggressively to serve the larger region. An information-gathering trip through Appalachia by the Director early in the Center's history, along with minimal response to Center programming from post-secondary institutions outside Ohio, raises questions about the level of felt need for Center services on a regional basis.

Third, the original intent was that the Center be a catalyst or collaborator, not a permanent home, for programming activities. The center has been intermittently successful in encouraging faculty, two-year institutions, or other sponsors to accept continuing responsibility for activities.

Fourth, the intent in the original Center proposal and goals was that the Center eventually become self-supporting through fees for service, grants, and other external funding. Although some fee income has been derived from workshops and symposia, the major portion of funding has come from Internal University sources such as the School of Applied Behavioral Sciences and Educational Leadership, the Dean of the College of Education, and the 1804 Fund.

The Review Committee concludes that the Center for Higher Education is a viable successful entity with a solid record of activity and strong promise for the future. The Review Committee recommends a thoughtful review and refinement of the Center's mission with special attention to the themes explained above:

1. If the activity related to research in Africa is appropriate to the Center's mission, goals should be developed to reflect that growing area of emphasis. Otherwise, the activity should be moved out of the Center.
2. The service area of the Center should be expanded in the Appalachian region outside the state of Ohio.
3. The Center should foster greater involvement by faculty and interested others in identifying needs and providing services. The Center must cultivate among those interested a willingness to take responsibility for continuation of activities once the initial development is complete.
4. A larger portion of Center expenses should be covered by external funds from fees, grants, and contracts.

The Review Committee has identified direct costs of the Center's operation. Benefits, however, go beyond the list of activities and publications of the Center. Among those benefits are improved working relationships with the two-year colleges, additional doctoral students through the implementation of the special degree program in higher education administration for employees of two-year colleges, additional undergraduate students through the articulation project, and an improved image of the University in working with African issues and problems related to research.

For the future, costs should be borne to a greater degree by the institutions that benefit directly from services and by external grants. Substantial progress in this area should be made in the next two years.

The recommendation of the Review Committee regarding support of the Center is that both the University and the College of Education continue to benefit from the activities of the Center for Higher Education and a reasonable level of support by the institution should be maintained. Increases in funding should come primarily from outside sources. In addition, an advisory group to review and recommend revisions in the Center's mission and structure should be formed.

Ohio University

Interoffice Communication

Date: July 3, 1989

To: Allen Myers, Dean, College of Education

From: *Carol Disque*
Carol Disque, Chair, Center for Higher Education Advisory Review Committee

Subject: Committee Recommendations

The Center for Higher Education Advisory Review Committee completed its work in June, 1989. The following recommendations are offered concerning Center for Higher Education mission, organizational structure, and funding.

DRAFT: RECOMMENDED MISSION STATEMENT

Linking the diverse activities of the Center for Higher Education is a commitment to promote research and evaluation activity in postsecondary institutions. The need is great for research development to enhance planning, program delivery, and accountability in both local and international settings. The purpose of the Center for Higher Education is to provide educational opportunities, research, and consultation for postsecondary institutions in Ohio and the Appalachian region of the United States, and for postsecondary institutions and coordinating bodies in a variety of international locations. Because of Ohio University's geographic location, comprehensive academic program, and long standing involvement in international education, the Center for Higher Education is in a unique position to stimulate and support educational and research development, at the same time providing superior learning experiences for both graduate students and faculty members.

The Center for Higher Education offers:

1. A linking and referral point for colleges and international agencies seeking access to the educational services of Ohio University;
2. A consultative service concerning key higher education issues;
3. A base for faculty and graduate students engaged in research or evaluation activities related to postsecondary institutions;
4. A coordinating point for dissemination of research results to the postsecondary educational community.

DRAFT: RECOMMENDED STRUCTURE AND ORGANIZATION

Central oversight for the Center for Higher Education is based in the office of the Dean of the College of Education. Two coordinators, or head associates, provide day-to-day leadership of Center for Higher Education activities. Their role includes identifying and creating opportunities (including funding possibilities), and providing coordination to Center for Higher Education management. One coordinator provides leadership for activities related to postsecondary education in Ohio and the Appalachian region. The second coordinator, then, provides leadership for educational development and research activities in international locations. Although the domestic and international areas represent two different thrusts of the Center for Higher Education's activities, there is opportunity to develop connections between the two; for example, the Center for Higher Education might help to link the technical programs of area two-year colleges to the manpower needs of developing nations.

The traditional advisory committee of the Center for Higher Education has evolved to a different format. Three advisory committee members left the committee in 1989, providing a particularly appropriate moment to modify the structure and function of the advisory committee. The committee has yielded to the concept of the "Center for Higher Education (CHE) Associate." Associates develop and work on particular projects of the Center for Higher Education. They may be invited by one of the coordinators to develop a project or they may bring their own ideas to the Center for Higher Education, seeking assistance with coordination and/or the search for funding. Associates are often Ohio University faculty, staff, and graduate students, but might also include faculty and staff from other postsecondary institutions or from government agencies, as appropriate.

DRAFT: RECOMMENDED FUNDING PROCEDURES

Center for Higher Education activities in each of its two program areas should be funded largely through Center for Higher Education income. Aggressive efforts must be made to generate external funds. However, some on-going base support must be provided by the office of the Dean of the College of Education; and in the short term, some additional investment in the Center for Higher Education will be needed to initiate the process of generating funds.

The advisory review committee recommends:

1. The Dean of the College of Education will support the restructured Center for Higher Education with an operating

budget for a period of one year, during which time aggressive effort will be made to generate external funds.

2. A mechanism will be developed by the dean's office to allocate some portion of external funds acquired by the Center for Higher Education back to the center to support on-going projects and to initiate additional efforts. Division of these funds is essential for the continued activity of the Center for Higher Education.

3. All international contracts will be housed administratively in the Center for Higher Education.

4. A "package" of services for colleges in Ohio and the Appalachian region will be clearly identified and offered to those institutions on a "fee for service" basis. The package might include but is not limited to training and educational efforts, research, or program evaluation.

5. A higher education consortium concerned with postsecondary education in the Appalachian region will be formed by Ohio University and other key universities. The consortium will seek external funds for research and service activities.

Committee Members: Carol Disque, Chair.
John J. Light, Hocking College
Lloyd Chesnut, Vice President for Res. & Grad. Studies
Seldon Strother, Asst. Dean
Richard Miller, Professor
Gary Moden, Assoc. Provost
James Thompson, Professor

1980

OHIO UNIVERSITY
COLLEGE OF EDUCATION
CENTER FOR HIGHER EDUCATION

Ohio University is ideally positioned to enhance higher education in Southeastern Ohio and portions of Appalachia by assisting two-year and four-year institutions in this region through instructional, research, and service programs. Being a major university with graduate programs, research capabilities, and a wide range of expertise and being located in Appalachia with strong ties to the region provides a significant opportunity for the University to work cooperatively with area institutions in a supportive mode. Such cooperative ventures will be of benefit to all institutions involved and to the region. The University can most appropriately focus its resources for this leadership role through a Center for Higher Education. Although other major institutions in Appalachia also have the same advantages, none has developed an organization to assist two-year institutions in cooperative programs benefiting higher education in the region.

Need for the Center in Appalachia

According to the Appalachian Regional Commission, Appalachia encompasses parts of 13 states and is divided into three sections --Northern Appalachia, Central Appalachia, and Southern Appalachia. There are almost 200,000 square miles and 19,000,000 people in Appalachia. Less than 50 percent of the population live in metropolitan areas. The per capita income in Appalachia is 17 percent below the national average. In 1970, among the population 25 years of age and older the national average of persons with some college experience was 21 percent; in Appalachia only 14 percent had had some college experience.

Education is the most effective means of improving economic conditions for individuals and the region. The Center can provide assistance to the approximately 100 two-year institutions and, perhaps in the future, a like number of smaller four-year institutions in Appalachia. As far as has been determined through personal inquiry and review of literature, none of the major universities in Appalachia have taken a strong leadership role assisting and working cooperatively with these institutions. The need is apparent, and Ohio University can address the need most appropriately through the Center.

Benefits to Ohio University. There is no doubt that a Center for Higher Education at Ohio University could be extremely beneficial to the colleges in Southeastern Ohio and the Appalachian region. There is also no doubt that a Center for Higher Education could be extremely beneficial to Ohio University. If

the goals and activities as envisioned by the faculty and administrators involved in the planning for the Center for Higher Education are met, the Center would become the leader in Appalachia dealing with the problems, concerns, and issues of two-year, and perhaps the smaller four-year, institutions in the region. As such, the institutions would look to Ohio University as the University which has made the effort and expended the resources to centralize problem solving efforts to assist them.

This relationship will undoubtedly help Ohio University attract new students. The programs in college teaching which have been offered through the College of Education over the last several years have attracted a total of 95 new master's degree students who have been admitted to graduate work in higher education. The expectations are that the Center will help attract:

- undergraduate transfer students from the institutions served by the Center;
- faculty and administrators from these institutions to enter master's degree programs;
- faculty and administrators to enter sixth year specialists and Ph.D. programs;
- other persons to Ph.D. programs in higher education because of the impact of the Center.

Background of College of Education to Manage the Center

For the last several years, the College of Education has become deeply involved in cooperative ventures with the two-year colleges in Southeastern Ohio. The primary focus of this involvement has been a master's degree program to improve two-year college faculty in the instructional area. This master's degree program has been designed for employed faculty members at two-year colleges so that they could obtain the professional background for teaching in that milieu. Programs for faculty in two-year colleges have been offered at Hocking Technical College in 1977 through 1979, and again in 1979 through 1981; at Belmont County Branch Campus of Ohio University for faculty members at Belmont Technical College, Jefferson Technical College, Muskingum Area Technical College, and Washington Technical College in 1978 through 1980, and again in 1980 through 1982; and at Shawnee State Community College in 1979 through 1981. That these programs have been highly successful is attested to since a third cycle will probably be initiated at Hocking Technical College for 1981-1983, a second cycle at Shawnee State Community College is under consideration, and Columbus Technical Institute has requested that the program be offered for its faculty. The program includes didactic and field/clinical experiences in higher education, student development, learning styles, college teaching methodology, evaluation, and research.

These programs have drawn on the expertise and instructional capability of faculty members in both Schools of the College of Education although the program is academically housed in the School of Applied Behavioral Sciences and Educational Leadership. This close contact between the faculty in the College of Education and the faculty and administrators in the two-year colleges in Southeastern Ohio has given impetus to exploring other types of mutually beneficial activities in the areas of instruction, research, and services for two-year higher education institutions.

In a number of the planning documents which have been prepared by the College of Education over the last several years, the need for a Center for Higher Education has been expressed. Such a Center would be a unit which could focus the expertise of the College and the University on efforts of cooperative programming with the faculty and administrators of colleges in Ohio and the Appalachian region. The Center for Higher Education would be the vehicle for providing various arrangements for instructional, research, and service activities between the University and colleges in the region. Although administered through the College of Education, there are faculty from a significant number of units throughout the University who can contribute to the programs envisioned for the Center.

Mission Statement for the Center for Higher Education

The Center for Higher Education, being an integral component of Ohio University, enhances and furthers the mission of the University through the instruction, research and service functions it organizes and provides. Further articulation with Ohio University's mission is through the institutions and geographical region the Center proposes to serve.

The Center has been proposed as a vehicle for the coalescence of resources to assist two-year and perhaps smaller four-year institutions of higher education in Southeastern Ohio and portions of Appalachia to meet the challenges of today and the years ahead. Assisting these institutions to improve the educational opportunities of a large number of students in an area of our country which desperately needs outstanding educational institutions for the populace is one of the missions of the Center. The second emphasis is to provide learning experiences for faculty and graduate students of Ohio University. The third is developing and disseminating a body of knowledge concerning issues and possible solutions relevant to higher education in Appalachia.

Goals of the Center

1. To compile major issues and problems identified by the colleges in Appalachia and to identify and mobilize resources to address and provide options for solutions.

2. To provide a catalyst for colleges in Appalachia to cooperatively develop resources to meet the challenges of the future.
3. To assist colleges in Appalachia to improve instruction and instructional capabilities.
4. To assist colleges in Appalachia to improve institutional planning and management.
5. To identify, develop, and make available to colleges consultation resources not normally found on such campuses.
6. To develop resources available to colleges to design, implement and report applied research identified by and useful to the institutions and to disseminate these and other research findings.
7. To develop close cooperative relationships between colleges in Appalachia and Ohio University.
8. To provide faculty and graduate students of Ohio University practical experience and research opportunities.
9. To obtain funding for the Center so it will not be completely financially dependent on the resources of Ohio University.

Objectives and Activities of the Center

Short Term: 1-3 years with emphasis on two-year institutions in Southeastern, Ohio, and portions of Appalachia

1. Secure developmental funding.
 - a. Prepare and submit a proposal to the Ohio University 1804 Fund for initial start-up and operating expenses. This proposal will call for decreasing funding over a three year period.
 - b. Prepare and submit proposals to the Ohio University Planning Advisory Committee.
 - c. Explore possible funding sources through private and corporate foundations and federal agencies such as the Appalachian Regional Commission, W.K. Kellogg Foundation, The George Gund Foundation, etc. Fifty-seven private and corporate foundations have been identified as possible funding sources based upon published guidelines.

7. Complete development of internal and external policies and procedures.
 - a. Contracting policies and procedures including charges for services.
 - b. Needs assessments instruments and procedures.
 - c. Compensation for Center faculty and others.
8. Develop models for short-term faculty and administrative developmental opportunities.
 - a. Administrative personnel inservice programs.
 - b. New or part-time faculty inservice programs.
 - c. Student personnel inservice programs.
9. Participate in institutional research projects with regional institutions.
 - a. Develop models for such activities.
 - b. Prepare and present findings and pursue publishing opportunities.
10. Develop relationships with regional institutions so as to enhance their availability as sites for field experiences for graduate students.
 - a. Identify institutions which would participate in such endeavors.
 - b. Develop supervisory and experiential expectations.
11. Enhance the ease of transfer of associate degree recipients from two-year institutions to Ohio University.
 - a. Provide liason activities among colleges and departments at Ohio University and regional institutions to enhance cooperative development of 2+2 programming.
 - b. Encourage colleges and departments at Ohio University and regional institutions to undertake 2+2 programming.
12. Develop specific instruments and procedures for evaluating the Center in terms of stated goals and objectives; in terms of services to institutions in the region; and in terms of fiscal resources.

The Center will be administered by a director who will be a faculty member from the College of Education. The person selected as director will receive released time from usual faculty instructional responsibilities to the College. The director will need to call upon faculty throughout the College of Education and elsewhere to participate in the Center's activities with the authorization of the school director/department chairman where the faculty holds rank.

Advisory Committees

Current planning for the Center includes three advisory committees:

1. Institutional Coordinating Committee composed of representatives from the faculty of the Center and administrators at Ohio University to whom the Center is responsible.
2. State Advisory Committee composed of institutional representatives from the institutions in Ohio served by the Center.
3. Appalachian Advisory Committee composed of presidents representing institutions from each of the states in Appalachia served by the Center.

These committees will assist in determining priorities, directions, and objectives of the Center and also serve as liaison groups between the Center and its constituents. These committees will be a very important factor in the success of the Center and will be appointed as soon as possible after the Center is approved.

Financial Support for the Center

The funding base for the Center will grow as the activities of the Center increase. The goal is to have the Center on an essentially self-sufficient basis within three to five years. At that time the funding base for activity for the Center will come largely from external sources (e.g., research contracts, foundation support, workshop fees, service grants). During the developmental period of the next few years the support for the Center will be from current resources of the College of Education and start-up funds sought from UPAC and the 1804 Fund. Established projected plans for five years have been developed in part with the Provost.

It is difficult to detail funding needs because of the extent of the activity, and therefore the funding level of the Center, will depend upon the success and acceptance of the Center. Conversely, the funding level will affect the activity of the Center.

Evaluation of the Center

An evaluation of the Center will be conducted annually and will be part of an annual report to the Director of the School of Applied Behavioral Sciences and Educational Leadership and to the Dean of the College of Education. The evaluation will be based upon the goals and objectives of the Center. The advisory committees will assist in the development of specific assessment tools to be used and with the actual evaluations.

Items which appear critical to the success of the Center and which will be evaluated include:

1. Instructional Programs
 - a. Has service as a coordinating agency to the academic degree programs in Higher Education and others been successful? How many new sites have been used? How many new students matriculated?
 - b. Have inservice programs been initiated? Where? How many persons were served? Evaluation of the quality of each? Were they cost effective?
2. Service, Research, Consultating Programs
 - a. Have such programs been initiated? What colleges were involved? Short summary and evaluation of each? Were they cost effective?
 - b. Were there any publications resulting from research activities? What journals? Any critique or evaluation? Any presentations at regional meetings? If so, evaluation of each?
3. Articulation between Ohio University and colleges in region.
 - a. Were any new 2 + 2 programs developed? What ones? Role of Center in these developments?
 - b. Did any more students matriculate to Ohio University from colleges in the region? Changes? Role of Center in these changes?
4. Impact of Center upon graduate programs at Ohio University.
 - a. Did the Center attract new master's degree level and Ph.D. level students? How many? Into what programs?
 - b. Did the faculty and graduate students at Ohio University benefit from the activities of the

Center? Describe? Number of graduate students doing practical/field experiences in colleges in the region? Role of Center?

5. Administration of the Center.

- a. How effective was the director in meeting long and short range goals? Evaluation by colleges in region, Center staff, advisory committees.
- b. Were the advisory committees involved in establishing, reviewing, and evaluating policies and practices of the Center? How much involvement? Quality of involvement?
- c. Was the director effective as the administrator of the Center? Relationship with Center staff, with regional colleges, with administrative units at Ohio University? Effective budget manager?

6. Funding

- a. Have attempts been made to obtain funding? If so, what is success rate? How many dollars? What percent of the Center's budget is from outside funding sources?
- b. Have service contracts been negotiated with colleges in service area? How many? Have they at least covered actual expenses?

Ohio University

Interoffice Communication

DATE: July 27, 1993

TO: Lloyd Chesnut, Vice President Research & Graduate Student Studies

FROM: T. R. Robe, Dean, College of Engineering & Technology *TR Robe*

SUBJECT: Five-Year Center Reviews

Attached are the two center reviews you requested earlier on the Center for Geotechnical and Environmental Research and on the Ohio Coal Research Center.

As you can see in the reports, both centers are operating successfully and are making significant contributions to the education and training of our students and to the knowledge base in these two very important technical areas. I, therefore, recommend their continuation and enhanced institutional support to assure their continued success. As the institution has the ability, I would further recommend enhancing the laboratories and space in which these centers must function. This is perhaps the most critical type of support required at this time.

If you need further information or wish to discuss these reports further, please let me know. Thank you.

cc 19/CNTRS

RECEIVED

JUL 28 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Report

Five-Year Review
of the
Center for Geotechnical and Environmental Research

Review Committee:

M.E. Prudich, Chemical Engineering
R.D. Irwin, Electrical & Computer Engineering
R.H. Mapes, Geological Sciences
I.A. Ungar, Environmental Studies

July 1993

1.0 INTRODUCTION

1.1 BACKGROUND

The Center for Geotechnical and Environmental Research (formerly the Center for Geotechnical and Groundwater Research) was established by the Ohio University Board of Trustees on October 16, 1987, to provide a center for research, technology transfer, training and service related to groundwater. The Center's scope was expanded in 1988 to include geotechnical aspects. As the Center has grown and expanded since that time, the focus has broadened to address environmental and geotechnical problems and interrelated issues. This expansion in focus was recognized by the Ohio University Board of Trustees in 1992 by their approval of the new name for the Center.

Geotechnical and Environmental Engineering are rapidly increasing in importance as the nation's infrastructure deteriorates with age. This situation has augmented the demand for well-educated geotechnical and environmental engineers who are familiar with the latest technology, new materials, laboratory testing, and nondestructive testing. The life expectancy of structures, such as highway facilities and airports, is on the decline due to heavy usage and changing societal demands, which will require the nation and the State of Ohio to initiate a process of rehabilitation. New facilities are necessary to meet public demands resulting from new industries, a changing society, environmental concerns, and improvements in the standard of living.

Along with the growing importance of the nation's infrastructure, current concern regarding the quality of the environment and the need to rectify past and present environmental problems has generated a groundswell of public and student interest in the environmental area. Environmental consulting is a multi-billion-dollar business in the U.S., and geoenvironmental engineering is a significant and growing part of this market. Because of the linking of geotechnical and environmental factors, consultants need both capabilities to serve client needs. Geoenvironmental projects now represent more than half of the practice of geotechnical engineering firms. Geotechnical firms grossing more than \$5 million annually are reported to do about 40% in environmental work, according to a 1989 survey by the Association of Engineering Firms Practicing in Geosciences. Cost of remediation of contaminated sites, by one estimate, will be \$25 billion per year over the next 30 years, or a total of \$750 billion. World-wide cleanup costs over the next three decades are expected to total in the trillions of dollars (Geotechnical News, September 1992). Further evidence of the growing importance of the geoenvironmental area is given by the number and influence of governmental groups supporting research endeavors. The geotechnical engineering program at the National Science Foundation, for example, (traditionally a major supporter of geotechnical engineering research) is now titled "Geomechanical, Geotechnical,

and Geoenvironmental Systems." Approximately 42% of current funding goes to geoenvironmental research.

The Geotechnical and Environmental Program of Ohio University, brought together through the Center for Geotechnical and Environmental Research (CGER), makes a significant contribution to the evolution of a new generation of engineers, in addition to conducting valuable research dedicated to solving enviro-geotechnical problems which face manufacturers, the transportation industry, and governments in the State of Ohio, the nation and other countries. This is indicated by the increasing number of graduate students participating in CGER projects, currently 17, and significant external funding for research (\$1.9 million) conducted through the CGER.

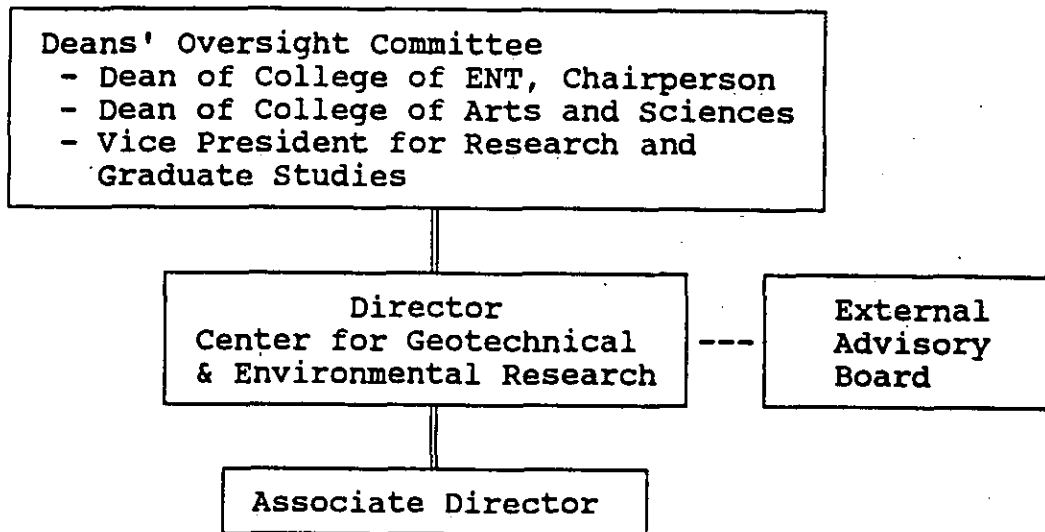
1.2 CENTER GOALS AND OBJECTIVES

Specific goals and objectives of the CGER are:

- a. To provide a center of expertise in environmental and geotechnical components.
- b. To conduct basic research in geotechnical and environmental areas.
- c. To provide service to public and private entities with information on environmental and geotechnical components.
- d. To assist local, state, and federal agencies with research, training, technology transfer, testing and other endeavors related to geotechnical and environmental components.
- e. To assist state agencies in the development and maintenance of a state management plan as it relates to environmental and geotechnical components.
- f. To communicate research findings to potential users.
- g. To provide training opportunities and technology transfer, whereby skilled professionals and others become available to serve government and private sectors.

1.3 CENTER ORGANIZATION

1.3.1 Organizational Chart



1.3.2 Oversight Committee

The Center for Geotechnical and Environmental Research is an Ohio University Center, which is administratively housed in the College of Engineering and Technology, and as such the Director reports to the Dean of the College of Engineering and Technology. A Deans' Oversight Committee, comprised of the Deans of Engineering and Technology and Arts and Sciences and the Vice President for Research and Graduate Studies, provides oversight of the Center for coordination purposes.

1.3.3 Director/Associate Director

The Director is appointed by the Deans' Oversight Committee. A review of the Center and the Director is made at five year intervals. The Director is evaluated annually.

The Associate Director is appointed by the Director after consultation with the Deans' Oversight Committee and the Advisory Boards. A review and an evaluation of this appointment is made annually by the Director.

1.3.4 External Advisory Board

The External Advisory Board is chaired by the Director, and appointments to the Board are made by the Director in consultation with the Deans' Oversight Committee and Associate Director.

The CGER External Advisory Board (EAB) serves as an advisory group to the Director of the CGER to:

1. Address the goals of the Center; and,
2. Provide guidance on technical direction and policy.

The organization and operation of the EAB is as follows:

1. Members are appointed by the Director of the CGER in consultation with the Deans' Oversight Committee, and the Associate Director.
2. The Board consists of six to nine appointed members, who are professionals in positions external to Ohio University, the Director of the CGER, the Associate Director of the CGER, and a representative from the College of Arts and Sciences (appointed by the Dean of Arts and Sciences). Terms of appointments are for three years.
3. Meetings are held once each academic year. Other meetings may be called by the Director as the need arises.
4. The Director of the CGER serves as Chairperson of the Board.

2.0 CURRENT VIABILITY OF THE CGER

2.1 EDUCATIONAL MISSION

2.1.1 Graduate Education

The primary purpose of Ohio University is to educate and inspire the students who will be playing an important role in the future growth of the State of Ohio and the nation. This has been accomplished by maintaining a faculty of high character and competence and providing state-of-the-art laboratories. With the rapid changes in technology, research support is essential in order to keep the students' knowledge in line with changes in the environment and economy. There is a strong bond between research and excellence in graduate programs. Furthermore, advanced undergraduate students also benefit from a strong research program because they are given the opportunity to use research equipment, work with graduate students, and learn new technologies. Currently, this is accomplished in the research program through the CGER, where undergraduates work with graduate students and faculty. These opportunities also encourage undergraduates to enroll in graduate school. The data in Figure 2-1 illustrate the growth that has occurred in the number of students participating in research through the CGER. In addition to the numbers shown which represent civil engineering students, one M.S. student in the biological sciences and one in electrical engineering have worked on CGER projects. Most of the M.S. and Ph.D. students are supported on research contracts; a few are supported through hourly wages for the first quarter or two of their graduate work. The number of M.S. graduates who participated in CGER research is shown in the plot of Figure 2-2. To date, 17 students who participated in thesis research through the CGER have graduated since the academic year 1989-90.

2.1.2 Scholarly Accomplishments

A significant measure of the quality of research is the critical evaluation by peer groups who have sufficient up-to-date knowledge of the research subject matter. In the past five years, the faculty participating in CGER research have published over sixty journal/conference publications, two conference proceedings, and over ten technical reports. For example, during 1991-92, ten professional papers were published, four final research reports were written, eight theses completed, and five major presentations given.

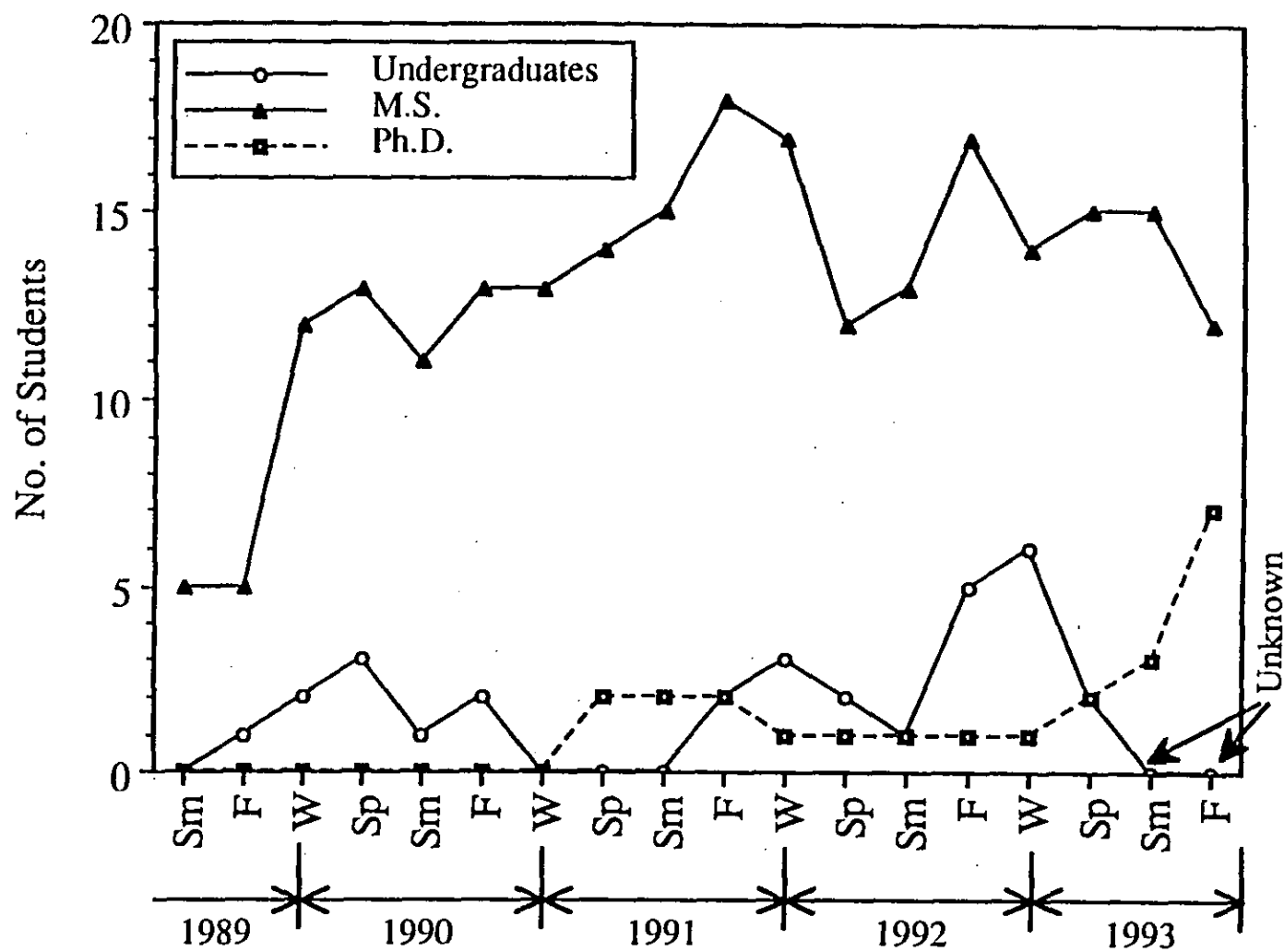


Figure 2-1. Number of students participating in projects through CGER.

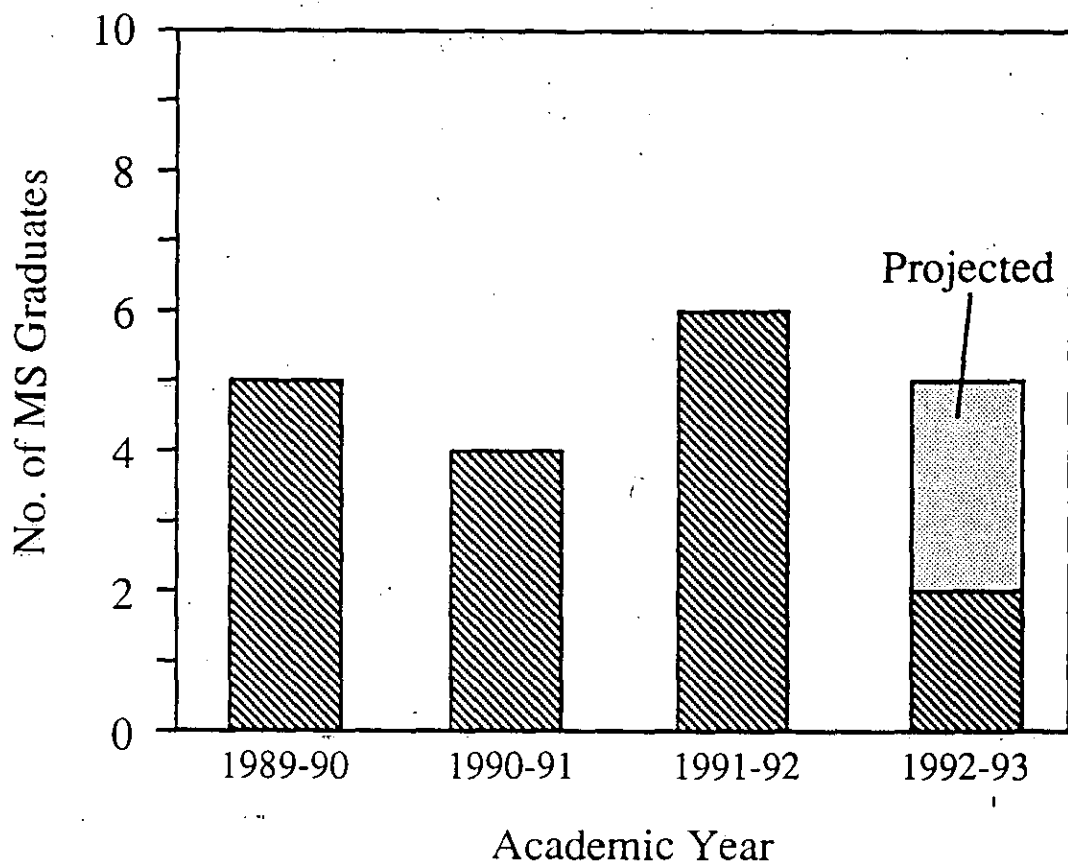


Figure 2-2. MS graduates who participated in CGER research.

2.1.3 Technology Transfer and Training

Since 1990 two national conferences and one workshop have been organized and successfully hosted. The first conference, the Conference on Flexible Pipes, was held in October 1990. For the second conference, the Conference on Structural Performance of Pipes, the theme was broadened to include both flexible and rigid pipes, and was hosted in March 1993. Both conferences were held in Columbus, Ohio, and were co-sponsored by the Ohio Department of Transportation. A proceedings for each conference was published and provided to conference attendees. The Workshop on Instrumentation of Pavements was presented in Columbus, Ohio, March 29-30, 1993, and was also co-sponsored by the Ohio Department of Transportation. There were forty attendees from federal and state government, including the FHWA, U.S. Army Corps of Engineers, and Canadian Ministry of Transportation.

2.2 FUNDING

The current breakdown of external research funding sources is approximately 81% federal, 14% state, and 5% private sector. Figure 2-3 graphically displays the growth in research funding for the CGER since 1989. In less than three years (1989 to 1992) research expenditures increased more than four fold. The current annual level of research expenditures is approaching \$0.5 million.

2.3 PERSONNEL

LIST OF FACULTY INVOLVED IN CGER

<u>Name</u>	<u>Title</u>	<u>% Time Commitment</u>	
		<u>Administrative</u>	<u>Technical</u>
Gayle F. Mitchell	Director, CGER Professor, Civil Engineering	30%	30%
Shad M. Sargand	Associate Director, CGER Russ Professor, Civil Engineering	--	60%
Glenn A. Hazen	Chairman, Civil Engineering Department	--	30%
William B. Greer	Assistant Professor, Civil Engineering Department	--	25%

LIST OF FACULTY INVOLVED IN CGER (Continued)

<u>Name</u>	<u>Title</u>	<u>% Time Commitment</u>	
		<u>Administrative</u>	<u>Technical</u>
Joseph A. Recktenwald	Assistant Professor, Civil Engineering Department	-	5%
Ronald J. Downey	Professor, Microbiology	-	12% (1991 summer)

LIST OF STAFF INVOLVED IN CGER

<u>Name</u>	<u>Title</u>	<u>% Time Commitment</u>
Teruhisa Masada	Staff Research Engineer	50% Academic Year 100% Summer

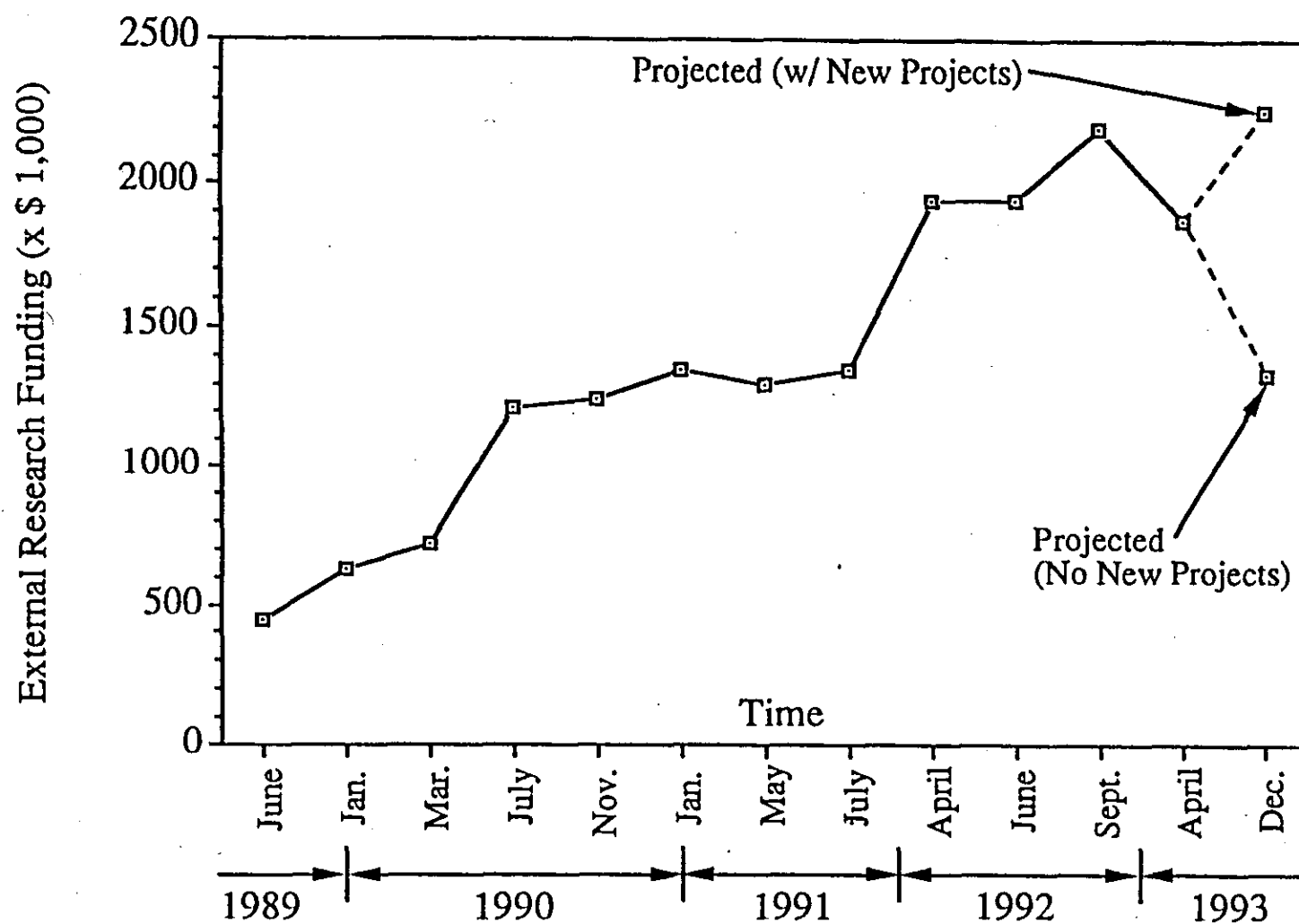


Figure 2-3. Growth in external research funding in the CGER.

3.0 CURRENT COST/BENEFIT ANALYSIS

A simple cost/benefit analysis has been performed in keeping with the charge of the evaluating committee. Research expenditures were defined as benefits while any contributions by the university were defined as costs.

During the five year review period, the Center had research expenditures of \$1,499,277. The University contributed \$306,005 towards center operations over the same time period. The University's contribution can be broken down as follows: Research Challenge Pattern 3 (10.9%), 1804 Fund (17.0%), UPAC (4.5%), Stocker Endowment (15.7%), direct contributions by the College of Engineering (14.3%), Research Incentive (25.3%), and faculty release time funds (12.3%). Research Incentive and faculty release time funds, which together constitute 37.6% of the University's contribution, represent overhead monies and academic year faculty salary monies, generated by the Center's research projects, that are returned directly to the Center.

The results of the cost/benefit analysis are shown in Figure 3-1 and Table 3-1. It can be seen that, after the initial two year start-up period, the cost/benefit ratio has been held at about 0.17 or less. It is the opinion of the review committee that this confirms the financial viability of this center.

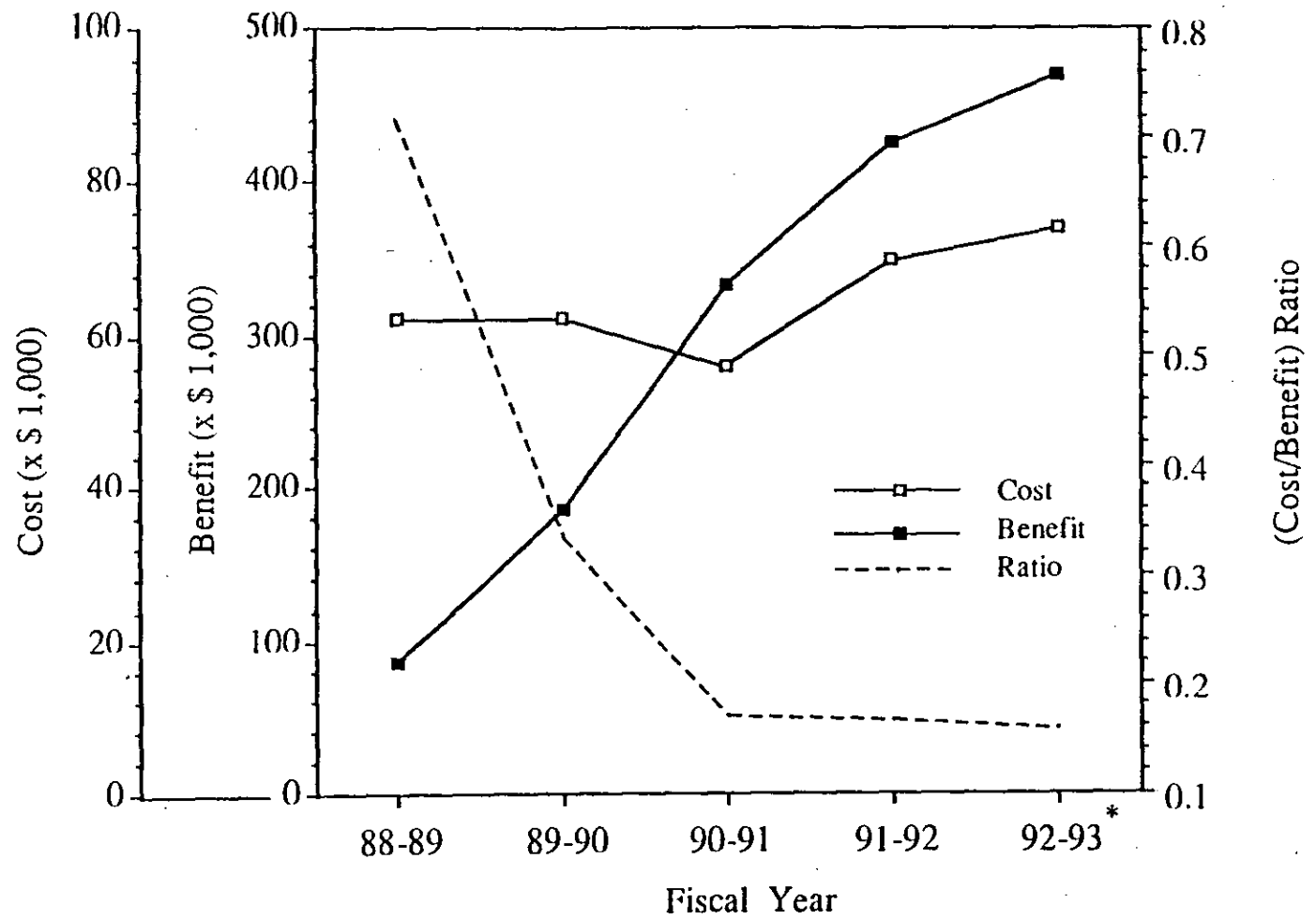


Figure 3-1. Analysis of (cost/benefit) ratio.

* Data does not include full fiscal year; July 1992 - April 1993.

Table 3-1.

Analysis of Cost to Benefits Ratio

A. Benefits

<u>Item</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93*</u>	<u>Total</u>
Research Expenditures	\$86,551	\$185,742	\$332,022	\$424,810	\$470,152	\$1,499,277

B. Costs

Groundwater Research Institute (RC Pattern 3)	\$13,831	\$19,661	--	--	--	\$33,492
1804 Fund	--	\$27,461	\$5,579	\$9,065	\$9,821	\$51,926
UPAC (25% time)	--	--	\$13,750	--	--	\$13,750
Stocker Endowment	--	--	\$15,410	\$8,410	\$24,200	\$48,020
College of ENT	\$28,758	\$15,060	--	--	--	\$43,818
Research Incentive	--	--	\$21,844	\$30,113	\$25,427	\$77,384
Faculty Release Time	--	--	--	\$22,555	\$15,060	\$37,615
TOTALS	\$62,250	\$62,182	\$56,583	\$70,143	\$74,508	\$306,005
C. \$Cost/\$Benefit	0.719	0.335	0.170	0.165	0.159	0.204

*July 1992-April 1993

4.0 FUTURE VIABILITY OF THE CGER

4.1 EDUCATIONAL MISSION

The Center for Geotechnical and Environmental Research is expected to be one of the major players in the new Integrated Engineering Ph.D. program in the College of Engineering & Technology. For this reason, it is expected that the education mission of the CGER will expand over the next five year period.

The inclusion of doctoral students in the research work of the CGER is expected to benefit the students with the practical experience available through the center and to benefit the CGER by providing increased long-term stability in its research personnel.

4.2 FUNDING

The funding sources of the Center for Geotechnical and Environmental Research seem to be adequate to maintain the current level of activity. It is anticipated that the level of annual research expenditures will remain stable over the next five year period.

4.3 PERSONNEL

Availability of sufficient personnel is the one area of CGER operations that is of concern to the review committee. The senior faculty members on the center staff appear to be fully time committed. It is the opinion of the review committee that the senior faculty members are overextended and that if they continue to work and produce at the present rate there will be burnout. These faculty members should be commended for their dedication to the work of the Center.

A quick examination of publications originating from the center staff shows that the junior faculty members associated with the center do not show a large level of involvement. A reward system must be put into place that will attract new faculty participation in CGER research activities. It is important that group, inter-departmental and inter-college research be recognized by the university system as an added inducement for positive tenure consideration.

Conclusion. Infrastructure and the environment are research areas that are currently in political favor. If the CGER is to "strike while the iron's hot" it must have the personnel to strike with. The current CGER manpower levels are barely sufficient to maintain the current level of achievement. Further expansion of the

CGER to meet it's potential will require the participation of additional research personnel (faculty).

4.4 RESEARCH SPACE

There is a critical shortage of research space in the Stocker Center. The CGER Laboratory, Room 032, has about 2492 ft² of space. Approximately ten to fifteen students are conducting research in this room at any one time. Additionally, three to four students have "offices" in this room. The laboratory houses a majority of the Center research equipment, and at the same time must serve as the storage area for supplies as well as the large samples of test materials. This severe lack of space has created safety problems and curtails expansion.

The Environmental Laboratory, Room 203, which serves as both teaching and research space, has about 844 ft² of space. Three graduate students share offices in this space along with equipment, chemicals and other necessary components for research and teaching.

Approximately 2100 ft² of additional space has been proposed for expansion of the CGER research area. Until this additional space comes on line, personal safety and future expansion of the Center are both in jeopardy.

5.0 RECOMMENDATIONS

- (1) The Center for Geotechnical and Environmental Research has performed admirably over the past five years. We recommend that the CGER be continued for another five years.
- (2) The review committee recognizes that the CGER is personnel-limited and recommends that efforts should be made by the Dean and the Director to get the junior faculty more involved in the activities of the Center.
- (3) The review committee recognizes that there is currently a UPAC proposal for a joint Civil Engineering/Chemical Engineering faculty position in the environmental area. We recommend that this proposal be strongly supported and, that if the proposal is not successful this year, it be resubmitted again next year.
- (4) We recommend that a strong interaction be encouraged between the Integrated Engineering PhD program and the research effort of the CGER.
- (5) The review committee recognizes that the CGER is space-limited and recommends that adequate, safe research space be identified and procured as soon as possible. This space should be provided at University expense since graduate education and research are part of the basic mission of Ohio University.
- (6) We recommend that Ohio University continue to accept its responsibility and to expand its efforts in supporting research infrastructure (such as laboratory space, basic equipment, secretarial services,.....) as a part of its basic mission. It is not feasible to expect that the research center be responsible for providing all of its own services. If research is truly a part of the OU mission, OU should contribute strongly to research support.
- (7) The review committee recommends that funds generated by the CGER as overhead return and release time be returned directly to the center for its use in the expansion of its strong research program. The committee is concerned that future release time funds generated by the work of the center have been committed to a bricks-and-mortar project (Stocker addition) and will therefore not be available to supplement center operations. The committee recognizes that financial support and encouragement are needed for a growing research program.

REPORT

Five-Year Review

of

Ohio Coal Research Center

May 1993

INTRODUCTION

Brief History

Concern for the increased utilization of Ohio coal is a long-standing interest at Ohio University. As early as 1965, the Ohio University Board of Trustees confirmed this interest by establishing the Ohio Coal Research Center at Ohio University. The active status of the Center was allowed to lapse in the late 1970s but was reactivated in 1987.

Ohio University was one of the four charter members of the Ohio Coal Research Laboratories Association. Currently, Ohio University has been designated the lead institution in a four university consortium (Ohio University, University of Cincinnati, Case Western Reserve University, Ohio State University) formed to research enhancement techniques for dry flue gas scrubbing.

Center/Institute Purpose and Objectives

The Ohio Coal Research Center was formed in order to provide a central focus for coal research efforts taking place at Ohio University. As such, the Center provides secretarial and budget management assistance to PIs working in the area of coal research. The OCRC also provides maintenance funds to ensure the continued operability of the common equipment used in the coal research effort. Intra and extra-university groups contact the OCRC for speakers on coal-related matters.

The research objective of the Ohio Coal Research Center is the removal of the economic and environmental constraints from the utilization of high-sulfur Ohio coals.

OCRC Faculty and Administration

The following faculty constitute the core group currently active in the Center:

Dr. Khairul Alam, Mechanical Engineering
Dr. William Baasel, Chemical Engineering
Dr. Russell Chen, Chemical Engineering
Dr. Michael Prudich, Chemical Engineering
Dr. Kendree Sampson, Chemical Engineering
Dr. Robert Savage, Chemical Engineering

The OCRC administrative operations are currently carried out by the OCRC director, Michael E. Prudich, with the aid of the OCRC secretary, Nancy Butcher.

The Review Process and Findings

The Review Committee consisting of M. Dehghani, Mechanical Engineering (Chair), T. Chang, Civil Engineering, B. Manhire, Electrical & Computer Engineering, and M. Tuck, Chemistry have reviewed the past performance and examined the future prospects of the OCRC. The following is the presentation of the Committee's findings organized according to item 3 of the "Procedure for the Review of Centers and Institutes."

a. Evaluation of Current Viability of OCRC

Currently, the OCRC administers four active research projects, three of which are associated with the Ohio Coal Research Consortium. All four research projects are scheduled to end during the 1993/94 academic year.

Given the fact that the institutional support of the Center in the form of direct contribution has not been significant, the Center's performance and viability are judged to be very good. The Center has provided valuable benefits such as, inter alia, financial support of graduate education and enhancement of the University's good reputation by way of papers and presentations at no or small cost to the University. (See Appendices A and B.) In addition, most of the graduate students have continued to work in the area in which they were trained. It is, therefore, the Committee's view that the performance of the Center is very good, indeed.

b. Evaluation on a Current Cost/Benefit Basis

During the past five years the total amount of \$1,356,223 has been expended by the Center on externally supported research. During the same period an amount of \$97,171 has been provided to the Center in the form of Stocker Endowment (12.3%), direct contributions by the College of Engineering (10.3%), and Research Incentive (77.4%). Research Incentive funds represent overhead monies generated by the Center's research projects that are returned directly to the Center. This represents a cost to benefit ratio of 0.72. (See Appendix C.) Therefore, from a cost/benefit viewpoint, clearly the Center has done an excellent job providing education and helping the coal industry.

c. Evaluation of Potential Future Viability

All research projects currently administered by the OCRC are approved by their respective funding agencies on an annual basis. This general lack of continuity makes any type of planning, especially the recruitment of students, very difficult. It is the Center's director's opinion that with the continuing national trend to reduce and/or minimize the place of coal in the energy mix, it

is likely that the coal research funding initiatives will become increasingly scarce in the future. Therefore, the Committee believes that there is reason to question the Center's future viability. There appears to be a need for the University to provide additional support in order to redress the shift in the Center's external funding environment. The direction of external support is moving toward endeavors which require high capital cost "pilot plant" type facilities. The Center has been unable to adapt to this change because it has received only minimal institutional support in the past to purchase the apparatus needed. Furthermore, the nature of past external funding has not promoted the development of such facilities at the University. As a result of both of these factors, the Center now finds itself in the difficult position of having no means to respond to the changing research environment.

d. Evaluation of Future Cost/Benefit Basis

Based on the comments in parts b. and c. above, without an increase in institutional support, the Center's future may not show any improvements over its past performance. In fact, due to the above mentioned shift in the position of coal in the future energy mix, the Center's future may become untenable in the cost/benefit sense. It is in association with all of these factors that the following recommendations are made.

e. Recommendation Regarding Increased Support, Continuation at Current Level, Reduction or Elimination of the Center

- (1) The committee unanimously agrees that the Center should continue its operations as it has during the past five years, and active members should be commended and encouraged to continue.
- (2) However, to improve the Center's overall and future prospects, the University should try to provide "infrastructure" support for the Center in proportion to their historical level of activity. This support should cover secretarial services, maintenance and repair of research equipment, as well as incidentals, such as telephone, copying services, etc. Projects administered by the Center should be encouraged to include contributory line items in their budgets where allowed by the sponsoring agency. These amounts would be used, when available, to reimburse the University's expenditures, but only in the year in which they were spent/earned.

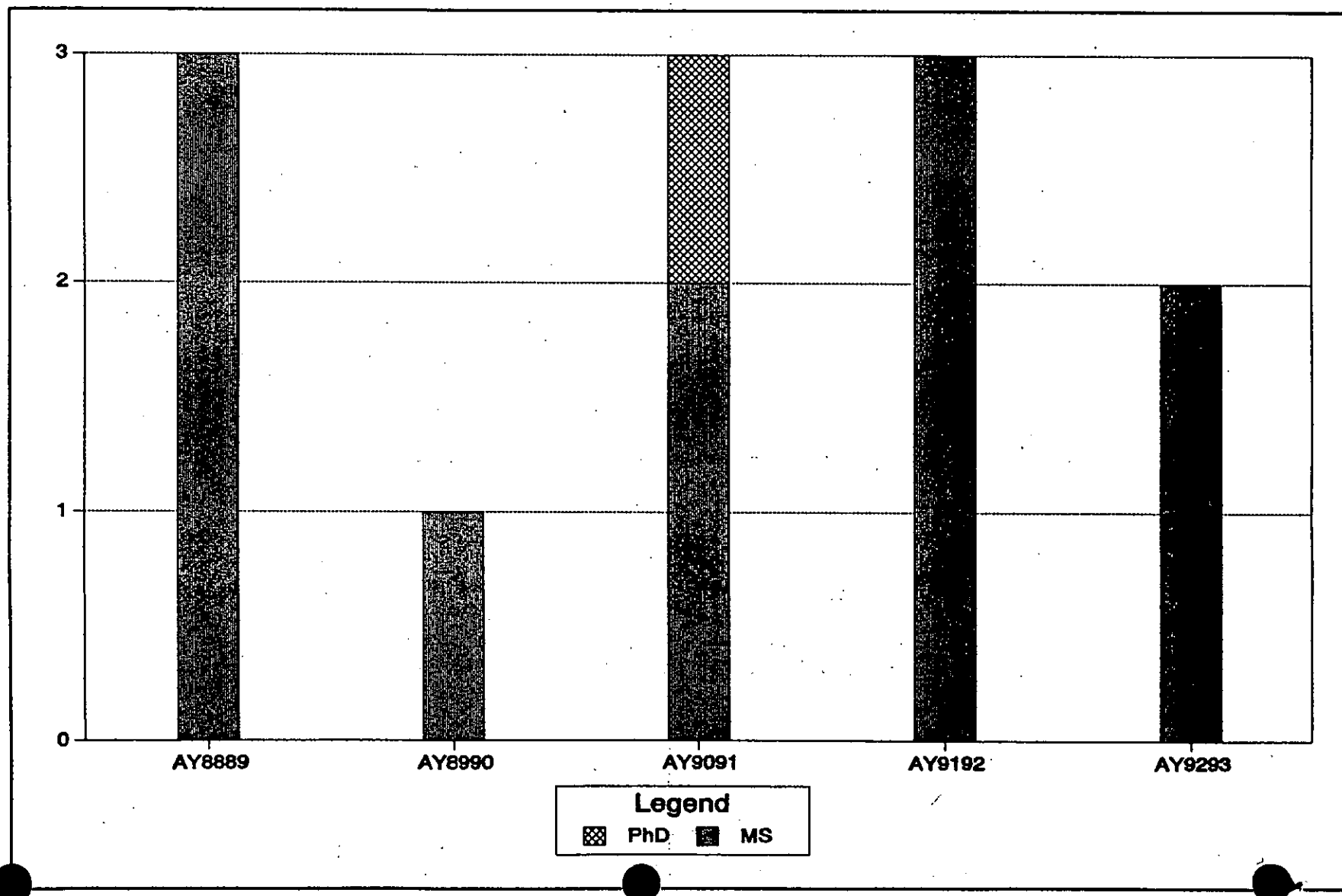
The University's acceptance of financial responsibility for baseline operation would smooth Center operations.

- (3) Background/start-up studies are an important part of research proposals. The University's Research Challenge funds have been utilized to accommodate this need. However, Research Challenge regulations have prohibited the Center from using this avenue to finance background research when the ultimate funding source is the State. Additionally, Research Challenge funding is increasingly unavailable. New institutional funding sources need to be identified to finance background studies in support of new and innovative research proposals.
- (4) The research personnel associated with the Ohio Coal Research Center are currently involved in research and other duties (both Center related and otherwise) at close to their maximum capacity. Any expansion in effort beyond the current level would need to be accomplished through the addition of new personnel (faculty or post-doc positions).

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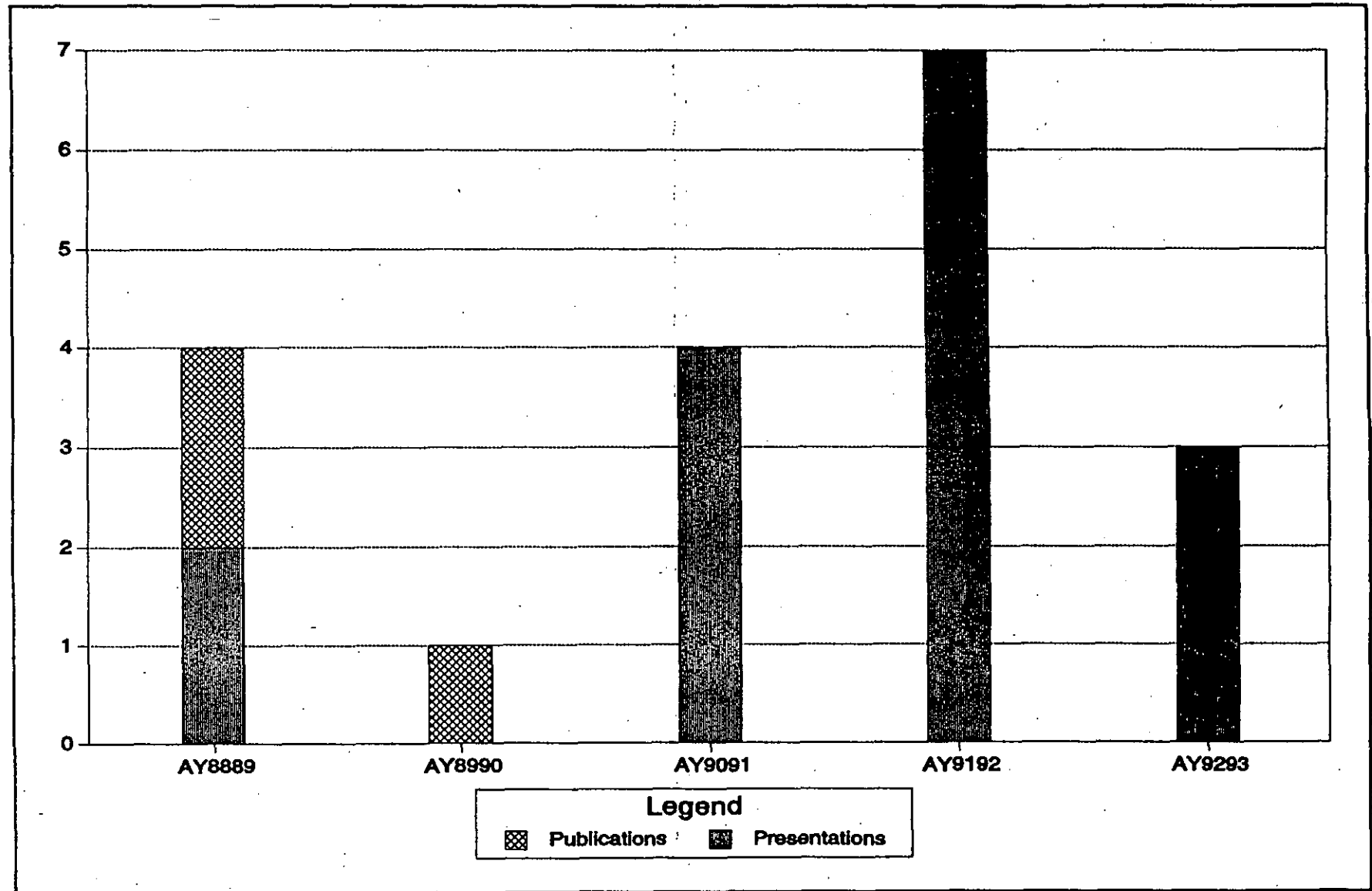
Appendix A:

OCRC - Graduate Degrees



Appendix B:

OCRC Presentations/Publications



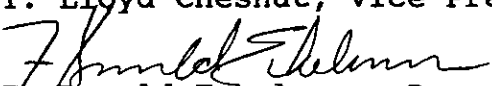
<u>Item</u>	<u>AY8889</u>	<u>AY8990</u>	<u>AY9091</u>	<u>AY9192</u>	<u>AY9293</u>	<u>Total</u>
A. <u>Benefits</u>						
Research Expenditures	\$ 95,908	\$ 155,283	\$ 415,704	\$ 382,654	\$ 306,675	\$1,356,223
B. <u>Institutional Support</u>						
Stocker Endowment	\$ 12,000	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 12,000
ENT	-0-	-0-	10,000	-0-	-0-	10,000
Research Incentive	-0-	-0-	26,050	26,382	22,739	75,171
Total Costs	\$ 12,000	\$ -0-	\$ 36,050	\$ 26,382	\$ 22,739	\$ 97,171
C. \$Cost/\$Benefit						
	0.125	0.000	0.087	0.069	0.074	0.072
<p>Note: The Stocker Endowment and ENT cost components consisted of equipment matching funds. These funds in neither case constituted more than 50% of the cost of the equipment item.</p> <p>Note: AYXXZZ = July 01, 19XX to June 30, 19ZZ; AY9293 reports expenditures only up through April 30, 1993.</p>						

Ohio University

Date: July 21, 1993

Interoffice Communication

To: T. Lloyd Chesnut, Vice President for Research

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

Subject: Five-year Review of Contemporary History Institute

Enclosed is the report of the committee that conducted the five-year review of the Contemporary History Institute. In general, I endorse their recommendations and strongly support continuation of the Institute.

The Institute has become a genuine "center of excellence" for the University. It has attracted first-rate graduate students and faculty and has facilitated increased research activity and grant acquisition. It has enabled us to bring to campus a wide range of outstanding scholars and public figures.

The quality of its people and its unique emphasis on "contemporary history" have brought both national and international recognition to Ohio University.

The committee's concern with the slow rate of completion of the Ph.D. for students in the program is probably warranted and I am confident the Institute's faculty will give this issue serious attention.

xc: Chester Pach, Director, CHI

CHI-5yr2

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JUL 21 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

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Ohio University

Interoffice Communication

Date: July 21, 1993

To: Harold Molineu, Associate Dean, College of Arts and Sciences

From: Barry Thomas, Chair, Contemporary History Institute Review Committee
(Members: Jack Arbuthnot, Raj Koshal, Dean McWilliams)

Subject: Contemporary History Institute: Five Year Evaluation

Attached is the report from the CHI Review Committee. Each committee member submitted a report on different, but often related, aspects of the CHI, so there is inevitably some repetition and overlap in the various sections. Recommendations and conclusions appear within the sections prepared by individual committee members. For your convenience, I have summarized the most important ones here:

- (1) The CHI offers a rigorous program of high quality. The faculty are professionally active, and several have achieved recognition beyond the University.
- (2) The holder of the Eminent Scholar position should be encouraged to increase his contributions to the teaching and administrative activities of the CHI.
- (3) The committee could not determine a dollar cost/benefit ratio, but feels that the CHI program offers a unique opportunity to students and the University community. In terms of a quality cost/benefit ratio, therefore, the CHI should continue to be supported by the College of Arts and Sciences and Ohio University.
- (4) The CHI should make a vigorous effort to find additional external sources of funding.
- (5) The CHI should strive to achieve a higher rate of completion of the certificate program at the Ph.D. level.
- (6) The program of visiting speakers and scholarly conferences provide an important complement to the core curriculum.
- (7) The CHI should consider expanding its focus to the Third World and Pacific Rim.
- (8) To maintain its vitality and academic diversity, the CHI may need to recruit faculty and students representing a wider range of departments.

REVIEW
OF
THE CONTEMPORARY HISTORY INSTITUTE

July 14, 1993

* * *

In its review of the Contemporary History Institute, the committee considered the following four main categories: (1) Current Viability; (2) Current Cost/Benefit Ratio; (3) Future Cost/Benefit Ratio; (4) Potential Future Viability.

I. STAFF

The faculty who staff the Contemporary History Institute (CHI) and their apparent areas of interest include: Alfred Eckes (the U.S. in world trade), John Gaddis (American foreign policy; the Cold War), Alonzo Hamby (U.S. history; 20th century America; the Truman presidency), Steven Miner (Soviet foreign policy; Eastern Europe), and Chester Pach (U.S. foreign relations; recent U.S. history). All have Ph.D.'s from respected institutions. All have respectable vitae.

CHI also draws upon faculty from other departments and programs, including Economics, Political Science, Journalism, and HTC.

It is the opinion of the Review Committee that, while the backgrounds of the current faculty are both excellent and appropriate, the CHI lacks expertise in what would seem to be other critical areas, such as Third World and Pacific Rim contemporary histories. It is recommended that for future evaluations the faculty provide full and detailed vitae, as opposed to brief summaries.

II. COURSEWORK

The courses offered consist of CH 601 (Introduction to Contemporary History), CH 602 (Issues and Sources in Contemporary History), and CH 603 (Applications of Contemporary History). These have been offered in sequence each year (with one minor variation in 1991-92). Gaddis did all of the teaching in the first two years and the first quarter of the third year. Since that time, there has been more balance across faculty in teaching load.

The content and assigned readings of the courses vary over time and instructor, as is to be expected. This reflects both the contemporaneous nature of the courses as well as the differing professional orientations of the faculty.

While the Review Committee members are not historians, it is the opinion of the Committee that both the course content as well as the quantity and quality of the assigned readings are timely and rigorous.

III. PUBLICATIONS

Since 1989 (to allow some lag time to maximize the likelihood that we are evaluating work initiated since the close of the 1987-88 academic year), the publication rates for CHI faculty are as follows:

Eckes: One professional article; several popular articles. One book in preparation.

Gaddis: One book; ten professional articles; three popular articles. Two books in preparation.

Hamby: Seven professional articles; ten encyclopedia articles. One revised book; one book in preparation.

Miner: Four professional articles; twelve popular articles; one book.

Pach: Three professional articles; one book; one revised book.

In sum, this would appear to be a modest rate of production of professional articles, but a relatively strong rate of production of book-length manuscripts.

It is the opinion of the Review Committee that the faculty are productive at an acceptable level. It is recommended that full and detailed vitae be provided for future evaluations in order to more adequately assess faculty productivity.

IV. GRANTS

Since 1988, the following grants to individuals have been received by CHI faculty:

Eckes: None

Gaddis: None (three institutional grants for CHI)

Hamby: One

Miner: None

Pach: Three (two of which were internal)

Overall, the few individual grants received appear to be modest in nature, although no dollar amounts were reported. Foundation and government grants of over \$875,000 have been obtained by the CHI, and more funding is being sought.

It is the recommendation of the Review Committee that outside funding to support the individual activities of the CHI should be more vigorously pursued by the faculty, and more actively encouraged and supported by the University.

V. STUDENTS: ENROLLMENTS AND REACTIONS

CHI admits 12-15 students per year. Five are supported by fellowships renewable for a second year (from MacArthur Foundation funds awarded to CHI). The overwhelming majority of students have been history majors, with several exceptions (political science, economics, journalism and English). The following are the numbers and types of students completing the program:

1993	seven M.A. students, one Ph.D. student
1992	five M.A. students, one undergraduate
1991	four M.A. students
1990	five M.A. students, two undergraduates
1989	no data

Based upon information provided about the activities of recipients of certificates from the program, two conclusions can be reached:

- (1) A high proportion of students have not yet completed the program. Of "12-15" students admitted each year, seven completed the program in 1990, four in 1991, six in 1992, and eight in 1993. Most who have not completed the program are Ph.D. students who will receive their certificates once they finish their degrees.
- (2) Those who have completed the program have done well, with most entering Ph.D. programs, and with a few taking a variety of positions in keeping with their training.

Given the relatively small number of students in the program, courses must also inevitably be small. This can be both an advantage (for individualized attention) and a disadvantage if too small (lack of variety of viewpoints; excessive cost per student to the University).

The student evaluations of the courses were generally very positive. Relatively few negative comments about substantive matters were made, although one faculty member was generally viewed as overwhelming, dominating, and not inclined to invite participation from either students or guest speakers. Most comments about the course goals, readings, assignments, and instructors were in the favorable-to-glowing range. It was often difficult, however, to tell which course and which instructor was being evaluated, since the current forms lacked specificity. Students occasionally provided the identifying information. It also seems that only some of the course evaluations were provided, limiting the Review Committee's ability to draw firm conclusions.

It is the opinion of the Review Committee that: (a) the CHI appears to be providing solid training for its students, and (b) the student evaluations of the courses -- as provided -- indicate a generally high level of satisfaction in all respects. It is recommended that: (a) the CHI engage in a more aggressive effort to achieve a higher rate of completion of the certificate program, and (b) that more identifiable evaluation forms be developed for use by CHI.

VI. VISITING SPEAKERS

Several guest speakers are brought to the CHI program each year, both from OU as well as from outside. A number of these have been distinguished figures in politics, academia, and the media. The students generally found the speakers to be a positive addition to the classes, and valued the opportunity to interact with such experts.

In addition, the Institute has sponsored a conference each year from 1988-1991 on a variety of contemporary history issues, including Central America, China, Europe, and nuclear weaponry.

It is the opinion of the Review Committee that the CHI makes ample and appropriate use of stimulating outside experts in its courses. It is our recommendation that for purposes of future evaluations, a complete listing be maintained of such visitors along with brief descriptions of their backgrounds (not full vitae).

VII. VISIBILITY

Over the past five years, two of the faculty of the CHI have received awards (Gaddis, one; Hamby, one). In addition, three of the faculty have been members or officials of state-wide or national councils and committees, excluding professional memberships (Gaddis, eight; Hamby, five; Pach, two). Gaddis has held the prestigious Harmsworth chair at Queen's College, Oxford University during the academic year 1992-93. Hamby has reported five external invited lectures. In sum, three of the five faculty appear to have received recognition outside the University for their expertise. It is not clear whether the other faculty engaged in such activities but failed to include them in their abbreviated vitae.

It is the opinion of the Review Committee that the individual members of the CHI have relatively high visibility, as a whole.

VIII. CURRENT FUNDING

CHI has received what would appear to be ample funding to support Institute activities. This includes:

- (1) a 1991 grant from the MacArthur Foundation of \$500,000 (a renewal of the original start-up grant from MacArthur received in 1987);
- (2) a recent grant from the U.S. Information Agency of \$125,000 to establish a liaison with Leipzig University in Germany;
- (3) a Baker Peace Studies Endowment grant of \$8,500 a year to support a student fellowship; and
- (4) an endowed chair in Contemporary History from the Ohio Board of Regents in 1988 in the amount of \$500,000.

In addition, CHI receives \$36,000, plus the salary of the CHI secretary of \$33,000, from the College of Arts and Sciences for operating expenses. An additional \$5,000 has been made available as of 7/1/93 to pay for travel expenses of students and junior faculty.

It is the opinion of the Review Committee that CHI receives sufficient current funding to maintain its activities at a satisfactory level.

IX. COST/BENEFIT

The Contemporary History Institute was founded in 1987 through the Ohio University 1804 Fund. The Institute has secured grants from the John D. and Catherine T. MacArthur Foundation, the John F. Klinder Endowment and an Eminent Scholar Award from The Ohio Board of Regents.

Throughout 1992, the Contemporary History Institute operated on a budget of \$335,114. Ohio University contributed 28.5 percent of the total budget. The remainder consisted of the following resources: the MacArthur Foundation (31.1%), the Eminent Scholar Program (29.3%), and the John F. Klinder Endowment (10.9%). With these funds, the Institute has one eminent scholar, awards ten fellowships (\$8,500-\$10,000) to students who wish to pursue a certificate in contemporary history, and employs a secretary for the office of the Institute.

The Institute offers a certificate program in contemporary history for students who are pursuing a Ph.D., M.A. or B.A. (Honors) degree at Ohio University. This certificate serves as an adjunct to the M.A. and Ph.D. program in history, the M.A. degrees in economics and political science, the M.S. degree in journalism, and the Ph.D. degree in mass communications. The Honors Tutorial degree students are also qualified to earn the Institute's certificate.

The number of students who have received the certificate is as follows:

	<u>M.A.</u>	<u>Ph.D.</u>	<u>B.A. Honors</u>	<u>Total</u>
1990	5	-	2	7
1991	4	-	-	4
1992	5	-	1	6
1993	7	1	-	8

Most of the above students are pursuing Ph.D. degrees. The rest are gainfully employed in professions like archivist and policy analyst.

This program helps attract quality students to various Ph.D. programs at Ohio University. The students from other departments at Ohio University also take advantage of this unique interdisciplinary program by attending courses, seminars and talks by internationally renowned scholars. The University community at large is also welcomed and does take advantage of attending the seminars given by the visiting scholars and fellows. Fellows from various parts of the world are encouraged to visit and interact with faculty, students, and the Ohio University community at large.

The Institute has also attracted members of the Ohio General Assembly to campus to attend sessions on "State Finance," "Ohio Health Care Problems," and "Ohio Education Problems".

The CHI is a unique and interdisciplinary program, and it was not possible to make valid cost comparisons with other university programs.

X. FUTURE COST/BENEFIT

During the 1993-94 academic year, the Institute admitted twelve students to its sixth class. The future of the Institute depends upon obtaining grants from various foundations and government agencies or new funding from state or university sources. The Institute has already secured a grant of \$125,000 from the United States Information Agency to establish a liaison with Leipzig University. A grant proposal was submitted to Pew Charitable Trusts. It is important that the Institute explore the possibility of obtaining more funds for its operation and fellowships for students from various foundations and U.S. Government agencies.

XI. POTENTIAL FUTURE VIABILITY

The Contemporary History Institute, in its first five years, has made an impressive beginning. It has established its core curriculum, attracted well-qualified students, and has sent graduates on to other academic programs and into professional careers. In the next five years it must consolidate and build on these achievements. It will face challenges in finding financial resources, in directing human resources, and in retaining and refining its academic focus.

The Institute's 300-900 budget and a secretary are provided by the College of Arts and Sciences, and the Eminent Scholars Program is funded by Ohio University and the State of Ohio; these funding sources seem to be assured for the future. The Institute depends, however, on a MacArthur Foundation grant for its student fellowships. This grant expires in 1996, and new financing must be found, if the Institute is to remain competitive in attracting the best graduate students.

The Institute depends for its intellectual resources on a small but dedicated cadre of faculty in history, journalism, and economics, with occasional contributions from other faculty. To retain its vitality and to extend its academic range, the Institute will need to find other faculty to share the teaching and administrative burden.

The Eminent Scholar Program grant enabled the University to recruit a distinguished historian for the Institute. This individual's many interests have drawn him into teaching commitments outside the Institute. We hope that he can be encouraged to contribute his energies to the task for which he was recruited and that he will assist the Institute by his teaching and his administrative skills.

The Institute's core curriculum, CH 601, 602, 603, provides a well-conceived methodological and thematic focus for their students; at the same time, it allows them sufficient time and freedom to pursue their work in their home disciplines.

Much of the attention in these courses has been directed at the United States and the former Soviet Union. The Institute will, in the future, probably wish to broaden the focus of these courses to other parts of the world. The programs of visiting speakers and scholarly conferences already provide a good deal of diversity to supplement the core curriculum; these programs should be continued.

To summarize, the Contemporary History Institute has made a strong beginning and the prospects for its continued health are strong.



Ohio University

Contemporary History Institute

Brown House
Ohio University
Athens, Ohio 45701-2979
614-593-4362

College of Arts and Sciences

17 May 1993

T. Lloyd Chesnut
Vice President
Research and Graduate Studies

Dear Dr. Chesnut:

Enclosed is a copy of the Self-Study Document for the Contemporary History Institute. Dean Molineu is setting up a committee to review the document and report by the end of the quarter.

Sincerely yours,

Chester J. Pach, Jr.
Associate Professor of History and
Acting Director, Contemporary
History Institute

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V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Self-Study Document

A. Center/Institute Name: Contemporary History Institute

B. Current Director: Chester J. Pach, Jr., Acting Director; John Lewis Gaddis, Director (on leave, 1992-93)

C. Institute Purpose and Objectives: The Institute's purpose is to provide a unique program of education that aims at using historical knowledge and thinking to improve understanding of contemporary issues. The Institute offers an interdisciplinary course of study whose goals are to: 1) focus careful attention on the post-1945 era, and particularly on newly released documentary and other primary sources that can enrich our understanding of that period; 2) examine on a more selective basis those aspects of pre-1945 history that provide a context within which to understand recent events; and 3) encourage historical consciousness as an analytical tool with which to evaluate the present and make judgments about the future.

D. Brief History: The Institute was founded in 1987 with funds from the 1804 Fund. During its first year of existence, the Institute was awarded a five-year grant for student fellowships and other activities from the John D. and Catherine T. MacArthur Foundation, as well as an Eminent Scholar Award from the Ohio Board of Regents. In fall 1988, the Institute welcomed its first class of students and in each subsequent year has admitted approximately twelve to fifteen students. The Institute awards ten fellowships in the amount of \$10,000 or \$8,500. Usually five are awarded each year and are renewed for a second year, provided the student holding the fellowship does satisfactory work.

The Institute is centered in the Department of History, but it also draws faculty and students from the departments of Economics and Political Science, the School of Journalism, and the Honors Tutorial College. The Institute currently has twenty-three faculty associates.

The Institute itself does not grant degrees, but instead offers a certificate in Contemporary History, which serves as an adjunct to the M.A. and Ph.D. degrees in history, the M.A. degrees in economics and political science, the M.S. degree in journalism, and the Ph.D. degree in mass communications (journalism sequence). The Institute's certificate also can be earned in connection with a four-year Honors Tutorial College bachelor's degree in one of the participating departments. A student receives the Institute's certificate after satisfactorily completing a sequence of seminars and tutorials focusing on the content, methodology and potential applications of contemporary history and after writing a thesis or dissertation on some aspect of that subject which also meets the requirements of the student's degree-granting department.

As part of its program of education, the Institute has regularly brought to campus distinguished speakers to meet with students in seminars and to deliver public lectures. Among those who have visited campus since 1988 are: President Jimmy Carter; George F. Kennan; Paul Kennedy, professor of history at Yale University; Walter Isaacson, senior editor of *Time* magazine; Paul Fussell, professor of English at the University of Pennsylvania; Don Oberdorfer,

senior correspondent for the Washington Post; Jack Matlock, former U.S. ambassador to the Soviet Union; Geir Lundestad, director of the Norwegian Nobel Institute; and Wang Jisi of the Institute for International Affairs, Peking University.

The Institute has also sponsored or cosponsored several conferences since academic year 1988-89. These have included: "Central America" (November 1988); "China and the Cold War" (September 1989); "Changes in Europe" (September 1990); "Nuclear Weapons and Cold War Statesmen" (September 1991).

E. Current Activities and Status: The Institute is currently offering its required sequence of interdisciplinary courses to its fifth class of students. Also during this academic year, it welcomed its sixth visiting international fellow, Yoshimitsu Miyakawa, of the University of Nanzan in Nagoya, Japan, who was on campus from April 1992 through March 1993. The Institute sponsored two conferences this year. The first, "Ohio and the Nation: The Next Two Years," (December 4-5, 1992), brought some twenty members of the Ohio General Assembly to campus to attend sessions on "State Finance," "Ohio Health Care Problems," and "Ohio Education Problems." The second, "The Washington Connection: The University in the World of Washington; Getting a Job, Surviving and Thriving in Washington," featured four individuals with academic training who are working, or have worked, as policy analysts, lobbyists, or congressional staff aides, to discuss the relationship between their academic training and their work in the nation's capital. During the past year, the Institute has sponsored or cosponsored many prominent speakers, including: Richard Pipes, professor of history at Harvard University; Mary Matalin, deputy manager of the 1992 Bush presidential campaign; Michael Beschloss, best-selling historian and CNN commentator; John Charmley, Churchill Memorial Professor of History at Westminster College; Thomas J. R. Kent, International Editor, Associated Press; Emily Rosenberg, professor of history at Macalester College; Kathleen Blee, professor of sociology at the University of Kentucky; and Robert Mueller, deputy director, National Security Agency.

F. Anticipated Future: The Institute has admitted twelve students to its sixth class of students, who will begin study on campus this fall. We anticipate that we will continue our program of interdisciplinary education, with appropriate modifications as necessary, much as we have since the creation of the Institute.

The Institute has secured a grant of \$125,000 from the United States Information Agency to establish a liaison with Leipzig University, situated in what was formerly East Germany. Using these funds, the Institute will hold seminars in contemporary history for fifteen Leipzig faculty members and advanced graduate students during summer 1993 and summer 1994. There will also be exchanges of individual faculty members between the two institutions beginning in academic year 1993-94.

Professor Gaddis has submitted to the Pew Charitable Trusts a proposal for a grant of \$50,000-\$75,000 to defray costs of an Institute conference in Spring 1994 on "Science, the Social Sciences, and Contemporary History." Based on the results of that conference, additional

proposals might be submitted to Pew or other foundations to support fellowships or course development in the application of the sciences of chaos and complexity to the teaching of recent history.

There is also the possibility of the creation of a chair in peace studies linked to the Contemporary History Institute through funding from the John and Elizabeth Baker Peace Studies Endowment.

G. Funding Commitments and Needs: The Institute currently receives \$36,000, plus the salary of the Institute secretary (\$33,000), from the College of Arts and Sciences for operating expenses. From the operating budget, \$10,000 is used to pay the travel expenses and honoraria of guest speakers. An additional \$10,000 is used for various conference expenses, thus leaving little money for the office expenses of the Institute. Beginning on 1 July, the College of Arts and Sciences has made available \$5,000 to pay for travel expenses in connection with research of Institute students and junior faculty.

Beginning in fall 1991, the John T. and Catherine D. MacArthur Foundation provided a five-year grant of \$500,000, available in annual increments of \$100,000. The MacArthur Foundation stipulates that such funds be used primarily for fellowships and other student-related activities.

In 1989, the Ohio University Foundation created two permanent endowments for the Institute from unrestricted alumni bequests. The John F. Klinder Endowment (initial amount \$500,000) supports student fellowships, and the Edna Jacobsen Endowment (initial amount \$560,000), supports library acquisitions.

Additional funding will have to be found to support student fellowships once the MacArthur grant expires at the end of academic year 1996-97. Such funding might come from: 1) a grant from one or more other foundations, roughly equivalent to what MacArthur has provided; 2) enhancement of the existing Klinder Endowment; or 3) the creation of new endowments for student fellowships, perhaps specifically targeted toward students working in certain areas.

The Ohio Board of Regents awarded the Institute \$500,000 in 1988 under its Eminent Scholar Program toward the creation of an endowed chair in Contemporary History. In order to make it possible to fill this position immediately, the Ohio University Foundation matched this amount, and in 1990, Dr. Alfred E. Eckes, formerly of the U.S. International Trade Commission, joined the OU faculty. It is still necessary, however, to find the necessary funding to reimburse the OU Foundation for its contribution to this chair.

The John and Elizabeth Baker Peace Studies Endowment, which was transferred to the Institute in 1992, supports a range of university-wide activities in the field of peace studies. Among the projects it supports is a fellowship in the amount of \$8,500 for an Institute student. The Endowment's current principal is \$654,000.

CHI Instructors

1988-89

Fall 1988--CH 601--Gaddis
Winter 1989--CH 602--Gaddis
Spring 1989--CH 603--Gaddis

1989-90

Fall 1989--CH 601--Gaddis
Winter 1990--CH 602--Gaddis
Spring 1990--CH 603--Gaddis

1990-91

Fall 1990--CH 601--Gaddis
Winter 1991--CH 602--Hamby
Spring 1991--CH 603--Eckes

1991-92

Fall 1991--CH 601--Gaddis
Winter 1992--CH 603--Eckes
Spring 1992--CH 602--Gaddis

1992-93

Fall 1992--CH 601--Miner
Winter 1993--CH 602--Hamby
Spring 1993--CH 603--Pach

1993-94 (Expected)

Fall 1993--CH 601--Gaddis
Winter 1994--CH 602--Hamby
Spring 1994--CH 603--Pach

CHI Certificate Recipients*

June 1993

Graduates

Svetlana Borisova (M.A.)--will begin Ph.D. studies in Fall 1993 in the OU History Department

William D. Fahey (M.A.)--will begin Ph.D. studies in Fall 1993 in the OU History Department

Cathy Rogers Franklin (Ph.D., Mass Communications [Journalism Sequence])--assistant professor of journalism at Loyola University, New Orleans, LA

Victor Scott Kaufman (M.A.)--will begin Ph.D. studies in Fall 1993 in the OU History Department

Jeffrey Scott McIllwain (M.A.)--will begin Ph.D. studies in Fall 1993 in the Department of Criminal Justice, Penn State University

Michael K. Ruhl (M.A.)--will begin Ph.D. studies in Fall 1993 in the OU History Department

Frank Schumacher (M.A.)--will begin Ph.D. studies in Fall 1993 in history at the University of Cologne (Germany)

Samuel Rushay (M.A.)--has accepted a position as an archivist at the Harry S. Truman Library, Independence, MO

June 1992

Graduates

Luther M. Boggs (M.A.)--still completing degree requirements while living in Alpharetta, GA, and looking for work in journalism

Alessandro Brogi (M.A.)--will begin Ph.D. studies in Fall 1993 in the OU History Department

Edward L. Merta (M.A.)--working as a policy analyst for the Center for National Security Studies, Los Alamos, NM

Pearl T. Ponce (M.A.)--enrolled in Ph.D. program in history at Harvard University

Oliver M. Schmidt (M.A.)--working as an intern for the German newspaper, Süddeutsche Zeitung

Undergraduates

Chester C. Dawson (B.A.)--enrolled in M.A. program in East Asian studies at Harvard University

Ohio University

Interoffice Communication

August 16, 1993

To: T. Lloyd Chesnut, Vice President for Research and Graduate Programs

From: Carolyn Henderson, Director, Academic Advancement Center *CH*

Despite my best intentions, the 5-year review of the Academic Advancement Center has yet to be completed for your 1992-93 report. I am requesting that this review be included in the list of those to be examined during the 1993-94 year. Staffing and programming fluctuations in the center have resulted in my postponing giving the attention to this review that it deserves. Thank you for your consideration.

University College approval for this request:

William L. Allen
8/16/93

RECEIVED

AUG 17 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Ohio University

Interoffice Communication

DATE: August 16, 1993

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

FROM: Tom Dunlap, Associate Dean, College of Communication *TD*

RE: Time Extension

By virtue of this memo, I am requesting that the "Review of the Institute for Telecommunications Studies" be delayed for one year. Because of the turmoil created by the untimely departure of the director of the School of Telecommunications, a review committee, to my knowledge, was not established, and, as a result, a recommendation to the dean was not available.

Therefore, the dean's recommendation to the Vice President for Research and Graduate Studies cannot be made at this time. Please accept my apologies for the delay. The committee members will be selected; a review completed, and the recommendation will be sent to your office in the near future.

Thank you for your patience, and if you need additional information, please contact me at your earliest convenience.

RECEIVED

AUG 17 1993

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Ohio University

Interoffice Communication

DATE: July 28, 1993

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

FROM: T. R. Robe, Dean, College of Engineering & Technology *TR Robe*

SUBJECT: Center for Stirling Technology Research

After discussions with William Beale, Jay Gunasekera, Mo Dehghani, et al., we have come to the conclusion that the Center for Stirling Technology Research (CSTR) is not a viable entity at this time.

I, therefore, am recommending the Center's termination effective June 30, 1993. William Beale, the Center's Director since its start in 1988, has resigned and there is currently no interest among the others involved to continue.

I would like to request that the balance of funds the Center's RI account **00-10-6231** be placed in the ME Dept. RI account **00-10-6139**. According to the June 31, 1993 CUFS report (second close), the available balance is \$7260.91.

Also, according to William Beale, "Lannie Thieme, NASA manager of the regeneration test program, has agreed that the NASA regenerator test rig will be relocated before the first of September.... Gary Wood has been asked to manage this transfer."

Although Beale has removed his personal equipment from the space in the Research Labs (Old Engineering Building), we will need to continue to function in the CSTR labs because Dehghani still has an on-going EMTEC project in the laboratory. Furthermore, there may be other externally funded projects within the ME area which might want to use the lab space which has now been freed up. We will be in contact with you about these possibilities in September when the new academic year starts.

ec 19/CSTR

xc Jay Gunasekera, Chair, ME

RECEIVED

JUL 30 1993

**V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY**

Ohio University

Office of the Dean
Wilson Hall
Ohio University
Athens, Ohio 45701-2979
614-593-2850
FAX: 614/593-0053

College of Arts and Sciences

August 17, 1993

TO: Lloyd Chesnut, Vice President, Research and Graduate Studies
FR: F. Donald Eckelmann, Dean, College of Arts and Sciences
RE: Cancellation of the Institute for Recombinant Molecular Genetics

It is my understanding that there has been no activity in this institute for some years. In fact, with the establishment of the Edison Biotechnology Institute, there has been no need for the Institute for Recombinant Molecular Genetics. Therefore, I respectfully request that this institute (RMG) be cancelled.

FDE/at.canrmgJ



Mr. Schey presented and moved approval of the resolution. Dr. Strafford seconded the motion. The motion passed.

REGIONAL COORDINATING COUNCIL APPOINTMENT

RESOLUTION 1993 -- 1332

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

Ohio University-Chillicothe

Jerome Tatar

For a nine year term
beginning October 2,
1993, and ending at the
close of business June
30, 2002, vice Don
Russell, whose term
expired.



Ohio University Chillicothe

P.O. Box 629
571 West Fifth Street
Chillicothe, Ohio 45601-0629
614/774-7200

TO: JAMES C. BRYANT, REGIONAL HIGHER EDUCATION
FROM: DELBERT MEYER, DEAN, CHILLICOTHE CAMPUS
DATE: JULY 13, 1993
SUBJECT: NOMINEE FOR REGIONAL COORDINATING COUNCIL

Attached please find a biographical sketch for Jerome F. Tatar. Mr. Tatar is the president of Mead's fine paper division and has recently relocated to Chillicothe. He was approved unanimously by our regional coordinating council to fill the full term position which expires June 30, 2001, most recently held by Don Russell.

Please submit Mr. Tatar's name at the next Ohio University Board of Trustees meeting. A photograph of Mr. Tatar and his wife, Lori, is attached.

nsh

attachment

JEROME F. TATAR
10 Overlook Drive
Chillicothe, Ohio 45601
Telephone: 614-774-6830 - Home
614-772-0001 - Work

EDUCATION

University of Pittsburgh
MBA - 1972

Carnegie-Mellon University
B.S. Degree - 1968
Major: Mathematics Minor: Economics

EXPERIENCE

MEAD CORPORATION
Dayton, Ohio

1986 to present Position: President of Mead Fine Paper Division
Total responsibility for the performance of an
\$800MM Sales/500MM Net Asset division.
Products include: coated commercial printing
papers, carbonless, business papers, coated label
stock, papetries and safety.

1985 to 1986 Position: Corporate Vice President of Marketing
A new position created to help Mead become more
market oriented. Reported to President and
COO.

1981 to 1985 Position: President of Gilbert Paper Division
General management of a \$50MM Sales/\$10MM Net Asset
division. Major product was premium correspondence
paper.

1979 to 1981 Position: General Manager of Brewery Packaging at
Mead Packaging
Sales and marketing responsibility for a \$100MM
brewery packaging business.

1977 to 1979 Position: Director of Marketing for Paperboard
Products
Marketing responsibility for a \$100MM division
that focused on specialty products made of
recycled paperboard.

1975 to 1977 Position: Corporate Planner
Served on a small strategy and planning staff
that reported to the Vice Chairman and Chief
Strategic Officer.

1973 to 1975

Position: Manager of Operations Research

St. JOE MINERALS CORPORATION
Monaca, PA

1968 to 1973

Position: Research Mathematician

PERSONAL

Born November 15, 1946
Wife ... Lorelei
Children ... Greg and Julia

COMMUNITY
SERVICE

Board of Directors: Robbins & Myers, Inc.
Board of Directors: Huntington Bank ... Chillicothe
United Way
Dayton Opera

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

**RENAMING AND CREATION OF NEW DEPARTMENT
IN SCHOOL OF HEALTH AND SPORT SCIENCES**

RESOLUTION 1993 -- 1333

WHEREAS, the School of Health and Sports Sciences has grown significantly and is now the largest and most administratively complex school in the College of Health and Human Services, and

WHEREAS the reorganization of the school would better serve the interests of both faculty and students, and

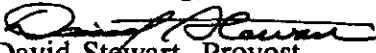
WHEREAS, the College has resources to support the reorganization and,

WHEREAS, the faculty of the School of Health and Sports Sciences, the dean of the College of Health and Human Services, and the provost have recommended that the proposed reorganization be implemented.

THEREFORE, BE IT RESOLVED, that the School of Health and Sports Sciences be divided into two schools to be called the School of Recreation and Sports Sciences and the School of Health Sciences.

Ohio University

Interoffice Communication

DATE: September 15, 1993
TO: Charles J. Ping, President
FROM: 
David Stewart, Provost
SUBJECT: Reorganization of the School of Health and Sports Sciences

As the attached memo indicates, the dean of the College of Health and Human Services has recommended reorganizing the School of Health and Sports Sciences into two distinct schools. The rationale is that the current School of Health and Sports Sciences has grown to the point that students and faculty could better be served by this reorganization.

The dean has assured me that this change can occur without the addition of clerical or other support staff. That being the case, it seems to me that the recommendation is a good one, and I thoroughly support it.

DS/jt
Attachment

Date: September 10, 1993

To: David Stewart
Provost

From: Barbara Chapman
Dean, CHHS

Re: Reorganization of the School of Health and Sport Sciences

Attached is a proposal to reorganize the School of Health and Sport Sciences effective July 1, 1994. The proposal includes two major changes:

1. the School of Health and Sport Sciences will be divided into two schools: School of Recreation and Sport Sciences and School of Health Sciences.
2. administrators of recreation/intramural sports, recreational auxiliaries and the wellness program will report directly to the Dean's office and no longer to a school director.

It is my understanding that Board of Trustees approval is needed in order to establish the two proposed schools. I am requesting that this be an agenda item for their October 1-2 meeting.

If you see problems with the proposed plan or have questions, please do not hesitate to contact me. I will be available on October 1-2 to attend Board meetings if this would be helpful and appropriate.

PROPOSAL TO REORGANIZE THE SCHOOL OF HEALTH AND SPORT SCIENCES

Background and Rationale:

During Spring Quarter Dr. James Lavery, long time Director of the School of Health and Sport Sciences, announced his plan to take advantage of the University's Early Retirement Program, effective June 30, 1994.

During the years that Dr. Lavery has served as School Director, there have been a number of additions and changes in terms of academic and service programs offered. Some examples are:

- * academic programs in sport sciences, industrial hygiene, environmental health, health administration, and long term care administration have been added
- * the Healthbeat Program was initiated, is flourishing, and will almost certainly become a major component of the OU Employee Wellness Program that is being planned under the leadership of the College
- * recreation and intramural programs have expanded in terms of activities offered and numbers of students participating
- * new facilities have been planned and opened e.g. Aquatic Center, Tower, and soon the new Student Recreation Center
- * auxiliary recreation facilities have been renovated and upgraded, e.g. just this past year it was necessary to initiate plans for relocation of the driving range and redesign of several holes on the golf course

The School of Health and Sport Sciences has become the largest and most administratively complex school in the College of Health and Human Services. The School Director responsibilities include academic leadership and administrative oversight for recreational sports, intramural, recreational auxiliaries, and wellness programs that serve students and employees across the University. See Attachment A for current organizational chart.

Dr. Lavery's upcoming retirement provided the impetus for consideration as to whether the organizational structure of the School should be changed in order to more effectively and efficiently administer the many programs, activities and services.

Based upon consultation and input from Dr. Lavery and faculty and staff of the School of Health and Sport Sciences, the Dean has concluded that there is need for reorganization.

Proposed Organizational Changes:

Attachment B shows the two major changes being proposed.

1. The School of Health and Sport Sciences will be divided into two schools: School of Recreation and Sport Sciences, and School of Health Sciences.*
2. Administrators of recreational sports/intramural, recreational auxiliaries and the wellness program will report directly to the Dean's office.

*The College of Health and Human Services will now be comprised of six schools: Health Sciences, Recreation and Sport Sciences, Hearing and Speech Sciences, Human and Consumer Sciences, Nursing, and Physical Therapy

C. BOARD-ADMINISTRATION COMMITTEE

Trustee Chair Charlotte Coleman Eufinger reported the committee met Friday and Trustee Paul Leonard sat by assignment for Trustee Hodson. She asked Trustee and Presidential Search Committee Chair Jeanette Grasselli Brown to report on the status of criteria to be used in the selection of a new president.

Chair Grasselli Brown noted the search committee met this past Thursday and generally agreed on the wording of a presidential position description. She noted it is the committee's desire to widely circulate in many professional journals and publications the announcement and description. Ms. Grasselli Brown reported the description was to be released following the meeting and that the selection criteria will be finalized early next week and released. She indicated the committee is schedule to meet December 2 and that initial application review will begin in November.

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

SECURITY AGREEMENT UPDATE

RESOLUTION 1993 -- 1334

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 names person occupying the following positions: Charles J. Ping, President; J. David Stewart, Provost; T. Lloyd Chesnut, Vice President for Research and Graduate Studies; Carol Blum, Associate Vice President for Research and Graduate Studies; 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: Charles R. Emrick, Jr.; Charlotte Coleman Eufinger; Jeanette Grasselli Brown; Brandon T. Grover; Thomas S. Hodson; Paul R. Leonard; Howard E. Nolan; Ralph E. Schey; and J. Craig Strafford, M.D.

VIII. ANNOUNCEMENT OF NEXT STATE MEETING

The Trustees will meet on the Athens campus, Friday, January 28, 1994, for committee/study sessions and Saturday, January 29, 1994, for the Formal Board meeting.

IX. GENERAL DISCUSSION - CALL OF MEMBERS

On Friday members warmly welcomed Tad Grover as the newest trustee. Each expressed appreciation for the many talents Mr. Grover brings to the Board. Mr. Grover thanked members and pledged to join them in their support of Ohio University.

President Ping expressed his deep gratitude to Trustees for their naming the University's guest facility in honor of Claire. He similarly thanked members of Student Senate and Trustees for the naming of the new student recreation center in his honor. He commented his feelings were based, in part, on the fact the student union center was named for former president John C. Baker. The President provided members with a copy of the North Central Accreditation report and asked they read and become familiar with this important and well-done document.

Ms. Grasselli Brown commented she was impressed with the high quality of individuals supporting President Ping's efforts. She noted she sees good results in the reports presented.

Ms. Arnovitz stated her service is a good learning experience and that she appreciates the openness of administrators and faculty.

Mr. Emrick congratulated Trustees for their strong working relationship, particularly in regard to the selection of a new president. He commended Trustee Nolan for his good chairmanship of the Budget Finance and Physical Plant Committee. He noted his favorable impression of the Morehead Foundation Scholarship program.

Mr. Grover stated he felt very fortunate to be appointed a university Trustee. He noted that although he has been involved for many years in the life of the university this trustees meeting heightened his awareness of the breadth of this university.

Mr. Leonard commented how much he appreciated the ambience of the campus. He noted that recent media reports regarding the record of the football team were unfortunate. Mr. Leonard's concern was with the extent of the apparent apathy directed toward the program and its implication for the overall quality of our programs.

Mr. Nolan stated he liked the healthy nature of the reports given today and the opportunities they present for the future.

Mr. Schey commented he was proud of the international acclaim of our university and cited the need for greater emphasis on language skills.

Dr. Strafford indicated he felt the university was alive and well.

Mr. Reimer noted the sensitivity of being a student trustee and commended Amanda Arnovitz for her good work.

Mr. Lancaster thanked trustees for their positive approach to the presidential search process and the way in which Trustee Grasselli Brown is leading this effort. He outlined past and future alumni activities and thanked Associate Alumni Director Richard Harrison for his work with Alumni College and the Age of Aquarius Reunion.

Mrs. Eufinger noted she looked forward to working with Tad Grover. She stated she meet Thursday evening with members of Student Senate and found them to be impressive and good public citizens. Mrs. Eufinger commented she looked forward to next weekend's campaign celebration.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chair Eufinger 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.

Charlotte Coleman Eufinger
Chair

Alan H. Geiger
Secretary

