

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

FOCUS ON: TOWARD THE THIRD CENTURY: ISSUES AND CHOICES FOR THE OHIO UNIVERSITY

Friday, April 22, 1994

Complete texts of focus presentations are appended to the official minutes. Therefore, only summary references are provided herein.

Continuing Analysis and Reform of Undergraduate Education

Patricia B. Richard, Dean
University College

THE GENERAL EDUCATION PROGRAM

- General Education, the portion of the undergraduate curriculum that students share in common, offers a vehicle to focus on the learning and development of undergraduate students.
- The General Education program signals what the University--at its core--is about and what it values.
- The three-tiered program affirms the University's belief that an educated person needs certain abilities to participate effectively in society:
 - the abilities to use quantitative or symbolic reasoning and to communicate well through the written word (Tier I);
 - broad knowledge in major fields of learning (Tier II);
 - a capacity to evaluate and synthesize (Tier III).
- Tier III stands as the distinctive feature of Ohio University's General Education program. Tier III's interdisciplinary senior courses illustrate how real human problems require cooperative solutions involving multiple fields of knowledge.
- General Education coursework constitutes approximately one quarter of the credit hours necessary for a baccalaureate degree.

ASSESSMENT

- A variety of measures indicate the quality of the General Education program:
 - External support received from the National Endowment for the Humanities, the Fund for the Improvement of Post-Secondary Education, and the Ohio Board of Regents' Excellence Awards;
 - Marked increases in freshman-to-senior performance scores since full implementation of the General Education program;
 - Consistently high faculty evaluations of course development seminars for Tier III and junior level writing courses.
- To assure quality, the General Education program undergoes continuing review, through the program review process and special reports and essays on aspects of general education.

REFORM

- Undergraduate teaching and learning has assumed a high profile on national and state agendas.
- Undergraduate education reform must address the new emphasis on the need to promote involvement and community among students, reflected in these agendas and advocated in Toward the Third Century.
- To do so, Ohio University has initiated programs for the Freshman Year Experience and service-learning.
- The Freshman Year Experience program seeks to improve teaching, through the new Center for Instructional Enhancement, and to promote learning by facilitating the formation of communities of learners through:
 - Supplemental Instruction in which a trained student leader models problem-solving and learning skills and students work cooperatively to learn material in "high risk" courses;
 - Linked courses in which students take courses together;
 - Reading programs in which students read a book prior to the start of their freshman year and participate in faculty-led, small-group discussions when they arrive on campus.
- With service-learning, students provide service to the community in ways that contribute to learning course content. This active learning pedagogy promotes community involvement.
- General Education faces challenges and opportunities:
 - Strains in staffing newer parts of the curriculum that do not "belong" to departments, in particular Tier III;
 - Improvements in students' backgrounds suggesting changes in skills' expectations and requirements;
 - Recommendations for a restructured Tier II;
 - Making quality undergraduate teaching integral to the faculty culture, the evaluation and reward system, and institutional support.
- We must meet our challenges and use our opportunities to provide continued excellence in our undergraduates' experience.

Strengthening of Graduate Education and Research

T. Lloyd Chesnut, Vice President
Research and Graduate Studies

In 1987, the Carnegie Foundation ranked Ohio University a Doctoral University I: it meant that, in addition to Ohio University's commitment to a full range of baccalaureate programs, the mission of the University includes a commitment to graduate education through the doctorate. The salient criterion of this ranking system that would ultimately move Ohio University from Doctoral to Research status is the total amount of federal obligations made to the University. These obligations are reported by federal agencies and include all obligations--research, training and instructional programs, public service activities and student financial aid. The Foundation uses an average of three prior years in determining status.

The Carnegie Foundation issued its 1994 edition of the *Classification* in April of 1994 and Ohio University attained Research University II status. Of the 3,600 colleges and universities ranked, 125 universities hold research status (3.4%), with 37 ranked Research University II (1%). We are one of five universities in Ohio with research status: Ohio State University, the University of Cincinnati and Case Western Reserve University are ranked Research University I and Ohio University and Kent State University are Research University II--both attaining this status this year.

In the six years between the two reports, Ohio University increased these federal obligations by 61 percent. Sponsored Activities support increased by 24 percent, Student Financial Aid by 68%, and the research activities increased by 97% between the two periods covered by the Carnegie Foundation reports. Our total federal dollar volume for this past year was 19 million dollars. Total external funding for research and sponsored activities exceeded 39 million dollars.

10:00 a.m., Saturday, April 23, 1994
McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION

(Saturday, April 23, 1994, 8:00 a.m.)

On a motion by Dr. Strafford, and a second by Mr. Hodson, the Ohio University Board of Trustees resolved to hold an executive session to consider personnel matters under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and legal matters under Section 121.22(G)(3) of the Ohio Revised Code.

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

Board Administration Committee Chair Thomas Hodson reviewed the status of contract discussion with To-Be-Elected President Robert B. Glidden. He asked members to review proposed contract terms and conditions with the objective being to prepare a final draft for signing by the appropriate parties. Following discussion and suggestions by members, a final contract was prepared and agreed to by Dr. Glidden.

President Charles J. Ping very briefly outlined the successful completion of the recent bargaining agreement. He noted it was within parameters established by the Trustees and complimented those involved in the effort. The President had earlier introduced the responsible principals: Terry W. Conry, Director, University Personnel Services; Ronnie D. McKibben, President, Local 1699; and Robert M. Turner, Regional Coordinator, American Federation of State County and Municipal Employees, AFL-CIO; and Gary B. North, University Vice President for Administration.

There was no discussion of real estate matters.

I. ROLL CALL

All nine members were present, namely: Chair Charlotte C. Eufinger, Jeanette Grasselli Brown, Charles R. Emrick, Jr., B. Tad Grover, Thomas S. Hodson, Paul R. Leonard, Howard E. Nolan, Ralph E. Schey and J. Craig Strafford, M.D. Student Trustees William A. Reimer, Jr. and Amanda L. Arnovitz also attended.

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

Mr. Richard A. Lancaster, President, Ohio University Alumni Association Board was meeting on campus with his board and thus was unable to attend the Trustees' sessions.

II. APPROVAL OF THE MINUTES OF PREVIOUS MEETINGS

(previously distributed March 7, 1994)

Approval of the minutes of the regular meeting of January 29, 1994 and the Special meeting of February 28 and 29, 1994.

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

III. COMMUNICATIONS, PETITION AND MEMORIALS

Secretary Geiger reported there were none.

IV. ANNOUNCEMENTS

Secretary Geiger reported there were no announcements.

President Ping graciously welcomed Robert and René Glidden to the Trustees Meeting and facetiously noted they could yet enjoy the meeting from the other side of the table.

V. REPORTS

Chair Eufinger invited President Ping to present persons for reports. The President introduced Trustee and Search and Screening Committee Chair Jeanette Grasselli Brown.

PRESIDENTIAL SEARCH AND SCREENING COMMITTEE FINAL REPORT

Chair, Jeanette Grasselli Brown, Trustee

Trustee Grasselli Brown outlined and summarized the committee's activities and schedules. She commented this experience had been most satisfying and warmly thanked committee members for their special service and the media for their outstanding cooperation. Chair Grasselli Brown noted she had willingly accepted this assignment knowing that former Provost James Bruning and Presidential Assistant Marie White were there to assist.

Ms. Grasselli Brown stated the good effort of the committee had identified outstanding presidential candidates and that the process had culminated in the recommendation that Robert B. Glidden, Provost and Vice President for Academic Affairs at Florida State University, be elected the nineteenth President of Ohio University.

Chair Eufinger expressed the Board's great appreciation to Committee Chair Grasselli Brown, members of the committee, Jim Bruning and Marie White for a job well done. A copy of Ms. Grasselli Brown's comments, including committee membership, schedules, etc. is appended to the minutes.

PRESIDENTIAL SEARCH & SCREENING COMMITTEE

Chair of the Committee
Dr. Jeanette Grasselli Brown

Secretary of the Committee
Dr. James L. Bruning

Administrative Assistant
Mrs. Marie P. White

Search Consultant
Korn/Ferry International
Dr. John H. Kuhnle, Managing Vice President

COMMITTEE MEMBERSHIP

Trustees:

Jeanette Grasselli Brown	Chair of Search Committee
Charlotte Eufinger	Chair, Board of Trustees
Thomas Hodson	Vice Chair, Board of Trustees
Ralph Schey	Past Chair, Board of Trustees

Faculty:

Melissa Bixler	Associate Professor of Health and Human Services, Zanesville Campus
Carl Bridges	Assistant Professor of Management Systems
John Gaddis	Distinguished Professor of History
Daniel Marazon, D.O.	Medical Director, Osteopathic Medical Center, Associate Professor of Family Medicine
Madeleine Scott	Professor of Dance
Paul Sullivan	Professor of Chemistry; Chair of Faculty Senate

Students:

Virginia Mansfield-Richardson	Doctoral Student in Communication
Marla Read	Undergraduate Student in Education; Vice President of Student Senate
William Reimer	Student Trustee; Undergraduate major in Electrical Engineering

Administrative Staff:

Juanita Fain	Associate Vice President for Administration
Richard Robe	Dean of Engineering
Joel Rudy	Dean of Students

Alumni:

Robert Axline	Chair, Foundation Board
Wilfred Konneker	At large member, Member of Foundation Board
Richard Lancaster	President, National Alumni Board

Community:

G. Kenner Bush	Former Trustee, Editor and Publisher of Athens <u>Messenger</u>
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ADVERTISING

October 13 Chronicle of Higher Education

October 18 Hispanic Link

October 21 Black Issues in Higher Education

October 23 The Economist

October 27 Chronicle of Higher Education

CANDIDATE PROFILE TOTALS

36 Applications
52 Nominations
18 Candidates Identified by Korn/Ferry International

5 Applicants/Nominees/KF were Minorities
10 Applicants/Nominees/KF were Women

Candidates were from all geographic regions of the United States.
There were three international applicants.

10 Semi-finalists were interviewed in Columbus on January 14-15.

3 Finalists were brought to Campus for interviews:

February 13-15
Dr. Robert Glidden
Provost, Florida State University

February 20-22
Dr. Carol Harter
President, State University of New York
at Geneseo

February 16-18
Dr. Robert Hemenway
Chancellor, University of Kentucky

Trustee Thomas Hodson moved that the order of the Trustees' Agenda be altered and that the resolution recommending that Robert B. Glidden be elected president be now considered. Ms. Grasselli Brown seconded the motion. All agreed to the motion to reorder the agenda.

At the request of the Board Administration Committee Chair Thomas Hodson, Ms. Grasselli Brown moved the resolution. Mr. Hodson seconded the motion. Approval was enthusiastic and unanimous.

ELECTION OF THE NINETEENTH PRESIDENT OF OHIO UNIVERSITY

RESOLUTION 1994 -- 1343

WHEREAS, the Ohio University Board of Trustees unanimously accepted the recommendation of the Presidential Search and Screening Committee that Dr. Robert Glidden be interviewed as a final candidate for the position beginning, July 1, 1994, of President of Ohio University, and,

WHEREAS, Board members expressed their deep appreciation to members of the Search and Screening Committee and its Chair, Trustee Jeanette Grasselli Brown, for the exemplary conduct and conclusion of their activity, and

WHEREAS, the Board of Trustees met in Columbus, Ohio, February 26 and 27, 1994, to interview final presidential candidates and unanimously agreed to extend an offer of appointment as President of Ohio University to Dr. Robert Glidden, and

WHEREAS, Dr. Robert Glidden accepted the Board's invitation with enthusiasm,

WHEREAS, the faculty of the School of Music, recognizing Dr. Robert Glidden's distinguished record in the field of music, recommended that he be granted the rank of Professor of Music with tenure and the Dean of the College, the Provost and the President concur in this recommendation.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby appoint, effective July 1, 1994, Dr. Robert Glidden the nineteenth President of Ohio University and that he is granted the rank of Professor of Music with tenure.

Ohio University

Office of the Provost
Cutler Hall
Ohio University
Athens, Ohio 45701-2979

March 18, 1994

TO: Charles J. Ping, President
FROM: David Stewart, Provost

I am sending forward a recommendation from the faculty of the School of Music that is endorsed by the dean of the College of Fine Arts that Dr. Robert Glidden be awarded a position of professor of music with tenure. I heartily support this recommendation and urge that it be accepted. As the letter from the dean indicates Dr. Glidden has a distinguished background in the field of music and will make a major contribution to our faculty in this area.

DS/bb

Enclosure

Ohio University

Interoffice Communication

DATE: March 16, 1994

COPY

TO: Charles J. Ping, President

D. Wilson

FROM: Dora Wilson, Dean, College of Fine Arts

SUBJECT: Recommendation of Tenure for Dr. Robert Glidden

I am in full support of the recommendation for Dr. Robert Glidden to be granted tenure in the School of Music. Dr. Glidden has received an endorsement from the entire faculty of the School of Music for an appointment with tenure in the school. He has a distinguished set of credentials, background, and experience. We are extremely pleased to have him become a professor of music in the College of Fine Arts. You will notice that the recommendation from the School is enclosed. Thank you for your consideration.

DW/sw

Attachment

RECEIVED

MAR 16 1994

OFFICE OF THE PROVOST

Ohio University

Interoffice Communication

To: Dora Wilson
Dean, College of Fine Arts

From: Roger L. Stephens *RLS*
Director, School of Music

Date: March 13, 1994

Subject: **Academic Rank for Robert Glidden**

I am writing at this time to formally request that you recommend to President Ping the granting of the academic rank **Professor of Music** to Robert Glidden, to be presented at the next Board of Trustees meeting.

I am happy to report that this was a unanimous decision by our 30 faculty members, many including outstanding comments to support their decision.

If you need any further documentation please let me know, as Robert Glidden's music credentials in academia are indeed outstanding, and it will be an honor to list him among our faculty.

RECEIVED
MAR 14 1994
OFFICE OF THE DEAN
COLLEGE OF FINE ARTS
By _____

A. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE

Committee Chair Howard Nolan stated the committee had met and thoroughly reviewed matters to be presented. He thanked President Ping for his good explanation of the Program Planning Report and the activities of the University Planning Advising Committee.

Mr. Hodson presented and moved approval of the resolution. He commented on President Ping's summary review given Friday and called everyone's attention to two appendices in the report. Mr. Hodson stated Appendix F, Task Force on Technology and Teaching and Appendix G, Task Force on Recruitment and Retention of Women warranted continuing attention and monitoring. Mr. Grover seconded the motion. All voted aye.

PROGRAM PLANNING REPORT AND OUTLINE FOR 1994-95 BUDGET PLAN

RESOLUTION 1994 -- 1344

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees receives the "Ohio University Program Planning Report, March 1994" recommended by the President and approves the outline of the 1994-95 budget plan.

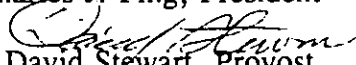
BE IT FURTHER RESOLVED, that if the funding available from state subsidy and tuition should be different from the specific projections made in the "Ohio University Programming Planning Report, March 1994," or contingent upon a revision of the current state mandated fee cap, the President shall implement a fiscal plan which reflects the appropriate balance of revenue from state subsidy and tuition.

AND BE IT ALSO FURTHER RESOLVED that if the total funding available from tuition, state subsidy, and other income should be significantly less than the projection included in the "Ohio University Program Planning Report, March 1994," the President shall propose, for Board of Trustees review and action, an alternative fiscal plan which is commensurate with available revenue.

Ohio University

Office of the Provost
Cutler Hall
Ohio University
Athens, Ohio 45701-2979

April 8, 1994

TO: Charles J. Ping, President
FROM:  David Stewart, Provost

SUBJECT: Ohio University Planning Report

Attached is the Ohio University Planning Report. The process which culminated in this series of recommendations regarding enrollments, income and expenditure projections, compensation increases, and fee changes began in September. The recommendations included in the report summarize the FY 1994-95 plans for the Athens General Programs, Regional Higher Education, and the College of Osteopathic Medicine.

DS:je
attachment

Ohio University Planning Report

March 1994

Ohio University completed a comprehensive evaluation for continued accreditation by the North Central Association of Colleges and Schools in October 1993. The University was recommended for ten-year accreditation after the visit, and among the major criteria cited for continued accreditation was Ohio University's ability to continue to accomplish its mission. The University was praised for its long history of improvement and accomplishments directly related to a variety of planning efforts. UPAC was identified as the process which allows the University to directly tie its planning efforts to budgeting and program assessment efforts. The report states, "In the view of the campus, the process conducted by this Council (UPAC) has been extremely successful. In addition to budgeting and reallocating resources, the larger planning process incorporates the use of task forces to examine educational problems and processes and to develop action agenda for program implementation."

This planning report represents the continuing effort to link unit plans with resource allocation and to assist the institution in moving ahead to accomplish its mission and purpose, as described in the *Educational Plan II, Toward the Third Century: Issues and Choices for Ohio University*.

State Budget Cycle

The State of Ohio employs a biennial appropriations cycle in formulating the spending authorizations for all state funded agencies and programs. University planning and budgeting activities which precede the first year of the biennial appropriations cycle tend to be uncertain. Fortunately, conditions present for the second year of the cycle tend to be more certain and, as a result, the University can make better planning and budgeting projections. Although there will be greater certainty regarding state support during this second year, the increases in the level of state support will be modest, with many of the additional dollars having to be used for required or mandated expenditures.

Concurrent with the modest increase in state support, enrollments appear to be stabilizing at Ohio University. The size of the incoming class continues to be maintained at approximately 3,100, and early indications are that the retention rate will remain between 83 and 87 percent. The first year of the biennial budget included changes in the subsidy distribution formula, plus an inflation factor for subsidy, that provided some modest increases for Ohio University. The changes in the distribution formula will continue to benefit the University's subsidy income in the second year of the biennial budget.

Impact on Ohio University

Within the context of modest budget increases, the University planning process will continue to focus on the allocation and reallocation of resources to enhance the quality of existing programs, to increase the diversity of faculty and staff, to promote improved campus safety and quality of campus life, and to enhance research, scholarship, and teaching.

Enrollment Projections

The number of graduating high school seniors declined significantly from 1977 to 1992. We are now in a period of modest recovery in the number of graduating high school seniors. During that period of decline in the pool of potential freshmen, the number of applicants to Ohio University has increased steadily. Applications for 1994 admission have remained almost the same as last year, indicating that there continues to be a high demand for admission to Ohio University. Early analysis also leads to the conclusion that standardized test scores and high school ranks will continue to increase for students admitted for the fall of 1994.

The targeted size of the freshman class for 1994-95 again will be 3,100. Since the retention rate is expected to stabilize between 83 and 87 percent, the overall enrollment on the Athens Campus will remain at approximately the 1993-94 level.

Context for Planning

Beginning in 1984 UPAC study groups were formed each year to evaluate progress on various components of the *Educational Plan II* document. The purpose of these study groups or task forces was to look beyond the immediate goal of formulating the annual budget plan and to insure that the scope of planning will focus a three to five-year time frame. Over the last ten years a number of task force reports have been produced, and they formed the UPAC Action Agenda. As part of the strategy for implementation of the goals in *Toward the Third Century: Issues and Choices for Ohio University*, the Action Agenda has become an important reference document for planning units and for UPAC in formulating and evaluating University-wide and planning unit proposals.

In 1993-94 two important issues were identified, and the Provost appointed UPAC task forces to study these issues. The first was the Task Force on Technology and Teaching. This task force presented its report to UPAC in November, and immediate action was taken as a result of its findings. The mid-year budget revisions approved by the Trustees in January included a \$500,000 project to link 20 academic buildings in a project identified as the Academic Building Network Initiative. This "Information Highway" network will allow academic units to access and share information across campus and around the world. The second task force was charged with reviewing and updating the Action Agenda on Recruitment and Retention of Women. This task force completed its thoughtful report in March, and action is underway on aspects addressed by the report. For example, the Provost requested each planning unit to submit a plan for improving the climate for women and minorities. In addition a committee is developing a procedure for more consistent application of the University's sexual harassment policy. Task force reports are in Appendix F and G.

A. Income Estimates for Athens General Program

Income Estimates

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

State enrollment subsidy for Athens-based students is expected to be \$70,635,000 for fiscal 1994-95. During the current year, Ohio University received additional funding as a result of other state colleges and universities not meeting their enrollment targets. Ohio University met and slightly exceeded its enrollment projection and as a result was allocated surplus funds that were available.

The state instructional subsidy is projected to increase by \$3,666,000 in the coming year. About a third of this increase is due to changes in the state subsidy rates, while the remainder results from catch-up funding for actual past enrollments, continued funding of higher enrollments as a result of better retention, and some slight changes in the subsidy formulas. The average subsidy rates for Ohio University undergraduate students will increase by about 4 percent over 1993-94 rates. The University has also built into its estimates \$300,000 in additional subsidy derived from increased enrollments. To receive this subsidy, a similar pattern of enrollment shortfall would have to occur at other institutions as happened in 1993-94.

Student fee revenue of \$82,463,000 for the Athens General Program is projected for next year. This is an increase of \$5,153,000 over the current year. UPAC recommends quarterly increases of \$44 for undergraduate tuition, \$88 for graduate tuition, \$12 for the general fee, and \$65 for the nonresident surcharge. This represents a 5 percent increase for undergraduate tuition, general fee, and nonresident surcharge, and an 8 percent increase in graduate tuition. Ohio University ranked 5th in the state in undergraduate resident fees in 1993-94. Ohio University's fees are currently \$356 less than Kent State and \$842 less than Miami. Undergraduate fees at Ohio University are the lowest among the four state residential universities. For 1993-94 Ohio University ranked 9th in the state for resident graduate fees with rates comparable to Wright State and Youngstown State. Increases recommended for Regional Higher Education are 4 percent for undergraduate tuition, general fee, and nonresident surcharge, and an 8 percent increase in graduate tuition. Medical education fees will be increased by 8 percent for graduate tuition, 5 percent for the general fee, and an increase of 5 percent for the nonresident surcharge. The proposed fee schedules for the Athens General Programs, Regional Higher education, and the College of Osteopathic Medicine are presented in Appendices A, B, and C.

Income from other sources is projected at \$10,488,000, or an increase of \$451,000 over the current year. Most of this change is related to increases in sponsored research programs and sponsored contracts. A summary of projected revenue for the Athens General Program is presented in Table I. Projected revenue for Regional Higher Education is presented in Table III and for the College of Osteopathic Medicine in Table V.

Table I
Athens General Program Income

	<u>1993-94 Original Budget</u>	<u>1994-95 Proposal Budget</u>	<u>Change</u>
State Subsidy	\$ 66,969,000	\$ 70,635,000	\$3,666,000
Student Fees	77,310,000	82,463,000	5,153,000
Other Income	<u>10,037,000</u>	<u>10,488,000</u>	<u>451,000</u>
TOTAL	\$154,316,000	\$163,586,000	\$9,270,000

B. Expenditure Plan For Athens General Program

Expenditure Plan

Table II presents the expenditure plan proposed for the Athens General Program for 1994-95. It begins with the adjusted continuing base budgets carried forward into 1994 from the current year, which total approximately \$154,222,000. This is the current year continuing budget after adjustments to accommodate the addition of continuing increases funded from the operating reserve during the current year and the removal of one-time-only spending authorizations.

Required Expenditure Increases

To the beginning base budget must be added increases associated with changes in utility rates, the costs of new facilities, and increases mandated by law or by the result of contractual agreements. The required expenditure increases total \$1,446,000 for 1994-95.

Purchased Utilities: Anticipated increases in utility costs include new buildings and space brought back on-line as well as increases in utility rates and the addition of the coal

pollution fee. For example, electric rates are expected to rise by at least 7 percent in 1994-95. **New Buildings and Facilities:** These costs are associated with new buildings being occupied, renovated buildings being brought back into use, and additional space for temporary occupancy by faculty when their home building is being renovated. Maintenance costs on renovated space or new space additions are budgeted for Copeland Hall, the Innovation Center, the Accelerator Laboratory, Porter Hall, and the Stocker Engineering addition. Additional space on The Ridges, for which the University will be responsible in the coming fiscal year, is included in these amounts. **Multi-Year Commitments:** These funds include the cost of compliance with federal and state safety and environmental mandates and UPAC awards that were spread over several years. This category also includes medicare contributions, which federal law requires that employers make for all new employees. **Civil Service Bonus and Reclassification:** These funds are required to meet negotiated wage settlements and the continuing funding of the service award bonus system. **Payroll Accrual and Miscellaneous Central Pool:** Standard accounting rules require that certain anticipated expenses be accrued when the fiscal year ends prior to the completion of a bi-weekly pay period. **Research Overhead Return:** Under the University's policy for distribution of overhead associated with grants and contracts, 37.5 percent of these funds are returned to the college, the department, and the principal investigator. The amount listed here will be required for growth in the acquisition of grants and contracts.

Income-Related Expenditure

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

Compensation Increases

Compensation Increases: Recommended compensation increases are 5.6 percent for the coming year. For all options 1.6 percent of the compensation increase will be absorbed by the continued cost increases of the University's medical plan. This year the premium costs are estimated to increase by 14 percent. Modeled on the energy management pool concept--wherein a small percentage of each annual utilities increase is earmarked for energy saving projects--this year's medical plan increase includes a set-aside for a wellness program. The sum of \$75,000, a modest share of the medical plan increase, will be used to enhance the wellness plan for Ohio University employees that will promote healthier life choices and thereby reduce medical care costs. This pilot program was evaluated by UPAC, which recommends increasing its funding base. **Summer Rate Increase:** Proposed increases for summer teaching rates average 4 percent and amount to \$30 per credit hour for professors, \$25 for associate professors, and \$20 for assistant professors and instructors.

Planning Pool and University-Wide Needs

The 23 planning units submitted 111 planning proposals totalling more than \$4,153,000. Evaluation by UPAC was based on the extent to which each proposal was judged to (1) improve recruitment and retention, (2) increase income or reduce costs, (3)

improve overall quality of campus life, (4) make better use of existing resources, and (5) encourage cooperation and joint programming among units.

A number of the 111 planning proposals were for university-wide needs. These needs included increased acquisition funding for the library, need-based minority student access grants, annual maintenance on the "information highway" connecting 20 academic buildings, support for college work-study students assigned to work in the community, increased support for the performing arts series, a new summer sessions program to increase enrollment of under-represented students, and increased funding for student activities and student government.

Proposals were also encouraged that promoted departments and colleges working together in sharing resources. Among these proposals is a position in Health Education and Wellness that would be shared with the Dean of Students office as a health educator and as a faculty member in the College of Health and Human Services. Another proposed position would work for both the Library and Computing and Technical Services to assist in the development of multi-media labs.

UPAC recommends that approximately one-third of the proposals be approved for funding, including many of the university-wide and joint proposals. The release of UPAC funds should be delayed until fall enrollments, fee income, and subsidy income are confirmed. Release of funds will be done in two tiers: the first tier includes proposals ranked as priority 1 through 25 and will require approximately \$1 million in funding. The second tier includes proposals ranked 26 through 32 and will require an additional \$300,000 of income. Funding for the second tier will only be released if income is available and the mid-year budget adjustments are approved by the Board of Trustees.

Additional Expenditures

Graduate Stipends Increase: The recommended increase in graduate student stipends is 4 percent. In addition, graduate students with fee waivers will have their fee waiver increased by 8 percent to cover the cost of tuition increases. The fee waiver increase was included in the Income Related Expenditure section of the Expenditure Plan. **Supplies and Equipment:** A continuing pressing need across campuses is felt in this area, especially since recent decreases in budgets fell unequally on supplies and equipment allocations. UPAC recommended an increase in supplies and equipment of \$400,000 to be distributed in accordance with a study that will be conducted by the Office of the Provost on planning units supply and equipment budgets.

Table II
Expenditure Plan
Athens General Program
1994-95

<u>Expense Category</u>	<u>Cost</u>	<u>Cumulative Cost</u>
Continuing Base	\$154,222,000	\$154,222,000
Required Expenditure Increases:		
Purchased Utilities	250,000	
New Buildings and Facilities	350,000	
Multi-year Commitments	114,000	
CS Bonus and Reclassification	450,000	
Payroll Accrual & Misc. Central Pool	132,000	
Research Overhead Return	150,000	
Subtotal	1,446,000	155,668,000
Income Related Expenditure Increases:		
Student Aid & Educational Benefits	348,000	
Graduate Student Fee Waivers	560,000	
Summer Session Incremental	100,000	
Subtotal	1,008,000	156,676,000
Compensation Increases		
Health Plan Increases	1,450,000	
Fac./Staff Salary	3,456,000	
Summer Rate Increase	64,000	
Subtotal	4,970,000	161,646,000
UPAC Planning Pool	1,300,000	162,946,000
Additional Expenditures		
Graduate Stipends Increase	240,000	
Supplies & Equipment	400,000	
Subtotal	\$ 640,000	\$163,586,000

Regional Higher Education

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

Income Estimate

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

Table III
Regional Higher Education Income
1994-95

	<u>1993-94 Original Budget</u>	<u>1994-95 Proposed Budget</u>	<u>Change</u>
State Instructional Subsidy	\$11,523,000	\$12,499,000	\$ 976,000
Student Fees	16,171,000	17,285,000	1,114,000
Other Income	<u>118,000</u>	<u>125,000</u>	<u>7,000</u>
TOTAL	\$27,812,000	\$29,909,000	\$2,097,000

The instructional subsidy for the regional campus programs is projected to be \$12,499,000. The tuition and fee increases for Regional Higher Education are one percent less for undergraduate resident tuition and fees than those for other programs of the University. Currently, Ohio University Regional Campuses' tuition is the lowest of any regional campus system in the state of Ohio. However, regional campus course enrollments are not as closely tied to student headcounts and the demographic pool of potential students as they are for Athens General Programs. Therefore, student fee revenue is more difficult to forecast. Fee income for 1994-95 is projected to be \$17,285,000. Included in these projections is anticipated income from several new two-year associate degree programs.

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

Expenditure Plan

The Regional Higher Education expenditure plan parallels the proposed plan for the Athens General Program. The proposed expenditures for 1994-95 are presented in Table IV. Base expenditures to be carried forward from the current total \$28,200,000. Included in this amount are expenditures funded from campus and vice provost reserve after removal of one-time only allocations.

Required Expenditure Increases

Required expenditures include purchased utilities and service contracts, medicare for new employees, expenses associated with the occupancy of new buildings, and bonus and reclassification costs for civil service employees. These required expenditures will increase by \$143,000 for 1994-95.

Compensation Increases

Like the Athens campus, a 5.6 percent compensation increase is recommended for 1994-95 with 1.6 percent of the increase allocated for health care cost increases. Summer rate increases comparable to the Athens Campus rates are included for summer sessions faculty.

Program Planning Pool

1994-95 UPAC Pool: The UPAC Planning Pool for the regional campus system will be \$409,000 for 1994-95. Proposals recommended for funding are included in Appendix E.

Additional Expenditures

Supplies and Equipment: The recommended increase for supplies and equipment for the next budget year is \$180,000.

Table IV

Expenditure Plan
Regional Higher Education Program
1994-95

<u>Expense Category</u>	<u>Cost</u>	<u>Cumulative Cost</u>
Continuing Base	\$28,200,000	\$28,200,000
Required Expenditure Increases:		
Purchased Utilities	89,000	
CS Bonus and Reclassification	39,000	
Payroll Accrual & Misc. Central Pool	<u>15,000</u>	
Subtotal	143,000	28,343,000
Income Related Expenditure Increases:		
Student Aid & Educational Benefits	<u>57,000</u>	
Subtotal	57,000	28,400,000
Compensation Increases		
Health Plan Increase	230,000	
Faculty/Staff Salary Increase	645,000	
Summer Rate Increase	<u>45,000</u>	
Subtotal	920,000	29,320,000
Planning Pool	409,000	29,729,000
Additional Expenditures		
Supplies and Equipment	<u>180,000</u>	
Subtotal	\$180,000	\$29,909,000

Medical Education

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

Income Estimates

In the second year of the 1993-95 biennium, a small increase of 3.5 percent was allocated in state appropriations for instructional and clinical subsidies.

Tuition income is based on projected medical enrollments and assumes an eight percent increase, corresponding to planned increases for other graduate and professional programs in the University. Enrollment is based on a beginning class size of 100 with a total projected enrollment of 405 medical students.

The state appropriations, tuition and fee charges, and other income represent approximately 92 percent of the College's core budget. Even though Health Manpower Line Items (Family Practice, Primary Care, Gerontology, and Ohio Area Health Education Centers Subsidies) were not pooled for block grant distribution in 1993-94, funding levels were not restored and the future of these line items remains unclear. These uncertainties, along with a forecasted revision in funding for graduate medical education, require close scrutiny in order for the College to anticipate and respond to external mandates. This was true in 1993-94 when the original budget was projected at \$9,403,000 and the Ohio Board of Regents funding formula revisions for medical education reduced the 1993-94 instructional funding level to \$9,004,000.

In addition to restricted state appropriations, medical practice plan income, state and federal grants and contracts, research awards, and private gifts and endowments make up the remainder of the revenue available to the College. A summary of the projected operating income is presented in Table V.

Table V
College of Osteopathic Medicine
Estimated Operating Income
1994-95

	<u>1993-94 Original Budget</u>	<u>1994-95 Proposed Budget</u>	<u>Change</u>
Instructional Subsidy	\$ 9,405,000	\$ 9,325,000	(\$80,000)
Clinical Subsidy	4,067,000	4,209,000	142,000
Tuition	3,712,000	4,097,000	385,000
Non-Resident Surcharges	163,000	163,000	0
Application Fees	12,000	30,000	18,000
MCI	2,500,000	2,800,000	300,000
Other Income	<u>340,000</u>	<u>568,000</u>	<u>228,000</u>
TOTAL	\$20,199,000	\$21,192,000	\$993,000

Expenditure Plan

The College of Osteopathic Medicine's expenditure projections have been developed from an ongoing base of \$19,780,000.

Compensation increases are projected, with four percent available for salary increases and the remainder required to meet increases in health plan costs. Civil service bonuses and employee reclassification are also included in compensation increases.

Dr. Barbara Ross-Lee was appointed Dean of the College of Osteopathic Medicine on August 1, 1993. In the past seven months, she has assessed the current position of the College in relationship to changes in the external environment, particularly as they relate to health service delivery and medical education, and has set a proactive course to secure the position of the college in the year ahead. The Program Planning Pool of \$300,000 has been earmarked to support major initiatives associated with the new direction. Planning Pool resources will be designated for action agendas in the areas including Primary Care, Continuum Curriculum reform, restructuring Centers for Osteopathic Regional Education and enhanced provision of clinical services to meet educational objectives and community needs.

Funds available will also permit the addition of faculty in the areas of greatest need. Table VI summarizes the 1994-95 expenditure plan for the core operating budget of the college.

Table VI

Preliminary Expenditure Plan
College of Osteopathic Medicine
1994-95

<u>Expense Category</u>	<u>Cost</u>	<u>Cumulative Cost</u>
Continuing Base		\$19,780,000
Compensation Increases		
CS Bonus and Reclassification	\$ 22,000	
Health Plan Increase	202,000	
Faculty/Staff Salary Increase	<u>452,000</u>	
Subtotal	676,000	20,456,000
Planning Pool	300,000	20,756,000
Additional Expenditures		
Approved Fac. Positions	336,000	
Supplies and Equipment, Reserve	<u>100,000</u>	
Subtotal	\$436,000	\$21,192,000

Appendix A

Schedule of Graduate and Undergraduate Student Fees Athens General Programs 1994-95

<u>Category</u>	<u>Proposed Quarter</u>	<u>Increases Annual</u>
Undergraduate		
Tuition	\$44	\$132
General Fee	12	36
Nonresident Surcharge	65	195

Graduate		
Tuition	\$88	\$264
General Fee	12	36
Nonresident Surcharge	65	195

<u>Category</u>	<u>Actual Quarter</u>	<u>1993-94 Annual</u>	<u>Proposed Quarter</u>	<u>1994-95 Annual</u>
Undergraduate				
Tuition	\$ 897	\$2,691	\$ 941	\$2,823
General Fee	231	693	243	729
Nonresident Surcharge	1,294	3,882	1,359	4,077
Graduate				
Tuition	\$1,099	\$3,297	\$1,187	\$3,561
General Fee	231	693	243	729
Nonresident Surcharge	1,294	3,882	1,359	4,077

Appendix B

Schedule of Graduate and Undergraduate Student Fees Regional Higher Education 1994-95

<u>Category</u>	<u>Proposed Quarter</u>	<u>Increases Annual</u>
Eastern, Chillicothe Lancaster, Zanesville		
Tuition	\$31	\$93
General Fee	4	12
Nonresident Surcharge	51	153
Ironton		
Tuition	\$30	\$90
General Fee	2	6
Nonresident Surcharge	1	3

<u>Category</u>	<u>Actual Quarter</u>	<u>1993-94 Annual</u>	<u>Proposed Quarter</u>	<u>1994-95 Annual</u>
Eastern, Chillicothe, Lancaster, Zanesville				
Tuition	\$ 793	\$2,379	\$ 824	\$2,472
General Fee	104	312	108	324
Nonresident Surcharge	1,294	3,882	1,345	4,035
Ironton				
Tuition	\$ 763	\$2,289	\$ 793	\$2,379
General Fee	65	195	67	201
Nonresident Surcharge	36	108	37	111

Appendix C

Schedule of Medical Student Fees

1994-95

<u>Category</u>	<u>Proposed Quarter</u>	<u>Increases Annual</u>
Medical		
Tuition	\$220	\$660
General Fee	12	36
Nonresident Surcharge	65	195

<u>Category</u>	<u>Actual Quarter</u>	<u>1993-94 Annual</u>	<u>Proposed Quarter</u>	<u>1994-95 Annual</u>
Medical				
Tuition	\$2,749	\$8,247	\$2,969	\$8,907
General Fee	231	693	243	729
Nonresident Surcharge	1,294	3,882	1,359	4,077

Appendix D
Athens General Programs
Planning Pool Summary

Increased Acquisition Funding to Offset Inflation
(University-Wide Proposals) \$75,000

According to the 1993 Higher Education Price Index (HEPI), inflation in the costs of library materials is higher than any other part of the index. The proposed award will help address past and projected erosion due to inflation.

Undergraduate Research Apprenticeships
(Honors Tutorial College) \$20,000

Research experience is currently recognized as an important enhancement to undergraduate education. Program Excellence funds have been used for the past three years to fund undergraduate research apprenticeships, enabling students to work as research assistants on faculty research projects. This award will allow the research apprenticeship programs to continue.

Visiting Artist Program
(College of Fine Arts) \$55,100

The College of Fine Arts has requested funding as Phase II of a request for a college-wide Visiting Artist program. (Phase I was funded last year by UPAC.) Visiting Artists are able to provide the master classes, performance expertise and instruction that enriches the artistic, aesthetic, and educational experience of Fine Arts students.

University Minority Access Grant
(University Wide Proposals) \$100,000

This award will help establish a need-based fund that will assist economically disadvantaged minority students in attending Ohio University. As costs continue to rise and federal grant dollars decrease, needy students who choose to attend must incur higher levels of indebtedness. For many minority students, even borrowing at maximum levels does not bridge the ever-increasing gap between available resources and educational costs.

Replacement of Instructional Support Associated
with Student Teaching \$ 65,042
(College of Education)

Funds to support instructional costs associated with student teaching have been curtailed due to legislative decisions to reduce the budget in this area. As a

consequence of these cuts, the College of Education faces the challenge of revamping the entire clinical portion of the preparation program. The requested funds represent a small portion of the resources originally allocated to the clinical program. By pursuing several avenues, the level of support, while greatly modified, will, with the addition of the funds requested here, be sufficient to sustain the new field-based program.

Annual Cost Subsidy for Academic Building Network Initiative
(University-Wide Proposals) \$32,729

The University has elected to greatly accelerate the pace of network installation for academic departments. The Academic Building Network Initiative will fund infrastructure improvements for 20 academic buildings. In addition, the one-time funding will provide hundreds of connections in offices and/or labs. In terms of the continuing costs, 60 percent will be covered by subsidies already approved for FY 94-95 and beyond. This proposal seeks the remaining 40 percent of the annual costs so that departments will not be burdened with this expense

Campus Escort Service Expansion
(V.P. for Administration) \$5,765

This proposal will expand the hours of operation and add one team of Escorts during select periods of time. The increased availability of Escorts will provide a safer environment thus enhancing the quality of life at Ohio University. The Escort Service has become one of the key programs prospective students and their parents inquire about when visiting Ohio University.

Increase Federal Work-Study Match for Community Service
(University-Wide Proposals) \$33,000

The Higher Education Amendments of 1992 mandated that five percent of the annual Federal Work-Study (FWS) allocation (including the institutional match) be used for community service, i.e., placement of off-campus public/private nonprofit agencies. This change will result in a loss of approximately 47 on-campus positions. This proposal will provide for the hiring of some additional Federal Work-Study employees to replace those placed in off-campus community service jobs.

Food and Nutrition Position
(Health & Human Services) \$49,927

There is a greater awareness of the role of good nutrition and proper food preparation in maintaining wellness. These factors have resulted in increased enrollments in Food and Nutrition, creating a demand for additional sections of required courses for these majors. This necessitates the need for a full-time tenure track teaching position in the Food and Nutrition Program.

Assistant Professor of German
(Arts and Sciences)

\$49,200

The recent political changes in Europe, and a growing awareness of Ohio's ethnic German Heritage, have led to an increased interest in the German Language and culture and to increases in German enrollments at Ohio University. A new faculty member with the appropriate interests and training is essential to respond more effectively to student needs in contemporary literature and culture, address new interest in career oriented courses, and maintain study abroad programs.

Increased Funding for Ohio University Performing Arts Series and New Support
Templeton-Blackburn Alumni Memorial Auditorium Gallery
(University-Wide)

\$30,000

Support is needed to add \$30,000 to the Ohio University Performing Arts Series subsidy. It was last adjusted in 1987, and professional artists and company fees have escalated 60 percent since 1987. The additional funds requested will be used to cover the increase in rising artist's fees and support costs as well as costs of exhibitions in the newly opened Templeton-Blackburn Alumni Memorial Auditorium Gallery.

The Jacob Lindley Lecture Program
(Institutional Services)

\$20,000

Several excellent programs, most notably the Kennedy Lecture Series, the Frontiers-in-Science Series, and the Putnam Visiting Professorships, bring noted scholars to Athens. However, at present no forum exists for speakers who cannot meet the Putnam residency requirements or meaningfully address the general Kennedy or Frontiers in Science audience. This proposal will establish a competitive fund for discipline-specific outside speakers to provide such a forum.

INTERNET Instructional Specialist
(University Libraries)

\$40,000

This request funds a new full-time contract position in the Reference and Library Instruction department, a librarian whose primary responsibility will be instruction, with specialization in Internet resources. This librarian will provide training for faculty, staff, and students and take a leadership role in organizing instructional activities relating to the Internet and other network information services.

Enhancement of Women's Studies Program
(Arts & Sciences)

\$8,472

Since its inception, the Women's Studies Program has had to patch together an operating budget to run the program, depending on the generosity of the College of Arts and Sciences. The past increase in the number of certificate students and number of courses taught has generated a corresponding increase

in day-to-day expenses for postage, telephone, printing of stationery and brochures, office supplies, as well for those costs incurred meeting the programming and professional development needs of students and faculty.

Enhancement to 3000-9000 Budget
(Computing & Technology Services)

\$45,460

Computing and Technology Services must provide a variety of computing/communications hardware and software products in support of the University's educational mission across campus. Given the recent acquisition of hardware and software in support of the instructional, research and administrative program, an additional allocation for supplies and maintenance is needed.

Summer Access Program
(University-Wide Proposals)

\$49,495

The Summer Access Program is designed to increase the enrollment of under-represented students. African-American and Hispanic-American students who do not meet fall quarter admissions guidelines will be invited to enroll in the preceding summer quarter to strengthen their academic preparation. The goal is to provide these students with the tools to support their success in a full-time program of study in the fall. This strategy reaches beyond the existing pool of highly qualified minority students to identify other students who demonstrate potential for success in college, but may initially need more academic support.

Benefits Administration
(V.P. for Administration)

\$34,500

Employees benefits are rapidly changing due to technological advances in medicine, an aging and more diverse work force, health care reform, and skyrocketing health costs. The benefits package of Ohio University has risen from \$7.1 to \$18 million over the last five years. Given the current rate of change and increased expectations, additional staffing is needed in the Benefits Office.

Support for Study Abroad
(Arts & Sciences)

\$40,000

The size of the Study-Abroad Program in Mexico has increased by 80 percent, and the College has opened a new program in Japan. The high cost of living in Europe has significantly increased the expenses associated with programs there. These funds will be used to subsidize Study-Abroad Programs, thereby reducing the additional expense to students and encouraging them to participate.

Assistant Director of Health Education and Wellness
for Substance Abuse Education/Prevention
(Joint Proposals)

\$41,150

This proposal is for a joint position for the Division of Student Affairs and the College of Health and Human Services. The Assistant Director will be responsible for the provision of proactive education/prevention programs in the area of alcohol and other illicit drugs and to teach the course Health 204; Drug, Alcohol, and Tobacco. The need for such a position is vital to meeting the University's compliance with the federal legislation of the Drug Free School and Communities Act, Amendments of 1989.

Graduate Recruitment: Supplemental Student Support
(Engineering & Technology)

\$60,000

Quality U.S. graduate students in engineering are highly sought, and the capability of the College of Engineering and Technology at Ohio University to compete for them is directly affected by the stipend levels that can be offered. Students who are supported by external research funds as Research Associates normally receive higher stipends than the TAs. In order to fill TA positions with quality students, competitive stipends are needed. These funds will allow the College to increase approximately 25 stipends to a competitive level.

The Information Highway: Voice/Data/Image Infrastructure
(Communication)

\$41,127

This award will link student computer laboratories in five schools and five buildings, faculty to each other and to the student laboratories, and students and faculty to information from both inside and outside Ohio University. It will also lower continuing costs for information services such as the Associated Press Wire Service, Lexis/Nexis, Group Decision Support Systems, Dialogue, and Data Times.

Library & CaTS Multi-Media Lab Partial Continued Support
(Joint Proposal)

\$42,000

Benefiting from the marriage of computers, audio, CD-ROM, and network communications, multi-media is one of the fastest growing areas of technology and one that shows the greatest promise for both instruction and information in many curricular areas. Several proposals are currently going forward for industry support and Ohio University one-time-only or short-term funding for the establishment of a shared Multi-Media Lab. Personnel for the multi-media Lab, in addition to student interns, will be provided by the cooperating academic areas and the Alden Libraries Instructional Media Services (IMS). Computing and Technology Services (CaTS) and the Libraries, as the primary support areas for the lab, will use these funds to service and replace the equipment and software to maximize cost effectiveness and avoid obsolescence. The lab will be located in Alden Library.

**Faculty Position for Athletic Training
(Health & Human Services)**

\$49,927

As the field of Athletic Training has expanded, so have the breadth, depth, and diversity of knowledge required, as well as the degree of responsibility conferred upon practitioners since 1991 through the State of Ohio Licensing Law. The current staffing level of .892 FTE, with no full-time tenure track faculty member, is insufficient to deliver high quality undergraduate and graduate programs that meet accreditation standards. Thus, this tenure track full-time faculty position in Athletic Training is needed.

**Providing German Satellite Reception
(Arts and Sciences)**

\$2,325

Several years ago the Modern Languages Department received a grant to obtain equipment to receive French and Spanish television programs via satellite. The reception of these programs has been beneficial to students because they are able to hear authentic language and see culturally authentic images in a variety of contexts. Several months ago a German satellite became available, and the German staff needs to have access to this programming which includes news, weather, and other informational services.

**MIDI & Digital Audio Classroom/Lab
(Music and Telecommunications)**

\$60,200

These funds will create a multiple workstation MIDI and Digital Audio Laboratory/Classroom for the School of Music and the School of Telecommunications, to be located in Room 202 of the Music Building. MIDI has musical instruments, and between such instruments and computers, MIDI has revolutionized many areas of music instruction and even traditional music composition. The Schools of Music and Telecommunications believe that a multiple workstation facility, housing approximately a dozen stations where both Music and Telecommunications students can receive classroom instruction, provides the most viable means of meeting this challenge.

End of Tier I Funding

The following awards will be made if funds are available when the mid-year budget is taken to the Board of Trustees for approval.

Faculty Position in Transportation Infrastructure
(Engineering & Technology) \$57,000

In new pavement technologies the Civil Engineering Department (CE) and the Center for Geotechnical and Environmental Research (CGER) at Ohio University have moved into the lead position in the State and are recognized nationally. The undergraduate enrollment in Civil Engineering has dramatically increased since 1989 by 120 percent. External supported research in this area has increased from \$400 thousand to \$2 million since 1989. These funds will be used to hire a new faculty member who will provide teaching capability and facilitate the flow of new technologies to the classroom.

Equipment Replacement and Upgrade for CD-ROM LAN
(University Libraries) \$17,500

There are currently 23 public workstations available in Alden Library; statistics show heavy use, averaging 16,600 database accesses per month during the first five months of the current FY. Much of the equipment in the LAN was purchased and installed in 1990 and is approaching the end of its anticipated lifetime of reliable service. These funds will help ensure that the various components of the network can be replaced and upgrades installed when necessary to continue, extend, and improve access to and operation of CD-SearchNet.

One Clerical Staff Position-Records Management Assistant
(Administration) \$28,961

Application processing and loan certification have experienced significant increases in volume due to legislative changes mandated by the Higher Education Amendments of 1992. This staff person will process electronic student applicant data, complete verification of student/parent data and increase over 1992-93. This position is critical to increase productivity and improve client-service.

Library Acquisition - Card 2
(University-Wide Proposal) \$75,000

An additional \$75,000 for Library acquisitions will bring the total funding increase to \$150,000.

Position in Physical Geography
(Arts and Sciences) \$44,500

The department will use these funds to hire a well-trained physical geographer with expertise in environmental analysis and specializations in computer applications such as GIS. This will fulfill a critical curricular need, complement the applied nature of the program, and create better disciplinary balance in the department.

Student Activities Commission
(University-Wide Proposal)

\$30,000

The Student Activities Commission's (SAC) principal function is to serve as the vehicle by which student organizations obtain funding. The current SAC annual budget of \$161,000 is allocated to over 320 registered student organizations on the Ohio University Campus. These funds are used to support campus-wide events and services that are cultural, educational, and recreational. SAC will use these funds to support increases in both quantity and quality of programming for the student body.

Student Senate Allocation Increase
(University-Wide Proposal)

\$5,000

The Ohio University Student Senate is the principal representative body of students on the Athens campus. With that comes a great deal of responsibility in representing, programming, and providing resources for those students. With the increase in enrollment, an increase in the number of commissions on Senate, and a rising number of responsibilities Student Senate is undertaking, an increase in funding is vital.

Appendix E

Regional Campuses

Expansion of Student Recruitment Efforts \$10,000
(Ohio University-Chillicothe)

This proposal seeks funding for increased advertising in surrounding communities to encourage more student participation in University programs.

Computer Lab Enhancements \$16,000
(Ohio University-Chillicothe)

Support is needed to enhance student computer labs by funding the purchase of additional computer tables and chairs and three additional computers with software for tutoring students.

Improvements in Library Data Bases \$10,000
(Ohio University-Chillicothe)

To improve student and faculty research opportunities, funding is needed to increase student and faculty time on "First Search" data base, an easy-to-use commercial data base provided by OCLC and OhioNet, and to purchase most commonly used data base indexes such as *Social Science Index*.

Upgrading Integrated Computer and Video System \$18,000
(Ohio University-Chillicothe)

This proposal requests funding to upgrade an integrated computer and video system used by the fine arts faculty to conduct creative research for jured artistic competition and grants in the area of computer aided imaging.

Personal Development Workshops \$1,000
(Ohio University-Chillicothe)

Funding is needed to support two personal development workshops for BMT students on current business topics delivered by experts. These workshops are intended to broaden and deepen student learning.

Library Furniture and Carpeting \$41,000
(Ohio University-Chillicothe)

To upgrade library facilities, funding is needed to replace the 20-year-old carpeting in the library and to purchase much needed furniture for student work stations and the circulation desk area.

Upgrading Computer Hardware and Software \$56,000
(Ohio University-Eastern Campus)

To increase access to computer resources, funds are requested for purchasing two hard drives for the staff LAN server, upgrading all faculty and staff work stations to 486 CPU technology, upgrading software by purchasing multi-user licenses and multimedia software packages, and purchasing six additional computer work stations for new faculty and staff.

Upgrading Media Equipment \$6,300
(Ohio University-Eastern Campus)

This project will provide for the purchase of 20 overhead projectors and carts, purchase and installation of built-in projection screens in four classrooms, acquisition of a portable video light and battery pack for outside video production, purchase of a portable cassette and CD player for classroom use, and purchase of a video production bag for transportation of video equipment.

Cultural Programs \$5,000
(Ohio University-Eastern Campus)

The cultural committee seeks approval for funding several important cultural programs, including two traveling art exhibits, a special lecture and panel discussion in celebration of women's history month, support for the theater program and the James Wright Festival, and promotion and support for student field trips for cultural enrichment.

Improvements in Career Planning Capabilities \$2,000
(Ohio University-Eastern Campus)

This project will add four printers to the Career Guidance Outreach Program for use with the DISCOVER software and provide modest improvements in the career library materials in the form of career assessment tests, a journal of career planning, and reference books.

Microfiche Storage Cabinet \$1,700
(Ohio University-Eastern Campus)

This approved project will provide a storage cabinet for microfiche in the library. Currently, the library has reached 100 percent of storage capacity for microfiche.

Office Furniture \$1,000
(Ohio University-Eastern Campus)

This project will fund the purchase of a secretarial chair for the faculty office and chairs and tables for the adult learning office. Currently, the adult learning office does not have basic furnishings.

Expand Student Activities \$6,000
(Ohio University-Southern Campus)

To encourage more student involvement, funds are requested to formulate a student activities program that encourages students to get more involved--to invest more of their total time and effort in the educational process on a continuing basis. Requested funds will be used for awards, facility rentals, a student activities coordinator, equipment, and supplies.

Speaker Series \$4,000
(Ohio University-Southern Campus)

Funds are requested to support fees paid to speakers and to support travel and accommodations for speakers. Speakers will be selected who can address topics that will heighten student and community awareness of significant international issues.

Property Usage \$15,000
(Ohio University-Southern Campus)

To encourage student appreciation of nature, approval is needed to develop land currently owned by the University for student field trips and campus activities. The goal of the project is to nurture established plants and wildlife. Funds will be used for surveying, landscaping, fencing, and establishing pathways.

Electronic Media \$17,000
(Ohio University-Southern Campus)

With the Southern Campus using video production more as a vital tool in the education process, the addition of a Video Teleprompter will increase quality of instruction by faculty and public speakers. Not only will this enable the speaker's ability in front of the camera to communicate with accuracy and confidence, it will also open up educational video programs to the hearing impaired with its closed captioning features.

Picture and Bar Code Identification System \$9,000
(Ohio University-Southern Campus)

The purpose of this project is to establish a picture and bar code ID system. This system will allow Ohio University-Southern Campus to identify students and allow each person to use an ID card for credit. Each ID card holder will have the ability to charge purchases in the Library, Media Lab, Art Lab, and Computer Lab. This also allows for tracking of funds from these areas as well as using the bar code in the Library for books loans.

Course Program Assistant \$13,000
(Ohio University-Southern Campus)

A computer lab assistant is needed to train students in new software programs. This individual will work a minimum of 20 hours a week and will be responsible for knowing the software programs that are being taught in the classrooms. This lab assistant will train students in specific computer software, be in charge of computer labs, and work with the individual instructors who utilize the lab.

Computer Services Equipment \$7,000
(Ohio University-Southern Campus)

This request is for an optical scanner and corresponding software for attachment to a microcomputer to use for both text and graphic input. An additional use is for the scanning of graphic information (charts, graphs, plans, drawings, as well as photographs) into machine-readable data.

Increase Periodical in Library \$4,000
(Ohio University-Southern Campus)

Funds are needed to increase the number of periodicals in the Library. Academic and professional disciplines require current periodicals to support learning and research for faculty and students.

Video Projector \$4,000
(Ohio University-Southern Campus)

The Bowman Auditorium has seen a substantial increase in the use of its video projector for seminars and satellite teleconferences (state, national and international). The current Video projector was taken out of use several years ago at another location and then found its way to the auditorium. Because of its age, the quality of the projector has diminished greatly. The proposed projector will enhance the quality of instruction and improve the educational environment here at the Southern Campus.

Conference Sound System \$9,000
(Ohio University-Lancaster)

To improve the quality of meetings and conferences, support is needed to fund the acquisition of a 12-channel manual conference sound reinforcement system for use in the auditorium, theater, gymnasium or other campus locations. The campus currently has no portable sound system to use for meetings and conferences.



Athletic Program Enhancement \$6,000
(Ohio University-Lancaster)

This project seeks to improve the athletic program. With over 100 athletic events held each year, plus 65 intramural events involving 90 student athletes and 150 students and faculty, additional funds are needed for travel, uniforms, and equipment.

Xerox 5350 Copy Machine \$5,000
(Ohio University-Lancaster)

The purpose of this proposal is to purchase a xerox 5350 copy machine to replace the eight year old machine currently in use. The new copier will eliminate frequent service calls and provide better features such as two-sided copying, collating, and usage monitoring.

Canon MP90 Reader-Printer \$12,000
(Ohio University-Lancaster)

Two microfilm reader-printers are needed. Acquisition of this equipment will improve access and increase usage of microfilm materials by replacing outdated equipment that is 14 years old and more difficult to use.

Folding Machine \$1,200
(Ohio University-Lancaster)

These funds will be used to purchase a new folding machine needed to replace an existing one that is eight years old and has ceased to function effectively.

Computer Position \$8,600
(Ohio University-Lancaster)

Support is needed to upgrade a computer hardware specialist position from nine months to twelve months. With increasing usage of computers, the development of a local area network, and more computers on campus, computer hardware support is needed during summer months.

Psychological Services \$3,000
(Ohio University-Lancaster)

This project will pilot-test personal counseling and psychological services for students using a local mental health agency. Services will include individual counseling as well as a series of workshops on issues such as depression, test anxiety, substance abuse, and Aids.

Graphics Scanner \$1,200
(Ohio University-Lancaster)

Funding for a color graphics scanner is requested to integrate visuals for classes, workshops, brochures, announcements, and overheads.

Truck

\$25,000

(Ohio University-Lancaster)

The purpose of this proposal is to purchase a one ton, 4-wheel drive truck for use for snow removal, hauling, and grounds keeping. This truck will replace a 20-year old jeep currently used for these tasks.

Local Area Network (LAN)

\$91,000

(Ohio University-Zanesville)

It is proposed that the entire 1994-95 Planning Pool of \$91,000 be directed towards the establishment of a Local Area Network (LAN). The LAN will allow better management of programs and data; better accessing of special printers and peripherals; interconnecting of stations throughout the campus (perhaps eventually including Muskingum Area Technical College); and, the ability to create campus programs to serve special needs such as advising, registration, and scheduling.

Task Force on Technology and Teaching
Report to UPAC
November 18, 1993

Appendix F

● "A technology revolution is sweeping higher education."
--Wall Street Journal, 1993

"The various technologies of cognition can provide us with useful powers for acquiring, using, and creating information and knowledge. If employed inappropriately, they diminish it."
--Norman, 1993, p.249

"The president [of the university] must create a climate where risk-taking and innovative solutions are encouraged, where an accessible information infrastructure links a multiplicity of activities. With thoughtful, high-level, committed guidance, the information technologies can be a catalyst for integrating and energizing our professional community."
--HEIRAlliance Executive Strategies Report, 1992

INTRODUCTION

● It is truly remarkable that Ohio University has been able to achieve so much in the field of educational technology. There are centers of excellence all over this campus including, among others, the College of Osteopathic Medicine, the School of Visual Communications and the Computer Services Center. These developments in using media for instruction, however, are often the result of a particular pool of talent in a department or college and cannot be said to be due to some central plan. Educational technology *has* had the support of the university administration--all these developments would have been impossible without it. Had these developments been centrally coordinated they would have been able to take better advantage of the pool of talent that exists across the University.

Inefficiency in the use of technology in an educational setting reflects a lack of goals and minimal recognition of implementation issues. These limits have caused Ohio University to lag behind many institutions in the state and nationally. It also limits our effectiveness in providing our students with proper intellectual development, career preparation and, ultimately, their fit into the job market.

The purpose of this document is to outline the major issues associated with the use of technology in an educational setting, including both its potential use as well as its limitations. We have separated key points which are not exhaustive yet illustrate the major issues which UPAC and other University bodies should concern themselves as we move into our third century: We follow this list of issues with some recommendations.

1. ISSUES

A. Lack of Vision

There is a strong consensus by the members of the task force that the most important issue facing the University is our lack of a vision for the role of technology in education. The Third Century document addresses educational applications of technology only in the context of libraries. A corollary problem is a lack of technological leadership that could efficiently and effectively guide the inevitable course of the technological development.

The scope of the problem is far-reaching, as the following examples illustrate:

1. Gross disparities in access to technology exist across the University, especially in access to computers. A widely held belief in higher education, embraced by our task force, is that computer networks have now become an essential utility, not unlike telephone service or electrical power. The University's decision to distribute registration information over the All-In-1 mail system is a tacit acknowledgment of this fact. No one in the University can fully use the communications possibilities of such a network until everyone, especially the student body, is connected. Currently, barely 60% of faculty and staff and a negligible number of students have any reasonable access.
2. Some technological gifts to the University are not recognized as being inappropriate until it is too late. If we do not have a clear vision of what technologies are appropriate, we will not know what to avoid. The All-In-1 mail system is an example of a doubtful gift. Although it has served a useful purpose in demonstrating some of the possibilities for electronic mail, its obsolete command-line interface and Byzantine menus make it difficult to learn and annoying to use. The VAX computer on which the system resides is not powerful enough to deal with even the existing modest mail traffic in a timely fashion.
3. Renovation and new building construction are producing buildings with communications infrastructures in classrooms and offices that may be obsolete before construction is completed. Electrical power requirements change slowly over time; telephone needs only somewhat faster. However, computer network requirements change so quickly that tomorrow's needs cannot be met by small extrapolations on today's requirements. In addition, renovation projects should include multimedia classrooms which have the capability to utilize the latest instructional technologies. (See Appendix A)

B. Failure to Meet Student Needs

We are not preparing all of our students for the modern day workplace with its variety of technological demands. Presently we concentrate on quantitative and writing skills through the Tier I requirement, but we are failing to provide many students with basic technological skills. (This task force has heard of parents' complaints that their son/daughter did not learn how to use a computer before graduating from Ohio University.)

The registration problems that have caused the breakdown of telephone communications in Athens and great frustration for our students, demonstrate the failure to meet students' need to be connected to the WAN. Had this been done, many problems would have been averted.

Multimedia classrooms which provide students an active demonstration of the various instructional technologies are minimal in number and difficult to schedule.

C. Inequities in Access and Education

At present we often put technology on the desks of faculty and staff and expect them to cope without assessing their current knowledge base and skills, their needs, their expectations and their fears. This raises a number of questions regarding faculty and staff vis-a-vis technology. For example, who gets more? Who gets it first? Who will prepare members of the staff and the faculty to use new or newer or different technologies? What incentives can be used for each group?

D. Resistance To Change

It is well documented (c.f., Greenberg & Baron, 1993) that the introduction of new technologies or even up-dating existing technologies can become a major source of trauma in the organization, leading to resistance to change.

1. **Physical Problems.** Changes in technology can bring about physical problems in the environment and also in the way that tasks are performed (the "job"). For example difficulties in implementation (e.g., wiring incompatibilities) and equipment limitations (e.g., poor monitor visibility in classrooms) can lead to unexpected frustrations which can contribute to a tendency to resist any changes that could result in such consequences.
2. **Political Problems** often reflect organizational/structural sources for resistance to change. This may include the tendency for the organization and its units to be experience inertia. These groups and the individuals in them may also resist changes because of the potential shift it may bring to the existing balance of power. This balance may be based on elements such as expertise (e.g., who chooses software) or control of scarce and/or valued resources. (e.g., funding).
3. **Philosophical Problems** can include a lack of "vision" to guide the change at the organizational level. At the individual level, lack of familiarity can lead to fear of the unknown and feelings of insecurity. For example, Norman, in Things that make us smart (1993) questions whether computer-assisted educational efforts will be "...gimmicks, or will they truly enhance education? My fear is that they will succumb to the pleasures of experiential media at the cost of reflection." (p. 199).

I. RECOMMENDATIONS

1. **Administrative Structure.** What is needed is an administrative structure with a vision to plan for the most efficient implementation of instructional technologies on this campus and on the regional campuses. This structure must promote coordination of the activities of the various informational services for the benefit of all and help formulate a vision for the development of technology on the campuses. A visit to Case Western Reserve by some members of the Teaching Technology Task Force seemed to verify our concept that more progress toward implementation of future technologies might be made if there were someone at the vice-presidential level who could assume responsibility for the development of a plan (similar to our CUFS plan) for the future use of technology at Ohio University.

2. **Internal and External Assessments.** Before any decisions are made regarding the future of teaching technologies at Ohio University, we believe it is important to assess the needs and opinions of the various constituencies, especially faculty and administrators but including also students and external constituencies. In addition to its diagnostic function, such an assessment would also help make policy decisions.
 An audit of existing technological resources should also be conducted, including an accounting of what is available and where, its pattern of distribution, its level of compatibility, its degree of obsolescence, and how it is being used. Some efforts in this regard have already begun. (See Appendix B). As part of our committee's work, we have conducted a partial qualitative assessment of resources currently available and how they are being used through visits to various units on campus. What we believe should be done next is a comprehensive and detailed audit of existing resources.
 Similarly, it is important to find out what other institutions are doing in this area. There is no need to reinvent the wheel and we may benefit from the experience of other institutions. Such an exploration might also reveal institutions with which we might work cooperatively, making our task easier and possibly even helping us achieve economies of scale.

3. **Institutional Priorities.** An important step should be to determine the political will and the real level of commitment of top administrators. Regardless of its outstanding potential for teaching, learning and research, a concerted effort to bring Ohio University to the doors of the Twenty First century in applied technology will raise the question of priorities. It will force us, as an institution, to reallocate some of our resources and to choose between competing demands. The exceptional promise of what we can do if we fully modernize the university in the field of technology, and the price we would eventually pay if we didn't, is a potent argument in favor of giving the highest priority to the rapid introduction of teaching technologies. Doing so, however, will require the proactive leadership of chairpersons, deans and other top administrators; it will challenge them to assume political risks and we must know if they are prepared to do that. We must also be ready to help them embark on such a mission.

- **Supporting Diversity.** Top administrators, and the academic community at large, must also help in correlating whatever decisions and policies we develop in the area of technology with other institutional priorities, such as the internationalization of the campus and its curriculum and our growing commitment to attract and support minorities and persons with disabilities. It must be noted, however, that cases such as these represent areas in which technology can clearly help the university accomplish many of its other goals. For instance, technology can help conquer the restrictions imposed by disabilities, as Instructional Media Services is already helping many students to do. It can also bridge the distance gap and other barriers, thus facilitating international connections and collaborative activities.
- 5. **Decrease Resistance to Change.** It is important to motivate people to want these changes by having them recognize the need for change (e.g., to increase their efficiency). One major mechanism to decrease resistance is education, which includes providing information about the goals and the implementation of any changes to those who will be effected. Education can be enhanced by building on what is familiar (current techniques) and then showing how new techniques are a more efficient extension of what is already being used. It is also important to provide informational and educational support in order to decrease the frustrations of dealing with these changes. Increasing the involvement of those who will be affected in the decisions to be made will allow them to share in the "vision." This can sometimes be accomplished by allowing individuals some choices. Finally, it is essential that the introduction or increase in the use of technology be accompanied by rewards to reinforce use of the new system.
- 6. **Improved Institutional services.** Technology can also help us significantly improve services we already attempt to provide. It could create a superb computer network connecting everyone on campus--faculty, students, administrators and staff-- and the university with the community, thereby vastly increasing its outreach potential. Such a network would vastly increase connectivity; multiply access and utilization of library, computing and other resources, and enhance access to information: anything from informing the local community about library or swimming pool hours, or concerts and lectures, to giving them an entryway to the information highway of the future. The Telecommunications Center has already proven the value of distance learning and information dissemination. Their experience and their achievements should be used as a model for outreach activities.

● The environment that is developed must be university-wide and must recognize that technology is not the province of any one department or service unit, but as central to the ability of the university to carry out its mission as having a warm and lighted building in the winter. This, for example, implies that training, service and support cannot be done for a fee on a cost recovery basis. It must be a part of the central budget and responsibilities of the institution just like it now centralizes electrical service or heating or the provision of office space. Technology is today as essential to what a university does as electricity.

CONCLUSION

We strongly believe that technology is not an end in itself, one that we should pursue simply because of a fascination with technology or because it is now seen by some as fashionable. Technology is a tool, a means to help us accomplish our goals. Thus, we believe that it is critical that the institution first clarify its needs and its goals in relation to its mission and its vision of itself and its future. Only then can we determine what the best technological solution might be.

For our students and their job opportunities, or "marketability," knowledge of technology is not a future requirement. It is a present demand. When applying for their first jobs, many are already expected to be more than just technologically literate. We must prepare our students for the real demands of a competitive marketplace.

We believe enacting our recommendations to be urgent because we are presently wasting huge amounts of our scarcest resources: time and money. Money is wasted by lack of vision and by uncoordinated planning; time is wasted through needless technological bottlenecks. The potential exists to deliver enormous varieties and quantities of information within our academic community, especially to students. This potential is not a vision of some far-off tomorrow: it exists in many campuses today. We would move forward, not to be among the vanguard, but to leave the ranks of the hindmost.

Respectfully submitted,
The Task Force on Technology and Teaching

Karen Eichstadt, Chemistry
Michael Flemister, Curriculum & Instruction
Paula Popovich, Psychology
Phil Richardson, Modern Languages
Josep Rota, Telecommunications
Tim Sexton, Industrial Technology
Barbara Reeves, Office of the Provost
Butch Hill, Electrical & Computer Engineering, Chair

March 1, 1994

UPAC Task Force: Recruitment and Retention of Women

Task Force Report

Task Force Charge

The Task Force charge from Provost David Stewart was to review and update the 1992-93 UPAC Action Agenda on Recruitment and Retention of Women. As part of its work, the Task Force was also asked to address the climate for women on the Ohio University campus.

Task Force Members

Barbara Chapman, Dean, College of Health and Human Services (Chair)

David Descutner, Associate Professor, Interpersonal Communications

Patricia Gunn, Assistant Professor, Business Law

Sally Kearsley, Director, Career Services

Ethel McConnell, Employment Services Specialist, Personnel Services

Paul Witkowski, Associate Director, Telecommunications

The Work of the Task Force

In carrying out its charge, the Task Force sought out reliable and specific information pertaining to each of the action agenda items and also more general information pertaining to the climate for women on campus.

Information was obtained by reviewing written policies and procedures, trend data on numbers and percentages of women employees, reports/recommendations of groups on this campus and at other universities, and selected related literature (a listing of particularly useful policies, statements, reports and articles is appended to the report).

The Task Force also met with the following individuals and groups for discussions of the climate for women at Ohio University:

*Nancy Bain, University Ombudsman

*Alden Waitt, Acting Director of Women's Studies

*Aileen Linwood, representing the African American Faculty and Staff Caucus

*The Ohio University Women's Network

The Task Force Report

Findings and recommendations are presented for each of the fifteen Action Agenda items on Recruitment and Retention of Women that comprised the 1992-93 UPAC report.

1992-93 Action Agenda Item 1

The University should develop a mission statement on the climate for women that articulates the values of fairness and equity as well as the need for civility and respect as fundamental values governing the institution.

Findings

There has been no change in the Ohio University mission statement. It does not include specific statements about respect for gender differences or any other differences among members of the University community.

To the extent that the University, according to its mission statement, "holds the intellectual and personal growth of the individual to be a central purpose", it would be imprudent to include a separate statement in the mission for each group that experiences some form of intolerant, insensitive, or discriminatory behavior. However, the Task Force firmly believes that education in tolerance, acceptance, and valuing of diversity should be an ongoing part of the University's mission.

It is encouraging to note that the recently developed Functional Mission Statement includes a strong statement of commitment to diversity. It says that Ohio University "seeks to develop organizational culture which promotes the acceptance of diversity in an environment which is inclusive and supportive of differences".

The "Ohio University Statement of Tolerance" (1989), issued by the Office of Affirmative Action, clearly notes behaviors that will not

be tolerated at Ohio University and also expresses a commitment to equal opportunity for all people. The Statement is included in the student handbook, Inside Ohio University, but not the Faculty Handbook or the Administrator's Handbook.

Recommendations for new action agenda

1. The document "Ohio University Statement on Tolerance" needs revision as well as a new title. A possible title is "Ohio University Statement on Human Dignity and Diversity". This should be a strong and positive statement on human dignity and on accepting differences and valuing diversity. It should expand on what is said in the new functional mission statement.
2. The new statement should be widely promulgated in printed materials for prospective, new, and continuing students and employees.
3. In addition to the written statement, a video tape on the "Values of Ohio University" could be developed and shown to prospective students and their parents, new and continuing students, and employees. The tape could also be used as a springboard for discussion in residence halls and at departmental staff meetings.

1992-93 Action Agenda Item 2

The University should provide information in a coordinated and coherent fashion about existing processes and policies relating to topics such as sexual harassment, delay of the tenure clock, leave policies, and the salary equity study.

Findings

For some of the above mentioned situations, there are policies without procedures. For others, policies and procedures exist but are not readily accessible and/or easily understood.

Some women said they were informed about policies, procedures, and departmental practices pertaining to leaves, tenure clock, sexual harassment, either as new employees or only when they specifically asked for the information. Others did not know policies existed and therefore did not ask.

Women who spoke with the Task Force expressed their belief that policies/procedures are not consistently applied across employee groups or from department to department. Evidence was primarily anecdotal.

Several offices and individuals have responsibility for helping women who experience discrimination or sexual harassment (Affirmative Action and the Ombudsman). However, there is

ignorance and confusion as to who can go to these persons/offices, the type of help provided, and how the information is handled and/or recorded.

University-wide sexual harassment complaint procedures are being developed by a committee comprised of representatives from the Affirmative Action, Legal Affairs, and Provost's offices. A draft of the procedures has been distributed to faculty, staff and student groups for review and comment prior to being put in final form.

The Task Force heard many questions and concerns about the salary equity study having to do with its design, how and to whom findings are reported; and actions taken on study recommendations. See findings and recommendations for Action Agenda Item 4.

Recommendations for new action agenda

1. Given the fact that computers are widely used on campus, it would be useful to have a policy and procedures "channel" on the Campus Information System. The channel could be made readily accessible to all employees (and students for student policies). In addition, hard copies should be available in all departments. Policies and procedures need to be clearly written in language easily understood by all who interpret and apply them and by all to whom they are applicable.
2. Assistance/guidance to supervisors regarding interpretation and application of policies and procedures must be readily available from a central source and definitive source such as University Personnel Office.
3. Information about services and assistance available from the Affirmative Action Office and the University Ombudsman should be described in "user friendly" brochures and possibly through discussion sessions with interested faculty, staff and students.
4. For recommendations about the salary equity study, see Action Agenda Item 4.

Action Agenda Item 3

Increasing the number of women on campus, particularly in faculty positions, in senior administrative positions with line responsibilities, and in the skilled trades, will decrease sexism and further increase opportunities for women.

Findings

Ohio University has made efforts to recruit women for faculty and administrative positions. There have been small increases in the

percentages of full time tenure track women faculty and women administrators.

Data obtained from the Office of Affirmative Action show that from 1987-1992, the percentage of full time women faculty stayed constant at 22.6%. During this same time however, the percentage of women tenure track faculty increased from 18.4% to 21.0%. The percentage of full time, non-tenure track, women faculty has decreased from 62.8% to 44.4%.

During this same five year period, the percentage of women administrators increased from 38.7% to 40.7%. In the upper level administrative positions the increase was from 20% to 21.5%. In general administrative positions, the percentage of women increased from 41.9% to 43.8%.

The percentage of women classified employees has remained at approximately 64%. Data on number and percent of women in the skilled trades were not available. Anecdotal information indicates that the number is small.

There seems to be a general acceptance on campus of the importance of recruiting women faculty and administrators and a basic understanding of some of the ways to accomplish this. However, for many searches, consideration of affirmative action often does not take place until very late, at the time when the final Affirmative Action Report is prepared.

For the skilled trades areas, a commitment to increasing the number of women and to taking actions necessary for this to happen is not as evident. In these areas, it is difficult to recruit qualified women because the pool is very small. However, there are women employed in other positions at the University and also in the community who are very interested in skilled trade jobs and who would take advantage of training and/or apprenticeship programs if they were offered by the University.

The data reviewed by the Task Force consisted of numbers and percentages of women in faculty, administrative, and classified positions. While this data is essential for assessing overall progress in increasing the number of women employees, it is not sufficient.

Information is also needed concerning salaries, reasons women leave the University, numbers of women in candidate pools, and promotion and tenure actions for women.

Increasing the number of women faculty, women administrators and women in the skilled trades should continue to be a priority. However, the Task Force is not convinced that this in and of itself will necessarily decrease sexism, harassment, or obstacles to job progression and advancement. Women who spoke with the Task Force

said that even with the increasing number of women employees there has been no noticeable decrease in sexism, harassment, and discrimination. See Action Agenda Item 9 for further findings.

Recommendations for new action agenda

1. University sponsored or supported apprenticeships or other on-the-job training programs should be provided for women who seek jobs or job advancement in the traditionally male dominated skilled trades areas.
2. Concurrently with the training, the work environment for women in the skilled trades needs to be monitored to insure that harassment does not occur. In addition, fellow workers need to be educated as to behaviors that are unacceptable.
3. Affirmative action principles must be introduced at the beginning of each search and considered as the search committee is appointed, as the position description and qualifications are formulated, and as the advertising and recruitment plan is developed. Individuals responsible for searches and hiring should be held accountable by their supervisors/unit heads for gender equity in their searches.
4. Exit interviews and/or surveys should be conducted to learn why employees leave the University. Particular attention should be given to women who leave in order to identify the issues and obstacles they confronted while here, as well as the people, services and programs they found helpful and supportive. Interview and survey questions should be carefully developed, and interviews should be conducted by trained personnel. Findings should be summarized and analyzed for consideration by designated groups and/or administrators.

1992-93 Action Agenda Item 4

The salary equity study should be conducted every three years. An additional factor to monitor in future comparisons is comparable worth.

Findings

The faculty salary equity study has in fact been conducted on a regular basis. Comparable worth has not been added as a dimension of the study. Women who spoke with the Task Force believe that comparable worth should be addressed, although it was acknowledged that this dimension of that study would be extremely difficult to design and carry out.

There is considerable concern about what some refer to as the "shroud of secrecy" surrounding the conduct and results of the study. Most faculty who spoke with the Task Force, women and men,

urged that University-wide and possibly College-wide findings be made available to the University community.

There is confusion, misunderstanding, and disagreement about the methodology and validity of the study. Members of the Women's Network voiced strong convictions that women with the requisite expertise should participate in the study design, data analysis, and interpretation of findings.

Women generally are not informed by chairs or deans about study results in terms of their own salaries. Unless the Dean supports equity adjustments recommended by study findings, a woman is not likely to know that she was identified as being below the "expected salary". Faculty who spoke with the Task Force believe that chairs and deans are not held accountable for decisions to support or not support recommended salary increases.

There have been no salary equity studies for non-tenure track faculty positions or for administrative positions. The Task Force heard strong support for conducting salary equity studies for these positions.

Much criticism was expressed about the newly revised administrative pay plan. Concerns dealt with issues of salary inequity and comparable worth.

Recommendations for new action agenda

1. Deans and other unit administrators should monitor salary equity for all contract employees in their units.
2. Every three years there should be an opportunity for unit administrators to request funds for making salary equity adjustments from the Provost. These funds should be in a special equity fund pool, separate from raise pool funds.

1992-93 Action Agenda Item 5

The Office of Personnel Services should develop a spouse employment referral program that includes educational institutions and employment agencies in Columbus, Marietta, Parkersburg, and Huntington.

Findings

Lack of appropriate employment opportunities in the area for the spouse/partner of women candidates or hires for faculty and administrative positions is a critical factor in recruiting and retaining women. The rural nature of the University setting and the lack of private sector job opportunities make this a particular challenge.

The University offers little information or assistance to "dual career" couples. Generally, any efforts to assist come either late in the search process or after the employment of one partner. As a result, qualified women candidates (and some men) withdraw from searches and/or leave the University shortly after employment.

With the number of projected retirements during the next five to ten years, the problem will be exacerbated and must be addressed in a systematic and proactive way. The referral program recommended in this action agenda item has not been developed. Some hiring departments attempt to help by referring the spouse/partner to the Office of Career Services for assistance or by drawing upon their own professional contacts.

Recommendation

1. University-wide mechanisms to facilitate the hiring and retention of dual career couples must be developed and implemented, possibly under the aegis of University Personnel Services. Such mechanisms could include but not be limited to the following: a central listing of all available positions, a job data bank created by exchanging information with other educational institutions and major employers within 75-100 mile radius of Athens; promotion of a system of "networking" among Ohio University departments where there are openings; and shared positions (job-sharing) for faculty and staff. Funding for a part-time or possibly even a full-time person to administer this new service may be required.

1992-93 Action Agenda Item 6

A child care task force should be established to investigate various options such as university-subsidized contracting of child care, tax-sheltered spending accounts, infant care, and sick-child care.

Findings

Tax-sheltered spending accounts are now available for child care and dependent care. A University-wide Child Care Task Force, recently appointed by Vice President Gary North, has begun its work. The Task Force will gather information about child care needs of University employees and child care services currently available in the area. They will identify unmet needs (present and projected) and make recommendations as to the role the University should and/or could play in addressing identified needs.

In meetings with various groups, the Task Force was reminded that elder care is a growing concern. Although an issue for both women and men, women often shoulder the major burden of care or arranging for care. Thus, lack of elder care becomes a factor in the recruitment, retention, job performance, and job progression for women.

Recommendations for new action agenda

1. The findings of the Child Care Task Force, when available, should be shared with the university community. Solutions proposed by the Task Force should be given serious consideration and support.
2. An Elder Care Task Force should be appointed to gather information on employee needs and concerns, to identify available services and resources, and to make recommendations on how unmet needs can be addressed.

1992-93 Action Agenda Item 7

Educational efforts on sexual harassment, discrimination, and sexism--particularly an integrated, campus-wide program--should be encouraged. Although all employees should be targeted, a special focus should be on awareness and handling of such situations by department/unit heads.

Findings

At the Provost's request, during the summer of 1993, a committee was formed to clarify the University sexual harassment policy and to draft procedures for handling sexual harassment complaints.

When the policy and procedures are finalized, training programs for supervisors will be necessary. Also essential will be discussion opportunities for all employees. Educational programs should include discussion of when and how to file a sexual harassment complaint. Supervisors also need to be educated on how to effectively handle complaints.

This approach by itself is not sufficient. Proactive programs are needed to help employees develop an awareness of their own behaviors that are insensitive and/or offensive and that contribute to the chilly climate for women. Through continuing education, employees (especially those in leadership positions) must develop the courage to risk and to respond appropriately when they see, hear, or are informed about inappropriate and insensitive behaviors of others.

There is no centrally organized or integrated campus-wide approach to educational efforts on sexual harassment, discrimination, and sexism. However, these concerns are high on the institutional agenda as evidenced by a request from the Provost that each planning unit develop and submit by December 31, 1993, a plan for improving human relations, with particular given attention to women and minorities.

Copies of the plans were shared by the Provost with all unit administrators. Not all units submitted plans.

There is considerable variation in the plans that were submitted. Some plans include educational programs for unit employees. Other plans are very general and include nothing about educational programs.

If there are going to be educational programs for all employees and/or for all department heads and supervisors, centralized leadership, planning, and support will be necessary.

Recommendations for new action agenda

1. Centralized leadership is needed to plan, support, and conduct educational programs through which all members of the campus community will become aware of behaviors and practices which constitute discrimination and harassment or that subtly contribute to the chilly climate for women.

2. A person, preferably in the Affirmative Action Office, should be assigned responsibility, part-time to full-time, for developing and implementing proactive, ongoing, and integrated campus-wide educational programs. This person would also serve as a resource to units for unit-specific programs and activities.

3. Orientation and training for Teaching Assistants should include a session on sexual harassment.

1992-93 Agenda Item 8

Accountability can be increased by adding questions assessing recruitment and retention of women to the University Curriculum Council's 5-year review questionnaire for departments. Awareness and handling of sexual harassment and discrimination should be addressed in the annual evaluations of deans, chairs/directors, and administrative and classified supervisory personnel. Sensitivity and respect for students of both sexes should be assessed in students' evaluations of faculty teaching.

Findings

The University Curriculum Council's 5-year review questionnaire requires departments to report the number of women students in their programs. If women are underrepresented in the field being reviewed, departments are asked to describe efforts that are being made to recruit women. Departments are not required to report the number or percent of women faculty. Neither are they asked to describe efforts to recruit women faculty for vacant positions.

The form used for the annual evaluation of deans asks faculty to evaluate affirmative action efforts. It does not include evaluation of how the dean has handled complaints of sexual harassment and discrimination. Forms used by faculty to evaluate chairs/directors vary from college to college. Most incorporate

evaluation of efforts in the area of affirmative action but do not ask about handling sexual harassment and discrimination complaints.

It would be difficult for unit employees to evaluate their supervisor's handling of sexual harassment or discrimination complaints, given the confidentiality associated with investigations and resultant actions. In most instances, however, the person to whom the supervisor reports (dean or vice president) could address this in his/her evaluation.

There is no campus-wide instrument used for students to evaluate faculty teaching. The Task Force did not gather and review the evaluation forms used by the various academic departments/schools.

Recommendations for new action agenda

1. The committee recently appointed by the Provost to review the 5-year Program Review process should consider revising the department self study report to require a report on and self evaluation of recruitment and retention of women students and women faculty. The committee should also consider adding to the Review questions that require departments to examine the inclusion of gender issues in departmental courses/curricula.
2. Deans and chairs/directors should make certain that student evaluation of teaching addresses instructor respect for and sensitivity to needs of female and male students. Teaching Assistants as well as faculty should be evaluated. In instances where there are significant numbers and/or a pattern of complaints, chairs/directors should meet with the faculty to discuss the evaluations. Further, consideration should be given to developing a standardized, university-wide form for student evaluation of teaching.
3. Deans, chairs/directors, and administrative and classified supervisory personnel must be accountable for recruiting and retaining women staff and this should be included in their annual evaluations.
4. All employees should be expected to engage in behavior that promotes affirmative action and equity, as well as respect for and support of women. Assessment of such behavior should be a part of annual evaluations, as well as reappointment, promotion or other job advancement decisions.
5. Annual evaluations of unit administrators should address progress and accomplishments in implementing the unit plan for improving human relations.

1992-93 Action Agenda 9

- a. We need to create an atmosphere in which individuals believe that their complaints will be dealt with fairly and effectively.
- b. A centralized method of compiling complaints, which is particularly important in dealing with multiple offenses, should be added to the current grievance procedures.

Findings

There were several themes in the information shared with the Task Force. First, women do not think that their concerns are or will be taken seriously, whether they deal with subtle and insensitive behaviors or overt discrimination and harassment. In one case shared with the Task Force, a woman experiencing harassment sought help from her supervisor, Affirmative Action, and the Ombudsman. The matter was not resolved. The harassment continues.

Another theme was "fear". Women reported fear of retaliation from co-workers and/or supervisors if they were to speak out or file complaints. Power issues and fear of retribution are strong deterrents to women who experience sexual harassment or discrimination and want something done about it.

Much of the information the Task Force received concerning sexism, discrimination, and sexual harassment was anecdotal. Although not substitutes for objective data, feelings and perceptions constitute reality for the women experiencing them. Many women feel they are not or will not be taken seriously or believed when they bring their concerns to the attention of their supervisors. In some instances, the supervisors may even be the source of their concern.

At their meeting with the Women's Network, the Task Force heard from women in all employee categories. Women who have experienced what they believe to be harassment and discrimination fear ridicule and blame, as well as retaliation on performance evaluations and merit increases. Dr. Nancy Bain, University Ombudsman reported to the Task Force that employees coming to her with concerns tend to be primarily classified and support personnel. Most student concerns about sexual harassment that are brought to the Ombudsman come from graduate students.

Not only is there uncertainty regarding the offices and persons women can go to for support, advice, and/or formal complaints, there are also many questions and concerns about the confidentiality of information shared with various individuals and offices. What information is considered confidential? What files and records are kept and by whom? Who has access to what records?

At the same time, there is a strong belief that somehow steps need to be taken to centralize reports of sexual harassment and discrimination and the actions taken against offenders. It is understood that this must be done in a way that protects persons who have been accused. At the same time, the community must be protected from the "chronic offenders".

At the request of the Provost, a workplace survey is being developed by Michael Williford, Director of Institutional Research. Women who spoke with the Task Force were pleased that a survey is being developed and at the same time worried that the instrument will not "get at" the real issues and obstacles with which many of them deal on a daily basis. Some individuals who had been among those selected to review and comment on a draft of the instrument reinforced this concern.

Recommendations for new action agenda

1. There needs to be a mechanism through which the University community can know and be assured that complaints are heard, handled and resolved. This could take place in the form of annual summaries from the Affirmative Action office about numbers and types of complaints and their resolution.
2. Sexual harassment procedures that clearly identify how and by whom complaints will be handled need to be finalized and widely disseminated. The procedures should clarify what is confidential and what is not, as well as what records and reports are kept, by whom, and for what purpose.
3. Women's perceptions of discrimination and harassment must be taken seriously whether or not their supervisor shares or agrees with them. Women need to feel "safe" in expressing concerns about their "reality" with supervisors and need to have reason to believe that supervisors will respond in an objective and fair manner.
4. Ongoing educational programs for supervisors and unit heads as well as for all employees are essential.

1992-93 Action Agenda Item 10

Gender balance in the curriculum should be an institutional value, and encouragement should be provided for efforts to integrate scholarship by and about women into the curriculum.

Findings

Underlying the widespread support for this Action Agenda Item is general agreement that gender balance in the curriculum, although a priority of some faculty (both women and men), has not yet become an institutional value.



The Women's Studies Program has served as a resource, facilitator and supporter for faculty efforts to incorporate gender issues, feminist perspectives, and contributions of women in their courses or curricula. In fact the Women's Studies Program has as one of its aims to "integrate the study of gender across the university curriculum".

The Women's Studies Program has and will play a major role; however, responsibility and accountability for achieving gender balance cannot fully rest there. Gender balance needs to be an expectation of each academic unit of the University.

Recognizing and valuing the perspectives, concerns and accomplishments of women must extend beyond the academic curriculum and courses that comprise it. If these are indeed institutional values, they should be demonstrated in ways such as making certain that women are invited to be distinguished guest lecturers, visiting scholars, distinguished professors, honorary degree recipients, and commencement speakers.

Recommendations for new action agenda

1. Enhanced support (budgetary, visibility, and recognition) of the Womens' Studies Program is essential.
2. Financial incentives can be offered for departments to develop courses on women and/or to revise existing courses to incorporate women. This could be coordinated by Women's Studies or possibly by University College.
3. University Curriculum Council should review the inclusion of gender issues in all courses in the General Education Program. The 5-year Program Review could require departments to evaluate their curricula in terms of gender balance.
4. Selection committees for visiting lecturers and scholars, distinguished professors, honorary degree recipients, and commencement speakers should be guided by Affirmative Action principles.

1992-93 Action Agenda Item 11

The University should strive to attain equity across institutional facilities and resources for women.

Findings

Information as to whether there is equity across institutional facilities and resources was not readily available. In its discussions with individuals and groups, the Task Force heard no complaints about equity in terms of facilities. Several women faculty did share anecdotal situations of inequitable distribution

of departmental resources such as travel funds, work-study help, and secretarial assistance. Although there were few anecdotes and there was little objective data, among many women the perception of widespread resource inequities persists.

Recommendation for new action agenda

1. Unit administrators should be required to evaluate the equity of resource allocation for their units.

1992-93 Action Agenda Item 12

A focus on women's issues should continue to be a specific responsibility of the Affirmative Action Office as well as the responsibility of a higher level administrative position.

Findings

Women at Ohio University have expressed a wide range of concerns, some of which seem directly related to what are generally understood to be the responsibilities of the Affirmative Action Office. These include sexual harassment and discrimination. Other concerns, such as physical safety, child care, gender balance in the curriculum, visibility and recognition of women, do not come under the purview of the Affirmative Action Office.

No single office or administrator at Ohio University has overall responsibility for assessing and addressing the full range of concerns comprising "women's issues". There are multiple offices and areas within the University that are or could be involved in projects or activities to improve the climate for women. In fact there are a number of very positive efforts occurring across campus.

What is lacking is an overall plan and a communication system whereby people (women, committees, unit/department administrators) know what others are doing in the area of women's issues. The Task Force, in the process of gathering information for its report, met with individuals and groups from across the campus. Often it was the Task Force that served as a vehicle for communicating what is being planned or done in other offices or by other campus groups. In some instances the Task Force was able to tell women that something about which they were expressing concern was in the process of being addressed by a particular individual or office.

There is no individual or group that is charged with monitoring the professional and climate issues of women, with reporting these to the Provost and/or President, and/or with providing regular advice on policies, procedures and practices that concern women.

Women desperately seek channels through which they can safely describe what they are experiencing, safely voice their anger and

frustration, discuss possible solutions and actions, formulate recommendations, and communicate with those at the University who are in positions to develop and enforce policies and procedures.

This past year two groups of women began to meet. One group consists of seven women in senior administrative positions. The other group, open to and consisting of women in all employment categories and women students, has identified itself as the Ohio University Women's Network. Both groups identified concerns of women on this campus, developed recommended actions, and channeled them directly to the Provost and President.

Recommendations for new action agenda

1. There needs to be a group with responsibility for regularly updating the Provost and President about the climate for women on campus and for providing advice on policies, procedures, and practices that affect women. The group should be comprised of representatives from faculty, staff, administration, and students who have an interest in and knowledge about women and women's issues as well as a designated member of the Provost's staff. (The University Human Relations Committee could possibly fulfill this role if it was so charged and if it was revitalized, energized and activated).

2. The Ohio University Women's Network should be viewed as a resource to individuals, groups and offices working to improve the climate for women. The Network can be useful to members and non-members in providing comfort and personal support. It could be an invaluable resource in helping identify complaints and concerns, highlighting serious needs in the university community, and channeling activist energy into constructive and responsible paths.

1992-93 Action Agenda Item 13

Special fund raising efforts should focus on projects by and about women.

Findings

Fund raising efforts for projects by and about women are not occurring through any specific office. The Task Force did not attempt to gather information about faculty who have sought funding for individual projects. The Women's Studies Program would be the logical unit for a coordinated effort. In fact, the position responsibilities for the new Director of Women's Studies include grant writing and fund raising.

Recommendation for new action agenda

1. The Director of Women's Studies should seek external funding for projects on and about women. The Office of Research and Grants

and the Development Office (possibly Assistant Dean for Development in the College of Arts and Sciences) should serve as resources and provide assistance.

1992-93 Action Agenda Item 14

University-wide efforts should be initiated or increased to ease the transition of new employees and to integrate them into their departments and the university community, as well as to support and reinforce continuing employees.

Findings

While there are some university-wide efforts to assist new employees, they tend to be one time sessions filled with a little information about a lot of topics. There does not appear to be a well conceived transition plan for new employees that provides essential information on benefits and policies as well as assistance and support that will help them be successful at Ohio University.

Recommendations for new action agenda

1. There should be a basic University orientation program for new employees that includes information about benefits, University policies and procedures, as well as general information about the University mission, values, and resources. Representative groups of recently hired employees should be consulted for their recommendations on what they found helpful, on what would have been helpful, and suggestions for timing and the time frame for orientation sessions. Responsibility for planning and conducting these programs could be shared by the University Personnel Office, the Provost's Office, and the office of the Vice President for Administration.

2. Employing departments should have in place a plan for orienting and supporting new employees. The plan could include, although not be limited to, an overview of basic departmental operating procedures and practices, information on performance expectations and evaluation procedures, assignment of a mentor, overview of resources available in the department and elsewhere on campus that could assist in fulfilling job responsibilities.

1992-93 Action Agenda Item 15

The University should review its parental leave policy to ascertain that it assures diversity of faculty and staff by supporting women's ability to carry on a full professional life and provide adequate nurturing for their children.

Findings

Differences in leave policies for various categories of employees cause some confusion and lead some employees to believe that they are not treated fairly or equitably. The Task Force also heard complaints that policies were interpreted and/or applied differently by different supervisors.

The new Family and Medical Leave Act of 1993 provides an opportunity for the Personnel Office to develop new and clearer informational materials about the leave policies and procedures for each category of employee.

Recommendations for new action agenda

1. Informational materials should clearly describe policies and procedures as well as options available to the employee.
2. Supervisors and the University Personnel Office need to be certain that employees, in planning and making decisions about leaves, understand the options available to them as well as the terms and conditions of the leave.

Documents, Reports and Literature
Reviewed by the Task Force

Ohio University Documents/Reports

Letter to President Ping from Ohio University Women's Network, July 30, 1993.

Ohio University Full-time Female Workforce: 1980-1992 (faculty, administrative, classified). Office of Affirmative Action, October, 1992.

Ohio University Functional Mission Statement. Draft, Fall, 1993

Ohio University Mission Statement

Ohio University Policy on Sexual Harassment

Ohio University Statement on Tolerance

Recommendations to Provost Stewart from group of senior women administrators, February 17 and March 16, 1993.

Report on the Status of Women Survey. Ohio University Office of Affirmative Action, August, 1990.

Status of Women at Ohio University: An Update. Presented at the June 6, 1993 Board of Trustees meeting by William Smith, Director of Affirmative Action.

Reports From Other Universities

1992-93 Annual Report of Chancellor's Commission on the Status of Women, University of Nebraska at Omaha.

Recommendations of the Commission on Women, University of Kentucky.

Literature

Hall, R. and Sandler, B. The Classroom Climate: A Chilly one for Women? Project on the Status and Education of Women, Association of American Colleges, Washington D.C., 1982.

Hall, R. and Sandler, B. Out of the Classroom: Chilly Campus Climate for Women? Project on the Status and Education of Women, Association of American Colleges, Washington D.C., 1984.

Leon, F., Snodgrass, Gardner, W. "Management Education: Creating a Gender-positive Environment". In Womanpower: Managing in Times of Demographic Turbulence. U. Sekarian et.al. (eds), Sage Publications, 1992.

Reardon, K. "The Memo Every Woman Keeps in Her Desk". Executive Female, July/August 1993, pp. 29-33, 73-74.

Rowe, M. "Fostering Diversity: Some Major Hurdles Remain". Change, March/April, 1993, pp. 35-39.

Sandler, B. and Hall, R. The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. Project on the Status and Education of Women, Association of American Colleges, Washington D.C., 1986.

Sandler, B. and Hall, R. Women Faculty at Work in the Classroom, or, Why It Still Hurts To Be a Woman in Labor. Center for Women's Policy Studies, Washington D.C., 1993.

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

TUITION AND FEE SCHEDULE FOR 1994-95

RESOLUTION 1994 -- 1345

WHEREAS, the Program Planning Report, March 1994, contains program enhancements which were recommended after extensive review, and

WHEREAS, the Program Planning Report, March 1994, contains fixed and mandated cost increases, as well as faculty and staff compensation increases.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the following schedules of fees effective Fall Quarter 1994.

OHIO UNIVERSITY
FEE SCHEDULE
EFFECTIVE FALL QUARTER 1994
ATHENS CAMPUS

	Approved <u>1993-94</u>	Proposed <u>1994-95</u>	<u>Change</u>
<u>Full-Time Students</u>			
<u>Undergraduate</u> (11-20 hours inclusive)			
Instructional	\$ 897	\$ 941	\$ 44
General	231	243	12
Non-Resident Surcharge	1,294	1,359	65
<u>Medical</u>			
Instructional	2,749	2,969	220
General	231	243	12
Non-Resident Surcharge	1,294	1,359	65
<u>Graduate</u> (9-18 hours inclusive)			
Instructional	1,099	1,187	88
General	231	243	12
Non-Resident Surcharge	1,294	1,359	65
<u>Part-Time Hours</u>			
<u>Undergraduate</u>			
Ohio Resident	109	114	5
Non-Resident	238	249	11
<u>Graduate</u>			
Ohio Resident	165	178	13
Non-Resident	326	347	21
<u>Excess Hours</u>			
<u>Undergraduate</u>			
Ohio Resident	55	57	2
Non-Resident	119	125	6
<u>Graduate</u>			
Ohio Resident	97	104	7
Non-Resident	192	205	13

OHIO UNIVERSITY
FEE SCHEDULE
EFFECTIVE FALL QUARTER 1994
REGIONAL CAMPUSES

	Approved 1993-94	Proposed 1994-95	Change
<u>Full-Time Students</u>			
<u>Undergraduate</u> (11-20 hours inclusive)			
Eastern, Chillicothe, Lancaster and Zanesville:			
Instructional	\$ 793	\$ 824	\$ 31
General	104	108	4
Non-Resident Surcharge	1,294	1,345	51
Ironton:			
Instructional	763	793	30
General	65	67	2
Non-Resident Surcharge	36	37	1
<u>Part-Time Hours</u>			
<u>Undergraduate</u>			
Eastern, Chillicothe, Lancaster and Zanesville:			
Ohio Resident	83	86	3
Non-Resident	212	220	8
Ironton:			
Ohio Resident	76	79	3
Non-Resident	79	82	3
<u>Excess Hours</u>			
<u>Undergraduate</u>			
Eastern, Chillicothe, Lancaster and Zanesville:			
Ohio Resident	42	43	1
Non-Resident	108	112	4
Ironton:			
Ohio Resident	42	43	1
Non-Resident	47	48	1

Ms. Grasselli Brown presented and moved approval of the resolution. Mr. Nolan seconded the motion. Trustee Hodson, because of his part-time university teaching contract, abstained from committee discussion and Board deliberations. All voted aye to approve except Mr. Hodson who abstained from voting.

COMPENSATION POOL FOR 1994-95

RESOLUTION 1994 -- 1346

WHEREAS, the Program Planning Report, March 1994, contains recommended compensation for faculty and staff.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees authorizes the President to prepare contracts to implement adjustments for faculty and staff in the next fiscal year in accordance with the Program Planning Report, March 1994.

BE IT FURTHER RESOLVED, that the President is authorized to prepare recommended compensation for university executive officers for fiscal year 1994-95. The recommendations will be reviewed with the Board of Trustees at their next meeting.

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

**RESIDENCE AND DINING HALL PLANNING REPORT:
RATES FOR 1994-95**

RESOLUTION 1994 -- 1347

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

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

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

WHEREAS, the executive officers of the University have reviewed and evaluated the recommended increases in conjunction with a proposed budget for the 1994-95 fiscal year, and have concluded that the rates are commensurate with projected costs of operation, they hereby recommend that the following rate changes be approved.

ROOM RATES (QUARTERLY)

	<u>CURRENT RATE</u>	<u>PROPOSED RATE</u>
Single	\$798	\$826
Double/Standard	648	671
Double/New S.G. (staff)	718	743
Triple	536	555
Quad	606	628

BOARD RATES (QUARTERLY)

	<u>CURRENT RATE</u>	<u>PROPOSED RATE</u>
7 Meal flexible plan	\$455	\$471
14 Meal flexible plan	628	650
20 Meal plan	671	694
Green Carte Blanche	857	887

UNIVERSITY APARTMENT RENTAL RATES (MONTHLY)

APARTMENT TYPE - WOLFE STREET CURRENT RATE PROPOSED RATE

Efficiency, furnished	\$322	\$333
1 Bedroom, furnished	366	379
Bedroom-Nursery furnished	402	416
2 Bedroom, furnished	448	464

APARTMENT TYPE - MILL STREET CURRENT RATE PROPOSED RATE

1 Bedroom, unfurnished	\$410	\$424
1 Bedroom, furnished	466	482
2 Bedroom, unfurnished	483	500
2 Bedroom, furnished	540	559

WHEREAS, the 1994-95 budget incorporates Board of Trustee action in room and board rates for the next fiscal year, and

WHEREAS, the executive officers of the University have reviewed the financial premises and the 1994-95 budget and recommend its adoption.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees does hereby adopt the 1994-95 Residence and Dining Hall Fund Budget including rate increases dated April 23, 1994.

OHIO UNIVERSITY
RESIDENCE AND DINING HALL CURRENT AUXILIARY FUND
FINANCIAL PREMISES FOR THE 1994-95 BUDGET
MARCH 1994

Rate Increase Request:

A proposed rate increase of 3.5% has been applied to all room, board and apartment charges.

Income Considerations:

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

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

Facility Utilization:

All residence halls will be available for the 1994-95 academic year.

Occupancy Levels:

	<u>Fall Quarter</u>	<u>Average</u>	<u>Retention %</u>
1993-94 Trustee Budget			
- student residents	6900	6595	95.58
- dining hall students	6779	6439	94.98
1993-94 Actual/Forecast			
- student residents	6826	6497	95.18
- dining hall students	6647	6276	94.42
1994-95 Proposed Budget			
- student residents	6800	6472	95.18
- dining hall students	6622	6253	94.42

Repair and Replacement Reserve:

An amount of \$150,000 will be withdrawn from the Reserve to fund major Housekeeping equipment expenditures for Bush and Biddle Hall in 1994-95. No additions to the Reserve have been included in future years. It should be emphasized that the reserve in the future will be the primary funding source for major capital projects and/or equipment purchases. The long range financial plan establishes a continuing base capital improvements budget of \$750,000. Experience over the last few years suggests that capital improvement and equipment purchases have been well over \$1,000,000.

Inflationary Considerations:

Inflationary increases for compensation, certain supply items, utilities, and all other non-personnel operating expense amounts to approximately 5% above the 1993-94 forecasted expenditures.

Program Excellence Fund:

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

OHIO UNIVERSITY
RESIDENCE AND DINING HALL
CURRENT AUXILIARY FUND
1994-95 PROPOSED BUDGET

	-A- 1993-94 TRUSTEE APPROVED BUDGET	-B- 1993-94 REVISED FORECAST 1/31/94	-C- 1994-95 PROPOSED BUDGET
Income			
Residence Hall	\$15,490,700	\$15,294,200	\$15,763,500
Dining Hall	13,637,500	13,166,400	13,572,400
Total Income	<u>29,128,200</u>	<u>28,460,600</u>	<u>29,335,900</u>
Operating Expenditures			
Residence Life	2,383,300	2,401,100	2,478,700
Director Residence Services	362,100	365,700	363,500
Housing Office	457,100	441,000	465,100
Upholstery Shop/Special Maint.	918,200	869,600	914,300
Laundry Service/Student Room	20,800	13,200	13,600
Housekeeping	4,769,600	4,758,800	4,751,600
Food Service	8,812,700	8,721,000	9,113,300
Direct Maintenance	1,966,200	1,959,700	2,068,000
Purchased Utilities	1,919,200	2,006,400	2,245,700
Capital Improvements	1,750,000	1,913,500	834,600
Other Administrative/Legal	251,200	250,700	252,400
General Fund/Indirect Cost	3,030,800	3,036,400	3,188,200
Student Room Telephone	136,900	(33,400)	(48,100)
Repair/Replace/Reserve	200,000	200,000	(150,000)
Operating Contingency	300,000	125,000	250,000
Total Operating Expense	<u>27,278,100</u>	<u>27,028,700</u>	<u>26,740,900</u>
Net Income/Operations	<u>1,850,100</u>	<u>1,431,900</u>	<u>2,595,000</u>
Interest/Debt Serv.Reserve	119,300	63,200	18,000
Total Net Income before Debt Service	1,969,400	1,495,100	2,613,000
Debt Service/Mandatory	2,394,000	2,030,400	2,159,400
Net Income (Deficit)	<u>(424,600)</u>	<u>(535,300)</u>	<u>453,600</u>
Beginning Fund Balance	1,670,000	2,267,500	976,200
Transfer to Plant Funds			
Energy Management Savings	(695,300)	(676,000)	(650,000)
Transfer to Gen Fund Recreation	(80,000)	(80,000)	---
Ending Fund Balance	<u>\$ 470,100</u>	<u>976,200</u>	<u>779,800</u>

rj: bdgt394

1 9 9 4 - 1 9 9 5 Q U A R T E R L Y R O O M A N D B O A R D R A T E S

	Room Only	With Linen*	Green Card	With Linen*	20-Meal Plan	With Linen*	14-Meal Plan	With Linen*	7-Meal Plan	With Linen*
Outside Boarder	N/A	N/A	\$ 887	N/A	\$ 694	N/A	\$ 650	N/A	\$ 471	N/A
Standard Single ALL HALLS	\$826	\$846	\$1713	\$1733	\$1520	\$1540	\$1476	\$1496	\$1297	\$1317
New South Double and Staff Rooms	\$743	\$763	\$1630	\$1650	\$1437	\$1457	\$1393	\$1413	\$1214	\$1234
Standard Double	\$671	\$691	\$1558	\$1578	\$1365	\$1385	\$1321	\$1341	\$1142	\$1162
Quad	\$628	\$648	\$1515	\$1535	\$1322	\$1342	\$1278	\$1298	\$1099	\$1119
Triple	\$555	\$575	\$1442	\$1462	\$1249	\$1269	\$1205	\$1225	\$1026	\$1046

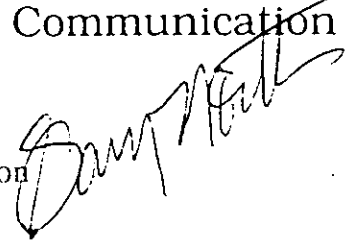
OPTIONAL SERVICES

* Linen Service
\$20 per quarter

Garage Parking
\$63 per quarter

There will be a \$30 per quarter surcharge for electrical usage and maintenance for the window air conditioning units in Scott, Gamertsfelder and Wray residence halls.

Ohio University

DATE: April 4, 1994 **Interoffice Communication**
TO: Dr. Charles Ping, President, Ohio University
FROM: Gary B. North, Vice President for Administration 
SUBJECT: Housing rate recommendation

I am recommending, based on consultation with the Dorm and Dining Planning group, a 3.5% increase in the 1993-94 housing rates. The recommendation is based on the following assumptions.

1. Occupancy

The average annual occupancy is projected at 95.18% of capacity. This is based on 7,063 available bed spaces.

2. Food Service

Participation is projected at 94.42% in the three Food Program Choices of 20, 14 or 7 meals per week.

3. Expenses

Cost increases estimates are based on the following:

A)	Wages	-	4% for all groups
B)	Utilities	-	17% from budget 93/94 to budget 94/95 based on rate increase projection plus utilization experience from 93/94 year.
C)	Food	-	3% forecast
D)	Supplies	-	3% forecast
E)	Insurance	-	18%

4. Re-Investment

Capital improvement expenditures (major maintenance/repair) are estimated at \$839,000.00 for the year. \$150,000.00 will be drawn from the reserve fund to purchase furniture. The total expenditure will be \$989,000.00 for improvements and furniture.

5. Family Housing

Based on projected expenses and a survey of local apartment rate increases, a 3.5% increase is recommended for family housing (apartment) units.

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

PLANS AND SPECIFICATIONS FOR
LOWER CAMPUS GROUNDS AND BUILDING REPLACEMENT

RESOLUTION 1994 -- 1348

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

WHEREAS, the Amended Substitute House Bill Number 904 includes \$3,752,937.00 for Basic Renovation Projects on the Athens Campus, and

WHEREAS, the Ohio University Board of Trustees did, at their regular meeting of April 17, 1993, approve the use of \$380,000.00 for the replacement of the Lower Campus Grounds Building and did authorize the President or his designee, to interview and select a consultant and to prepare construction plans and specifications, and

WHEREAS, Ohio University did select the firm of J.L. Bender, Inc. for the Lower Campus Grounds Building Project, and

WHEREAS, final construction plans and specifications have been prepared for the Project.


NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve the plans and specifications for the Lower Campus Grounds Building.

BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby authorize the advertisement for and receipt of construction bids on the Lower Campus Grounds Building Project, and does hereby empower the President or his designee to accept bids and award the construction contracts for the Project provided total bids do not exceed available funds.

O H I O U N I V E R S I T Y

Interoffice Communication

March 17, 1994

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
LOWER CAMPUS GROUNDS BUILDING PROJECT

Amended Substitute House Bill 904 provides a capital appropriation totaling \$3,752,937.00 for Basic Renovations on the Athens Campus. On April 17, 1993, the Board of Trustees approved the use of \$380,000.00 to replace the Lower Campus Grounds Building. In addition, the Board authorized the hiring of an architect to develop construction documents for the Project.

The funding identified will be used to remove the existing metal structure, which contains 2,303 gross square feet and is located South and West of Clippinger Laboratories, and replace it with a masonry structure that contains approximately 3,650 square feet of gross space. This new facility will include five equipment bays that are forty feet deep, a tool storage space, a chemical and pesticide storage room, a fuel storage area, an office, and a break room.

The development of final plans and specifications have been completed for this building replacement project. 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 April 23, 1994 meeting which seeks approval of plans and specifications and permits contract award so long as total bids received do not exceed total funds available for the project. I will provide the plans and specifications for the review by the Ohio University Board of Trustees and other interested parties in early April, 1994.

If I can be of further assistance or provide any additional information, please let me know. Thank you for your consideration of this matter.

JKK/slw/MAIN9301.GBN

enclosure

pc: Mr. Wm Charles Culp

Ohio University

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

PRESIDENTS OFFICE

MAR 28 1994

March 28, 1994

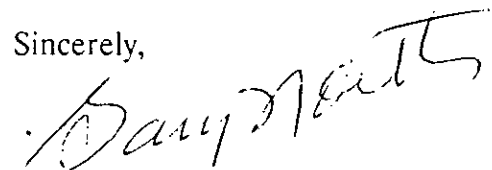
Dr. Charles J. Ping
President
Ohio University
Campus
Athens, OH 45701

Dear Dr. Ping:

John Kotowski, working with Charles Culp, Director of Physical Plant and the architectural firm of J.L. Bender Inc., has developed plans and specifications for the renovation/replacement of the Lower Campus Grounds Building. John is seeking approval of plans and specifications and is requesting authorization to seek bids for the project.

I recommend approval.

Sincerely,



Gary B. North
Vice President for Administration

GBN:dc

Approved —
Charles J. Ping

Mr. Hodson presented and moved approval of the resolution. He noted he was pleased to offer this resolution and for the good status of our labor relations. Mr. Leonard seconded the motion. All voted aye. President Ping stated he would write those involved and thank them for their good effort.

RATIFICATION OF LABOR AGREEMENT

RESOLUTION 1994 -- 1349

WHEREAS, the University and Local 1699 and Ohio Council of the American Federation of State, County and Municipal Employees (AFSCME) have collectively bargained a new Agreement effective March 2, 1994, to March 1, 1997, and

WHEREAS, the Ohio University Board of Trustees in accordance with Section 4117.10 (B) of the Ohio Revised Code must ratify the Agreement.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby ratify the Agreement between the University and Local 1699 and Council 8 of AFSCME; and authorizes the President to arrange for execution in accordance with Ohio Law.

Ohio University

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

March 17, 1994

PRESIDENTS OFFICE

MAR 25 1994

Dr. Charles Ping
President
Ohio University
Athens, Ohio 45701

Dear Dr. Ping:

Negotiations between Ohio University and AFSCME Local 1699 were successfully concluded on March 6 with the ratification of the contract by the union members. Prior to the start of negotiations, Ohio University's bargaining team of Terry Conry, Charles Culp, Robert Hynes, Laurie Thomas, and counsel Tom Rooney, in cooperation with the AFSCME Team of Ronnie McKibben, president, John Dillon, Ruth Bolin, Dan Lucas, Mary Jo Roberts and AFSCME Regional Director, Robert Turner were trained by Federal Mediator William Lewis in issues-based bargaining methods. This new approach created a high degree of cooperation and mutual respect between the teams which resulted in a final contract agreement within the parameters approved by the Board of Trustees. The new contract serves both employees and the University well. The Union and the University's bargaining teams worked cooperatively and thoroughly in resolving language and wage issues, and the results of their effort have established a positive framework for implementing the contract and working cooperatively during the next three years. Both groups are to be commended for their hard work and dedicated service.

I recommend approval of the agreement.

Sincerely,



Gary North
Vice President for Administration

GBN/pch

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

EASEMENTS AUTHORIZATION

RESOLUTION 1994 -- 1350

WHEREAS, the Ohio University Board of Trustees has traditionally reviewed and approved the granting of specific new and renewal utility and roadway right-of-way easements, and

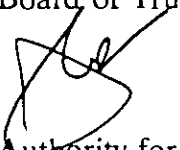
WHEREAS, the growth and development of the Athens and Regional Campuses, particularly the recent acquisition of The Ridges from the Athens Mental Health Center and the CSX Railroad property, has substantially increased the number of easements on University property which need to be timely and expeditiously handled, and

WHEREAS, the Ohio University Board of Trustees has the authority to delegate the approval of such easements to the President, subject to appropriate standards of guidance.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby delegates the authority to approve general utility and roadway right-of-way easements to the President, subject to the following standards of guidance. (1) That the approval of such easements be for fifteen (15) years for utility services and roadway rights-of-way. (2) That the consideration generally be \$1.00 if the easement directly benefits Ohio University and fair market value otherwise. (3) That the President, or his designee, obtain approvals and arrange for execution in accordance with Ohio law.

Ohio University

Interoffice Communication

DATE: April 4, 1994
TO: President and Board of Trustees
FROM: John F. Burns 
SUBJECT: Delegation of Authority for Utility and Roadway Right-of-Way Easements

Last year the Board of Trustees adopted Resolution 1993-1273 which delegated the authority to approve easements to the President. During the past year, this procedure has been successful, and the University staff recommends this delegation of authority be made permanent in accordance with the stated standards and with the provision that the Board of Trustees will be informed of the status of easement approvals.

The attached draft resolution has been prepared for your review and consideration.

JFB:vsp

cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees
Dr. Gary North, Vice President for Administration

B. EDUCATIONAL POLICIES COMMITTEE

Committee Chair Paul Leonard noted the Dean of the College of Business Administration, Aaron Kelley, reported on the recent review and accreditation of the College. Chair Leonard commented on aspects of AACSB Report and that Dr. Kelley would continue discussion of the matter at the fall meeting. Mr. Leonard thanked Provost J. David Stewart for preparation and review of committee matters.

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

PLANNING POOL ALLOCATIONS

RESOLUTION 1994 -- 1351

WHEREAS, the Educational Policies Committee has carefully reviewed Appendices D and E, "Planning Pool Summary" of the "Ohio University Program Planning Report, March 1994" as recommended by the President,

NOW, THEREFORE, BE IT RESOLVED that the Committee recommends the implementation of these recommendations if funds are available.

BE IT FURTHER RESOLVED that if the total funding available from tuition, state subsidy, and other income should be significantly less than the projections including the "Program Planning Report, March 1994," the President shall propose an alternative fiscal plan which is commensurate with available revenue.

March 8, 1994

TO: Dr. Charles J. Ping, President
FROM: David Stewart, Provost
SUBJECT: Planning Pool Allocations

Attached are recommendations for planning pool allocations for the Athens General Program and Regional Higher Education.

As in previous years, expenditure of funds to support these recommended projects will be phased during FY 1994-95 to insure availability of funds.

Attachment

Mr. Reimer presented and moved approval of the resolution. Mr. Leonard seconded the motion. All agreed. President Ping noted that the 24 individuals being honored contributed 702 years of service to the University.

FACULTY/ADMINISTRATIVE EMERITUS/EMERITA AWARDS

RESOLUTION 1994 - - 1352

WHEREAS, the following individuals have rendered dedicated and outstanding service to Ohio University, and

WHEREAS, their colleagues and deans have recommended action to recognize their service,

THEREFORE, BE IT RESOLVED that emeritus status be awarded to the following individuals upon their retirement:

COLLEGE OF ARTS AND SCIENCES

William D. Huntsman, Distinguished Professor Emeritus of Chemistry
Robert R. Winkler, Professor Emeritus of Chemistry
Gifford B. Doxee, Professor Emeritus of History
Douglas P. Hinkle, Professor Emeritus of Modern Languages
Henry Silver, Professor Emeritus of Modern Languages
Noel Barstad, Professor Emeritus of Modern Languages
Grafton Conliff, Professor Emeritus of Modern Languages
Manuel Antonio Serna-Maytorena, Professor Emeritus of Modern Languages
Ray Lane, Distinguished Professor Emeritus of Physics

COLLEGE OF BUSINESS ADMINISTRATION

Harvey Tschirgi, Professor Emeritus of Management

COLLEGE OF COMMUNICATION

Hugh M. Culbertson, Professor Emeritus of Journalism
Arthur Savage, Associate Professor Emeritus of Telecommunications

COLLEGE OF EDUCATION

Albert Leep, Professor Emeritus of Curriculum & Instruction
Fred Dressel, Professor Emeritus of Educational Leadership and Higher Education

RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY

Harold Klock, Professor Emeritus of Electrical and Computer Engineering
Harry Kaneshige, Professor Emeritus of Civil Engineering
Roy Lawrence, Professor Emeritus of Mechanical Engineering

COLLEGE OF FINE ARTS

Lucille Jennings, Associate Professor Emerita of Music

COLLEGE OF HEALTH AND HUMAN SERVICES

James A. Lavery, Professor Emeritus of Health and Sport Sciences
Owen Wilkinson, Professor Emeritus of Health and Sport Sciences
Ron Isele, Associate Professor Emeritus of Hearing and Speech Sciences

REGIONAL HIGHER EDUCATION

Polly Lyons, Professor Emerita of Physical Education

ADMINISTRATIVE

James L. Bruning, Provost Emeritus and
Trustee Professor of Psychology (Resolution 1992-1259)
Adam J. Marsh, Director Emeritus of Research and Sponsored Programs

Ohio University

Interoffice Communication

March 9, 1994

TO: Charles J. Ping, President

FROM: 
David Stewart, Provost

SUBJECT: **Recommendations for Emeritus Status**

I am pleased to recommend the following individuals for emeritus status. They have rendered dedicated service to Ohio University in a variety of departments and disciplines. Their names and departmental recommendations are attached for your review.

DS/jt
Enclosures

Office of the Dean
Wilson Hall
Ohio University
Athens, Ohio 45701-2979
614-593-2850
FAX: 614/593-0053

February 3, 1994

TO: David Stewart, Provost
FR: F. Donald Eckelmann, Dean, College of Arts and Sciences
RE: Nominations for Emeritus Status for Arts and Science Faculty

Enclosed please find nominations for emeritus status for Professors William Huntsman and Robert Winkler, Chemistry; Professor Gifford Doxsee, History; Professors Douglas Hinkle and Henry Silver, Noel Barstad, Grafton Conliffe, and Antonio Manuel Serna, Modern Languages; and Ray Lane, Physics. I heartily recommend these faculty for emeritus status.

Professor Huntsman's career at Ohio University has spanned more than forty years. After joining the faculty in 1951 he achieved the rank of Distinguished professor in 1968. He has served as Chair of the Department of Chemistry, published research papers, received grants, and was the major advisor for 17 PhD students, 11 Master's students and uncounted numbers of undergraduates. In addition, his teaching skills have been recognized by the awarding of four outstanding teaching awards.

Professor Winkler's career has covered thirty-two years. During that time he has focused on teaching undergraduate organic chemistry and has received many letters of praise and thanks from former students who are now in professional positions in medicine, dentistry, academia, and industry. He, too, has received outstanding teaching awards and has served in many capacities, including assistant chair of the chemistry department for more than twenty years, chair of the University Advising Council, chair of the University Human Relations Committee and as assistant to the dean in undergraduate affairs.

Professor Doxsee's thirty-six years in the History Department at Ohio University have been dedicated to teaching and service. He was the first historian concerned with the Middle East and was often the only voice on Middle Eastern happenings in the University community. He has taught courses across the curriculum and uniformly receives testimonials from former students--both undergraduate and graduate. In addition, he has served as Director of the African Studies Program and maintains a large correspondence with former students.

Professor Silver has taught a wide variety of elementary, intermediate and advanced French language courses since he was hired in 1965. During that time he also designed and taught special courses, helped develop the graduate program in French and coordinated intermediate French. In addition, he served on a number of committees and co-authored an intermediate French reader.

Professor Hinkle has been affiliated with the Department of Modern Languages for 25 years during which time he taught Spanish and the history of the Spanish language. He also delivered many papers on word etymologies and served as the second O.U. director of the joint Ohio University/Bowling Green University year-long Study Abroad in Madrid program. He also devised a new series of courses in Intermediate Spanish for Law Enforcement and Social Work Professional. These classes oriented students to the varieties of Spanish spoken by Hispanic residents in various parts of the U.S., gave them practice in interview and information-gathering techniques and taught them how to get maximum mileage out of the more standard, textbook Spanish they had learned in previous course work.

During his twenty-seven years as a German professor Noel Barstad has taught beginning German, intermediate level and advanced courses in literature and culture. He has participated in the German study abroad program and is one of a few language professors who have developed an interdisciplinary Tier III course. He has also served as a member of the Fulbright Screening Committee and has been instrumental in the translation from German into English a number of literary documents.

Dr. Conliffe joined the Modern Languages Department in 1965 as a professor of Spanish. His primary mission has been the teaching of the Spanish languages. To this end he has participated in conversation hours, directed study abroad programs and has participated in International Studies courses. Students will remember him as a challenging teacher.

Dr. Serna-Maytorena has been an active teacher and scholar throughout his career at Ohio University. A member of the faculty since 1966, Dr. Serna introduced hundreds of students to a Spanish study abroad experience, opened new critical perspectives in his studies of Rulfo, Velarde, and Vasquez, and gained recognition as a poet of high quality. During his years on early retirement he organized a Spanish creative writing workshop and has completed two novels.

Professor Lane joined the Department of Physics in 1966. Since that time he was awarded the rank of Distinguished Professor in recognition of his contributions to the field of experimental nuclear physics. He has held major research grants during most of his tenure at Ohio University and has trained seven Ph.D. students who now hold major positions at Los Alamos and at Lawrence Livermore Laboratory. His eighth, and final, Ph.D. graduate will finish his degree in 1994. In addition, he has touched the lives of countless undergraduate engineering students through his teaching of Physics 251.

Ohio University

Interoffice Communication

DATE: January 30, 1994

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

RECEIVED

FROM: Bruce E. Steiner, Chair, History

JAN 31 1994

SUBJECT: Nomination of Gifford B. Doxsee for Emeritus Status

ARTS & SCIENCES

An emeritus nomination for Gifford B. Doxsee? Easy to do, considering what he has given to Ohio University in the thirty-five years he has served on its faculty. But difficult for me to do, for his full retirement takes from Bentley Hall the last member of the History faculty who was here at my arrival.

Giff joined History in 1958 as part of our then pathbreaking effort, fostered by President Baker and John Cady, to move the department beyond a Euro/US focus. His experiences to date had been varied: sheltered childhood as a member of an old-line Long Island family; the brutality of World War II as a half-starved inmate of a German concentration camp; and years at Cornell and Harvard, the latter interrupted by exposure to the (for him) novel and utterly fascinating world of the Middle East as a college faculty member (1952-55) in Beirut. He came here, then, in his mid-thirties, fired with the desire to introduce students to a region of the globe about which they knew little or nothing. For most Americans, in 1958 and perhaps now, Israel dominated thinking about the Middle East. For Giff, the focus, historically speaking, had to be on its numerically dominant culture--Arabic and Islamic. This posture created and still creates tensions. Yet, no one, I'm convinced, could have dealt with them better than he has. Ever the gentleman (for me, he personifies a term which I value), he has displayed his characteristic courtesy and thoughtfulness to all.

As a teacher, Giff has performed magnificently. His general courses on the Middle East, on Arabic North Africa, on oil and energy and on the Arab/Israeli dispute, and his studies/colloquia--all have consistently drawn rave notices from students, undergraduate and graduate. Outside the classroom, no instructor has been more available to students, for further discussion, for academic or personal counsel. And none, I suspect, maintains so large a correspondence with former students, many of whom have been helped, not just by his words, but--at difficult moments--by his quietly given financial help. For with Giff, teaching and service are of a piece and duty calls--to help with individuals' needs; to take up an African directorship, somewhat out of his area, which no one else would assume; or to be, always, the instant expert on Middle Eastern happenings in a university in which he has been the sole faculty member in that area. Teaching and service is the path he has followed, steadily, since his joining us. It is a somewhat different path from that followed by a majority of his History colleagues, particularly since the mid-1960s. Yet it has brought him great happiness and Ohio University immeasurable benefits.

Gifford B. Doxsee is my valued colleague and good friend. His achievements amply warrant emeritus status, and I am proud to be the one nominating him for this well-deserved recognition.

Ohio University

Interoffice Communication

Date: January 27, 1994

To: F. Donald Eckelmann, Dean, College of Arts & Sciences

From: Gene A. Westenbarger, Acting Chair, Department of Chemistry

Re: Nomination of Professor Robert R. Winkler for Emeritus Status.

The Chemistry Department wishes to nominate Professor Robert R. Winkler for Emeritus status following his full retirement on June 30, 1994.

Professor Winkler has had an outstanding 32 year career at Ohio University since he joined the chemistry faculty in 1961 as Assistant Professor of Organic Chemistry. He was promoted to Associate Professor in 1966 and Professor in 1985. He served as Assistant Chair of the Chemistry Department over a span of some 22 years.

Professor Winkler's focus has been on teaching undergraduate organic chemistry and he has been extremely effective as is attested to by his consistently high ratings in student evaluations in spite of his high standards for success. Bob is widely recognized as an excellent teacher and has received many letters of praise and thanks from former students who are now in professional positions in medicine, dentistry, academia, and industry. In 1987 Bob received the Dean's Outstanding Teaching Award from the College of Arts & Sciences and he was a finalist for the Alumni Outstanding Faculty Award in 1986. Bob's scholarship is evidenced by the organic chemistry textbook he wrote for the abbreviated course in organic chemistry as well as his earlier research publications.

Bob served in many capacities during his career including Chair of the University Advising Council and Chair of the University Human Relations Committee. He also served briefly as Assistant to the Dean in the area of undergraduate affairs and advising and was on the College Scholarship and Curriculum Committees. Bob has been active in the Upper Ohio Valley Section of the American Chemical Society and the OU chapter of The Honor Society of Phi Kappa Phi having served as Chair of both groups.

In view of the above and in recognition of his long and exemplary service to the students of Ohio University, to the Department of Chemistry, and to Ohio University, it is fitting and appropriate to award Emeritus status to Robert R. Winkler.

Ohio University

Interoffice Communication

Date: January 26, 1994
To: F. Donald Eckelmann, Dean, Arts and Sciences
From: ^{GAW} Gene A. Westenbarger, Acting Chair, Department of Chemistry
Re: Nomination for Emeritus Status for Prof. W. D. Huntsman

The Chemistry Department wishes to nominate Professor William D. Huntsman for Emeritus status following his early retirement in June of 1994.

Professor Huntsman has had a long and distinguished career at Ohio University. He joined the University in 1951 as an Assistant Professor of Organic Chemistry. He was promoted to Associate Professor in 1954, Full Professor in 1961 and Distinguished Professor in 1968. He served as Chair of the Chemistry Department from 1963 to 1968.

During his career Bill published more than 25 research papers and wrote chapters for several books. He received 5 grants from the National Science Foundation, 2 from the American Chemical Society Petroleum Research Fund and 2 from the Air Force Office of Scientific Research. He was the major advisor for 17 PhD students and 11 Master's students.

Perhaps Bill's greatest influence has been in the thousands of students who have taken organic chemistry under his tutelage. He has taught at all levels in the department from freshman through graduate and has always received outstanding student evaluations. His teaching skills have been recognized on several occasions with the awarding of at least four outstanding teaching awards.

In recognition of his outstanding service to the department of chemistry and Ohio University it would be most appropriate to award emeritus status to William D. Huntsman.


GAW:rc

Department of Modern Languages
Ellis Hall
Ohio University
Athens, Ohio 45701-2979
614/593-2765

College of Arts and Sciences

May 27, 1993

TO: Advisory Committee, Department of Modern Languages; Chair,
Department of Modern Languages; College of Arts and Sciences and
University Administrators; University Trustees

FROM: Thomas R. Franz, Professor of Modern Languages 

SUBJECT: Nomination of Douglas P. Hinkle for Emeritus Status

The conclusion of Spring Quarter, 1993 marks the retirement of Douglas P. Hinkle from the Modern Languages Department after 25 years of teaching, scholarship and service. Doug came to the Department of Modern Languages in 1967 from Sweetbriar College of Virginia, where he had been a professor of Spanish. Before that he had been an infantry sargent in World War II, a U.S. Foreign Service Officer in Bolivia, and a foreign language editor with D.C. Heath Publishers in Boston. Doug came to Ohio University as a medievalist in Spanish literature, and for more than 20 years he taught that subject and the history of the Spanish language to graduate students at Ohio University. He also delivered many papers on word etymologies and Sephardic literature (literature written by Spanish Jews) at meetings of the Modern Language Association, American Names Society, and other organizations. Many of these were later published in academic journals and by Yeshiva University in New York, known for its work with Judaica. For many years Doug also taught a graduate seminar on the Don Juan theme in world literature and had studies published in this area. He taught advanced Spanish grammar to undergraduate students and was the second O.U. director of the joint Ohio University/Bowling Green University year-long Study Abroad in Madrid program.

Approximately ten years ago, Doug gave a new direction to his career by devising a series of new courses in Intermediate Spanish for Law Enforcement and Social Work Professionals. These classes oriented students to the varieties of Spanish spoken by Hispanic residents in various parts of the U.S., gave them practice in interview and information-gathering techniques, and taught them how to get maximum mileage out of the more standard, textbook Spanish they had learned in previous coursework. Doug

was eminently qualified in these areas, as he had been over long periods of time an auxiliary police officer, a deputy sheriff, and a forensic artist. He had also received a grant to interview police and social work officials dealing with Hispanics in the New York-New Jersey area. Most of Doug's considerable police work was done in a spirit of community service and at his own expense, but later he became so well recognized that he developed his own consulting service and was interviewed on the well-known "Fresh Air" program on National Public Radio. He also published a textbook and articles for the training of forensic artists.

In light of all the aforementioned service, successes, and distinctions, I nominate Douglas P. Hinkle for Emeritus status at Ohio University.

May 26, 1993

To: Maureen Weissenrieder, Chair
From: Ruth Nybakken
Re: Emeritus Status for Henry Silver

I would like to recommend that emeritus status be conferred on Henry Silver. An excellent and dedicated teacher, he was an active member of the Department of Modern Languages at Ohio University from the time he was hired in 1965 until his retirement in 1992.

Henry Silver taught a wide variety of courses during his tenure at Ohio University: elementary, intermediate and advanced French language courses, introduction to French literature, French literature in English translation, French prose writers of the seventeenth century, classical French drama, nineteenth-century realism and naturalism, and the twentieth-century French novel. Students in his classes were always impressed by his learning and his ability to challenge them intellectually. One outstanding course which he designed and taught every other year was French 4/531: French Existentialist Writers. To this course he brought his vast knowledge of the decades from 1930 to 1950 and his unflagging enthusiasm for such writers as Malraux, Sartre and Camus. There is no one currently on our staff with his wide background who is able to replace him in teaching this class.

Among his many contributions to the department, he was very active in the development of the graduate program in French -- designing courses, setting up the curriculum, preparing reading lists, administering and grading exams, and directing independent research projects. He was the coordinator for intermediate French at O.U. from 1980-1986 and, for years, he served on various committees, most notably on our departmental curriculum committee.

As a colleague he was hard-working, conscientious, and always willing to share in the tasks necessary for maintaining high standards in our course offerings. A true intellectual, he read voraciously and was eager to discuss ideas about history, philosophy, politics, linguistics and literature with students and faculty. He is a co-author of Seven Stories of Guy de Maupassant: An Intermediate French Reader, published in 1986 by Irvington Press, and he is now involved in preparing a revised edition of this second-year French textbook.

Given his many years of fine teaching and service to the Modern Languages Department, the College of Arts and Sciences, and the university, he deserves, in my opinion, to be recognized as a faculty member with emeritus status.

Date: 17 January 1994
To: Maureen Weissenrieder
From: Joseph Burns
Re: Emeritus Status for ~~Noel Barstad~~

I am very pleased to nominate and recommend my friend and colleague, Professor Noel Barstad for emeritus status. Since his initial date of appointment to the German section of the Modern Languages Department in the late 1960s Noel has made outstanding contributions to the mission of our department through effective teaching of courses in beginning German, intermediate level, as well as advanced courses in literature and culture for the German major's program. His teaching of advanced courses and graduate seminars on topics relating to German authors was highly praised both by undergraduate and graduate German majors in German, in particular in the 70s when we still had a graduate M.A. program and an comparatively large number of undergraduate majors. His translation workshop course was a valuable, innovative contribution to our department's curriculum and continued for many years work begun by our former guest professor and renowned translator, James Kirkup.

Noel has helped keep our study abroad program alive and well by volunteering periodically to take our group of German students to Salzburg for intensive study. He has always been supportive of my past efforts as former Fulbright adviser to expand study abroad options for students interested in interdisciplinary studies. Noel is currently one of four of five members of our department who have developed an interdisciplinary Tier III course, Science, Culture and Human Values, a course which he continues to teach as part-time faculty member. His course typically attracts about 34 students.

I have served many years on the department's curriculum committee that Noel chaired and always appreciated the efficiency, ingenuity, and good humor that set the tone for our meetings. It was always a pleasure for me to work under his direction as committee chair or as intermediate German coordinator. Noel was a member for over ten years of the Fulbright Screening Committee, which I chaired during the 70s and 80s. His work on behalf of the student Fulbright program was excellent. Noel was always well prepared for the task at hand, and his calm and objective line of questioning helped maintain the kind of atmosphere that enabled jittery students to give their best presentations. I deeply appreciated his willingness to serve as a permanent, voluntary member of my committee. He has, of course, served also on many other university committees.

Although his list of publications and forum presentations are too numerous to cite in this letter, his 616 page translation from German into English of Jean Gebser's The Ever Present Origin should certainly be mentioned as one of his most impressive scholarly achievements. As a translator and fellow member of the American Translators Association I have often had occasion to consult Noel and draw upon his long experience and impressive expertise in the field.

I wish Noel all the best in his retirement years and feel certain that my colleagues on the German teaching staff will share my conviction that Noel is most worthy of a positive endorsement for emeritus status.

Date: Janaury 31, 1994

To: F. Donald Eckelmann, Dean of Arts and Sciences
From: Maureen Weissenrieder, Chair/Modern Languages
Re: Emeritus Status for Assistant Professor ~~Grafton Conliffe~~

Maureen Weissenrieder

I am writing to nominate Professor Grafton Conliffe for Emeritus status. Professor Conliffe has served Ohio University since 1965 and received a Ph.D. at Northwestern in 1974. During his career, Dr. Conliffe was very involved with his teaching both inside and outside of the classroom. He participated in conversation hours, directed study abroad programs and was involved in the Latin American Studies Program. As a native Panamanian, he was asked to lecture in International Studies courses and to offer his knowledge of Central American affairs to the program. He offered a wide-variety of courses in both Peninsular and Latin American Literature and was known for his demanding standards and the challenging workload he offered his students.

OHIO UNIVERSITY
INTEROFFICE COMMUNICATION

Date: February 2, 1994

To: Maureen Weisenridder, Chair, MLD

From: Abelardo Moncayo-Andrade, Assoc. Prof. of Modern Languages *Abelardo*

Subject: Emeritus status for ~~Dr. M. A. Serna-Maytorena~~

Until his retirement, Dr. Manuel Antonio Serna- Maytorena was one of our most active faculty members, both as a teacher and as a scholar. His constant dedication to his students made his office and his house a place where they knew they could find advise, understanding, and many times even financial help to solve their immediate problems., while his tireless scholarly work was giving them an example of professionalism and intellectual enthusiasm. His work as a critic, especially his studies of Juan Rulfo, Ramon Lopez Velarde, Manuel Puig, and Joaquin Bestard Vasquez, have opened new critical perspectives; as a poet, his production has been of recognized high quality. In addition, he participated, organized and kept in operation several of our successful programs abroad, in Spain as well as in Mexico. After retiring, Dr. Serna-Maytorena has continued contributing to the intellectual atmosphere of Ohio University, organizing during the Fall a workshop on creative writing, together with other faculty members and students, and has dedicated himself to writing fiction, having completed two excellent novels. Granting him Emeritus status is, in my opinion,, a well-deserved recognition of his extraordinary contributions to our languages program and to the University at large.

Ohio University

Interoffice Communication

Date: December 28, 1993

To: F. Donald Eckelmann, Dean of Arts and Sciences

From: Louis E. Wright, Chair of Department of Physics and Astronomy

Subject: Emeritus Status for Professor ~~Ray Lane~~

LEW RECEIVED
DEC 29 1993
ARTS AND SCIENCES

As Chair of the Department of Physics and Astronomy, I would like to nominate Distinguished Professor Ray Lane to Emeritus Professor of Physics. Dr. Lane joined our department in September 1966 and went on early retirement in January of 1987. He continued to teach 1/3 time and until November of this year continued to be co-principal investigator on a major research grant from the Department of Energy. Although Ray could teach one more year in the Winter Quarter of 1995, he has decided to make this coming Winter Quarter his last.

Dr. Lane has been one of the stalwarts of the experimental nuclear physics program at Ohio University. He was awarded the rank of Distinguished Professor of Physics in 1973 in recognition of his contributions and promise for the future which he has certainly fulfilled. Dr. Lane held major research grants during most of his tenure at Ohio University and has trained seven Ph.D. students--his eighth and last Ph.D. student will be finishing up during the coming year. A number of this Ph.D. students now hold major positions at Los Alamos and at Lawrence Livermore Laboratory. Dr. Lane has been teaching extensively in the Physics 251 series for the past six years and has done an excellent job. He will be sorely missed by the department and the many engineering students he taught in this course.

College of Business Administration

Ohio University

Office of the Dean
Ohio University
Haring Hall 119
Athens, Ohio 45701-2979
614-593-2000


RECEIVED

MAR 16 1994

DATE: March 11, 1994

OFFICE OF THE PROVOST

TO: Barbara W. Reeves, Associate Provost

FROM: C. Aaron Kelley, Dean 

SUBJECT: Emeritus Status

I support the nomination of ~~Dr. Harvey Tshirgi~~ for emeritus faculty status at Ohio University. Dr. Tshirgi has made significant contributions to the quality of education received by students of the College of Business Administration. In addition, he is a highly respected colleague who has demonstrated his commitment to the University and College through exceptional service and personal dedication.

Dr. Tshirgi has served this institution extremely well and is deserving of this special honor. I encourage you to consider the nomination favorably and thusly provide a visible recognition of his considerable contributions over a long and distinguished career at Ohio University.

kh

cc: Arthur J. Marinelli, Jr.

Ohio University

Interoffice Communication

Date: December 20, 1993

To: Dean Aaron Kelley and
Provost David Stewart

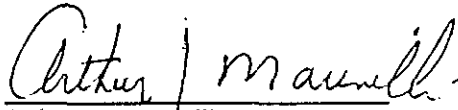
From: Arthur J. Marinelli
Chair, Management Systems

Subject: Professor Emeritus status for Dr. Harvey Tschirgi, Professor of Management

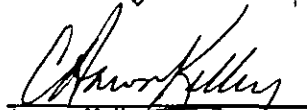
Dr. Harvey Tschirgi is retiring after 23 years of distinguished service as a professor in the College of Business Administration. Dr. Tschirgi earned his MBA from the University of Chicago and his Ph.D. from the University of California at Los Angeles. Dr. Tschirgi has taught primarily in the areas of Human Resource Management and Business Policy as a faculty member of the University. He has given generously of his time as an advisor to students and particularly was respected by international students for the special assistance he gave them over the years. He has taught three courses for Ohio University by way of correspondence study and particularly assisted in a variety of Adult Learning Programs. He was an active member and contributed scholarly research as a member of the Ohio University Association of Gerontology. He was honored by the National Prison Fellowship Association with its highest national award, "Outstanding in Volunteer Service Award." He has contributed in a most positive manner in twice teaching courses for Ohio University in Malaysia and over the years at many of our regional campus locations. He has provided guidance and leadership as the Chair of the CBA Library Committee for many years.

A nationally recognized scholar in the field of Human Resource Management, he is the author of a book, more than a dozen referred journal articles, many proceedings, and published papers. He has served as a role model in his interpersonal relationships with all groups within the Ohio University community.

The Management Systems Department is pleased and honored to nominate him for the title of Professor Emeritus of Management.


Arthur J. Marinelli
Chair, Management Systems

Approved - X
Disapproved -


Aaron Kelley
Dean, College of Business

Approved - X
Disapproved -


David Stewart
Provost, Ohio University

Ohio University

Interoffice Communication

DATE: October 20, 1993

TO: David Stewart, Provost

FROM: Paul E. Nelson, Dean, College of Communication

pen

RE: Emeritus Status for two faculty members

I am recommending Emeritus status for two faculty members who will be retiring in June, 1994. Dr. Hugh Culbertson, E. W. Scripps School of Journalism and Dr. Arthur Savage, School of Telecommunications, have both announced retirement plans for the end of this academic year.

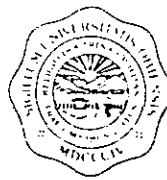
I have attached memos from the directors of both those programs. I concur with their requests to grant Emeritus status to two deserving members of the College's faculty.

If you have questions or need additional information, please contact me.

SCHOOL OF TELECOMMUNICATIONS

TO: Paul Nelson, Dean, College of Communication
FROM: David Mould, Acting Director DM.
DATE: October 5, 1993
RE: Emeritus Status for ~~Dr. Arthur~~ Savage

As you know, Associate Professor Arthur "Dutch" Savage will be retiring at the end of this academic year after 21 years of teaching and service to the school. For many years, Dutch has been the mainstay of the Professional Management/Administration sequence which prepares students for careers in electronic media management and sales. He has used his contacts in the broadcasting industry in Ohio and the nation to enrich our classes and programs, and many former students speak highly of his teaching and advising. Dutch served as faculty advisor to the All Campus Radio Network, worked on numerous school committees and projects, and has an excellent record of community service. In recognition of his dedicated service to the school and university, the faculty of the School of Telecommunications is recommending Emeritus status for Dr. Savage. As Acting Director, I concur with the recommendation. Please let me know if you need any more information.



Ohio University

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

October 19, 1993

TO: Tom Dunlap, Associate Dean, College of Communication

FROM: Ralph Izard, Director, School of Journalism

RE: ~~Hugh M. Culbertson~~

On behalf of the faculty of the E.W. Scripps School of Journalism, this is to request that Dr. Hugh M. Culbertson be granted emeritus status when he retires at the end of the current academic year.

Dr. Culbertson has been a valuable member of this faculty for 28 years, and we look forward to continuing contact with him and drawing upon him as a resource. To us, he has earned consideration for emeritus status.

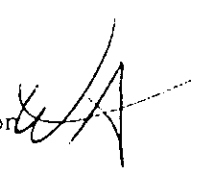
Thank you for your assistance.


Ohio University

Interoffice Communication

DATE: January 26, 1994

TO: Dr. Barbara Reeves

FROM: Wells Singleton, Dean, College of Education 

Re: Emeritus Status for ~~Dr. Albert Leep~~ 

We concur with the recommendation made by the School of Curriculum and Instruction regarding emeritus status for Dr. Albert Leep.

Dr. Leep has been a loyal colleague who has served the College in an exceptionally competent manner. Dr. Leep has provided the College with leadership which has been truly appreciated.



Ohio University

School of Curriculum and Instruction
119 McCracken Hall
Ohio University
Athens, Ohio 45701-2979
614/593-4422

College of Education

DATE: January 25, 1994
TO: Dean Singleton
FROM: Edward Stevens, Director, School of Curriculum and Instruction *ES*
SUBJECT: Emeritus Status: Dr. Albert Leep

Dr. Albert Leep has taken early retirement effective with the end of the Fall Quarter, 1993. By a unanimous vote of the faculty, we are recommending that he be granted emeritus status by the Ohio University Board of Trustees. If you concur, will you please forward our recommendation to Acting Provost Stewart for his forwarding to the President and the Board.

ES:nq

Ohio University

Interoffice Communication

DATE: January 26, 1994
TO: Dr.- Barbara Reeves, Associate Provost
FROM: Wells Singleton, Dean, College of Education *WS*
RE: Emeritus Status for ~~Dr. Fred Dressel~~

We concur with the recommendation made by the School of Applied Behavioral Sciences and Educational Leadership regarding Emeritus Status for Dr. Fred Dressel.

Dr. Dressel has been a loyal colleague in the College for over 29 years and has provided the College with leadership which has been truly appreciated.

gb

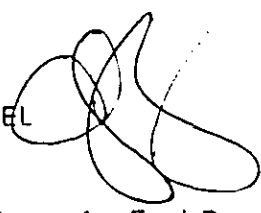
Ohio University

Interoffice Communication

Date: June 11, 1993

To: Dean H. Wells Singleton

From: Crystal J. Gips, Director, SABSEL



Subject: Recommendation for Emeritus Status for Fred Dressel

On Friday, June 4, 1993, the faculty of SABSEL voted unanimously to recommend that Fred Dressel be awarded the title of Professor Emeritus upon his retirement from Ohio University on June 30, 1993. Dr. Dressel has served the College and University in a variety of roles over the past 29 years. He has directed the Students Services Office, been Assistant Dean, Associate Dean, and Acting Dean, and served most admirably as Professor of Educational Leadership and Higher Education. Fred has distinguished himself through his dedication to the support of students and to his willingness to provide service to the School and the College.

We will miss his regular participation in the affairs of the College and wish to see him honored through the award of Emeritis status.

OHIO UNIVERSITY

Russ College of Engineering & Technology

DATE: February 14, 1994

TO: David Stewart, Provost

FROM: T. R. Robe, Dean



SUBJECT: Nominations for Emeritus Status

Attached are nominations for **emeritus status** for two faculty members in the Russ College of Engineering and Technology taking early retirement at the end of the current academic year 1993-94. The faculty members are:

Harry Kaneshige -- Professor of Civil Engineering

Harold F. Klock -- Professor of Electrical and Computer Engineering

cc 23/EMERIT

DATE: February 10, 1994

TO: Dr. David J. Stewart, Provost

FROM: *GAH*
Glenn A. Hazen, Chairman, Dept. of Civil Engineering

SUBJECT: Emeritus Status for Professor Harry M. Kaneshige

For the Faculty of the Department of Civil Engineering, I am recommending the award of Emeritus Professor standing for Harry M. Kaneshige. Dr. Kaneshige is retiring from Ohio University effective June 1994.

Dr. Kaneshige has been a valuable member of the Department, College, University, and his profession. His contributions in his area of specialty have been substantial. We look forward to his continuing contributions as he has agreed to teach one quarter each year after his retirement.

1. Length of Service

Dr. Kaneshige came to the Civil Engineering Department at Ohio University as an assistant professor in the Fall of 1958. Since that time he has been active in teaching, professional activities, and community affairs. He has contributed nationally and regionally to his profession. He knows and remembers practically all of his students by name. Frequently he surprises visiting alumni with his memory. His students also remember him fondly for his high standards of academic excellence and his interest in their future. The qualities he displays in his personal life have set the highest standard for colleagues and students.

2. Teaching Accomplishments

Dr. Kaneshige is known for his excellent teaching, and he has always been willing to teach more than the required number of courses. He frequently brings examples of professional practice to the classroom with invited speakers and field trips. Minorities in engineering have been of special interest to him where, among other obligations, he has been in charge of the engineering minority program for eight years.

3. Service to Ohio University

Always a respected member of the University faculty, Dr. Kaneshige was Chairman of the Civil Engineering Department for five years, during which he provided direction toward an era of departmental growth. He has served on several important committees, frequently as chairman. A few of these more notable contributions are: he served as a member of the Faculty Senate, college and department promotion and tenure committees, departmental graduate committee, and environmental studies committee. He has belonged to and contributed to many professional organizations. Over a period of several years he was an officer in the Central Ohio Section of the American Society of Civil Engineers. Dr. Kaneshige is a registered professional engineer and surveyor in Ohio.

GH:pc

Date: *February 10, 1994*

Interoffice Communication

To: *T.R. Robe, Dean, Engineering & Technology*

From: *Jerrel R. Mitchell, Chairman, ECE Dept.*



Subject: *Emeritus Status for Dr. Harold Klock*

Dr. Harold Klock will enter early retirement on June 1994. Dr. Klock has had a distinguished career at Ohio University, as Professor in the Department of Electrical and Computer Engineering. I recommend that he be granted emeritus status upon retirement. My recommendations are based upon the following information about Dr. Klock's career.

1. LENGTH OF SERVICE

He joined the Ohio University faculty in September 1966 and has served continuously since that time. Upon retirement he will have completed approximately 28 years of service.

2. TEACHING AND RESEARCH ACCOMPLISHMENTS

During his tenure he developed and taught the undergraduate and graduate courses in digital and computer systems. In the 1970's he developed the hybrid computing laboratory and an associative course. In the 1980's he developed microprocessor laboratories in both Clippenger and Stocker. He has provided innovative instruction, as he was the first to teach undergraduate courses in microcomputers at OU. He directed the research of numerous M.S. and Ph.D. students that completed degree requirements at OU. In July 1990, Dr. Klock received an award from the Provost for undergraduate teaching.

3. CONTRIBUTIONS TO THE UNIVERSITY

He has served Ohio University as a member of vice-president, associate-provost, deans and department chairpersons search committees. Over the years he has also been a member and participant of various committees on campus. He also served as Acting Chairman of ECE.

4. OTHER ACCOMPLISHMENTS

Prior to coming to Ohio University he was a faculty member at Case Institute of Technology for eight years. He also worked two years for Bailey Meter Company in Wickliffe, Ohio.


JRM/jb

OHIO UNIVERSITY

Russ College of Engineering & Technology

DATE: March 9, 1994

TO: David Stewart, Provost

FROM: T. R. Robe, Dean 

SUBJECT: Additional Nomination for Emeritus Status

RECEIVED
MAR 10 1994
OFFICE OF THE PROVOST

Attached is an additional nomination for **emeritus status** to go with the two earlier ones forwarded to you on February 14, 1994. Roy Lawrence is taking early retirement at the end of the current academic year 1993-94. His full name and title are:

~~Roy A. Lawrence~~ Professor of Mechanical Engineering

ec 24/EMERIT

Ohio University

Interoffice Communication RECEIVED

DATE: March 4, 1994

MAR 10 1994

TO: Dr. David Stewart, Provost

OFFICE OF THE PROVOST

FROM: Jay S. Gunasekera, Chairman, Mechanical Engineering

SUBJECT: Emeritus Status for ~~Professor Roy A. Lawrence~~

On the behalf of the Mechanical Engineering Department, I would like to request Emeritus Status for Professor Roy A. Lawrence who has chosen early retirement at the end of the Spring Quarter, 1994. The following information is relevant:

1. Length of Service

Dr. Lawrence has served Ohio University since 1967, starting as an Associate Professor. He was promoted to the rank of Professor in 1974.

2. Teaching Accomplishments

Dr. Lawrence has taught courses in Thermodynamics, Energy Systems, Thermal System Design, and Mechatronics. He has continued to keep his courses up-to-date, and he has consistently received good ratings on student evaluations. Alumni remember him as one of the finest instructors that they encountered at Ohio University.

3. Service to Ohio University

Through the years, Dr. Lawrence has given his time unselfishly to academic advising and committee work. He served as Chairman of the Mechanical Engineering Department from 1974 to 1991 and was responsible for all of its current faculty. He has always been a willing participant in extra-curricular activities.

4. Other Accomplishments

Dr. Lawrence is a registered engineer in the State of Ohio. He has served as the University Relations Coordinator for the Ohio Valley Section of the American Society of Mechanical Engineers.

Dr. Lawrence is an outstanding teacher and a leader who is held in high regard by all of his peers. He justly deserves to be awarded emeritus status.

Ohio University

Interoffice Communication

DATE: January 27, 1994

TO: David Stewart, Provost

Dora Wilson

FROM: Dora Wilson, Dean, College of Fine Arts

SUBJECT: Emeritus Status - ~~Lucile~~ Jennings

Attached is Lucile Jennings' recommendation from the School of Music for Emeritus status.

Lucile Jennings began teaching harp at Ohio University on a quarter-by-quarter hourly basis in 1962. In January 1975 she received part-time Group I status and tenure as an Assistant Professor. In 1979 she was promoted to Associate Professor, still a part-time faculty member. In an agreement between your office and the College of Fine Arts, Mrs. Jennings received a full-time contract for three years with the provision she would have to take full retirement at the end of the contract term. She officially retired June 1992.


Given her record of employment at Ohio University, I question Mrs. Jennings' eligibility for emeritus status.

DW/sw

Ohio University

Interoffice Communication

To: Dora Wilson, Dean
College of Fine Arts

From: Roger L. Stephens 
Director, School of Music

Date: January 24, 1994

Subject: **Emeritus Status for Lucile Jennings**

I am writing at this time to recommend emeritus status for retired Associate Professor Lucile Jennings.

The attached letter from Professor Pauline Gagliano (May 15, 1993) is a letter of nomination for emeritus status and does indeed outline some of Professor Jennings' accomplishments since 1961.

The Advisory Committee of the School of Music endorses this positive recommendation noting that Professor Jennings meets many of the qualifications detailed in the Ohio University Policy and Procedure (18.031) for emeritus status: length of service, quality of teaching, contribution to the university, and service to society.

RECEIVED

JAN 25 1994

OFFICE OF THE DEAN
College of Fine Arts

By _____

May 15, 1993

Professor Bert Damron, Acting Director
School of Music
Ohio University
Athens, Ohio 45701

Dear Professor Damron:

It is my honor to nominate Lucile H. Jennings for Emeritus status at Ohio University. As you know, Associate Professor Jennings retired from the University in 1993. Her long and meritorious record as a dedicated teacher, talented performer, publishing scholar, successful grant writer, and caring student advisor establishes that she is clearly worthy of the Emeritus honor and distinction.

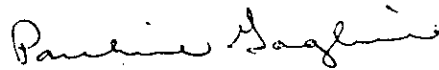
Ms. Jennings began teaching at Ohio University in 1960. In the early days, she taught both Music and French and also taught at the University's laboratory primary school (Putnam). She has performed as a featured soloist in a number of national and international orchestras and has been invited to play numerous world premiere performances of major new harp works. It is a tribute to her teaching that a number of her former students have themselves become outstanding performers and teachers of international reputation. An active researcher, she has published articles in American Harp Journal, The Harp in America, and Harp News. There is ample evidence of the respect for Lucile Jennings by her colleagues and peers in the international harp world. She has served on the Board of Directors of the American Harp Society and as regional director and Second Vice President of the International Harp Society. She also is recognized as the founder of the Repository of Scores and Documents for Harp in the Library of Congress.

Ms. Jennings has a fine record of success as a writer of academic grants. As a recipient of a prestigious Fulbright Grant to France, she performed in Paris and Lille under the sponsorship of the U.S. Department of State. Ms. Jennings also created and produced the instructional video entitled "Writing for the Modern Harp." She has received several grants from OURC. One noteworthy and recent grant written by Ms. Jennings is a 1992 Rufus Putnam grant, which brought to campus the noted teacher, director and performer, Marilyn DeReggi. Ms. DeReggi and Ms. Jennings team taught a multimedia workshop for more than 90 students in the arts and in the sciences. As a result of this workshop, several students were given special internships. One student was hired by the Library of Congress, and one was given an opportunity to work with an outstanding composer, inventor in the field of electronic music.

Ms. Jennings has also contributed outstanding service to the Athens community, to the University at large and to the School of Music by serving on numerous School of Music and University Committees. The children of Athens and many surrounding areas have had the pleasure of hearing her demonstrate and play the Harp in their schools as she was chosen by the Hocking Valley Arts Council for sponsorship as "Artist in Schools". Many may recall that Ms. Jennings helped establish and oversaw the computer laboratory in the School of Music for many years.

During her career which spanned three decades at Ohio University, she was a successful teacher, colleague, and scholar. Ms. Jennings is worthy of the special recognition that Emeritus status bestows. Please feel free to contact me if you require additional information and I will immediately respond.

Sincerely,



Pauline Gagliano
Assistant Professor

PAG/tbm

Ohio University

Interoffice Communication

DATE: January 28, 1994

TO: David Stewart, Provost

FROM: Barbara Chapman, Dean, CHHS

SUBJECT: Emeritus Status - ~~Ron~~ Isele

The faculty of the School of Hearing and Speech Sciences have recommended that the title of Professor Emeritus be conferred on Mr. Ron Isele (see attached letter).

I concur with the recommendations. Mr. Isele has made significant contributions in teaching, research, and service. In honor of his achievements and in recognition of his contributions, the title of Professor Emeritus is well deserved.

If additional information is needed, please do not hesitate to contact me.

☒ Approved

☐ Disapproved


David Stewart, Provost

2/1/94
Date

BC:ss

Enc.

cc: Ed Leach
Don Fucci
Helen Conover



Ohio University

School of Hearing and Speech Sciences

Lindley Hall
Ohio University
Athens, Ohio 45701-2979

614/593-1407

College of Health and Human Services

January 24, 1994

To: Barbara Chapman, Ph.D., Dean, College of Health & Human Services

From: Promotion and Tenure Committee, School of Hearing & Speech
Sciences

Subject: Recommendation of Ronald Isele for Emeritus Status

The Promotion and Tenure Committee of the School of Hearing and Speech Sciences would like to recommend that the Board of Trustees of Ohio University confer upon Mr. Ronald Isele the title of Associate Professor Emeritus of The School of Hearing and Speech Sciences, Ohio University.

Mr. Isele came to Ohio University in 1967, and for the past twenty-eight years has served with distinction on the faculty of the School of Hearing and Speech Sciences. During his tenure Mr. Isele has been recognized as one of the University's most respected teachers. He has been named a University Professor three times and was an alternate a fourth year. In 1980, he was selected by the Danforth Foundation as a Danforth Associate for his teaching excellence at the university level. In the spring of 1992, he was given the Ohio University Class of 1950 Faculty Excellence Award for his outstanding teaching performance. Also, in 1985, he was awarded the Outstanding Advisor Award given by the University Student Activities program.

At the university level Mr. Isele has been involved in numerous activities over the years. He was a member of the Faculty Senate for a total of twelve years, serving on the Executive Committee for three years. He was a member of UPAC for three years and was appointed by the Provost twice to chair search committees for the Dean of the College of Health and Human Services. Mr. Isele is currently Chair of the University Advising Council and has been a member of that group since 1982. Also, over the years he has been a member or chair of numerous committees at the college and school level, particularly in the areas of curriculum and scholarship.

In addition to his teaching and clinical activities in the School of Hearing and Speech Sciences, Mr. Isele held the position of Undergraduate Coordinator for thirteen years and was Director of the Ohio University Speech and Hearing Clinic for ten years. In those capacities he played a

major role in the development of academic and clinical training programs within the department.

On the professional level Mr. Isele has been recognized for his activities in professional associations and the field of audiology. He is a member and fellow of the American Academy of Audiology. He was a member of the Executive Committee of the Ohio Academy of Audiology. In 1980 he was appointed by the Governor of Ohio to the Ohio Board of Speech Pathologists and Audiologists. He served three years on that Board as member and secretary. He has also been an audiology consultant for the Ohio Department of Health since 1973. From 1985 to 1989 Mr. Isele was an accreditation site visitor for the Professional Services Board of the American Speech-Language-Hearing Association. Over the years he has served in many other capacities in professional organizations.

In summary, during his tenure at Ohio University Mr. Isele has made a major contribution to the university and the communication disorders field as a respected teacher, productive member of academic and professional associations and committees, developer of training and professional programs, and an admired professional and clinical specialist within the audiology community. Through his performance, service, and commitment he has brought recognition to himself, the school, and the university and deserves the title of Associate Professor Emeritus of the School of Hearing and speech Sciences.

Donald Fucci Donald Fucci

Helen Conover Helen Conover

*Edwin Leach Edwin Leach

*Edwin Leach is standing in for Ron Isele who is a regular member of the 1993 - 1994 HSS Tenure & Promotion Committee

Ohio University

Interoffice Communication

DATE: February 3, 1994

TO: David Stewart, Provost

FROM: Barbara Chapman, Dean, CHHS

SUBJECT: Emeritus Status - James Lavery

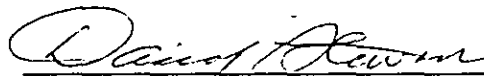
The faculty of the School of Health and Sport Sciences have recommended that the title of Professor Emeritus be conferred on Dr. James Lavery (see attached letter).

I concur with the recommendations. Dr. Lavery has made significant contributions in teaching and service to his School, College and the University. In honor of his achievements and in recognition of his contributions, the title of Professor Emeritus is well deserved.

If additional information is needed, please do not hesitate to contact me.

☒ Approved

☐ Disapproved



David Stewart, Provost

Date

BC:ss

Enc.

cc: Owen Wilkinson

Ohio University

Date: February 1, 1994

Interoffice Communication

To: Dr. Barbara Chapman, Dean, College of Health and Human Services

From: O. J. Wilkinson, Ph.D.

Subject: Emeritus Status, Dr. James A. Lavery

Dr. James A. Lavery is recommended for Professor Emeritus status by the faculty of the School of Health and Sport Sciences, wholeheartedly and without reservation.

Dr. James A. Lavery, Director and Professor in the School of Health and Sport Sciences has decided, effective June 30, 1994, to change his Group I faculty status from full-time to part-time through the utilization of the early retirement plan.

Dr. Lavery has served Ohio University with distinction for twenty-five years. During that time he served as Director of the School of Health and Sport Sciences, and under his direction brought about many significant changes and additions. Especially in terms of academic and service programs offered, as well as, new facilities under his administrative supervision and responsibility. His accomplishments have been many during his tenure as School Director. A few examples are:

- *Leadership in the development of the new College of Health and Human Services and the School of Health and Sport Sciences.
- *Recreation, Intramurals, and Club Sports programs as well as Community-University recreation programs have expanded in terms of activities offered and numbers of participants.
- *Academic programs in Sport Sciences, Industrial Hygiene, Environmental Health, Health Administration, Long Term Care Administration, Gerontology have been added. Sports Administration has expanded from a program for professional baseball managers to a program that is international in scope and has graduates throughout the world in leadership positions, in every major sport and sports facility.
- *The Healthbeat program was initiated and is now flourishing and will become the foundation of the Ohio University Employee Wellness Program that is being planned under leadership of the College of Health and Human Services.

continue...

- *Planned and opened the Aquatic Center, the Tower, and is presently involved in the planning and development of the new Charles Ping Student Recreation Center.
- *Administration and supervision of auxiliary recreation facilities that have been renovated and upgraded, ie golf course, and Bird Arena.
- *Has served the Big Ten and the Mid-American Athletic Conferences, as well as the Ohio University Athletic Department, as the Head track and cross country official for the past twenty-five years.
- *Served as Acting Dean of the College of Health and Human Services during the year 90-91.

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's responsibilities have expanded over the years to include academic leadership, administrative supervision of recreational sports, intramurals, recreational auxiliaries, and wellness programs that serve the students and employees across the University. Dr. Lavery has done an outstanding job in carrying out these responsibilities.

In addition to his dedicated efforts on behalf of the School and College, Dr. Lavery is an effective and popular faculty member and has gained the respect of his students, faculty and peers.

Signed, on behalf of the faculty of the School of Health and Sport Sciences, by the Coordinators of the programs that make up the School.

Approved Catherine L. Brown
Dr. Catherine L. Brown
Coordinator, Sport Sciences

Date 2-2-94

Approved Margaret Christensen
Dr. Margaret Christensen
Coordinator, Health Sciences

Date 2-1-94

Approved R. L. Dingle
Mr. Ronald L. Dingle
Coordinator, Recreation Studies

Date 2/1/94

Approved Charles R. Higgins
Dr. Charles R. Higgins
Coordinator, Graduate Studies

Date 2-1-94

Approved Owen J. Wilkinson
Dr. Owen J. Wilkinson
Coordinator, Activity Program

Date 2/1/94

Ohio University

Interoffice Communication

DATE: March 28, 1994

RECEIVED

TO: David Stewart, Provost

MAR 29 1994

FROM: Barbara Chapman, Dean, CHHS

OFFICE OF THE PROVOST

SUBJECT: Emeritus Status - Owen Wilkinson


The faculty of the School of Health and Sport Sciences have recommended that the title of Associate Professor Emeritus be conferred on Dr. Owen Wilkinson (see attached letter).

I concur with the recommendations. Dr. Wilkinson has made significant contributions in teaching and service. In honor of his achievements and in recognition of his contributions, the title of Associate Professor Emeritus is well deserved.

If additional information is needed, please do not hesitate to contact me.

☒ Approved

☐ Disapproved


David Stewart, Provost

3/30/94
Date

BC:ss

Enc.

cc: James Lavery



MAR 21 1994

Ohio University

School of Health and Sport Sciences
Grover Center
Ohio University
Athens, Ohio 45701-2979
614/593-4656

College of Health and Human Services

DATE: MARCH 21, 1994

TO: DR. BARBARA CHAPMAN
DEAN
COLLEGE OF HEALTH & HUMAN SERVICES

FROM: JAMES A. LAVERY *JAL*
DIRECTOR
SCHOOL OF HEALTH & SPORT SCIENCES

SUBJECT: EMERITUS STATUS - DR. OWEN J. WILKINSON

Dr. Owen J. Wilkinson, Associate Professor in the School of Health and Sport Sciences has decided effective June 30, 1994, to change his faculty status from full-time to part-time through the utilization of the early retirement program.

Dr. Wilkinson has served Ohio University with distinction for twenty-eight years. During that time he has taught a variety of courses such as Test and Measurements, Statistics, Research Seminar, Gymnastics, and Computer Application for Sports Administration. He is a very popular faculty member, much admired by students and fellow faculty members. The students, particularly those in the Sports Administration and Facility Management Program, look to him for advice and counseling relative to their career options.

In addition to his instructional responsibilities, Dr. Wilkinson has served the School as a member of its administrative committee for the past twenty-five years and as Program Coordinator for the Elective Activity Program which has an annual enrollment of 7,000 students.

Dr. Wilkinson also served as the Acting Director of the School of Health and Sport Sciences during 1990-91 in the absence of the School Director, who was serving as Acting Dean of the College of Health and Human Services.

Dr. Owen J. Wilkinson is recommended for Emeritus Status by the faculty of the School of Health and Sport Sciences. I wish to add my personal recommendation that Dr. Wilkinson be awarded the status of Associate Professor Emeritus at Ohio University.

Ohio University-Lancaster

1570 Granville Pike
Route 37 North
Lancaster, Ohio 43130-1097
614/654-6711

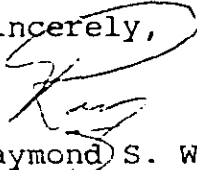
August 4, 1993

Dr. James Bryant
Vice-Provost
Regional Higher Education
Cutler Hall
Ohio University
Athens, OH 45701

Dear Jim,

Attached is a nomination from Mr. Zale Maxwell for emeritus status for ~~Mrs. Polly Lyons~~. I endorse Mr. Maxwell's recommendation, and I believe that such status would serve to recognize Polly Lyons' many accomplishments.

Sincerely,


Raymond S. Wilkes
Dean

cmb

Attachment

Ohio University—Lancaster

1570 Granville Pike
Route 37 North
Lancaster, Ohio 43130-1097
614/654-6711

MEMORANDUM

To: Dean Raymond S. Wilkes
From: Zale Maxwell, Professional Studies Division Coordinator *Z.M.*
Date: August 2, 1993
Subject: Emeritus status for Professor Polly Lyons

I would like to nominate and recommend Polly Lyons for emeritus status. Her many years of teaching have earned the respect and recognition of her colleagues and students.

Polly has made many contributions to the Lancaster campus, community and to Ohio University. The "Jump Rope for Your Heart" program which Polly has conducted for many years, is only one example of these contributions.

It seems altogether appropriate that Ohio University honor Professor Lyons by approving emeritus status in recognition of her manifold contributions.

Ohio University

Interoffice Communication

DATE: August 26, 1993
TO: J. David Stewart, Provost
FROM: James Bryant, Vice Provost
SUBJECT: Emeritus Status -- Professor Polly Lyons


Attached is a recommendation from the Lancaster Campus for Professor Polly Lyons. It was my pleasure to work with Polly for six years when I was at Lancaster. She is a fine faculty member who was very active in the community as a representative of the Lancaster campus. I would strongly endorse the recommendation of Zale Maxwell and the Lancaster faculty.

JCB/cab
Attachment

Ohio University

Office of the Provost
Cutler Hall
Ohio University
Athens, Ohio 45701-2979

January 31, 1994

TO: President Ping
FROM: 
David Stewart

SUBJECT: **Provost Emeritus Status for Jim Bruning**

When Dr. Bruning left the Provost Office in December, 1992, one of the items that was overlooked was formally awarding him the status of Provost Emeritus. I am, by this letter, nominating him for this award.

Dr. Bruning has served Ohio University in so many ways that a comprehensive listing would take far more than the space that one letter can allocate to it. He served as provost of Ohio University from 1981 until December, 1992. Prior to that he was vice provost for planning from 1978 to 1981. Before joining the provost staff he served as associate dean and later acting dean of the College of Arts and Sciences, department chair of the Department of Psychology, and a member of the teaching faculty beginning in 1962.

Since the recommendation is that he be named Provost Emeritus, I wish to underscore Dr. Bruning's many accomplishments as provost. He was an effective advocate for the academic programs of the university and was responsible for administering the planning process which led the university through several budgeting cycles. In terms of program development, he was responsible for implementing the writing across the curriculum program as a central component of the junior level general education program. He also established the teaching colloquium to provide special recognition for teaching, and in many other ways put the authority of his office at the service of rewarding and encouraging better teaching. The various administrative systems that he established continue to serve the University well. For example, he established the incremental graduate student program that encourages and rewards departments for growing in their graduate programs. He was a supporter of the interactive telecommunication system between the Athens and regional campuses, and under his administration the University developed many international programs.

As provost Dr. Bruning also provided programs to support new researchers and approved procedures for allocating research challenge funds that have been singled out by the Board of Regents as a model of how such funds can leverage additional research dollars. He established the research instrumentation center and worked toward cooperative research programs. During his tenure as provost externally funded grants and contracts increased to over \$25 million dollars.

For these, as well as many other reasons not included in this letter, the status of Provost Emeritus is one that Dr. Bruning richly deserves, and I enthusiastically recommend it to you for consideration.

DS/bb

Ohio University

January 4, 1994

Interoffice Communication

TO: David Stewart, Provost

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

TC

SUBJECT: Emeritus Nomination

I recommend that Adam J. Marsh be named Director Emeritus of Research and Sponsored Programs.

Adam Marsh came to the University on February 1, 1967 at the invitation of Dr. Robert L. Savage, who was at that time Director of Research for the College of Engineering and Technology, and Acting Dean. The research office staff consisted of three clerical persons whose sole responsibility was typing research proposals for faculty of the college. At that time, the University held a small number of research grants and contracts, but there was no centralized institutional oversight of financial matters or for compliance with sponsor agency regulations. Mr. Marsh's assignment was to provide the needed oversight and to provide service to the entire university research community, not just to faculty in the College of Engineering.

Over the ensuing 23 years, this assignment was carried out in a competent and efficient manner. Competent, because in all those years and the administration of many millions of dollars of grant and contract funds, the university did not have any significant audit disallowances on sponsored research. Efficient, because despite a tremendous growth in dollar volume and number of grants and contracts (growing from approximately \$75,000 and a half-dozen grants in 1967 to \$20 million for more than a hundred grants and contracts in 1990) the number of staff positions in the ORSP had increased by only 1.5 FTE by the time of his retirement. This efficiency was realized by, as our Governor would say, "working smarter and harder." The ORSP acquired one of the first magnetic tape IBM typewriting machines on campus for use in proposal processing. When desk-top computers became available, the ORSP again had one of the first units on campus for word processing. Over the years, as better equipment became available, either linked to the main-frame computer or stand-alone, the ORSP was ready to take advantage of the increased efficiency that such equipment provided.

Mr. Marsh was responsible for the development of procedures which provided the faculty with prompt, efficient, and comprehensive service in their search for external funds: Grant Information Bulletins were prepared to inform faculty of grant opportunities in all disciplines; a library of sponsor information was developed, including program guides and application forms, for all federal funding agencies and major foundations, industrial organizations, and other program sponsors; and assistance was provided with proposal preparation, including budgets, forms, narrative, typing, duplication, sign-off, and formal submission to the potential sponsor. This service was universally respected, appreciated and utilized by the faculty.

During Mr. Marsh's years at the University, major federal regulatory initiatives were introduced in the areas of human subjects research, animal research, patents and inventions, government property, and scientific misconduct. University policy statements on these topics were prepared by him for review and acceptance at the appropriate levels of the institution. The ORSP provided the leadership and administrative support for bringing and keeping the University in compliance with the changing regulations. Through his continuous membership on the human research and animal research committees, he provided an "institutional memory" and guidance to the other members on changes in federal regulation.

As Security Officer for the institution, Adam was responsible for the establishment of policy and procedures for safeguarding of classified documents which were received from federal agencies or generated by the University in conduct of classified research. He also maintained liaison with federal security offices and prepared reports, as needed, on the classified research program.

Through his tenure at the University, he served on the Research Committee and the Baker Funds Awards Committee. The ORSP provided administrative support for these committees. In his dual role as committee member and director of the ORSP, he prepared drafts of policy statements and proposal guidelines, and updated the latter annually to reflect committee policy:

From the very beginning of his service at the University, he recognized the need to maintain complete and readily accessible files of grant activities. His first efforts on developing a system involved the "key word" concept and used file cards with key words and file numbers. A few years later the file cards were replaced with a punched card system but the concept remained unchanged. Eventually the punch card system gave way to the computerized system in use today, but same in concept to the initial key-word system. With this system one can almost instantly develop information on most any administrative aspect of past, present, or pending grant activity.

Mr. Marsh's service to the University in areas outside of his direct administrative responsibilities was chiefly with the Administrative Senate. He was one of the first elected senators after the Senate was established and served on the first Personnel Policies committee, drafting a policy for the University Policies and Procedures manual. He served several times on the Senate and also served several terms as Treasurer.

As a member of the Athens community, Adam served on the negotiating team representing the Church of the Good Shepherd for the sale of what is now the Konnecker Alumni Center. He earned a MBA degree at Ohio University and his two children are graduates of the institution, one with the BBA and the other with BS and MS degrees. His wife is presently employed at the university in a clerical capacity.

Mr. Marsh has served the University well over the years, and recognition of him as Director Emeritus is a well-deserved award.

Mr. Grover presented and moved approval of the resolution. Mr. Hodson
seconded the motion. -- Agreement was unanimous. --

FACULTY FELLOWSHIP AWARDS

RESOLUTION 1994 -- 1353

WHEREAS, the proposed University Faculty Fellowships on the attached lists have been reviewed in accordance with University policy and found to be meritorious.

NOW, THEREFORE, BE IT RESOLVED that the attached University Faculty Fellowships for 1994-95 are approved.

BE IT FURTHER RESOLVED that the Provost can approve changes in the conditions of the fellowship but not the total number of Fellowships.

Ohio University

Interoffice Communication

March 15, 1994

TO: Dr. Charles Ping, President

FROM: 
David Stewart, Provost

SUBJECT: **Faculty Fellowship Leaves**

I have read the attached Faculty Fellowship Leave requests. I recommend them to you for approval and signature.

The total number requested (30) is significantly below the number requested in previous years and also is well below the 6% limit (50) established by earlier Trustee action.

DS/jt
Attachments

FACULTY FELLOWSHIP LEAVES
1994-95

NAME	DEPARTMENT	LEAVE DATES	PURPOSE
<i>COLLEGE OF ARTS AND SCIENCES</i>			
Mary Chamberlin	Biological Sciences	Fall, Winter Spring	To conduct research and to collaborate with colleagues in the field of bioenergetics.
Donald Miles	Biological Sciences	Fall, Winter, Spring	To conduct manipulative experiments designed to evaluate the selective significance of locomotor performance by altering speed and stamina among individuals in a population of lizards. Research will be conducted at the University of Washington.
Lowell Gallaway	Economics	Spring	To investigate the nature of character of unemployment on an international basis.
Wayne Dodd	English	Fall	To complete the writing of a book of poems while in residence at the Rockefeller Foundation's Bellagio Study and Conference Center in Italy.
John Hollow	English	Fall, Winter, Spring	To complete a second edition of a book as well as research on the ways people read and are conditioned by forms of popular literature.
Earl Knies	English	Winter, Spring	To complete a book in progress on Sir Walter Besant, late nineteenth-century man of letters.
James Cavender	Environ. & Plant Biology	Winter	To conduct research on Cellular Slime Molds of Argentina; Geographical Distribution in the Southern Hemisphere.

Richard Harvey	History	Winter, Spring	To conduct research and to work on a book manuscript consisting of studies of women in the gendered social order of early modern England.
Keiko Koda	Linguistics	Fall, Winter, Spring	To conduct a comprehensive examination of the various phenomena which impact on the development of second-language reading skills and development of a book on second-language reading.
Reza-Abdol Aftabizadeh	Mathematics	Fall, Winter, Spring	To conduct research on Boundary Value Problems for Higher Order Ordinary Differential Equations at Florida Institute of Technology.
Sergio Lopez-Permouth	Mathematics	Winter, Spring	To collaborate with a group of Ring Theory researchers in Mexico City and Venezuela as well as conduct own research at their facilities.
Jacobo Rapaport	Physics & Astronomy	Fall, Winter	To participate in the installation and commissioning of a neutron polarimeter at the Indiana University Cyclotron Facility.
Michael Mumper	Political Science	Winter	To conduct research on the differing approaches to funding public higher education in nine states and to evaluate the effectiveness of those approaches at improving college affordability based on the subjective assessments of legislative and campus leaders.
Donald Gordon	Psychology	Fall, Winter, Spring	To adapt divorce education program to the French culture and judiciary, arrange for evaluation of resulting program, and to write research papers and articles.
Harry Kotses	Psychology	Fall, Winter, Spring	To complete a comprehensive review of the field of asthma self-management and related areas in order to write a book dealing with the behavioral contribution to the management of asthma.
G. Daniel Lassiter	Psychology	Winter Spring	To produce a definitive scholarly review of behavior utilization literature with extensive library research and travel to facilities in Kansas, Virginia and Ohio.

COLLEGE OF BUSINESS ADMINISTRATION

Ted Compton	Accounting	Spring	To develop and write an Automated Teaching Package (ATS) for Managerial Accounting (Accounting 202)
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COLLEGE OF COMMUNICATION

Mel Helitzer	Journalism	Fall, Winter, Spring	To research and write a second edition of textbook.
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Roger Good	Telecommunications	Fall	To develop expertise in the digital technologies of video production through education, study, research of the literature, and creative projects using the technologies.
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COLLEGE OF EDUCATION

John McCutcheon	Curriculum & Inst.	Fall	To produce a monograph on selected learner characteristics and their applicability to instructional delivery.
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Thomas Davis	SABSEL	Spring	To write a series of articles in collaboration with Dr. Martin Ritchie on the ethical and legal issues confronting professional counselors in the United States.
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COLLEGE OF ENGINEERING

Dennis Irwin	Elec. & Comp. Engr.	Fall, Winter, Spring	To produce enhancements to the MADCADS software and conduct research for the Harris Corporation's Government Aerospace Systems Division.
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Mohammad Dehghani	Mechanical Engr.	Fall, Winter, Spring	To initiate process modeling for Boeing's forming operations in order to develop models to simulate several forming processes utilizing available FEM codes, Boeing computing equipment, and Boeing proprietary materials and process data.
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Gary Graham	Mechanical Engr.	Fall, Winter, Spring	To conduct research at the USAF Flight Dynamics Lab, WPAFB, Dayton, OH on non-linear aerodynamics of flight vehicles and computational fluid dynamics of airfoils.
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COLLEGE OF FINE ARTS

William Condee	Theater	Fall, Winter, Spring	To conduct research in Italy, Greece, Germany, England, and Columbia University for a book that will examine the interaction of architecture and drama in selected periods of theater history.
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REGIONAL CAMPUSES

Chillicothe

Veena Kasbekar	Arts & Sciences	Spring	To conduct research and collect instructional material in preparation for teaching Shakespeare's Histories (ENG 301) as well as research on materials for ENG 303.
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Eastern

David Noble	English	Winter	To complete the first draft of 140-150 pages of fiction.
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Lancaster

Edward Fitzgibbon	Arts & Sciences	Spring	To prepare coursework for two courses and conduct research for a paper and/or article on the topic "The OSS and the Press."
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Zanesville

James Jordan	Political Science	Fall or Spring	To observe decision-making activities in the state attorney general's office; litigation appearances of assistant attorney generals in the State Supreme Court, US Circuit Court of Appeals, and the US Supreme Court and to interview Attorney General's staff attorneys and their clients.
Billie Dudley	Mathematics	Fall	To produce a series of lab assignments for graphing calculator exercises for Business Calculus and a series of lab assignments to be used in Statistics.

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

REGIONAL COORDINATING COUNCIL APPOINTMENT

RESOLUTION 1994-- 1354.

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

Ohio University-Zanesville

Charles W. Love

For a six year term beginning April 25, 1994, and ending at the close of business June 30, 2000, vice Richard K. Goodrich, who resigned.

Ohio University

Interoffice Communication

Date: February 28, 1994

To: James C. Bryant

From: Craig D. Laubenthal *CL*

Subject: New Regional Coordinating Council Nominee

At the Winter Meeting of the **OHIO UNIVERSITY - ZANESVILLE REGIONAL COORDINATING COUNCIL** on February 25, it was voted to recommend to the **OHIO UNIVERSITY BOARD OF TRUSTEES** that Mr. Charles W. Love be appointed to the unfinished term held by Richard K. Goodrich who recently resigned. Dr. Goodrich's term extended from October 28, 1991, through June 30, 2000.

Attached is a letter from Mr. Love outlining his education, experience and involvement with **OHIO UNIVERSITY**. It is my belief from conversations with Mr. Love, the evaluation of regional coordinating council members, and my review of Mr. Love's vita that he would be an outstanding addition to the regional coordinating council. It should also be noted that Mr. Love and his wife recently set up a scholarship endowment in the **MUSKINGUM COMMUNITY FOUNDATION** for students of both **OHIO UNIVERSITY - ZANESVILLE** and **MUSKINGUM COLLEGE**.

Please let me know if there is anything else you need in order to submit Mr. Love's name for the next **OHIO UNIVERSITY TRUSTEES'** meeting.

CDL:pjt

Attachment

January 31, 1994

FEB - 1 1994

Dr. Craig Laubenthal, President
Ohio University at Zanesville
1425 Newark Road
Zanesville, Ohio 43701

Dear Dr. Laubenthal:

This will supply you with some biographical data for which you asked on Wednesday, January 26, 1994.

I graduated from Zanesville Lash High School in 1935. I worked for two years with the A. & P. Tea Co. Stores in Zanesville becoming assistant manager at two Main Street stores in Zanesville by December 1936. In September 1937 I entered Ohio University, Athens, Ohio on a scholarship, requiring a 3.5 point average per year for scholarship maintenance.

In June 1941, I graduated from Ohio University, with Highest Honors, after having left the University in December 1940 to become an I. R. S. Agent.

In July 1942, I entered the Army as a Private and was released in June 1946 as a Captain. I pursued a career in the Army Reserve through 1976 to retirement as a Full Colonel, having among other things taught Classified Subjects to officer personnel at the Command and General Staff College, Ft. Leavenworth, Kansas. In pursuit of this activity, I established satellite schools out of Ft. Hayes, Columbus, Ohio in Marion, Springfield, Logan, Chillicothe, Lancaster, McConnellsville, Steubenville, Ohio and Wheeling, W. Va.

From June 1946 to September 1947, I was Comptroller of a Tool, Die & Jig Manufacturing Company in Newark, N. J.

I returned to Zanesville in September 1947 upon the ill health of my father and joined the Mosaic Tile Company as Accounting and Tax Advisor to the President of the company. My progression through the company resulted in my managing two plants in Zanesville and one in Cambridge, Ohio when the company was sold in 1969 to the Pritzger family in Chicago.

Meanwhile, I was asked by my former Economics professor at Ohio University, Athens, Professor Albert Gubitza, who had been commissioned by the University to establish Branch Campuses, to teach at the newly established Branch Campus at Lash High School, Zanesville, Ohio. I accepted, teaching Accounting, Banking & Finance, and Marketing for sixteen years for both the University and A.I.B. courses for banks in this area.

Upon the sale of the Mosaic Tile Company in 1969, I became the first Administrator of the Helen Purcell Home, Zanesville, a retirement home for ladies. I was licensed by the State of Ohio as a Nursing Home Administrator, which licensure I hold to this date. During this period, I was elected President of the Association of Ohio Philanthropic Homes for the Aging, covering all charitable and not-for-profit homes in Ohio.

In 1970, I purchased a Public Accounting practice and was licensed as an Ohio Public Accountant, which licensure was changed to Certified Public Accountant in 1992.

I have served as President of the Zanesville Kiwanis Club, during which time a club was established in Woodsfield, Ohio and the first annual Peanut Fund Drive in Zanesville was established. I have served as Chairman of the United Way Fund Drive, Red Cross Fund Drive, Zanesville S.C.O.R.E. Chapter, and President of the Zanesville City School Board. Currently, I am Chairman of the Administrative Board of the Central Trinity United Methodist Church, Zanesville and Secretary of the Board of Bethesda Hospital, Zanesville.

My wife is a Graduate of Music Education of Muskingum College, having served as Public School Music Supervisor in the Zanesville City Schools. She currently teaches piano privately.

We have three children, a daughter in Savannah, Georgia who graduated from Ohio State University and is an Administrator in Education and Public Relations at Memorial Medical Center, Savannah and whose husband has his Doctorate in Continuing Education and administers this activity for two universities in Savannah, Armstrong State and Savannah State Universities. A younger daughter in Palm Beach Gardens, Florida, graduated from Muskingum College and is in Retail Sales at Burdines Department Stores in that city. Our son is an Ophthalmologist with offices in Hamilton and Oxford, Ohio and operates in five hospitals in Hamilton, Oxford and Cincinnati, Ohio.

If these experiences can be of any assistance to the Ohio University at Zanesville Branch, I shall be happy to serve on your Advisory Board.

Sincerely,



Charles W. Love

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

CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND DEVELOPMENT

RESOLUTION 1994 -- 1355

WHEREAS Ohio University has identified expertise in the area of International Business Education and Development, and

WHEREAS, such expertise exists within the College of Business Administration, and

WHEREAS, no Center currently exists to provide a focal point for international business education, training and development, and student-related activities.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees establishes the Ohio University Center for International Business Education and Development.

Ohio University

Office of the Provost
Cutler Hall
Ohio University
Athens, Ohio 45701-2979

March 16, 1994

TO: Charles Ping, President

FROM: 
David Stewart, Provost

SUBJECT: New Center for the College of Business Administration

I am forwarding a proposal from the College of Business Administration to establish a Center for International Business Education and Development. I have discussed this proposal with the dean of the college, and it comes to you with his recommendation and the approval of the faculty.

The purpose of the center would be to allow the college to provide training programs for external agencies and to help build cooperative relationships among business, governments and other educational institutions. I think it would be a good supplement to activities in international business education already conducted by the college, and I submit it to you with my recommendation that it be approved.

DS/bb

Enclosure

Ohio University

Interoffice Communication
RECEIVED RECEIVED

March 10, 1994

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MAR 14 1994

OFFICE OF THE PROVOST

OFFICE OF THE PROVOST

TO: J. David Stewart, Provost

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

SUBJECT: Establishment of the Center for International Business Education and Development (CIBED)

Attached is a copy of a proposal and a resolution for the Board of Trustees regarding the establishment of the Center for International Business Education and Development (CIBED) at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board.

The purpose of the center is to provide a focal point for international business education, training and development, and student-related activities. The role of this center will be to plan, implement, and manage the total international effort of the College of Business Administration.

The goals of the center include:

- To build cooperative relationships among businesses, governments, and educational institutions and to facilitate economic development within and among its partners.
- To seek and develop external funding via grants and contracts to support operations and provide opportunities and funds for faculty and students' international activities.
- To provide a focal point for linking Southeastern Ohio with global markets and opportunities.
- To draw together resources of the CBA and other units of Ohio University to provide a comprehensive array of programs to meet the business, academic, and training needs of Southeastern Ohio and other partners around the world.

The center will be operated through the College of Business Administration. Personnel from each of the CBA departments will be involved, including Finance, Management Information Systems, Management Systems, and Marketing; the School of Accountancy would also be involved. A director of the center will be appointed from the faculty or hired externally.

bcv
Enclosure

208

Center for International Business Education and Development
(CIBED)

A. Statement of need specifying the particular role to be accomplished.

The College of Business Administration at Ohio University has developed and maintained strong international relationships over the past two decades. A wide diversity of initiatives and programs are in place around the globe, including Malaysia, Hungary, France and England. Many other opportunities exist to expand the breadth and quality of these international efforts.

The further expansion of global initiatives is an essential part of the College of Business Administrations efforts to internationalize the curriculum, faculty, and student experiences at Ohio University. The future success of business schools may well be measured by their ability to prepare students to function effectively in the global, multi-cultural business environment.

The successes to date have been the result of individuals or groups without a central, institutional foundation. To improve the overall quality, coordination, and support for future expansion, it is essential to provide such a focal point for international business education, training and development, and student-related activities. Thus, we propose the establishment of a center for this purpose, to be named the Center for International Business Education and Development. The role of this center would be to plan, implement, and manage the total international effort of the College of Business Administration.

The priorities and goals of this center would include:

- * To build cooperative relationships among businesses, governments, and educational institutions and to facilitate economic development within and among its partners.
- * To seek and develop external funding via grants and contracts to support operations and provide opportunities and funds for faculty and students' international activities.
- * To provide a focal point for linking SE Ohio with global markets and opportunities.
- * To draw together resources of the CBA and other units of Ohio University to provide a comprehensive array of programs to meet the business, academic, and training needs of SE Ohio and other partners around the world.

B. Description of the manner in which the center will effectively meet this need in a way existing units cannot.

As mentioned previously, an abundance of resources exist across the OU campus to provide assistance in international efforts. Various CBA initiatives, while highly successful, are fragmented. This center would provide a central focal point for all business related international initiatives, including academic programs, professional/executive

development, faculty and student exchanges, travel/study programs, etc. In addition, it would provide a firm foundation for grantsmanship in the international area...visible evidence of our commitment and support of global priorities. Finally, it would provide a distinct cost/budget center dedicated to global business initiatives, increasing staffing options available to the college through grants and contracts.

C. Unique value of the program to the University.

At the current time, there is no central point of reference for business related international initiatives, making coordination with other academic units cumbersome and inefficient. This center would improve the coordination and effectiveness with other OU academic and support units, as well as provide a basis for new CBA initiatives which could ultimately involve many other individuals and units.

D. Identification of personnel and departments to be involved initially and a projection for such involvement over a five-year period.

Initially, personnel from each of the CBA departments would be involved, including Finance, Management Information Systems, Management Systems, and Marketing; the School of Accountancy would also be involved. Specifically, faculty will be involved on an as needed basis based upon programming needs; departments would be reimbursed for each faculty's time by the Center.

A Director of the Center will also be appointed from the faculty or hired externally. Secretarial and student assistance will also be provided for the Center's operations.

Over a five-year period, as the Center develops, it is anticipated that additional faculty will be retained on a temporary basis from other academic units and on a full-time basis. The full-time faculty and staff appointments will be co-terminus with external funding providing their support.

In addition, staff involvement from such units as the Office of International Studies, International Student and Faculty Services, Instructional Media Services, Library, and Southeast Asia Collection is anticipated.

E. Estimated fiscal resources and sources of funding for a five-year period.

Initial start-up costs would be minimal, as current human resources, equipment, and space would be reallocated to begin operations. Incremental costs incurred for additional administrative time, supplies, etc. will be financed by revenues generated from existing contracts and programs for services. As previously mentioned in item D, faculty hired to meet programming needs of the Center will be retained and added on "as required" basis, funded by revenues generated by the Center.

An estimate of the initial resource requirements are as follows:

Director ¹	\$30,000
Secretary (part-time)	12,000
Graduate Assistant ²	7,000
Student Assistant ³	5,000
Equipment	5,000
Office Supplies	5,000
Travel	10,000
TOTAL ⁴	\$74,000 (+ fringe benefits)

F. Space and equipment needs and a description of how they will be met.

Space will be available in the renovated Copeland Hall facility and will be appropriately allocated. Equipment needs will be met, as previously described, from revenues generated by the Center programs and/or reallocation.

G. Description of administrative control and lines of authority for the center.

The Director of the Center would report administratively to the Dean of the College of Business Administration. This Director's administrative control would extend to all international activities of the College, interacting with department chairs, faculty, and students; direct line authority will exist over all personnel assigned on a full or part-time basis to the Center.

1. This would be an administrative supplement for a faculty member. If Center programming grows to expected levels, consideration will be given to increasing the administrative component or making the position a full-time administrative post. The degree to which it is an administrative position and the relative cost will be directly related to the contract and grant generation of the Center over the five-year period.
2. This will be a reallocation of one of our current GA's to the Center.
3. This expense will either be a reallocation of a current undergraduate student assistant or a PACE student.
4. Current plans include adding four faculty at approximately \$60,000 each (\$240,000) over the next year. This expense plus any further addition of faculty and related expenses will be financed exclusively by revenues generated from grants and contracts.

College of Business Administration


Ohio University

Office of the Dean
105 Copeland Hall
Ohio University
Athens, Ohio 45701-2979

614/593-2000

DATE: February 3, 1994

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

FROM: C. Aaron Kelley, Dean 

SUBJECT: Establishment of a Center

The President has encouraged me to move quickly on establishing a center as a focal point for our expanding international activities. In accordance with University policy, I am therefore submitting the attached proposal for your review and recommendations.

It is my understanding from the policy guidelines that the order of review, recommendation, and final approval is through your office to the President and ultimately to the Board of Trustees for final action. Since this is my first involvement with this process, please correct me if my understanding is incorrect. Of course, any suggestions or changes you recommend for the proposal will be acted upon immediately. Your support is sincerely appreciated.

This is an important step in raising our level of activity and visibility in the international arena. If you have any questions, please give me a call at 593-2002.

kh

Enclosure

cc: Charles J. Ping, President
J. David Stewart, Provost

Center for International Business Education and Development
(CIBED)

A. Statement of need specifying the particular role to be accomplished.

The College of Business Administration at Ohio University has developed and maintained strong international relationships over the past two decades. A wide diversity of initiatives and programs are in place around the globe, including Malaysia, Hungary, France and England. Many other opportunities exist to expand the breadth and quality of these international efforts.

The further expansion of global initiatives is an essential part of the College of Business Administrations efforts to internationalize the curriculum, faculty, and student experiences at Ohio University. The future success of business schools may well be measured by their ability to prepare students to function effectively in the global, multi-cultural business environment.

The successes to date have been the result of individuals or groups without a central, institutional foundation. To improve the overall quality, coordination, and support for future expansion, it is essential to provide such a focal point for international business education, training and development, and student-related activities. Thus, we propose the establishment of a center for this purpose, to be named the Center for International Business Education and Development. The role of this center would be to plan, implement, and manage the total international effort of the College of Business Administration.

The priorities and goals of this center would include:

- * To build cooperative relationships among businesses, governments, and educational institutions and to facilitate economic development within and among its partners.
- * To seek and develop external funding via grants and contracts to support operations and provide opportunities and funds for faculty and students' international activities.
- * To provide a focal point for linking SE Ohio with global markets and opportunities.
- * To draw together resources of the CBA and other units of Ohio University to provide a comprehensive array of programs to meet the business, academic, and training needs of SE Ohio and other partners around the world.

B. Description of the manner in which the center will effectively meet this need in a way existing units cannot.

As mentioned previously, an abundance of resources exist across the OU campus to provide assistance in international efforts. Various CBA initiatives, while highly successful, are fragmented. This center would provide a central focal point for all business related international initiatives, including academic programs, professional/executive

development, faculty and student exchanges, travel/study programs, etc. In addition, it would provide a firm foundation for grantsmanship in the international area...visible evidence of our commitment and support of global priorities. Finally, it would provide a distinct cost/budget center dedicated to global business initiatives, increasing staffing options available to the college through grants and contracts.

C. Unique value of the program to the University.

At the current time, there is no central point of reference for business related international initiatives, making coordination with other academic units cumbersome and inefficient. This center would improve the coordination and effectiveness with other OU academic and support units, as well as provide a basis for new CBA initiatives which could ultimately involve many other individuals and units.

D. Identification of personnel and departments to be involved initially and a projection for such involvement over a five-year period.

Initially, personnel from each of the CBA departments would be involved, including Finance, Management Information Systems, Management Systems, and Marketing; the School of Accountancy would also be involved. Specifically, faculty will be involved on an as needed basis based upon programming needs; departments would be reimbursed for each faculty's time by the Center.

A Director of the Center will also be appointed from the faculty or hired externally. Secretarial and student assistance will also be provided for the Center's operations.

Over a five-year period, as the Center develops, it is anticipated that additional faculty will be retained on a temporary basis from other academic units and on a full-time basis. The full-time faculty and staff appointments will be co-terminus with external funding providing their support.

In addition, staff involvement from such units as the Office of International Studies, International Student and Faculty Services, Instructional Media Services, Library, and Southeast Asia Collection is anticipated.

E. Estimated fiscal resources and sources of funding for a five-year period.

Initial start-up costs would be minimal, as current human resources, equipment, and space would be reallocated to begin operations. Incremental costs incurred for additional administrative time, supplies, etc. will be financed by revenues generated from existing contracts and programs for services. As previously mentioned in item D, faculty hired to meet programming needs of the Center will be retained and added on "as required" basis, funded by revenues generated by the Center.

An estimate of the initial resource requirements are as follows:

Director ¹	\$30,000
Secretary (part-time)	12,000
Graduate Assistant ²	7,000
Student Assistant ³	5,000
Equipment	5,000
Office Supplies	5,000
Travel	10,000
TOTAL ⁴	\$74,000 (+ fringe benefits)

F. Space and equipment needs and a description of how they will be met.

Space will be available in the renovated Copeland Hall facility and will be appropriately allocated. Equipment needs will be met, as previously described, from revenues generated by the Center programs and/or reallocation.

G. Description of administrative control and lines of authority for the center.

The Director of the Center would report administratively to the Dean of the College of Business Administration. This Director's administrative control would extend to all international activities of the College, interacting with department chairs, faculty, and students; direct line authority will exist over all personnel assigned on a full or part-time basis to the Center.

1. This would be an administrative supplement for a faculty member. If Center programming grows to expected levels, consideration will be given to increasing the administrative component or making the position a full-time administrative post. The degree to which it is an administrative position and the relative cost will be directly related to the contract and grant generation of the Center over the five-year period.
2. This will be a reallocation of one of our current GA's to the Center.
3. This expense will either be a reallocation of a current undergraduate student assistant or a PACE student.
4. Current plans include adding four faculty at approximately \$60,000 each (\$240,000) over the next year. This expense plus any further addition of faculty and related expenses will be financed exclusively by revenues generated from grants and contracts.

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

AMENDMENT TO THE FACULTY SENATE CONSTITUTION

RESOLUTION 1994 -- 1356

WHEREAS, the Faculty Senate has proposed to amend the *Faculty Handbook* to permit Group II (part-time) faculty to have membership and voting rights in the Faculty Senate, and

WHEREAS, this proposal involves amendments to the Constitution of the Faculty Senate of Ohio University, and

WHEREAS, it was discussed on the senate floor and submitted to Group I faculty for their vote as prescribed in Sec. VI.B.9 of the *Faculty Handbook*, and

WHEREAS, majority of Group I faculty voted in favor of the proposal.

THEREFORE, be it resolved, that proposed amendments be made to the constitution of the Faculty Senate of Ohio University be made to the *Faculty Handbook*.

The proposed amendments to the constitution are in Section VI.A and VI.B of the *Faculty Handbook* and are as follows:

VI.A. Article I.I (page VI-1). Insert after second sentence


Two Senators who are from Group II faculty shall be elected by the Group II faculty of Ohio University.

VI.B.4. (page VI-4). Insert before last sentence of second paragraph

The Group II Senators may serve on any standing committee of the Faculty Senate with the exception of the Promotion and Tenure Committee.

Ohio University

Interoffice Communication

DATE: April 1, 1994
TO: Charles J. Ping, President
FROM: 
David Stewart, Provost
SUBJECT: Change in Faculty Senate Constitution

Group II faculty are those individuals who teach less than full time at Ohio University on a more or less regular basis. They receive medical benefits and are considered annually for merit salary increases.

These features of their employment make them different from the occasional part-time instructor in that they have an on-going relationship with Ohio University, and the Faculty Senate has recommended that they have representation in that body. The faculty as a whole, by a majority vote, also supports this change in the Faculty Senate's constitution; and given its support by the faculty, I also recommend the adoption of this proposal.

DS/jt

Ohio University

Interoffice Communication

DATE: February 24, 1994

TO: Charles J. Ping, President

FROM: Paul D. Sullivan, Chair, Faculty Senate

RE: Amendment to the Constitution of the Faculty Senate

At the November 15 meeting of the Faculty Senate a resolution was passed, by more than a two thirds vote of the membership of the Senate, which proposes to amend the *Faculty Handbook* to permit Group II (part-time) faculty to have membership and voting rights in the Faculty Senate.

Since this proposal involves amendments to the Constitution of the Faculty Senate of Ohio University it was submitted to the Group I faculty for their vote as prescribed in Sec. VI.B.9. of the *Faculty Handbook*. The result of this vote was 312 in favor and 78 opposed to the constitutional amendments. Since only a simple majority of those voting is required to constitute an affirmative vote, the amendments have been approved by the faculty.

I am now submitting the amendments for your approval and recommendation to the Board of Trustees who are required by the *Handbook* to approve all constitutional changes. The proposed amendments to the constitution are in Section VI.A. and VI.B. of the *Faculty Handbook* and are as follows:

VI.A. Article I.I (page VI-1). Insert after second sentence

Two Senators who are from Group II faculty shall be elected by the Group II faculty of Ohio University.

VI.B.4. (page VI-4). Insert before last sentence of second paragraph

The Group II Senators may serve on any standing committee of the Faculty Senate with the exception of the Promotion and Tenure Committee.

Three changes were proposed by the Professional Relations Committee of the Faculty Senate in response to a recent report by the American Association of University Professors which recommended that non-tenure track faculty should have a part in an institutions system of governance. The question had also been raised by several Group II faculty members.

February 24, 1994
page two

The PRC discovered that there are 168 Group II faculty at Ohio University distributed amongst the various colleges and regional campuses. Of these faculty 126 have a Full Time Equivalency of more than 0.50 and they make a substantial contribution to the teaching mission of the University. The committee concluded that an appropriate representation for the Group II faculty on the Faculty Senate would be two members.

Discussions on the proposal were held at the October and November meetings of the Faculty Senate and copies of the relevant minutes from those meetings are attached for your information. I would be pleased to provide any additional information which you or the board might need in your consideration of these amendments.

PDS:ts

Attachments

cc: David Stewart

VII. Professional Relations Committee -- Peter Johnson

Johnson presented for FIRST READING a Resolution Concerning Group II Faculty Membership on the Faculty Senate (Appendix A, Item 1). He noted that there are approximately 150 Group II OU Faculty. He said a large proportion have FTE's greater than 0.5 and that they make a substantial contribution to the teaching mission of Ohio University. He said that nationally, the use of part-time or Group II-type faculty is growing and that this is becoming a permanent part of academe. He said AAUP issued a report not long ago recommending that non-tenured track faculty should have a part in an institution's system of governance. The PRC proposes a series of changes to the Handbook which would permit the election of two at-large Group II faculty by Group II faculty to serve on the Senate. Johnson said that because such changes represent a change to the Constitution of the Faculty Senate rather than its By-Laws, such a change must be proposed by a two-thirds vote of membership of the Senate and submitted to the faculty for approval. The amendment would become effective upon approval by the Board of Trustees of Ohio University. (VI.A. Article 3.9, Page VI.2, Faculty Handbook). Johnson presented data on Group II faculty (see Appendix C, Item 2). He presented a formula using 1992 figures of Group II faculty FTE as a percent of Group I faculty FTE to arrive at the proposal for two representatives and then discussed each of the five proposed changes to the Handbook language.

Questions for Johnson: Onley said the remaining 48 Senators shift as the population of each college shifts. He asked if this will happen with Group II representatives. Johnson said yes. Weissenrieder asked about the history of the four groups of faculty. Stewart said that over the years, with recommendations from the Senate, that there was a stated need for different kinds of full and part-time faculty, both tenure-track and none-tenure track. Weissenrieder asked if Group II faculty have full instructional loads. Stewart said Group II are not normally engaged in full service to a department. B. Thomas asked if a department can determine what a full-time load is. Stewart said yes. Weissenrieder asked what the average tenure if of a Group II person. Johnson said he did not know. Stewart said several programs use Group II like the College of Medicine Clinical Staff and Department of English. Hollow congratulated the committee on this proposal. He said that there are people with fifteen years of service to OU that are Group II faculty. He added that many are 1.0 FTE and that the need for representation is longstanding. Reiger asked how Group II elections would take place. Johnson said they should be part of the normal Faculty Senate Elections. Reiger said he was concerned about the anonymous state of the Group II faculty and said the lack of their involvement in the system and commitment to the future could be a concern. Johnson said several are very involved. A Group II faculty member present said he has been here six years and teaches three courses every quarter. Wright congratulated the committee saying that it is true that a number of Group II faculty are continuing and may teach as much or more than Group I. B. Thomas asked if there was an expression of interest on the part of Group II faculty. Johnson said the committee was approached by a Group II Faculty member. Blake-Stalker said she supported the proposal. Shankar asked why Group II should be allowed to vote on Group I issues. Johnson said the proposal excluded them from serving on the Promotion and Tenure Committee. Williams asked what percent of Group II faculty are actually interested in this issue. Johnson said he did not know and the committee had thought of taking a poll but decided against it. Williams said he was getting the sense that this was a proposal put forward by one person. Johnson said it was not. Reiger said if this happens, Group II faculty will gain opportunity and responsibility. Pfeiffer said that when this was looked at last year, it was noted that many Group II faculty had very little FTE. He asked how we can reach active Group II. Johnson said a print-out exists. Reeves asked if there was discussion as to how this proposal would skew representation from the colleges. Johnson said the committee considered this and the sense was with two representatives, skewing would be minimal. Weissenreider asked what percent of Group III have been changed to Group II. Johnson did not have the data to answer.

From Minutes of November 15, 1993
Faculty Senate Meeting

2. Johnson presented FOR VOTE the Resolution Concerning Group II Membership on the Faculty Senate. He provided data concerning current Group II faculty FTE distribution (Fall, 1993) demonstrating a high number of Group II faculty in what he called the "high FTE range (.50 FTE or above)." He showed the distribution by Colleges of a total of 168 Group II faculty with 93 in Athens and 32 in the College of Arts and Sciences. He said that because of these figures, the committee feels Group II voting should be figured with Athens campus and regional campuses considered together. Johnson clarified the motion stating that there shall be two (2) Group II members elected to the Faculty Senate even if the overall number of Group II faculty changes.

Questions for Johnson: Pfeiffer asked how the committee was able to determine eligible Group II faculty. Johnson said the current data is readily available. Pfeiffer asked if Group II faculty already have some voting power in departments. Hollow said that they participate in some committees in his department. Weissenrieder stated that Group II are normally hired for teaching and that committee work is an added burden. Ergood said Group II sounds a lot like the retired Group I faculty and that maybe retired faculty could vote with Group II. Hollow said the difference is future versus past and that Group II people have a career path ahead of them. Reiger said an alternative view is that giving Group II a vote will permanently put them in an inferior position. Johnson said the committee discussed this but decided for the resolution as presented. Sullivan asked if the committee considered other ways of involving Group II in the Senate. Johnson said yes but decided that full voting status was deemed best. Scott asked if the term would be three years. Johnson said yes. Scott asked what would happen if a Group II senator left. Johnson said the replacement process we currently have in the Senate would be followed to replace them. Blake-Stalker voiced her support of the resolution. Barnes asked if any thought had been given to dividing two senators between Athens and Regional campuses. Johnson said yes but the committee decided against it. Group II faculty member Margaret Thomas (Computer Sciences) said providing Group II faculty input into the senate would be valuable. Hollow said he has not heard an objection that outweighs the fact that a sizable number of people have no voice.

Sullivan called the question. He explained that this is an amendment to the constitution and requires a two-thirds vote in the Senate (32 votes). A second step requires a vote of all Group I faculty where a majority of votes cast is needed to pass. Sullivan called for a show of hands. The resolution PASSED with 37 votes in favor.

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

**ASSOCIATE IN APPLIED SCIENCE DEGREE
IN TRAVEL AND TOURISM**

RESOLUTION 1994 -- 1357

WHEREAS, the Ohio University Ironton Campus has proposed an Associate in Applied Science Degree in Travel and Tourism, and

WHEREAS, this proposal has the support of the dean of the Ironton Campus and the University Curriculum Council, and

WHEREAS, the proposed degree will allow the Ironton Campus to design a stronger, more relevant curriculum.

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

Ohio University

Interoffice Communication

March 16, 1994

TO: Charles J. Ping, President

FROM: 
David Stewart, Provost

SUBJECT: Proposed Associate in Applied Science Degree in Travel and Tourism

I support the proposal for a new degree to be offered by Ohio University Ironton Campus. The proposed new degree would allow the Southern campus to offer a degree which would prepare students for job opportunities in the regional area.

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

DS/jt

Ohio University

Date: February 7, 1994

Interoffice Communication

To: David Stewart, Provost, Cutler

From: *Margret Appel* Margret Appel, Chair, University Curriculum Council

Subject: Travel and Tourism Associate in Applied Science Degree (Irononton)

The Programs Committee approved the above captioned program and presented the same to the University Curriculum Council for vote. The UCC unanimously approved the program on Tuesday, January 11, 1994. Please find enclosed two copies which are being forwarded to you for implementation.

jsc
Enclosures

I. TITLE PAGE

TRAVEL AND TOURISM

Associate in Applied Science Degree

Ohio University Ironton Campus

September 16, 1993

A. "Recommend for Approval"

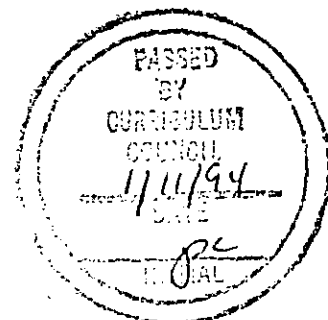
Donald B...
(Chairman, College Curriculum Committee)

Bill McGowan
(Dean, College)

Patricia Humphrey 1/11/94
(Chair, Programs Committee)

B. "Approved"

Marpet Appel 1/11/94
(Chair, University Curriculum Council)



II. INTRODUCTORY DESCRIPTIVE STATEMENT

The Associate in Applied Science Degree in Travel and Tourism is being designed to prepare students from the rural Appalachian area to seek employment as travel professionals in travel agencies, tourist organizations, and other travel related businesses.

Our objectives for this program are to provide each student an opportunity to:

1. enhance communication skills of reading, writing, and speaking
2. improve human relations skills
3. know the value of a good work ethic
4. achieve a basic understanding of travel agency operations
5. achieve a working knowledge of the physical and cultural geography of the world
6. learn the legal and ethical issues in the travel industry
7. develop competency with airline computer reservation systems
8. plan and develop an itinerary, including transportation, lodging, entertainment
9. continue their education in a bachelor's degree program

As our society moves from the industrial age to the age of knowledge, leisure time will grow. Further automation and computer applications will result in decreasing work time and increasing leisure time. Travel and entertainment industries are expected to flourish in the 21st century. This trend is well underway. The following statements appeared in the first issue of the Hosteur, an industry publication for future hospitality and tourism professionals.

"The growth of the hospitality & tourism industry explains the proliferation of degree-granting programs. With annual expenditures of over \$2.5 trillion, hospitality and tourism has become the world's largest industry, and forecasters predict the industry could double by the year 2000. It's not surprising that the employment outlook for graduates of hospitality & tourism education programs is excellent."

The need for travel professionals in our area has been established. Data are presented in section III. The following quotes from two local businesses indicate the magnitude of the need:

"This type of program is desperately needed due to the fact that the nearest school to attend is in Pittsburgh, Pa."

Candice Crabtree, Manager
Uniglobe Lyndon Travel, Inc.

"I need educated employees and I will encourage my present employees to take courses if it become available at your campus."

Girish Patel, General Manager
Best Western Southern Hills Inn

We propose to implement this program during fall, 1994.

III. THE NEED FOR THE PROGRAM

1. What is the local, regional, and national demand for graduates of the proposed program? Any statistical documentation would be helpful.

On December 17, 1992, questionnaires were sent to 32 travel agencies, travel organizations, and travel related businesses in our tri-state area of Ohio, Kentucky, and West Virginia. Replies have been received from 20 businesses for a return rate of 62.5%. Responses were favorable with 16 of the respondents indicating a desire to serve on the advisory committee and 9 noting that they would be sending letters of support.

The following responses from the survey support the need for the program:

1. Survey results indicate that the 20 businesses responding plan to hire 49 new employees in 1995. A detailed summary for five years and letters of support from the industries are included as Appendix A.
2. Eighteen (90%) of the respondents expressed a desire to interview our graduates and 11 were interested in hiring students as interns.
3. Eleven of the businesses indicated that they had 28 employees who would also desire to enroll in the degree program.

On December 17, 1992, survey forms were sent to 22 schools in the tri-state area. We have received replies from 20 of the schools for a return rate of 91%. Seventeen of the twenty schools indicated that a need exists for trained travel and tourism specialists. The twenty schools responding projected that an average of 66 students each year would enroll in a travel and tourism program such as ours. The guidance counselors estimated that 80% of the students would enroll at Ohio University in Ironton. The actual percentage might be higher since there are no other programs in this area. When we consider students from schools not reporting and interested employees from our local industries, we anticipate that more than eighty students will be interested in the program.

The results of our surveys have indicated that a substantial student market does exist for an Associate in Applied Science in Travel and Tourism and that an adequate number of job opportunities will be available locally in this field.

2. What other schools in Ohio offer the same or a similar program?
What has happened to enrollments at those schools in recent years?

A number of two-year colleges and universities in Ohio offer associate degrees in the travel and tourism area. For the most part, these schools are located near large cities such as Cleveland, Toledo, Columbus, and Cincinnati.

Three of the existing two-year programs were selected for review. A survey form was prepared and arrangements were made to visit Columbus State Community College, Hocking Technical College, and Bliss College. Results of each survey are included in the APPENDIX.

Enrollment at Columbus State Community College has been growing slowly with no effort on the part of the college. Bliss College reported stable enrollment while Hocking Technical College indicated that the Fall 1993 class decreased in size. Prior to this year Hocking Technical College's enrollment had been stable and they conclude that the loss was due to local economic conditions.

3. What Ohio University program comes closest to duplicating the proposed program? More generally, what duplication exists between the proposed program and other Ohio University programs? Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?

The proposed program does not duplicate a current program at Ohio University.

4. List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal.

No department or academic unit has received this proposal.

5. From what geographic area do you anticipate that students to the program will be drawn? In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?

The Ohio University Ironton Campus serves the tri-state area of Ohio, Kentucky, and West Virginia. Most of our students are from Ohio, but a large number enroll from Kentucky schools. Our nonresident tuition rate is only slightly higher than resident fees.

A recent survey showing the latest breakdown of enrollments in Ohio and Kentucky schools is presented below:

LOCAL AREA HIGH SCHOOL ENROLLMENT BY GRADE

<u>LOCAL AREA SCHOOLS</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
Boyd County	-	325	350	300
Chesapeake	122	137	91	91
Dawson-Bryant	103	110	113	99
Fairland	140	143	156	124
Fairview	72	57	52	57
Green	58	76	63	54
Greenup	321	312	259	239
Ironton	163	174	145	151
Lawrence Co. JVS	-	-	220	168
Minford	156	145	121	121
Paul G. Blazer	292	264	236	233
Portsmouth East	83	74	49	46
Raceland	90	97	78	75
River Valley	215	185	180	190
Rock Hill	148	173	131	127
Rose Hill Christian	16	8	16	19
Russell	225	202	186	193
Scioto Co. JVS	-	-	297	301
South Point	164	168	157	162
St. Joseph	16	16	23	12
Symmes Valley	103	88	64	74
Wheelersburg	<u>158</u>	<u>112</u>	<u>108</u>	<u>105</u>
TOTALS	2645	2866	3095	2941

6. How many students do you anticipate will enroll in the program in each of its first four years? To what extent will students in the program come from students who would enroll at this university anyhow? To what extent is it anticipated that the enrollment will represent "new" (incremental) students?

Anticipated Enrollments:

	1995	1996	1997	1998
Full-time Students	22	44	44	44
Part-time Students	4	7	7	7
Total FTE Students	24.1	47.7	47.7	47.7

Our current facilities require us to limit enrollment. Although a new building will be available in 1994, additional facility expansion will be needed if the program is accepted as well as preliminary surveys indicate.

We anticipate that 80% of students enrolling in the travel and tourism program will be incremental. They would not have enrolled at this university if this program were not offered. This estimate is based on survey results and past experience with other programs.

IV. CURRICULUM

1. List all courses that will be required, electives permitted, "field" requirements, the number of hours required for completion of the program, the sequencing of courses over the typical student's career, and the policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University. Indicate which of the courses are newly proposed.

Required Travel and Tourism Courses - Newly Proposed

<u>Course:</u>	<u>Description:</u>	<u>Hours:</u>
TAT 150	Travel Career Development - Part I	3
TAT 151	Travel Career Development - Part II	3
TAT 160	Destination Training (USA, Canada)	3
TAT 161	Destination Training (Ohio)	3
TAT 162	Destination Training (Western Europe)	3
TAT 163	Destination Training (Asia)	3
TAT 164	Destination Training (Mexico, Caribbean)	3
TAT 250	Travel Rules and Regulations	4
TAT 270	Travel Computer Program Training	3
TAT 280	Seminar (Travel Planning and Counseling)	1
TAT 281	Practicum (Concurrent with TAT 280)	2
TAT 282	Seminar (Tour Planning and Direction)	1
TAT 283	Practicum (Concurrent with TAT 282)	2

Elective Travel and Tourism Course - Newly Proposed

<u>Course:</u>	<u>Description:</u>	<u>Hours:</u>
TAT 290	Independent Study	1-4

Required Courses in the Travel and Tourism Program

<u>Course:</u>	<u>Description:</u>	<u>Hours:</u>
ACCT 201	Financial Accounting	4
ACCT 202	Managerial Accounting	4
CS 120	Computer Literacy	3
ECON 103	Principles of Microeconomics	4
ENG 151	Freshman Composition	5
GEOG 121	Human Geography	4
HLTH 227	First Aid	3
HLTH 228	Cardiopulmonary Resuscitation	1
INCO 103	Fundamentals of Public Speaking	4
JOUR 250	Advertising Principles	4
JOUR 270	Introduction to Public Relations	3
MATH 151	Mathematics: An Everyday Tool	4
MGT 200	Introduction to Management	4
SPAN 111	Elementary Spanish	4
SPAN 112	Elementary Spanish	4
SPAN 113	Elementary Spanish	4

Course Sequence

TRAVEL AND TOURISM

FIRST YEAR

Fall	Quarter	Hours
TAT 150	Travel Career development - Part I	3
TAT 160	Destination Training (USA, Canada)	3
INCO 103	Fundamentals of Public Speaking	4
ENG 151	Freshman Composition	<u>5</u>
		15
Winter	Quarter	Hours
TAT 151	Travel Career Development - Part II	3
TAT 161	Destination Training (Ohio)	3
HLTH 228	Cardiopulmonary Resuscitation	1
ECON 103	Principles of Microeconomics	4
MATH 151	Mathematics: An Everyday Tool	<u>4</u>
		15
Spring	Quarter	Hours
CS 120	Computer Literacy	3
TAT 162	Destination Training (Western Europe)	3
MGT 200	Introduction to Management	4
HLTH 227	First Aid	3
GEOG 121	Human Geography	<u>4</u>
		17

SECOND YEAR

Fall	Quarter	Hours
TAT 163	Destination Training (Asia)	3
ACCT 201	Financial Accounting	4
TAT 270	Travel Computer Program Training	3
JOUR 250	Advertising Principles	4
SPAN 111	Elementary Spanish	<u>4</u>
		18
Winter	Quarter	Hours
ACCT 202	Managerial Accounting	4
SPAN 112	Elementary Spanish	4
TAT 164	Destination Training (Mexico, Caribbean)	3
TAT 280	Seminar (Travel Planning and Counseling)	1
TAT 281	Practicum (Concurrent with TAT 280)	2
	Elective	<u>4</u>
		17
Spring	Quarter	Hours
JOUR 270	Introduction to Public Relations	3
TAT 250	Travel Rules and Regulations	4
SPAN 113	Elementary Spanish	4
TAT 282	Seminar (Plan and conduct a tour)	1
TAT 283	Practicum (Concurrent with TAT 282)	2
	Elective	<u>4</u>
		18

Transfer Credit

The evaluation procedure for credit earned at another institution will be the same as with other technical education programs. Once the credit has been transferred to Ohio University, an evaluation will be made to determine their applicability to the Travel and Tourism program.

2. What measures have you taken to avoid conflicts with departments whose high-demand courses your program will require?

We have discussed this with Instructors at Ironton and find that we have no problem enrolling students in classes here.

3. Provide a brief description of all required or semi-required courses. a "semi-required" course is one that is 1) "highly recommended" or 2) included in a list of specific courses where some courses on the list must be taken.

TRAVEL AND TOURISM COURSE DESCRIPTIONS

TAT 150 Travel Career Development - Part I

(3 Hrs)

This introductory course focuses on the pivotal role of the travel agent and the nature of the relationships between agents and supplier and between agents and their clients. It gives students comprehensive and critical information on travel products and destinations, important business issues, and the technical and personal skills they need to begin a career in the travel industry.

Part I is directed toward the travel product. It offers a brief synopsis of the past, present, and future of the industry, and presents the basics of travel planning from accommodations to visas. It includes a discussion of travel geography and introduces basic sales and marketing skills.

TAT 151 Travel Career Development - Part II

(3 Hrs)

This course is a continuation of TAT 150.

Part II focuses on travel agency operations and career planning. Students are taught the importance of money management and effective communication and writing skills. Travel industry computerization is examined. The career planning component describes what a student must do to find a travel industry job and how to turn that job into a career.

TAT 160 Destination Training (USA, Canada)

(3 Hrs)

This course is designed to acquaint travel and tourism students with general information about the USA and Canada. It discusses physical geography (maps, climate, and weather), cultural aspects (history, arts, language, religion, and education), and rules and regulations (passports, personal documents, and customs regulations).

TAT 161 Destination Training (Ohio)

(3 Hrs)

This course is designed to acquaint travel and tourism students with general information about Ohio. It discusses physical geography (maps, climate, and weather), and cultural aspects (history, arts, language, religion, and education).

TAT 162 Destination Training (Western Europe)

(3 Hrs)

This course is designed to acquaint travel and tourism students with general information about Western Europe. It discusses physical geography (parts of the world, maps, climate, weather, and time zones), cultural aspects (history, arts, language, religion, and education), and rules and regulations (passports, personal documents, customs regulations, and health considerations).

TAT 163 Destination Training (Asia)

(3 Hrs)

This course is designed to acquaint travel and tourism students with general information about Asia. It discusses physical geography (parts of the world, maps, climate, weather, and time zones), cultural aspects (history, arts, language, religion, and education), and rules and regulations (passports, personal documents, customs regulations, and health considerations).

TAT 164 Destination Training (Mexico, Caribbean)

(3 Hrs)

This course is designed to acquaint travel and tourism students with general information about Mexico and the Caribbean. It discusses physical geography (parts of the world, maps, climate, weather, and time zones), cultural aspects (history, arts, language, religion, and education), and rules and regulations (passports, personal documents, customs regulations, and health considerations).

TAT 250 Travel Rules and Regulations

(4 Hrs)

The purpose of this course is to provide a general knowledge of the law as it applies to the travel industry. It will include such items as:

- Occupational Health and Safety Act
- Warranties and Product Liability
- Licensing and Regulation
- Consumer Protection Laws

TAT 270 Travel Computer Program Training

(3 Hrs)

Students will develop skills in the utilization of an actual airline computer reservation system. In combination with classroom lectures and reading assignments, students will use computers to determine travel information and availability and to make reservations as required.

TAT 280 Seminar (Travel Planning and Counseling)

(1 Hr)

Students will review concepts and engage in discussions relating to actual work experience in making travel arrangements and/or counseling travelers. This course and TAT 281 must be taken concurrently.

TAT 281 Practicum (Travel Planning and Counseling)

(2 Hrs)

An on-campus or off-campus work experience making travel arrangements and/or counseling travelers. This course and TAT 280 must be taken concurrently.

TAT 282 Seminar (Tour Planning and Direction)

(1 Hr)

Students will review concepts and engage in discussions relating to actual work experience in planning and conducting small group tours. This course and TAT 283 must be taken concurrently.

TAT 283 Practicum (Tour Planning and Direction)

(2 Hrs)

An on-campus or off-campus work experience planning and conducting a small group tour. This course and TAT 282 must be taken concurrently.

TAT 290 Independent Study

(1-4 Hrs)

Individual projects or special problems may be explored under supervision of a faculty member. A written proposal is required.

ACCT 201 Financial Accounting (4 Hrs)

Prereq: Tier 1 English and Math, ECON 103. Introduction to the accounting process and external financial reporting.

ACCT 202 Managerial Accounting (4 Hrs)

Prereq: 201. Uses of Accounting information for making managerial decisions. Study of cost behavior, overhead costs allocation, basic cost accumulation systems, elementary capital budgeting, master and flexible budgets, and cost control.

CS 120 Computer Literacy (3 Hrs)

Prereq: Math 101 or equiv. Basic components of computer literacy for undergraduate. Introduces disk operating systems and such application programs as word processing, spread sheets, data base management, and electronic mail. Explores input, process, output, and storage cycle of computer technology, the impact of computers, and citizens' responsibility in an information society. Course does not apply to Arts and Science natural science requirement. Not open to those with credit for MIS 100, HS 309, or any CS course 200 and above.

ECON 103 Principles of Microeconomics (2S) 4 Hrs)

Prereq: Math 101 or higher math placement. Basic theory and economic analysis of prices, markets, production, wages, interest, rent, and profits.

ENG 151 Freshman Composition: Writing and Rhetoric (1E) (5 Hrs)

Prereq: 150 or 151 placement in assigned quarter. Focuses on writing expository essays which are well organized and logically coherent. Students write approximately 10 essays (5,500 words). Essay topics come from personal experience or from reading nonfiction. Not a grammar course; those who require services of a tutor in correcting sentence errors should consult the Academic Advancement Center. (Nonnative speakers should take 151A.)

GEOG 121 Human Geography (2S) (4 Hrs)

Examination of spatial dimensions of culture, emphasizing patterns of selected cultural elements - language, religion, population, settlement, political and economic landscapes, and human/environment interactions.

HLTH 227 First Aid

(3 Hrs)

Presents the knowledge and skills of the American Red Cross Standard First Aid course including adult CPR. Certification granted upon successful completion.

HLTH 228 Cardiopulmonary Resuscitation

(1 Hr)

Presents the knowledge and skills of the American Red Cross Community CPR course, including instruction in adult, infant, and child skills. Certification granted upon successful completion.

INCO 103 Fundamentals of Public Speaking

(4 Hrs)

Principles of public speaking, practice in presenting informative and persuasive speeches with emphasis on communicative process.

JOUR 250 Advertising Principles

(4 Hrs)

Major factors in development of advertising programs.

JOUR 270 Introduction to Public Relations

(3 Hrs)

Prereq: soph., Pr or advertising major or perm. Provides an overview of the many facets of public relations, its history, development, practice, and application. Looks at the process of public relations, including the planning, implementation, and evaluation of public relations campaigns. Surveys techniques, strategies, and tactics used by public relations practitioners. Analysis of case studies.

MATH 151 Mathematics: An Everyday Tool (1M)

(4 Hrs)

Prereq: 2 yrs h.s. math. Applications of elementary math to day-to-day problems. Special emphasis on consumer math such as compound interest, mortgages and installment buying. Elementary probabilities and statistics with applications. Scientific calculator required. Does not apply to Arts and Sciences natural science requirement.

MGT 200 Introduction to Management (2S)

(4 Hrs)

Prereq: Not open to CBA students. Nature or managerial concept, managerial functions, and organizational structure, with emphasis on current issues.

SPAN 111 Elementary Spanish (4 Hrs)

Development of comprehension, speaking, and reading skills. Basic grammar. Lab required. Beginning course of 3-qtr 1st yr sequence.

SPAN 112 Elementary Spanish (4 Hrs)

Prereq:111. Continuation of 111.

SPAN 113 Elementary Spanish (4 Hrs)

Prereq:112. Continuation of 112.

4. How does this curriculum compare with that offered at other institutions with similar programs? Specifically, list at least two curricular of other schools offering similar programs, indicating how they compare with Ohio University.

During January, 1993, we visited three campuses in Ohio that offer two-year Associate Degrees in Travel and Tourism. We visited Bliss College and Columbus State Community College (CSCC) in Columbus, and Hocking Technical College (HTC) in Nelsonville. Our major purposes were to discuss their curriculum, student demand, job placement, and computer training. Minutes from each of these meetings and course lists from each school are included in the APPENDIX.

Areas of greatest similarity among the programs are:

1. Introductory courses (industry survey courses, career opportunities, agency operation)
2. Communication Training (English, writing, speech)
3. Computer Training
4. General business training (marketing, sales, accounting, advertising, small business operation)
5. Travel law (all schools offered a course in travel law)
6. Seminar, practicum, and work experience arrangements

Our destination training differs greatly from the single world geography course offered at CSCC. We offer 15 hours of travel related geography and cultural training and HTC offers 24 hours. We discussed this with CSCC and they commented that as the result of a graduate follow-up study, they are revising the geography program.

Also our program includes one year of language while HTC offers 6 hours and CSCC currently offers no language.

5. Is there any accreditation agency that accredits such a program? If so, what is its name and address. Has it been contacted? Is the curriculum in accord with its standards?

There is no standard accreditation agency for this program.

The Institute of Certified Travel Agents (ICTA) is a professional organization which provides training and certification for travel professionals. Our two introductory courses in travel career development utilize the ICTA publication, Travel Career Development. Students who successfully complete this course will be given the opportunity to receive the ICTA Travel Career Development Test Certificate - a nationally recognized travel industry credential. Successful completion of a test and submission of a \$25 fee are required. ICTA will publicize the names of certificate recipients giving them a competitive edge in the marketplace.

6. For new courses, provide new course approval forms (one copy) in the proposal. A vote will not be scheduled for programs involving new courses until complete new course approval forms have been submitted to the Individual Course Committee.

One copy of each of the new course approval forms has been included. Copies begin on the next page.

C. BOARD ADMINISTRATION COMMITTEE

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

HONORARY DEGREE AWARDS

RESOLUTION 1994 -- 1358

WHEREAS, the University Committee on Honorary Degrees has recommended that Ohio University honor the persons listed below through the conferral of an honorary degree, and

WHEREAS, it remains for the President to determine whether these persons wish to accept the award.

NOW, THEREFORE, BE IT RESOLVED that the degrees recommended be conferred at appropriate times in the future after the President has determined that the person recommended wish to be honored.

Ernest Leroy Boyer
Mary Pallay Covell
Claire O. Ping
Alan E. Riedel
Charles J. Ping

Memo

TO: President Charles J. Ping
Ohio University

FROM: Valerie S. Perotti, chair
Ohio University Honorary Degree Committee

DATE: April 14, 1994

SUBJECT: Nominees for Honorary Degrees, 1994

On behalf of the University Honorary Degree Committee, I am pleased to recommend to you the following highly qualified individuals:

ERNEST LEROY BOYER, President, The Carnegie Foundation for the Advancement of Teaching.

Dr. Boyer is readily recognized as an international leader in the field of education. Notably, his influence may be said to have changed the course of early childhood and teacher education in America today. Indeed, his insight has touched every level and aspect of education in this country. His long and exemplary career has included university, state, federal and private foundation posts where his dedication to the field has led to progressively great visibility and responsibility. Dr. Boyer serves on numerous boards and is active in various associations, exemplifying his interests in the worlds of arts and letters.

MARY PALLAY COVELL, Retired Educator and Active Community Volunteer.

Mary Pally Covell is a graduate of Ohio University with a distinguished career as an educator. She has dedicated her life to the field of education, with a special interest in the deaf. Mary Pally Covell has traveled widely in her profession. Indeed, at the age of 80 she completed all requirements for work with the Peace Corps! As the parent of one of her former students indicates: "Hundreds of people of all walks of life, regardless of race, creed...or national origin have been aided and assisted in one form or another by this kind and wonderful woman" (Robert H. Cole, President, the Performing Arts Theatre of the Handicapped). Mary Pally Covell continues to contribute to society through extensive community volunteering. She has, throughout her adult life, remained in contact with and active in Ohio University.

CLAIRE PING, First Lady, Ohio University

Claire Ping, for nineteen years the first lady of Ohio University, richly deserves the highest academic honor a University may bestow. Mrs. Ping's involvement in university life is known to virtually every student and faculty member who have passed through the University during these years. Her support for and interest in the development of the University environment, the Arts, the international community of the University and public service have modeled the evolving role of First Lady. She has made the Ohio University campus a home to students, faculty, campus distinguished visitors and made herself a part of the lives of all who come here. No alumna has demonstrated more loyalty and selflessness to her "adopted" Alma Mater.

ALAN E. RIEDEL, Senior Vice President , Vice Chairman of the Board of Cooper Industries, Inc.

Mr. Riedel is a graduate (magna cum laude) of Ohio University, a 33-year veteran of Cooper Industries and an extraordinarily loyal supporter of Ohio University. A humanitarian of some note, Mr. Riedel has demonstrated his commitment to the world of arts and letters as well as the world of industry. Mr. Riedel has served OU in a variety of alumni positions, leading such organizations as the Ohio Foundation Board, the National Alumni Board of Directors, the John C. Baker Council-Trustees Academy and the Third Century Campaign's Major Gifts Committee. Mr. Riedel has demonstrated his commitment to quality education by fostering a strong relationship between Cooper Industries and Ohio University leading to major gifts and unique job placements for our students.

A SPECIAL NOMINATION:

CHARLES J. PING, President, Ohio University

The distinction which President Ping has brought to Ohio University needs little elaboration. Few public servants have served so nobly, bringing a period of stability and prosperity to the University. The Honorary Degree Committee recommends the conferral of the honorary degree upon President Ping but requests the special consideration that President Ping be so honored at an occasion separate from the honoring of Mrs. Ping, who has clearly earned and deserves unique recognition. The Honorary Degree Committee, therefore, requests the conferral of Dr. Ping's degree occur at an appropriate future time and place to be chosen by the Board of Trustees in cooperation with the Committee and incoming President Glidden.

In conclusion, I wish to acknowledge the dedicated service of the honorary degree committee, 1993-94:

Karen Dahn
Wayne Dodd
Edwin Leach

Gary Pfeiffer
Jennifer Touw (undergraduate student representative)
Amy Van Horn (graduate student representative)

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

The Secretary reported the Trustees will meet on the Athens Campus, June 24, 1994, for committee/study sessions and Saturday, June 25, 1994, for the formal Board meeting.

IV. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly congratulated retiring Trustee Jeanette Grasselli Brown and Student Trustee Butch Reimer. All expressed feelings of appreciation and respect for the many contributions each has added to the life of the Trustees. A special note of thanks was given to Ms. Grasselli Brown by each member for her outstanding chairing of the Presidential Search and Screening Committee. The feeling was that the entire process was extremely well handled, beyond reproach and resulted in the well-received recommendation that Robert B. Glidden be the 19th President of Ohio University. Members welcomed Robert and René Glidden to Ohio University and pledged personal support to their success as our first family in continuing the good work and outstanding reputation of Ohio University.

Members reflected on the leadership of President Charles J. Ping and the realization that the many personal and corporate relationships developed would soon be changing.

Ms. Arnovitz thanked Ms. Grasselli Brown for being such a great role model and mentor.

Ms. Grasselli Brown thanked everyone for their kind words and noted she very much appreciated the reports given on the continuing need to reforming undergraduate education and the success of our enriching sponsored research. She noted the need to improve the use of technologies in order to maintain our academic leadership position. Ms. Grasselli Brown thanked President and Mrs. Ping for hosting, Friday, members of the Search and Screening Committee and their spouses.

Mr. Emrick noted his continuing interest in improving our ability to increase and retain minority students.

Mr. Grover thanked Butch Reimer for his special contribution to the Board. He noted he has known all the university presidents since Herman James (1935-1943) and that President Ping's leadership is outstanding.

Mr. Hodson thanked Ms. Grasselli Brown for the special and personal guidance she provided as chair of the Search and Screening Committee. He reminded members that the Planning Report Task Forces on Technology and the Recruitment and Retention of Women, and their recommendations, are critical to

our future. Mr Hodson noted the reports on the need to continue to reform undergraduate education and research enhancement are likewise important to our future well-being.

Mr. Leonard stated he continues to enjoy the roles student trustees play and the positive posture they bring to their work. He thanked those responsible for seeing that Larry Hunter remained our basketball coach and his hope for Tom Lichtenberg's quick and full recovery from his illness. Mr. Leonard noted his enjoyment in returning to campus as a trustee.

Mr. Nolan stated he was proud to share the profession of engineering with Butch Reimer.

Mr. Reimer thanked Trustees for permitting and encouraging him to be an integral part of the Board. He noted his opinions were listened to and that he appreciated the opportunity for the learning the trustee experience has provided.

Mr. Schey commented with Butch's pending graduation that perhaps he should change his name to Bill or better yet William. He noted he personally appreciated the willingness of Search and Screening Committee members to subordinate self-interests. Mr. Schey stated change is mandatory and that an energy flow is needed to properly direct the change and that emphasis is needed on outcome measures.

Dr. Strafford thoughtfully described President Ping's leadership as inspirational and calming.

President Ping warmly welcomed and congratulated the Gliddens and lightheartedly noted they should enjoy these meetings from the other side of the table as long as possible. He thanked Jeanette Grasselli Brown for her remarkable service as a University Trustee and stated her crowning achievement was the leadership given to the Presidential Search and Screening Committee. The President presented a citation of appreciation to retiring student trustee Butch Reimer.

Mrs. Eufinger said a loud hurrah for the success of the Ohio University Mens' Basketball team. She thanked members of UPAC for their thoughtful recommendations and Provost Stewart for his guidance and explanation of the planning process. Mrs. Eufinger noted appreciation for and the need to continue the focus reports.

X. ADJOURNMENT

Determining there was not further business to come before the Board, Chair Eufinger adjourned the meeting at 11:55 a.m.

XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975-240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

Charlotte Coleman Eufinger
Chair

Alan H. Geiger
Secretary