

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

11:00 a.m., Friday, January 28, 1994
McGuffey Hall Board of Trustees Meeting Room
Ohio University, Athens Campus

EXECUTIVE SESSION
(Friday, January 28, 1994, 11:00 a.m.)

On a motion by Mrs. Eufinger, 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 Section 121.22(G)(2), subjects of pending or imminent court action under Section 121.22(G)(3) and preparation for collective bargaining Section 121.22(G)(4) of the Ohio Revised Code.

On a roll call vote all members present, namely: Chair Eufinger, Ms. Grasselli Brown, Mr. Emrick, Mr. Grover, Mr. Hodson, Mr. Leonard, Mr. Nolan, Mr. Schey, and Dr. Strafford voted aye. Trustees invited three guests to participate in discussions involving the search for a new president.

Trustee and Presidential Search Committee Chair Jeanette Grasselli Brown reviewed committee process and progress to date and noted that almost all twenty members of the Committee have been attending working sessions. She commented the Committee has maintained its clear goal "for the good of the university" and that she is appreciative of the good cooperation the media has shown. The Chair reported the Committee effort has narrowed the candidate pool, guided by the qualifications and attributes described in the position announcement, to a current number of 10 individuals.

Ms. Grasselli Brown reported the Committee will meet following the weekend trustees' meetings in an attempt to identify those candidates likely to be brought to campus for interviews. It is hoped that the interviews might be conducted by or during mid-February. Following the campus interviews, it was agreed that trustees will meet on February 25, 26 and 27, 1994, to interview candidates and select a new president.

The Friday executive session recessed at 12:25 p.m., with agreement to reconvene Saturday at approximately 8:00 a.m.

The executive session reconvened at 8:15 a.m. on Saturday, January 29, 1994. Contracts of recently employed state university presidents were reviewed. Discussions were undertaken regarding the possible, and in some cases, needed renovation of the

current President's residence. The personnel section of the session concluded with the agreement that the Board-Administration Committee be empowered to negotiate a compensation agreement with the president-elect.

At 9:20 a.m. President Ping joined the session and reviewed the status of labor negotiations against the parameters for bargaining previously authorized by trustees. He described general issues critical to the institution and the process being utilized to reach final agreement. The President briefly summarized contract articles agreed to, the status of economic issues under discussion and noted the fact that progress continues to be made.

President Ping responded to questions regarding the issues or status of pending legal actions.

Board Secretary Geiger briefly described the proposed widening of East State Street abutting university property. He noted the possibility of an easement agreement being presented to them at their April 1994 meeting.

I. ROLL CALL

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

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

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

II. APPROVAL OF THE MINUTES OF THE MEETING OF OCTOBER 2, 1993 (previously distributed)

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

III. COMMUNICATIONS, PETITION AND MEMORIALS

The Secretary reported that Mr. Verl Ogg, President, Athens County Library Association, has written expressing gratitude to the President and Trustees for the lease of university land to the Association. He noted that cardholders and circulation numbers have substantially increased in their new facility. His letter is included with the official minutes.

IV. ANNOUNCEMENTS

Secretary Geiger stated there were no announcements.

V. REPORTS

Chair Eufinger invited President Ping to present persons for reports. The President introduced in turn, J. David Stewart, Provost, and Jack G. Ellis, Vice President for Development.

All materials utilized in the presentations are appended to the official minutes. Therefore, only a brief overview of each report is provided herein.

North Central Association Visitation Report J. David Stewart, Ph.D., Provost

Provost Stewart began his report on the recent 1993 accreditation review by highlighting comparisons of major institutional factors with those in place at the time of a similar 1983 review. These factors included capital campaigns, library holdings, external grants and contracts, applications, ACT composite scores, class rank, Athens Campus enrollment and All Campus enrollment.

Dr. Stewart commented on the summary findings of the accreditation report and stated it paralleled our own feelings about the quality of the university. Quoting from the report he read,

"Ohio University is a successful institution which occupies a special niche in Ohio public higher education while also offering unique programs and meeting regional needs. Faculty and staff reflect an ethic of caring and value interaction with students, and students occupy the central place among the concerns of the institution. Results of nearly two decades of stability and achievement are highly visible. A deliberately decentralized governance structure provides for a high degree of initiative and independence in offering programs and delivering services. In addition the University has demonstrated an unusual success in an assessment process which is fully integrated into campus decision making."

In addition Provost Stewart generally reviewed basic aspects of the report including criteria for accreditation, noted strengths and concerns. He described the apparent misunderstanding of the visitation team members about areas of concerns they raised and stated that the university would move to clarify where appropriate and otherwise implement suggestions made.

President Ping thanked Margret A. Appel, Ph.D., Professor of Psychology, for her good work as editor of the Self-Study Report. He noted the Self-Study Report framed the discussion of the visitation.

Third Century Campaign Final Report
Jack G. Ellis, Vice President for Development

Vice President Ellis announced the Third Century Campaign concluded with a final fundraising total of \$132,179,876 -- one substantially surpassing the \$100 million goal. Mr. Ellis reported the campaign has now provided for an additional 31 undergraduate and graduate scholarships each endowed at the \$100,000 level and has generated more than \$22.5 million in computer and other technology-related support to the university. In addition, he noted the nine new academic chairs, ten endowed professorships and a major collection of southwest native weavings and jewelry were attracted by or provided through the campaign.

In terms of campaign gift giving, Mr. Ellis stated that 39,700 alumni have contributed \$67.4 million while corporations and foundations, friends, organizations, etc., provided \$44.2 million toward the final total. He indicated 63 percent of the university employees contributed to the campaign, providing \$3.9 million. Mr. Ellis indicated a total of 63,835 individuals and companies participated in this very successful campaign. He thanked all those many individuals assisting with this effort and cited President Ping's leadership as the critical factor in the campaign's resounding success.

President Ping thanked Jack Ellis for his strong leadership and commitment to the life and success of the campaign. He reminded Trustees the campaign's success permits the university to enter its third century of service financially stable. The President stated with the conclusion of the campaign that we have just begun the continued involvement of many, many people in the life of Ohio University.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business.

VII. NEW BUSINESS

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

A. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE

Committee Chair Howard Nolan reported the committee received two reports at its meeting. The first was from Mark R. Thresher and David T. Weaver of KPMG Peat Marwick. Mr. Nolan noted this was the first of five annual audits to be undertaken by the firm and that the audit received was a clean one. He complimented Messrs. Thresher and Weaver for their attention to detail, explanations of findings and for the presentation of percentages and ratios provided. The Chair thanked Treasurer William Kennard for his good effort on behalf of the university as money manager and problem solver.

The second report was offered by William Kennard and concerned the recent sale of revenue bonds. He described the process utilized and reminded Trustees their previous authorization not only included financing of the Ping Student Recreation Center, but the possible refinancing of the current revenue bond debt. Mr. Kennard reported favorable bond ratings coupled with insurance of the debt to be sold created an opportunity to not only prudently finance the new Ping Center debt, but to refinance the existing university residence hall system debt at an annual savings of \$306,000 without increasing the length or amount of annual debt.

Trustee Tom Hodson reported that the university's energy and ecology committee had its organizational meeting and Professor of Botany Phil Cantino is the Chair. He noted the committee is developing items for its agenda and will seek public input thereto. Mr. Hodson indicated members of the community will be invited to attend meetings and participate in their deliberations. The committee is planning to meet monthly during the school year.

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

1992/93 FY Treasurer's Audited Financial Statements

RESOLUTION 1994 -- 1335

BE IT RESOLVED that the Board of Trustees accepts the Treasurer's audited financial statements for the year ended June 30, 1993, and deposits the financial statements with the Secretary.

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

FY Audit Pursuant to the Single Audit Act of 1984 and OMB Circular A-133

RESOLUTION 1994 — 1336

BE IT RESOLVED that the Board of Trustees accepts KPMG Peat Marwick's audited reports issued pursuant to the Single Audit Act of 1984 and OMB Circular A-133 for the year ended June 30, 1993, and deposits the reports with the Secretary.

Mr. Hodson presented and moved approval of the resolution. He reminded trustees the matter was considered by the Committee of the Whole in addition to being reviewed by the Budget, Finance and Physical Plant Committee. Ms. Grasselli Brown seconded the motion. All approved.

Mid-Year 93/94 Budget Revisions

RESOLUTION 1994 -- 1337

WHEREAS, adjustments are being made to expenditures resulting from carry forward of unspent funds and other adjustments made since the adoption of the budget by the Board of Trustees at their June 26, 1993 Meeting.

NOW, THEREFORE, BE IT RESOLVED that the revised 1993-94 budgets for unrestricted income and expenditures as presented in Exhibits I and II are hereby appropriated subject to the following provision:

The Provost, with the approval of the President, may make adjustments in expense allocations, providing the total does not exceed available unrestricted income.

OHIO UNIVERSITY
1993-94 REVISED BUDGET
UNRESTRICTED INCOME
ALL PROGRAMS

Exhibit I

	<u>1993-94 Original Budget</u>	<u>1993-94 Revised Budget</u>	<u>Increase/ Decrease</u>
Income:			
State Appropriations			
General University	\$ 66,969,000	\$ 67,503,000	\$ 534,000
College of Medicine	13,472,000	13,010,000	(462,000)
Regional Higher Education	11,523,000	12,234,000	711,000
	-----	-----	-----
Total State Appropriations	91,964,000	92,747,000	783,000
Student Fees			
General University Programs	74,533,000	75,592,000	1,059,000
College of Medicine	3,875,000	3,857,000	(18,000)
Regional Higher Education	16,171,000	16,171,000	0
	-----	-----	-----
Total Student Fees	94,579,000	95,620,000	1,041,000
Other Income			
General University Programs	10,037,000	10,473,000	436,000
College of Medicine	2,852,000	3,258,000	406,000
Regional Higher Education	118,000	118,000	0
	-----	-----	-----
Total Other Income	13,007,000	13,849,000	842,000
Lifelong Learning	2,777,000	2,777,000	0
Total Income	202,327,000	204,993,000	2,666,000
Beginning Balance:			
Allocated			
General University Programs	0	14,068,000	14,068,000
College of Medicine	0	2,467,000	2,467,000
Regional Higher Education	0	1,976,000	1,976,000
	-----	-----	-----
Total Allocated	0	18,511,000	18,511,000
Unallocated	0	150,000	150,000
Total Beginning Balance	0	18,661,000	18,661,000
Total Income and Beginning Balance	\$ 202,327,000	\$ 223,654,000	\$ 21,327,000
	=====	=====	=====

OHIO UNIVERSITY
1993-94 REVISED BUDGET
UNRESTRICTED EXPENDITURES
ALL PROGRAMS

Exhibit II

		<u>1993-94 Original Budget</u>	<u>1993-94 Revised Budget</u>	<u>Increase/ (Decrease)</u>
I.	President			
A.	Office of the President Secretary to Board & University Legislative Liaison	\$ 675,000	\$ 827,000	\$ 152,000
B.	Affirmative Action	275,000	281,000	6,000
C.	Institutional Contingency Fund	572,000	606,000	34,000
	President Total	----- 1,522,000	----- 1,714,000	----- 192,000
II.	Provost			
A.	General Provost Ombudsman Office of Legal Affairs Summer Sessions Institutional Research Faculty Senate	2,765,000	2,915,000	150,000
B.	Academic Programs			
1.	Arts and Sciences	34,409,000	35,716,000	1,307,000
2.	Business Administration	6,289,000	6,571,000	282,000
3.	Communication	6,598,000	6,868,000	270,000
4.	Education	5,275,000	5,538,000	263,000
5.	Engineering	7,887,000	7,950,000	63,000
6.	Fine Arts	9,270,000	9,443,000	173,000
7.	Graduate College & Research	2,491,000	4,078,000	1,587,000
8.	Health and Human Services	7,210,000	7,749,000	539,000
9.	Honors Tutorial	330,000	251,000	(79,000)
10.	International Studies	1,589,000	1,625,000	36,000
11.	College of Medicine	20,199,000	22,592,000	2,393,000
12.	University College	1,127,000	1,149,000	22,000
	Sub-Total	----- 102,674,000	----- 109,530,000	----- 6,856,000
C.	Support and Services			
1.	University Library	6,805,000	6,924,000	119,000
2.	Computing and Technology	4,344,000	4,907,000	563,000
		-----	-----	-----

	1993-94 Original Budget	1993-94 Revised Budget	Increase/ (Decrease)
D. Regional Higher Education			
1. Office of the Vice Provost	\$ 732,000	\$ 1,466,000	\$ 734,000
2. Eastern Campus	3,769,000	3,969,000	200,000
3. Chillicothe Campus	5,519,000	5,962,000	443,000
4. Ironton Campus	3,990,000	4,275,000	285,000
5. Lancaster Campus	6,410,000	7,039,000	629,000
6. Zanesville Campus	4,586,000	4,954,000	368,000
7. Portsmouth Resident Credit Center	31,000	54,000	23,000
8. Development Incentive	520,000	520,000	0
9. Campus Service	2,260,000	2,260,000	0
10. Telecommunications	1,315,000	1,448,000	133,000
11. Lifelong Learning	3,389,000	3,446,000	57,000
Sub-Total	32,521,000	35,393,000	2,872,000
E. Intercollegiate Athletics	4,731,000	4,864,000	133,000
F. Funds To Be Allocated			
Part-Time Teaching	500,000	1,031,000	531,000
Incremental Fee Waivers	159,000	204,000	45,000
UPAC Awards	1,125,000	1,125,000	0
UPAC Supplies and Equipment	620,000	620,000	0
Classroom Equipment Upgrade	0	217,000	217,000
Network Upgrade	0	500,000	500,000
Workers Compensation Increase	0	130,000	130,000
Income Stabilization	0	700,000	700,000
Sub-Total	2,404,000	4,527,000	2,123,000
Provost Total	156,244,000	169,060,000	12,816,000
III. Dean of Students			
A. General			
1. Office of the Dean of Students	249,000	268,000	19,000
2. Career Services	426,000	434,000	8,000
3. Counseling and Psychological Services	484,000	487,000	3,000
Sub-Total	1,159,000	1,189,000	30,000
B. Student Organizations and Activities	1,838,000	1,914,000	76,000
Student Activities			
Student Senate			
The Post			
Baker Center			
Cultural Affairs			
Student Activities Commission			
Dean of Students Total	2,997,000	3,103,000	106,000

		<u>1993-94 Original Budget</u>	<u>1993-94 Revised Budget</u>	<u>Increase/ (Decrease)</u>
IV.	Vice President for Administration			
A.	General	\$ 550,000	\$ 837,000	\$ 287,000
	V.P. for Administration			
	Administrative Senate			
	Professional Development			
B.	Facilities Planning	292,000	358,000	66,000
C.	Baker Center Food and Beverage	230,000	229,000	(1,000)
D.	Student Services			
1.	Admissions	1,206,000	1,277,000	71,000
2.	Registration, Records and Scheduling	1,371,000	1,419,000	48,000
3.	Financial Aid	3,841,000	3,984,000	143,000
4.	Student Health Service	1,348,000	1,354,000	6,000
	Sub-Total	7,766,000	8,034,000	268,000
E.	Physical Plant			
1.	Physical Plant Operations	10,827,000	11,212,000	385,000
	Custodial Maintenance			
	Buildings Maintenance			
	Grounds Maintenance			
	Utilities Maintenance			
2.	Capital Improvements	274,000	5,023,000	4,749,000
3.	Rental Properties	41,000	54,000	13,000
4.	Purchased Utilities	5,834,000	5,841,000	7,000
	Sub-Total	16,976,000	22,130,000	5,154,000
F.	Support and Services			
1.	Personnel	594,000	686,000	92,000
	President Local 1699			
2.	Campus Safety	1,173,000	1,244,000	71,000
3.	Other Services	1,419,000	1,511,000	92,000
	University Garage			
	Environmental Health & Safety			
	Mail Services			
	Airport Support			
	Campus Recycling			
	Sub-Total	3,186,000	3,441,000	255,000
	Vice President for Administration Total	29,000,000	35,029,000	6,029,000

	<u>1993-94 Original Budget</u>	<u>1993-94 Revised Budget</u>	<u>Increase/ (Decrease)</u>
V. Treasurer and Controller			
A. General			
1. Office of the Treasurer and Controller	\$ 2,205,000	\$ 2,321,000	\$ 116,000
2. Materials Management and Purchasing	449,000	461,000	12,000
3. Stores Receiving	393,000	397,000	4,000
Sub-Total	<u>3,047,000</u>	<u>3,179,000</u>	<u>132,000</u>
B. Fiscal Management			
1. Services	1,159,000	1,317,000	158,000
Legal Counsel			
Legal Settlements			
Audit			
Insurance			
University Memberships			
VISA/MasterCard			
2. Faculty and Staff Benefits	2,245,000	2,245,000	0
3. Retirement Benefits	346,000	346,000	0
4. Unemployment Compensation	81,000	81,000	0
5. Debt Service (Convocation Center)	425,000	423,000	(2,000)
6. Compensated Absences and Payroll Accrual	440,000	690,000	250,000
7. Medicare	75,000	75,000	0
8. Graduate Fee Waivers	963,000	769,000	(194,000)
9. Fee Waiver Variance	105,000	101,000	(4,000)
Sub-Total	<u>5,839,000</u>	<u>6,047,000</u>	<u>208,000</u>
Treasurer and Controller Total	<u>8,886,000</u>	<u>9,226,000</u>	<u>340,000</u>
VI. Vice President for University Relations			
A. Office of the Vice President for University Relations	572,000	713,000	141,000
B. Alumni Relations	435,000	443,000	8,000
C. Publications	530,000	556,000	26,000
D. Cutler Service Bureau			
D. University News Services	351,000	409,000	58,000
Vice President for University Relations Total	<u>1,888,000</u>	<u>2,121,000</u>	<u>233,000</u>
VII. Vice President for Development			
A. Office of the Vice President for Development	1,790,000	1,843,000	53,000
Vice President for Development Total	<u>1,790,000</u>	<u>1,843,000</u>	<u>53,000</u>
VIII. Transfer to Plant Funds	0	1,558,000	1,558,000
Total University Expenditures	<u>\$ 202,327,000</u>	<u>\$ 223,654,000</u>	<u>\$ 21,327,000</u>

Mr. Hodson presented and moved, with pleasure, the resolution. Mr. Emrick seconded the motion. All agreed.

NAMING OF HOUSE AT 109 SOUTH COURT STREET

RESOLUTION 1994 -- 1338

WHEREAS, Sally Aw Sian, renowned internationally for her innovative publishing of newspapers on four continents, has been a significant supporter of international journalism education in the E.W. Scripps School of Journalism at Ohio University, and

WHEREAS, Sally Aw Sian, a past president and advocate for the International Press Institute, a principal global champion of press freedom, has earned the respect of journalists and publishers around the world, and

WHEREAS, Sally Aw Sian, on behalf of the Sing Tao, Ltd. of Hong Kong, has served as a principal supporter whose efforts directly made possible establishment of the Center for International Journalism at Ohio University.

NOW, THEREFORE, BE IT RESOLVED the facility at 109 South Court Street in which the Ohio University Center for International Journalism is to be housed shall be named the **Sing Tao House**, with appropriate recognition of Sally Aw Sian and her company.



Ohio University

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

PRESIDENTS OFFICE
JAN 10 1994

January 7, 1994

TO: Charles Ping, President

FROM: Ralph IZARD, Director, E.W. Scripps School of
Journalism

RE: Building Name

As you know, Sally Aw Sian and her company, Sing Tao Ltd., have been strong supporters of the E.W. Scripps School of Journalism. Her financial support -- \$150,000 for renovation of the former Sigma Nu building and \$1 million for an endowed chair in international journalism -- will make the Center for International Journalism a much more significant part of the school and its program.

But, beyond the financial support, Ms. Aw has contributed to the school through support of research, through assistance with curricular matters and through her advice and counsel. Clearly, we are indebted to her, and we appreciate all she has done.

For these reasons, I recommend approval by the University Board of Trustees of the resolution re-naming the Sigma Nu building after her company. To have the Center for International Journalism located in Sing Tao House is appropriate and meaningful.

We appreciate your assistance.

Mr. Nolan presented and moved approval of the resolution. He stated his motion was offered in honor of his old friend and former trustee Donald A. Spencer, a staunch human rights advocate. Ms. Grasselli Brown seconded the motion. Approval was unanimous.

In response to a question from Trustee Hodson, Secretary Geiger reported this resolution represents the encouragement and support of individuals and groups and he is unaware of any opposition to the resolution.

SOUTH AFRICAN INVESTMENT POLICY REDIRECTION

RESOLUTION 1994 -- 1339

WHEREAS, the Ohio University Board of Trustees did on February 11, 1978, direct the President to instruct the investment counselor to, in a responsible manner, reduce university holdings in firms doing business in South Africa without loss to the University until the investment amount is zero, and

WHEREAS, conditions are being eliminated which prompted wide ranging concerns regarding human rights in South Africa, and

WHEREAS, South Africa parliamentary approval is enabling the Transitional Executive Committee to plan for 1994 elections with the participation of all South Africans, and

WHEREAS, all parties in the evolving political and governmental leadership of South Africa have called for the investment of United States monies and firms in South Africa as a way of improving the economy of the country and the living conditions of its majority population.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees, hereby rescind Resolution number 1978-401 dated February 11, 1978.

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

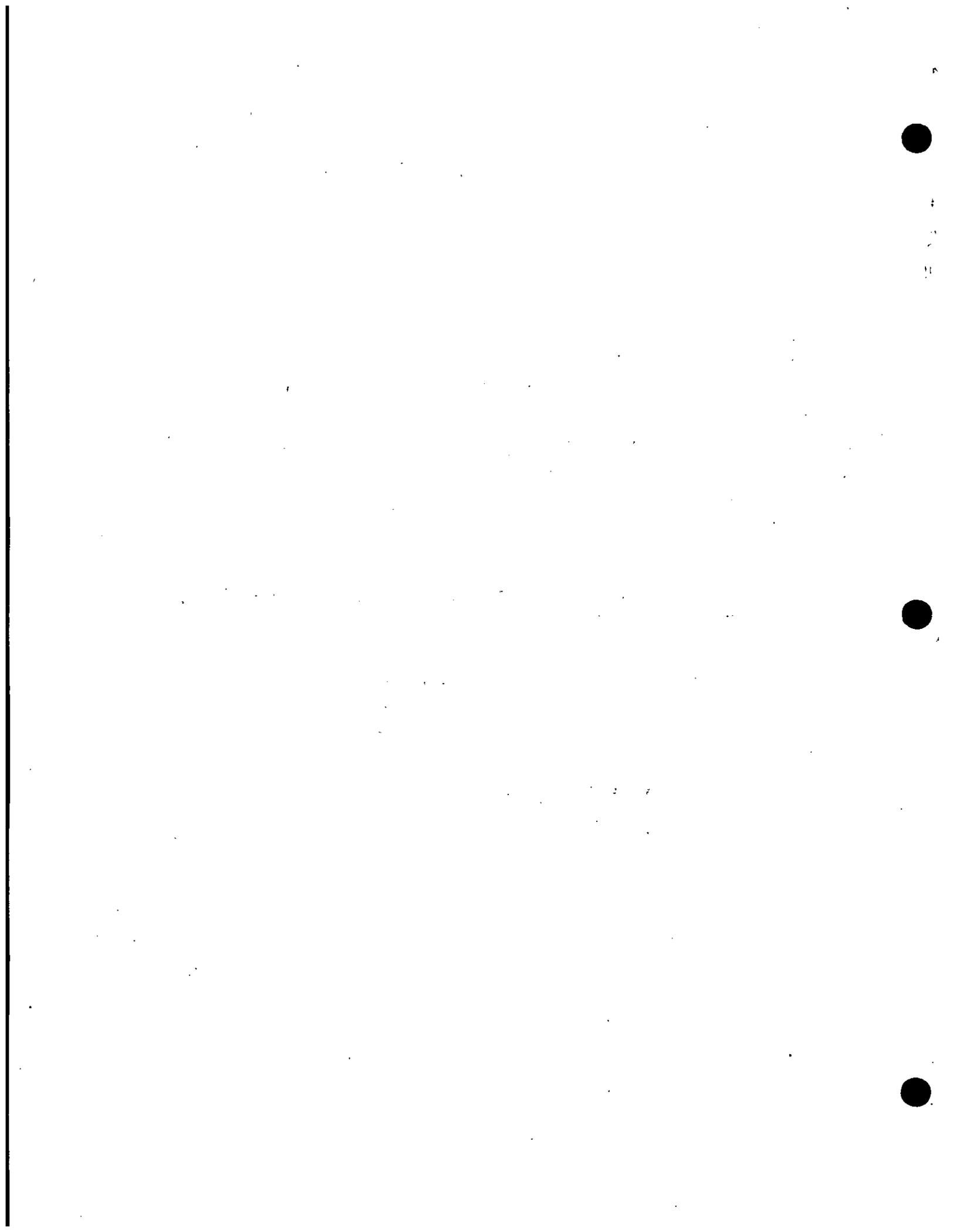
LEASE OF LAND AT BUSH AIRPORT TO FEDERAL AVIATION AGENCY

RESOLUTION 1994 -- 1340

WHEREAS, the Federal Aviation Administration (FAA) has proposed a new Direction Finder Facility at the Ohio University Airport, and

WHEREAS, the University Airport Operations and University Facilities Planning Office have reviewed this proposal and recommends it be accepted.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby grant the FAA lease for twenty-five (25) years for \$1.00 for a Direction Finder Facility with the final terms of the lease, including the plans and specification for construction, to be approved by the President, or his designee, to arrange for proper execution in accordance with Ohio law.

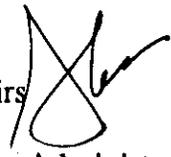


Ohio University

Interoffice Communication

DATE: January 7, 1994

TO: The President and Board of Trustees

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

SUBJECT: Lease of Airport Land to the Federal Aviation Administration (FAA)

As part of the development of the Ohio University Airport the Federal Aviation Administration (FAA) has proposed leasing a 3.101 acre site for a new Direction Finder Facility that would include an antennae and maintenance shelter.

The Ohio University Airport Operations and University Facilities Planning Offices have carefully reviewed this proposal in light of current and future Ohio University Airport Operations, and they have concluded the new facility would be in the best interests of the University.

Attached is a drawing of the current and proposed improvements to the Ohio University Airport, which includes the antennae, maintenance shelter and access corridor to be leased to the FAA.

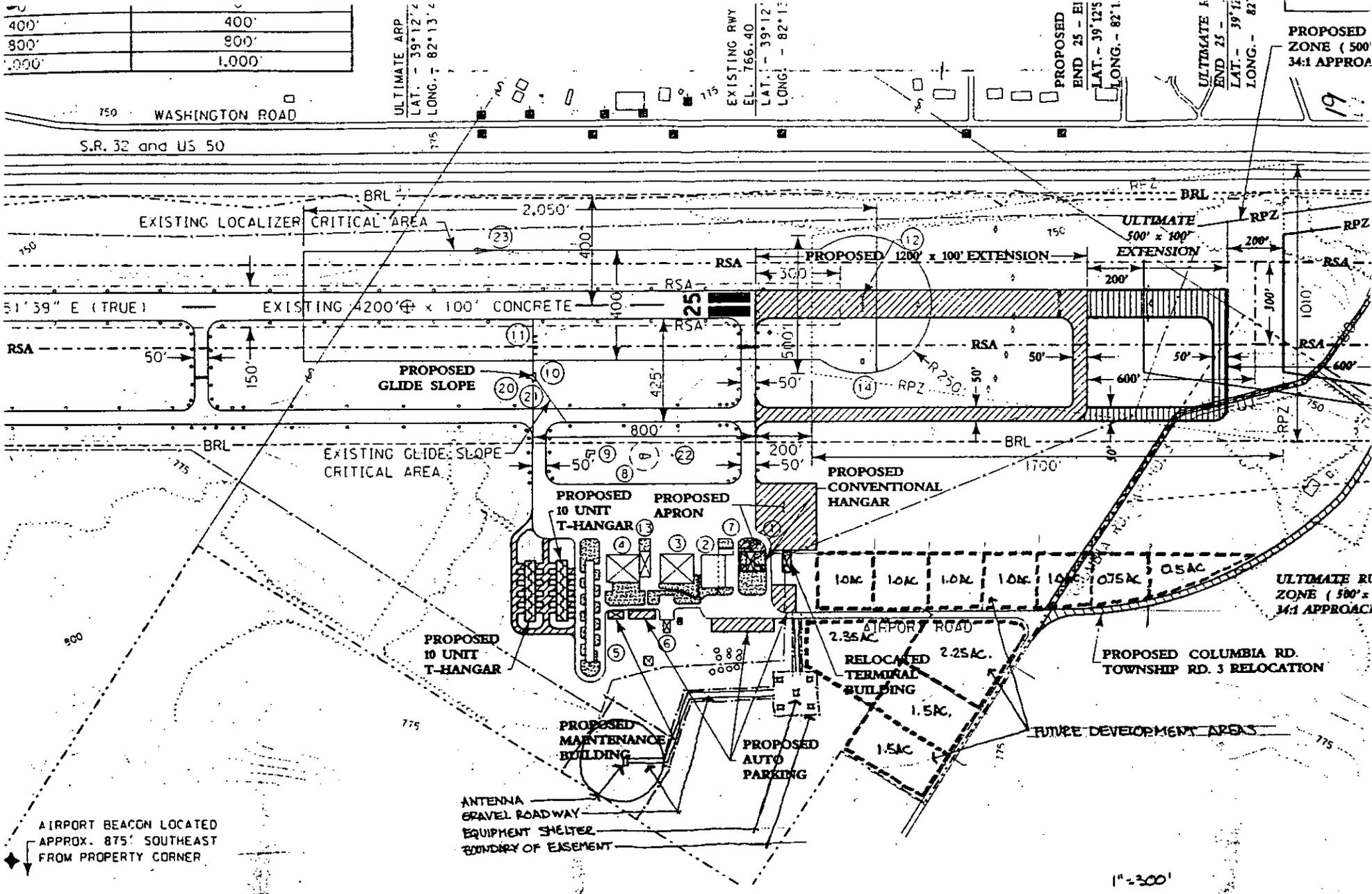
The lease will be for twenty-five (25) years for \$1.00, and the attached resolution is provided for your review and consideration.

JFB:ndw

Enclosure

cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees
Dr. Gary North, Vice President for Administration
Mr. John K. Kotowski, Director of Facilities Planning

400'	400'
800'	800'
1,000'	1,000'



ULTIMATE ARP
LAT. - 39° 12' 2
LONG. - 82° 13' 2

EXISTING RWY
EL. 766.40
LAT. - 39° 12'
LONG. - 82° 13'

PROPOSED
END 25 - EI
LAT. - 39° 12' 5
LONG. - 82° 1

ULTIMATE A
END 25 -
LAT. - 39° 12'
LONG. - 82'

PROPOSED
ZONE (500'
34:1 APPROX

19

AIRPORT BEACON LOCATED
APPROX. 875' SOUTHEAST
FROM PROPERTY CORNER

ANTENNA
GRAVEL ROADWAY
EQUIPMENT SHELTER
BOUNDARY OF EASEMENT

FUTURE DEVELOPMENT AREAS

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

**LEASE (RENEWAL) OF PORTION OF LAND
FOR ATHENS CITY PARKING GARAGE**

RESOLUTION 1994 -- 1341

WHEREAS, the University provided the City of Athens a lease in 1969 for a small portion of land to construct the Athens City Parking Garage, which expires February 13, 1994, and

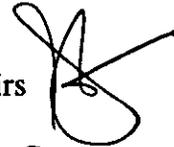
WHEREAS, the City of Athens has requested a renewal of this lease, and the University staff recommends the renewal.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby grants the City of Athens a twenty-five (25) year lease for \$1.00 for a portion of land for the Athens City Parking Garage with the final term of the lease to be approved by the President, and for the President, or his designee, to arrange for proper execution in accordance with Ohio law.

Ohio University

Interoffice Communication

DATE: January 7, 1994
TO: The President and Board of Trustees
FROM: John F. Burns, Director, Office of Legal Affairs
SUBJECT: Renewal of Lease for the Athens City Parking Garage



In 1969 the University granted a twenty-five (25) year lease to the City of Athens for a small portion of land at the southeast corner of the Athens City Parking Garage for its construction. I have attached a drawing showing the portion of Ohio University property which has been leased. The current lease expires February 13, 1994, and the City of Athens has requested it be renewed.

The University staff recommends it be renewed for another twenty-five (25) years for \$1.00, and the attached resolution is for your review and consideration.

JFB:ndw

Enclosure

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



B. Educational Policies

Committee Chair Paul Leonard thanked Provost Stewart for his report regarding academic program review and noted this self-analysis cited the need for improved minority student and faculty recruitment. Mr. Leonard cited the "mission statement" as an important compilation of many aspects of university life and encouraged Trustees to carefully study the document. Chair Leonard complimented Physics Department Chair Louis Wright for his most interesting report on the Keck Foundation support of scientific activity at the Accelerator Building. The Chair suggested a visit by the Trustees to the facility when possible.

Ohio University Functional Mission Statement

I. Institutional Identity

Ohio University is a public university providing a broad range of educational programs and services for a large, diverse student population in Athens and five University Centers. As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers, and, thus, to help develop individuals who are informed, responsible, productive citizens. It seeks to develop organizational culture which promotes the acceptance of diversity in an environment which is inclusive and supportive of differences.

Ohio University's main campus in Athens is a residential campus in a small town rural setting. For there to be a university in Athens, the institution has provided residence halls and has consistently supported and encouraged a commitment to campus life. The closeness and interaction within the student community and among the faculty and staff and students help make Ohio University a nurturing, supportive, interactive community. Being a residential campus is a directing force of institutional mission and is devoted to the development of the individual through academic programs and the life of campus community.

Accordingly, the teaching role is central, but this role is not narrowly defined. Being a member of the faculty carries a connotation beyond being a professor of chemistry or electrical engineering or literature to being tutors and mentors-tutors within a discipline and mentors to the intellectual life. Those who teach include a far larger number than the professorial ranks. The educational classroom extends to the residence halls and to the

auditorium for Kennedy lectures; it includes performances of the orchestra and the theater program and the works of the cooks and counselors and of coaches. Involvement with student life is based on assessment data which clearly indicate that meaningful and active involvement in student life on campus contributes to persistence toward graduation and better performance in the classroom. Ohio University chooses to invest human and financial resources in services and programs external to the formal classroom for this reason.

Ohio University is primarily an undergraduate university, with complementary graduate and professional programs, that also emphasizes research and whose professional schools are rooted in the shared life of a residential campus. Research, scholarly, and creative activities are honored, rewarded and supported because such activities are of value in their own right and because they are essential elements of university teaching at all levels. In its research mission, Ohio University combines graduate education at the highest level with directed and basic research, self determined scholarly activity, and creative expression. A distinguishing feature of the research programs at Ohio University is the large number of interdisciplinary collaborations which have been made possible by the broad base of disciplinary programs and by the close knit nature of the University's community of scholars.

The University is selectively involved in training for the professions. Ohio University is the only predominantly residential college in Ohio, and one of the few in the nation, that includes an array of professional programs extending from engineering to medicine to professional programs in education, business, and the arts. It also has the second largest liberal arts enrollment in the state of Ohio. There is here a merger of professional interests and liberal education, a merger of practical professional experience in advertising, broadcasting, journalism, business, insurance, or clinical care and the more traditional academic scholarship.

Of particular note is the Ohio University College of Osteopathic Medicine. The college's mission as established by the Ohio General Assembly in 1975, is to provide the highest quality of medical education for the use and benefit of the citizens of Ohio. With the current concern about pending dramatic changes in American health care, Ohio University's

College of Osteopathic Medicine is well positioned to assume leadership in the training of primary care physicians.

The University Centers of Ohio University (formerly known as regional campuses) are non-residential commuter campuses established to extend the mission of Ohio University throughout Southeastern Ohio. Many students attend these centers to earn the first two years of a bachelor's degree and then relocate to a senior institution. Others earn associate degrees in technical and non-technical majors; still others attend courses, workshops, and seminars in industrial and business training and retraining as well as credit and non-credit continuing education. All campuses provide programs in developmental education and skills enhancement. University Centers provide unique opportunities for community access to selected upper division courses and graduate programs, including teacher certification and updating, offered through University departments and colleges. Educational programs are offered at convenient times. Fees at University Centers are lower than main campus fees. Each center is advised by a regional coordinating council consisting of local citizens to ensure that they are meeting community needs.

International activity at Ohio University is also very evident as an effort to educate students to function in an interdependent world. Activities include from Study Abroad programs in various countries, exchanges of faculty and students, external degree programs as well as the presence of many international students on the Athens campus. There is a deep felt commitment throughout the University related to international study and international exchange.

Ohio University is part of a powerful and distinctly American tradition of land grant universities. This land grant tradition of public service historically prepares leaders for a democratic society, training for the professions, providing educational opportunity for a large population, including practical and continuing education and extensions services. More recently, the role of such institutions has expanded to include public service through such activities as the delivery of health care, project research in support of public and private interests, public broadcasting and economic development.

A. The Purpose of the Institution

1. Educational Services to Ohioans

As a public campus, increasingly selective in admissions to the residential campus in Athens, the University must limit its growth, in spite of strong demand for its services, because only by limiting its size can the University assure the interaction essential to a residential college. At the same time that it limits the numbers, the University is expected to exercise the basic obligation of a public university and to serve the broadest possible community of learners. The University Centers and the Athens campus are open to students of the immediate area as doors of opportunity. All who can profit from its programs can be admitted. Students of all ages, under a variety of circumstances, are invited to take course work and complete degrees. The several campuses of the University are integrated so that students may relocate from the University Centers to Athens without having to apply for admission. The campuses are one through shared academic standards of a common curriculum process. They are drawn together using technology which ties the campuses and the region to the world through microwave, telecommunications, and a public broadcasting network of two television stations and six radio stations.

2. Unique Educational Attributes

Ohio University has many strengths: an outstanding faculty, a diverse student population, an impressive array of programs, a residential campus in an idyllic setting in Athens and developed commuter campuses throughout the region, a history associated with the development of the state and the nation, and a pride in a sense of mission and place. What is distinctive about the life and mission of Ohio University is the degree to which these several strands of the mission are woven together in a fabric that makes out of the several parts a whole, with the parts interacting and complementing each other.

Decisions made in recent years have contributed to the University's strengths. These decisions have resulted in controlled enrollment growth with an accent on increased standards for admission and for performance. During the past decade the University has implemented a general education program, increased the breadth and quality of its undergraduate majors, established major new curricula for health careers and strengthened graduate and research efforts. University programs have attained national and international visibility and are a critical factor

in the success of the institution in recruiting and retaining both students and faculty.

Ohio University has made the broad institutional commitment to international community and to education for interdependence. There is, on campus, evidence of keeping this promise through the wide array of activity which involves an international focus. Not only is the University noted for its international reputation for leadership in international activities, but it is also the choice institution of higher education for many international students. A focal point for activity is the Center for International Studies whose interdisciplinary teaching, research, and publications bring together faculty and students from all parts of the University. In addition, the Office of International Student and Faculty Services provides service outreach, counseling, and serves as liaison with embassies, consulates, and the immigration service in order to facilitate the ebb and flow of international students and faculty to and from the campus.

Ohio University can best be described as a community committed to an idea of a university, primarily a residential university joining liberal education and graduate and professional education in a campus setting, a university committed to teaching and to research; to quality and the willingness to make the judgments so necessary to defining and sustaining quality; to the search for intellectual community, the interaction and the integration of knowledge; to international community and to education for interdependence; to reaching out to communities of Southeastern Ohio with University Centers; to lifelong learning and to the creation of a broad community of learners; to educational justice and the effort to become a just and socially responsive community.

3. Research, Scholarship and Creative Activity

Ohio University is a center for scholarship, research, and creative activity involving the creation, testing, and dissemination of knowledge, understanding, expression, and technique. As a public university, Ohio University has a particular responsibility to address societal issues and needs through such scholarship, research, and creative activity. The scholarly and artistic activity of the faculty enhances the teaching function at all levels of the student experience. Undergraduates as well as graduates are encouraged to become involved in research and work with the faculty in sharing the results of their efforts. To maintain its research university status, the institution will have to face increased competition in securing adequate funding and research faculty who will be in

increasingly short supply. Since needs continuously exceed the resources of an institution, choices must be made. Prospects for the future suggest a growing dependency on consortia arrangements, the sharing of library resources, interdisciplinary programs and inter-institutional use of major facilities and equipment. It is a time to critically examine past institutional structures and look to future configurations which will promote a diversity of research and scholarly activity.

4. Commitment to Statewide Priorities

A key priority in the state and for Ohio University is the effort to strengthen the base of university programs of instruction and research and to stress the contribution to the scientific and technological revolution on which continued well being and economic progress will be based. The primary tasks of Ohio University are graduate and undergraduate instruction. A variety of factors directs decisions affecting these programs. Funding sources and student interests will influence these decisions, but so too will a determination to state and sustain a shared sense of the purpose and nature of a university education. Board of Regents educational service standards will be factors in programming decisions at University Centers.

5. Commitment to Regional Needs

Ohio University, the largest public-assisted institution of higher education in southeastern Ohio, serves the population of this region by offering programs and courses at all levels and by performing various public service roles. The University has recognized that factors typical of the Appalachian corridor--terrain, distance, scattered communities, and limited economic development--may inhibit its mission and has sought to mitigate them by establishing five University Centers at St. Clairsville, Chillicothe, Ironton, Lancaster, and Zanesville. These campuses are now University Centers that more fully extend the University's mission to the region. A resident credit center is also maintained at Portsmouth. Departments on the Athens campus maintain academic control of traditional disciplines taught at the University Centers. Upper-division and graduate courses associated with degree programs at the Athens campus are offered at the University Centers and the Portsmouth Resident Credit Center. The University Centers offer, on a rotating basis, selected graduate programs with a set beginning and ending. These programs are staffed and approved by Athens departments and supported administratively by the University Centers.

In order to fulfill the needs and interest of all students in Southeastern Ohio, Ohio University and Hocking Technical College have agreed in principal to share program resources wherever a need is identified.

B. The Identification of Functional Emphases

Ohio University offers undergraduate instruction on both the Athens campus and the University Centers. Undergraduate programs, designed to contribute to intellectual and personal development and career goals of students, emphasize liberal studies. Undergraduate major programs, preprofessional, and professional programs prepare students for employment in a variety of careers and for continued study. Two-year technical and associate degree programs, reflecting employment opportunities as well as the general career interests of students, are taught primarily at the University Centers. At the Athens campus, instruction is combined with residence life and other extracurricular programs in an effort to create a collegiate experience integrating learning and living.

Ohio University offers graduate and professional education. The primary forms of activity are advanced and specialized courses of study, supervised practical experience, and research. The essential concentration of faculty, material, and space resources dictates that the activity associated with graduate and professional education will be centered on the Athens campus. This activity is not limited to that campus; research and instruction are carried out at various locations.

Ohio University serves an extended community. The public service mission of the University, expressed in such activities as public broadcasting and continuing education programs, reflects the responsibility of the University to serve the ongoing educational needs of the region. The University Centers also perform a critical role in serving this extended community. The University has state-wide responsibility for an extended university program using independent study through correspondence.

In addition, the University expresses its commitment to community service and volunteerism as a charter member of the National Campus Compact and as a founding member of the Ohio Campus Compact. It is involved with the development of community service not only external to the classroom but is

incorporated into the curriculum. We serve a large number of agencies in the greater Athens area with student, faculty, and staff volunteers through the Volunteer Center within the Division of Student Affairs.

C. Central Disciplinary Emphases

1. Particular Strengths

A university, in contrast to a liberal arts college, organizes its life around colleges and professional schools. For an institution of its size and setting, Ohio University offers an unusual breadth of liberal arts and professional degrees. This contributes greatly to the richness and variety of its intellectual life and its ability to respond to a changing environment. It also strengthens the University's competitive position in student recruitment and in the ceaseless search for external funding. To maintain excellence, the University has realized that it must limit itself. While breadth and diversity of programs at the undergraduate level are desirable, if the University tries to do too many things, it will do nothing well. Thus breadth and diversity of program are desirable only to the degree that they are consistent with the quality of the program. When choices are made, student interest, external reviews, and state and federal funding priorities can help inform decisions but they will be campus-based given the statutory provisions for university autonomy in Ohio. This freedom to decide brings a difficult responsibility when resources are strained.

2. Support for Innovative Programs

Ohio University has a variety of programs which support university-wide efforts at improving instruction and research as well as community service. Some of the programs aimed at instruction include incentives for innovative teaching, experimental educational formats, funds for teaching enhancements, as well as for visiting professorships. In addition, Ohio University has several special recognition programs for exemplary professors.

Ohio University also supports innovation in research. Numerous funds to support research enhancement and incentives are set up to facilitate and encourage research, scholarship, and creative activities. A portion of all external funding is returned to the department and principal investigators. Publication and travel-assistance are available as are endowed funds which provide support for the promotion of research, scholarly and creative activity which likely will increase

the availability of external support. Professional development funds are available for partial replacement of teaching capacity to allow for leaves, research, and scholarly activities by assignment.

Other support is available for general and service programs. The University Planning and Advisory Council (UPAC) is the major budget planning group of the University which annually distributes one percent of the instructional and general budget to departments for a variety of teaching, research, and service proposals submitted on a competitive basis. PACE (Program to Aid Career Exploration) assigns student employees to perform services in various departments of the University and attempts to match employment experience with a student's academic program.

D. General, Baccalaureate, and Graduate Education

Ohio University's pioneering efforts in general education have been recognized by a number of authorities and have received the prestigious Program Excellence Award from the Ohio Board of Regents. This General Education Program is meant to reaffirm the University's belief that an educated person should attain certain educational goals in order to live effectively in society. These goals include the abilities to communicate effectively and use quantitative reasoning, the acquisition of a broad knowledge of major fields of learning and a capacity for evaluation and synthesis. To help foster these goals, the University instituted a three-tier general education requirement for all baccalaureate students.

Of the nearly 5,000 degrees awarded in 1992, 78 percent were undergraduate degrees. Seventy two percent of the instruction delivered is at the undergraduate level and 28 percent is at the graduate level. Seventeen percent of the student enrollment is at the graduate level, including medical students. Strong graduate education goes hand in hand with research and service programs of the University. Without the constant supply of graduate students, research and service activity would wither. As research assistants and collaborators, as apprentice scholars and teachers, as interns in the professions, the graduate population continually renews the University community.

Numerous attempts are now made to involve students in research and creative processes beginning in their undergraduate years and continuing throughout their undergraduate experience. This is particularly evident in the Honors Tutorial College. This college was founded with the goal of providing a unique educational experience for high ability students which would promote both personal and intellectual growth. The Ohio University Honors Tutorial college is the only such program in the United States, providing students with the opportunity to accomplish work in their major fields in a one-to-one tutorial mode. The programs emphasize depth of study, critical evaluation, and acceleration of academic progress.

Excellent university teaching relies on research. When such values are supported by faculty and students working together, the result is a community of scholars. Ohio University continues to forge linkages between faculty and graduate students in inquiry, research, and creative activity. Graduate education traditionally has focused on scholarship and scientific inquiry. Today graduate education is much broader in scope and varies in emphasis from advanced inquiry to detailed study of specialized techniques to the learning of skills necessary for professional success. Ohio University includes in the curriculum, programs of training for those practicing in the professions of business, graduate education, communications, health services, medicine, engineering, and the arts.

Ohio University offers masters degrees in most disciplines and doctoral degrees in the following areas:

The College of Arts and Sciences

Environmental and Plant Biology

Chemistry

English

History

Mathematics

Psychology

Physics/Astronomy

Biological Sciences

Microbiology

Molecular and Cellular Biology

The College of Communication
Journalism
Telecommunication
Interpersonal Communication

The College of Education
Secondary Education
Elementary Education
Education Administration
Counselor Education

The College of Engineering Technology
Chemical Engineering
Electrical Engineering
Integrated Engineering

The College of Fine Arts
Comparative Arts

The College of Health and Human Services
Hearing and Speech

The College of Osteopathic Medicine
Doctor of Osteopathy

In addition, there is the option for students to pursue interdisciplinary masters and Ph.D. degrees.

E. Research at Ohio University

Ohio University has a long tradition of supporting research, scholarship, creative activity, and other professional endeavors in a variety of subjects and disciplines. In the 1980s state funding established the endowment program for eminent scholars and direct funding of research for the Edison Advanced Technology Centers. The University used Research Challenge to increase outside grants and contracts.

The cost of research in the laboratory sciences and in engineering and technology required that funds from outside the institution and from sources other than the state subsidy be vigorously pursued. Ohio University's research leadership has been in fields where there are faculty members of unusual abilities on campus and whose work has attracted funding from both private and governmental sources. Grants and contracts have more than doubled in the last decade. Currently, externally supported research approximately equals general fund expenditures annually in the College of Engineering and Technology. External support for research is heavily concentrated in science and technology. Major funding for the arts and the humanities comes from private sources generated by Ohio University.

The State of Ohio's quest to find alternatives to the manufacture of durable goods as a basis for its economy encouraged universities to seek partners on research with the investment of both private and state dollars. Ohio University responded by establishing a number of centers, including the Innovation Center, the Avionics Center, the Edison Animal Biotechnology Institute, and planning for a research park. The University's technology transfer program is also a result of these initiatives. Centers for advanced research combined with technology transfer and product development describe new roles for the University. The efforts to incubate and to assist small businesses are contemporary adaptations of the mission of a land-grant university. Telecommunication and computer networks reflect new possibilities for the dissemination of expertise and research results. A more traditional form, but central to the mission to disseminate the results of scholarship, is the Ohio University Press.

The University values all of these efforts primarily because it is a community committed to inquiry and discovery. Quality research is being accomplished because there is a conviction, supported and documented by institutional decision making, that Ohio University values research.

F. Public Service

Ohio University, by virtue of its unique geographical location, is the educational and cultural center of Southeastern Ohio. The University community blends into the local community in an almost seamless fashion. By recognizing and responding to needs of the local residents, the University has forged important

linkages which serve both well. It is the purpose of these extended university programs to meet a diverse range of educational needs, from professional groups requiring continuing courses of study related to the practice of their professions, to individuals desiring occasional or special interest study. By service to the extended community, Ohio University contributes not only to educational, but to cultural and economic development, health care, and to other human services.

1. Community Outreach

The College of Osteopathic Medicine is the major health care provider for the people of Southeastern Ohio. It also has as its mission the training of the primary care physician trained to serve in small towns and rural areas. The need for physicians in under-served areas of the state will likely continue into the twenty-first century, providing continued affirmation of the college's mission. Through the Athens campus and its seven regional training centers dispersed throughout the state, the college and its clinics are important resources for osteopathic medical delivery, education and research in the state.

There are several outreach facilities at Ohio University which serve residents of Southeastern Ohio. These include numerous public school partnerships, a speech and hearing clinic, rehabilitation services, physical therapy services, counseling services, assistance to small businesses, library use, and linkages between high schools and University Centers to ensure that graduates are adequately prepared for post-secondary instruction. These services can be formal as in the incubation of new businesses in the Innovation Center and district agreements for student teachers; or it can be as informal as a communication class working on publicity for the senior citizen center and education students providing baby-sitting services for a disabled child.

One notable outreach effort is the Institute for Local Government and Rural Administration (ILGARD). This institute provides assistance to local governments in such areas as budgeting, planning, economic development, data collection and analysis, collective bargaining, computer operations and other dimensions of government organization and operation. ILGARD also works together with the Ohio University Innovation Center in providing technical assistance to communities in the establishment of "small business incubators." The Institute's data center provides demographic, geological and other kinds of information needed by the local communities for planning, marketing and development.

The Ohio University Telecommunications Center operates as a community and institutional information resource by applying radio, television, and related technologies for outreach efforts. The center is the fiduciary agent for the public broadcasting stations and offers programs to serve public interests and needs. The center's resources are made available to support the teaching, research, and administrative activities of the University and other cooperating institutions serving clients throughout the world. The center's activities are carried out in close cooperation with related academic programs to provide professional laboratory opportunities for students. In addition, the center encourages the development of other public telecommunications activities in the service areas of the University.

Ohio University provides a variety of cultural and entertainment activities for the area. Programming includes student/faculty productions and as well as touring professional productions. In addition, there are lecture series, community theater, community concerts as well as a continuing education programs open to all residents, through the Athens and University Centers.

University Centers routinely assess community needs and offer programs needed by the residents such as training for workers in local industries. Partnerships with industry, business, government and labor are formed for workforce retraining and economic development. The center at Chillicothe, for example, regularly offers courses for industry in Total Quality Management. They also provide on-site training for industries as well as several programs to retrain displaced workers. The Lancaster center has the Quality Union of Business and Community (QUBIC) continuous improvement training program which provides services to the community, industry, schools, and local government.

2. Linkages to Business and Industry

The Ohio University Innovation Center is one of the oldest of the nearly 50 university-based business incubators in the United States. Since August 1983, 21 business entities have been Innovation Center tenants. In a broad sense, the Innovation Center seeks to add value to the University's instruction, research, and service activities.

Ohio University's Small Business Development Center is an active partner to entrepreneurs and on-going small business owner/managers. The Center has assisted more than 800 small businesses in Southeastern Ohio since it opened in

1985, providing free consultation in market research, business planning, and computer usage

The Technology Transfer Office began operations in June 1991 as a response to the growth of Ohio University research and the desire to increase research commercialization. The office provides service to faculty, staff, and

students concerning intellectual property matters, especially rights, responsibilities, and guidance on approaching negotiations and contracts with industrial sponsors.

The Ohio University Edison Biotechnology Institute is supported in part by a grant from the Ohio Department of Development's Thomas Edison Program. Ohio's Thomas Edison Program stimulates technological innovation and business development in Ohio by leveraging the technical resources of the state with those of the private sector. This institute is affiliated as a center of excellence with the state-wide Edison Biotechnology Center. Through sponsored research agreements, the Institute provides access to the highly skilled personnel and advanced facilities required to meet the biotechnology needs of industry.

II. Constituencies Served

A. Description of External Constituencies

Students from every state are enrolled on the Athens Campus. The largest proportion of students, 79 percent, come from within Ohio. All 88 counties are represented, with 41 percent of Ohio students coming from Athens, Cuyahoga, Franklin, Hamilton, Montgomery, and Fairfield counties. Continued high retention rates for freshmen and upper-class students have produced an enrollment increase of 36 percent over the past ten years. Enrollment at the University Centers has increased 48 percent during the past ten years. The constituencies of universities are changing: the overall population is growing older; many have two or more years of college or job entry education and want more. Patterns of attendance are also shifting, especially at the University Centers where the average age is steadily rising.

1. Programs to Reach External Constituencies

The External Student Program allows a student to complete course work without coming to campus. The staff helps each student determine a course of action for accomplishing degree goals. Four associate degrees, one baccalaureate degree, and one certificate program are offered. Students may earn credit in a variety of ways, including transfer of credits, experiential learning, course credit by examination, and through independent study. Through Ohio University's Experiential Learning Program, a student can receive credit for learning acquired outside the classroom. This learning may be from work experience, seminars, workshops, volunteer work, hobbies, reading, or other experiences. A portfolio is developed and submitted to faculty members who evaluate the learning. One quarter of a student's degree credit may be earned through Experiential Learning.

Independent Study is a method of learning designed primarily for those people who wish to continue their lifelong learning but find it difficult to do so through class work on campus. Independent Study courses by correspondence provide a highly structured method of study involving a tutorial relationship with a faculty member who guides learning and monitors progress through the course. Evaluation of work is done by faculty and credit awarded counts as resident credit.

The Higher Education Microwaves Services (HEMS) is an interactive distance learning system providing computer data, telephone, and television service among the six campuses of Ohio University. HEMS is the first such network operated by a university in Ohio and is licensed by the FCC in conjunction with WOUB/WOUC-TV. Studio classrooms at each campus have been designed as enhanced classrooms with cameras, ceiling microphones, videotape players, and television monitors allowing for simultaneous interaction by participants on two or more campuses. HEMS contributes to the efficient delivery of educational services by increasing the shared utilization of resources among the campuses of Ohio University.

B. Processes for Institutional Planning

University resources are allocated through a planning process put into place in the late 1970s. A central component of the planning process is the University Planning Advisory Council (UPAC). Chaired by the provost,

UPAC recognizes the established governance mechanisms of the University. Its major function is to integrate planning and budgeting at Ohio University. One of the most important factors for success in the planning process, particularly the integration of program pools with the budgeting process, is the establishment of a planning pool of approximately one percent of the general University base budget. These funds are set aside prior to the allocation of any other resources. All units are invited to submit proposals for support from this planning pool. To keep the number of proposals at a manageable level, each planning unit is limited to a total dollar request of not more than three percent of its base budget. UPAC evaluates all proposals and presents a final rank ordering to the provost and the president.

While many planning activities of UPAC concern the development of University policy and the formation of institutional responses to strategic initiatives, UPAC's major focus is on formulation of recommendations for expenditure allocation and the development of the annual budget plan. This involves the analysis of current expenditures and projections of income and additional expenditure needs for the upcoming year.

C. Financial Resources

Ohio University is dependent on state funding, student tuition and fees, and external funding to carry out its educational, research, and service mission. During the past few years, the support from the state has diminished due to a sluggish economy and state budget cuts. Student support and external funding have increased in importance in their contributions to the University's financial income.

Expenditure per full-time-equivalent student (FTE) is a strong measure of productivity and effectiveness. Two recent studies place Ohio University among the most cost-effective public universities in the country. The first study, compiled by the Office of the State Controller of New York, ranked Ohio University as the most efficient among institutions in eight states ranging from Florida to Washington. Ohio University's total costs per student were 34 percent below the average. The second study, conducted with data provided by Minter and Associates from Boulder, Colorado, showed that Ohio University's expenditures per student were 27 percent below the average of 45 public universities located in a 13-state region.

According to these studies, administrative costs at Ohio University are also among the lowest in the country. The New York State study provided information that Ohio University's administrative support costs were 53 percent below the peer group in the eight-state study. The Minter study of 45 regional universities concluded that Ohio University's administrative costs were 41 percent below the average.

While costs per student are low at Ohio University, the proportionate distribution of expenditures in areas of instruction and instruction-related research is high and reflects the priority placed on instruction and research. Over 50 percent of all expenditures are in these areas. Ohio University compares favorably with 45 other doctoral-granting public universities in the region because only five of the 45 institutions spend a greater percentage on instruction and departmentally based research.

Private support in the form of annual giving and endowment income promises to provide distinct support for quality in the years ahead. Ohio University has been extremely successful in building an endowment that currently has a value of \$79.4 million. The value of the endowment puts Ohio University among the top 10 percent of all public colleges and universities in the nation. In addition, annual giving has increased to over \$16.2 million, and the University has completed a successful, five-year fund-raising campaign that ended in December 1993. The goal has already been exceeded, and the campaign concluded with gifts and commitments of more than \$128 million.

D. Institutional Evaluation

1. Academic Review

All academic programs at Ohio University are required to undergo an internal program review every five years. The University Curriculum Council, in conjunction with the Graduate Council, has developed a comprehensive instrument to collect detailed information on each program and oversees the review process. Programs with a graduate component receive a separate review by the Graduate Council aided by an external reviewer in the same or a related discipline. Copies of each review completed during the previous academic year are presented to the members

of the Board of Trustees. Programs offered at Ohio University are evaluated by eighteen national accrediting agencies.

State-Wide Competitive Awards. Beginning in the 1983-1985 biennium, the State of Ohio established selective excellence programs administered by the Ohio Board of Regents. Over the years, Ohio

University has received several excellence awards in state-wide competition. The University received three *Eminent Scholars* awards in molecular and cellular biology, contemporary history, and film, respectively. *Program Excellence Awards*, given for excellence in undergraduate programs, have been awarded to the Honors Tutorial College, to University College for the general education program, and to the Schools of Journalism, Telecommunications, and Visual Communication. The Honors Tutorial College and the School of Visual Communication each received the award twice, bringing the total number of awards to Ohio University programs to seven.

2. Assessment of Student Satisfaction and Outcomes

The state of Ohio currently does not mandate student assessment in any form, but, for more than a decade, Ohio University has committed itself to assessing its students. This commitment was developed as a result of President Ping's 1980 State-of-the-University address entitled "Quality Dependent on the Making of Judgments" which called for the University to make a commitment to growth in quality. Ohio University, as a part of its ten-year plan (adopted in 1978), had a responsibility to define and examine its growth in quality. In his address, President Ping stated that, to be of value, this assessment of quality must have consequences and offer direction for decision-making and action. The focus of the assessment effort was communicated by the statement, "the key issue is whether we can use the (assessment) process of defining and examining to enhance quality."

The assessment program addresses the broad impact of the whole collegiate experience, not merely the specific knowledge and skills gained from a major field of study. It includes a sufficiently diverse set of measures, allowing for the addition of new instruments or measures as they become available and the rejection of other instruments as they become dated. Ohio University has used its Institutional Impact Project in the

process of defining its mission and examining and making judgments about its quality to enhance its stature and effectiveness.

One purpose of student assessment in the University's planning processes is to assist in improving the performance of programs and individuals. This is accomplished by providing University planning units with regular updates on the progress of students and an assessment of University programs. This information is used in a process of continuous program improvement, where students as the major clients of the University are asked to evaluate the services provided. Where problems are identified, programs are revised or new programs are implemented. Assessment information on attrition is used by colleges and departments to develop retention programs. The student involvement study acts as a prediction system that identifies individual potential drop-outs. Retention-related advising and intervention programs were developed based on needs identified through this system. Information from these assessment studies has contributed to improving the freshman-to-sophomore retention rate from 67 percent for students who entered in 1977 to 85 percent for students who entered in 1989.

III. Goals and Priorities

A. Goals for the Next Three Years

1. Focus on Supporting Excellent Teaching

The University reaffirms its basic obligation to the teaching of students, an affirmation expected of both senior, established faculty and of those just beginning their careers. To maintain the quality of our undergraduate programs the University will seek additional resources to recover some of the lost teaching capacity of the past two years and will support programs aimed at instructional enhancement. The University will recognize and reward exceptional teaching at the graduate and undergraduate levels and reward involvement in student development as central to the work of all associated with Ohio University.

2. Enhance Research Support and Activity

External funding for research has increased rapidly in recent years with percentage growth in five years at twice the national average. The University goal is to achieve the status of Research University II status using the Carnegie Foundation taxonomy as measured by federal funding.

3. Continue to Improve Retention and Graduation Rates

The 1991 freshman class had 83 percent retention rate into their sophomore year. The 1991-92 graduation rate for seniors who entered Ohio University in Fall 1986 as freshman students was 61 percent. Both of these retention and graduation rates have improved significantly over the past ten years and are above the national average. As a goal to increase quality and productivity, the University will strive to increase its freshman and sophomore retention and its sixth year graduation rate even more. This will be accomplished through innovative retention programs with active involvement of campus faculty and staff.

4. Broaden Graduate Programs in Selected Areas

Graduate programs should be expanded in selected areas where a need exists for graduates, such as masters degree in physical therapy which would build on the successful baccalaureate program, and where external funding can support additional graduate students.

5. Strengthen the Process of Student Relocation from the University Centers

Over the past three years, approximately 550 University Center students per year relocated to the Athens Campus. As students at the University Centers move through their major programs they find there are limitations on the types and numbers of upper division courses available at the University Centers. In an effort to better serve the region, University Centers will work with colleges and departments to review and expand curricular offerings; the Athens Campus will actively seek academically able students in disciplines not available at the University Centers to relocate to the Athens Campus. The goal would be to improve program offerings and to increase the number of relocated students by 20 percent in three years.

6. Broaden the Leadership Role of the Ohio University College of Osteopathic Medicine in the Profession

The College of Osteopathic Medicine will take a proactive stance in defining and initiating a primary care continuum curriculum and a comprehensive clinical plan to enhance its educational mission and meet community service needs. It will establish a health policy studies program in collaboration with other osteopathic colleges and a state wide consortia for primary care graduate training. In addition, the College will enhance and expand research in the clinical areas while maintaining basic science support. These goals will allow the College to provide leadership for the profession at the state and national levels.

B. Goals for the Next Six Years

1. Use Assessment to Enhance Quality

The University's Institutional Impact Project has helped the University define its mission, judge its quality, and enhance its stature and effectiveness. The multi-dimensional assessment program has provided information on the success of campus retention, measured progress of general education, improved the campus environment for students, documented the social and academic growth of our students from freshman to senior year, and followed up on our graduates to measure their success and our program's contribution to that success. The goal for the next six years is to sustain and improve student quality and to identify additional measures of student quality.

2. Build on Continuous Improvement Efforts

The Task Force on Managing for the Third Century recommended that continuous improvement groups be formed around common activities across the whole University. These groups would include such areas as general education, departmental programs, student services, administration, and physical plant activity. These continuous improvement groups will be asked to explore possible alternative approaches to doing the tasks so as to improve performance and contain costs.

3. Focus Resources on Instructional Mission

National comparative studies provide information that Ohio University allocates approximately 50 percent of its financial resources to instruction

and departmental research. This is considerably higher than the average doctoral granting university that allocates 40 percent of its resources to instruction and departmental research. The goal for Ohio University will be to sustain and improve its instructional share allocation of resources in the next three to six year time period.

4. Build on Centers of Excellence in Research

The University within three years will be occupying a new building dedicated to genetic research and housing researchers from biological sciences, chemistry, engineering, and affiliated disciplines. Other areas of research strength on campus have been recognized through the awarding of academic challenge grants and the establishment of centers and institutes. The goal for Ohio University is to build on these strengths and increase national visibility for these programs as well as to provide an atmosphere in which faculty can nurture new ideas and directions.

5. Gain Membership in the Association of Research Libraries

The continued growth of research at Ohio University, recognizable and identifiable by Research University II status will be complemented by the goal of achieving membership in the Association of Research Libraries. Membership will offer Ohio University a voice in the highest national library councils in the nation and serve as recruitment incentive for quality faculty and students.

6. Recruit and Retain Underrepresented Groups of Students and Faculty

The University has achieved modest success in attracting minorities and females both as faculty and students. The faculty/staff minority recruitment plan has resulted in the addition of 42 individuals, and since its inception five years ago, the minority graduate student recruitment effort has doubled the number of minority graduate students. While the minority undergraduate applications are increasing, the number of minority students matriculating has remained flat or even declined in recent years. Currently 24 percent of the fulltime, tenure-track faculty are female. The University will build on these efforts to increase the numbers of those who have historically been underrepresented in higher education.

7. Increase Annual Giving

The University has just completed a capital campaign whose goal was to generate \$100 million in contributions to the University. In order not to lose the momentum that such a campaign generates, the Board of Trustees has indicated that the University should aim for the goal of annual giving in the amount of \$20 million by the end of the decade.

8. Integrate Effective Technological Changes into the University Community

Dramatic developments in technology are creating an impact on the teaching and learning process as well as the information infrastructure. Ohio University is in the process of assessing which technologies are relevant and how appropriate technologies should be used to assist in fulfilling curricular goals. The campus has impressive networking capabilities which include classrooms, laboratories, library, faculty offices, and student dormitories. Building on these strengths, the University will strive to prepare students to be literate in communications technology.

Resources used:

Toward the Third Century: Issues and Choices for Ohio University (1988)

Managing for the Third Century Institutional Task Force Report (1992)

Ohio University Planning Report (1992)

Ping, Charles J., *System, Systems, and Managing the Future of Ohio University* (1992)

North Central Association Self Study Report (1993)

Ohio University Fact Book (1993)

UPAC Action Agenda (1992)

2/1/94

Mr. Reimer presented and moved approval of the resolution. Mr. Grover seconded the motion. The motion was approved.

**NAMING OF PHOTOGRAPHIC PRINT STUDY COLLECTION
IN ALDEN LIBRARY**

RESOLUTION 1994 -- 1342

WHEREAS, Professor Arnold Gassan, with the assistance of the 1804 Fund and his personal gifts, started the photographic print study collection before his retirement in 1989, and

WHEREAS, the collection has grown in importance to all undergraduate and graduate photography students at Ohio University, and

WHEREAS, recent gifts from alumni and purchased photographic images of contemporary importance have expanded the excellence of this collection, and

WHEREAS, the dean and directors of the College of Fine Arts and the provost have recommended this naming be implemented.

NOW, THEREFORE, BE IT RESOLVED, that the photographic print study collection housed in the fine arts collection of the Vernon Roger Alden Library be named, the **Arnold Gassan Photographic Study Print Collection**.



Ohio University

College of Fine Arts
Jennings House
Ohio University
Athens, Ohio 45701-2979
614/593-1808

Office of the Dean

January 13, 1994

Dr. Charles J. Ping, President
Ohio University
108 Cutler Hall
Athens, OH 45701

Dear Dr. Ping:

I am writing this letter in support of naming the Photographic Study Print Collection in honor of Arnold Gassan, former Professor of the School of Art. Recently you received a resolution from the School of Art and the Photography area making this recommendation which I fully endorse.

Dr. Gassan is in full retirement as of 1989 and now resides in Tucson, Arizona. He has returned to the source of his earlier photographic study -- the southwest. He received a master's degree in 1967 from the University of New Mexico. In reviewing his dossier, one notes that he studied under some of the most noted photographers of our time including Minor White, Ansel Adams and pursued the study of drawing with Nathan Oliviera. Dr. Gassan completed his Ph.D. at Ohio University in 1986 in the College of Education where he researched the relationship between photo interpretation and guidance and counseling.

Dr. Gassan began teaching at Ohio University in 1967. He had previously taught at the University of New Mexico and the University of Colorado. Over the course of those years he has numerous publications to his credit including Exploring Black and White Photography, The Color Print Book, and Handbook for Contemporary Photography. There were scores of exhibitions during these two decades as well as film productions and other noteworthy publications.

Dr. Gassan enjoys an international and national reputation. He is responsible for helping to guide an already nationally recognized photography program to even greater heights. Perhaps he is best known in the field for his emphasis on the intellectual and philosophical side. Many students came to Ohio University because Dr. Gassan was here and could provide a means of bringing the practical knowledge full circle so that it took on even greater meaning. He is considered by his colleagues to be the best educator who has taught in the photography program.

Dr. Charles J. Ping, President
January 13, 1994
Page 2

I strongly support that the collection be named in honor of Arnold Gassan. He is a deserving professor and worthy of this recognition.

Sincerely,

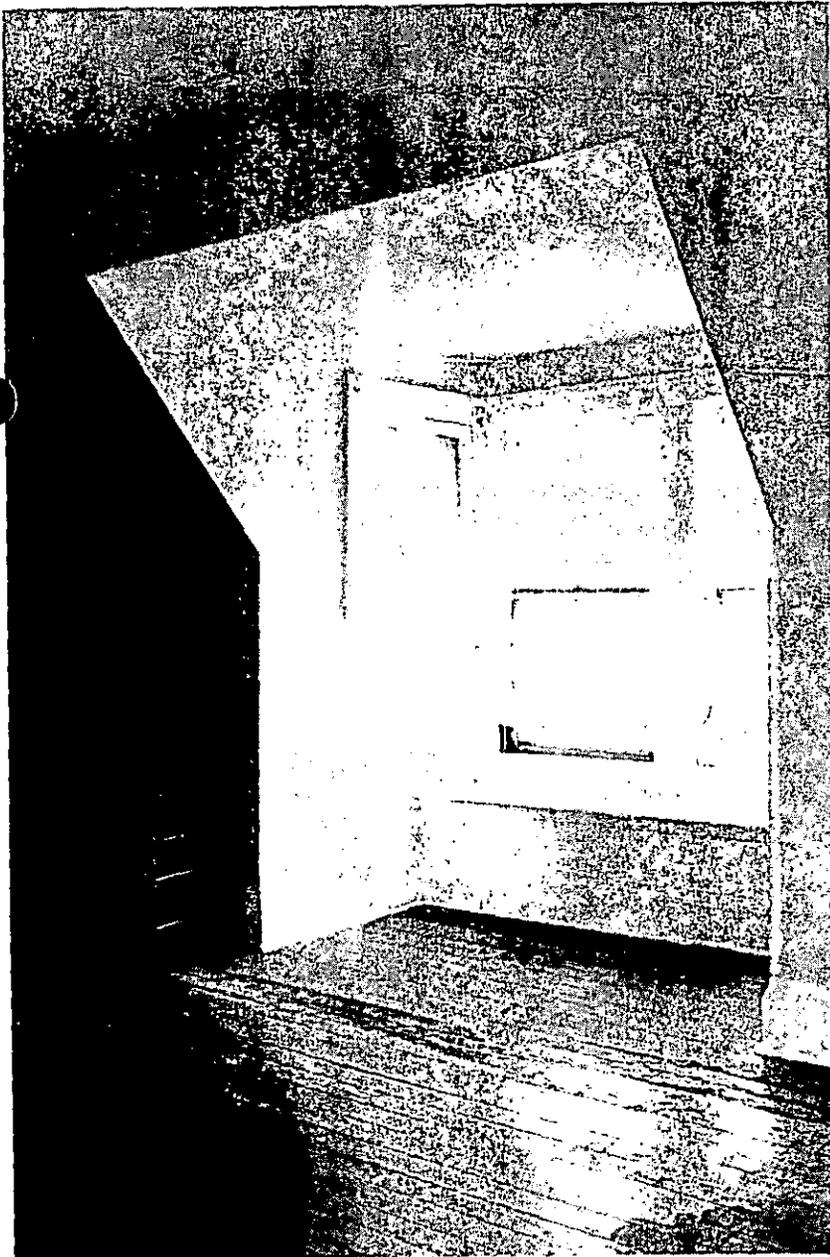
Dora J. Wilson

Dora J. Wilson
Dean

DJW/saw



Yellow Snorkler, 1985
Roger Camp



Untitled
Charles Saus

EXPLORING BLACK & WHITE PHOTOGRAPHY

ARNOLD GASSAN

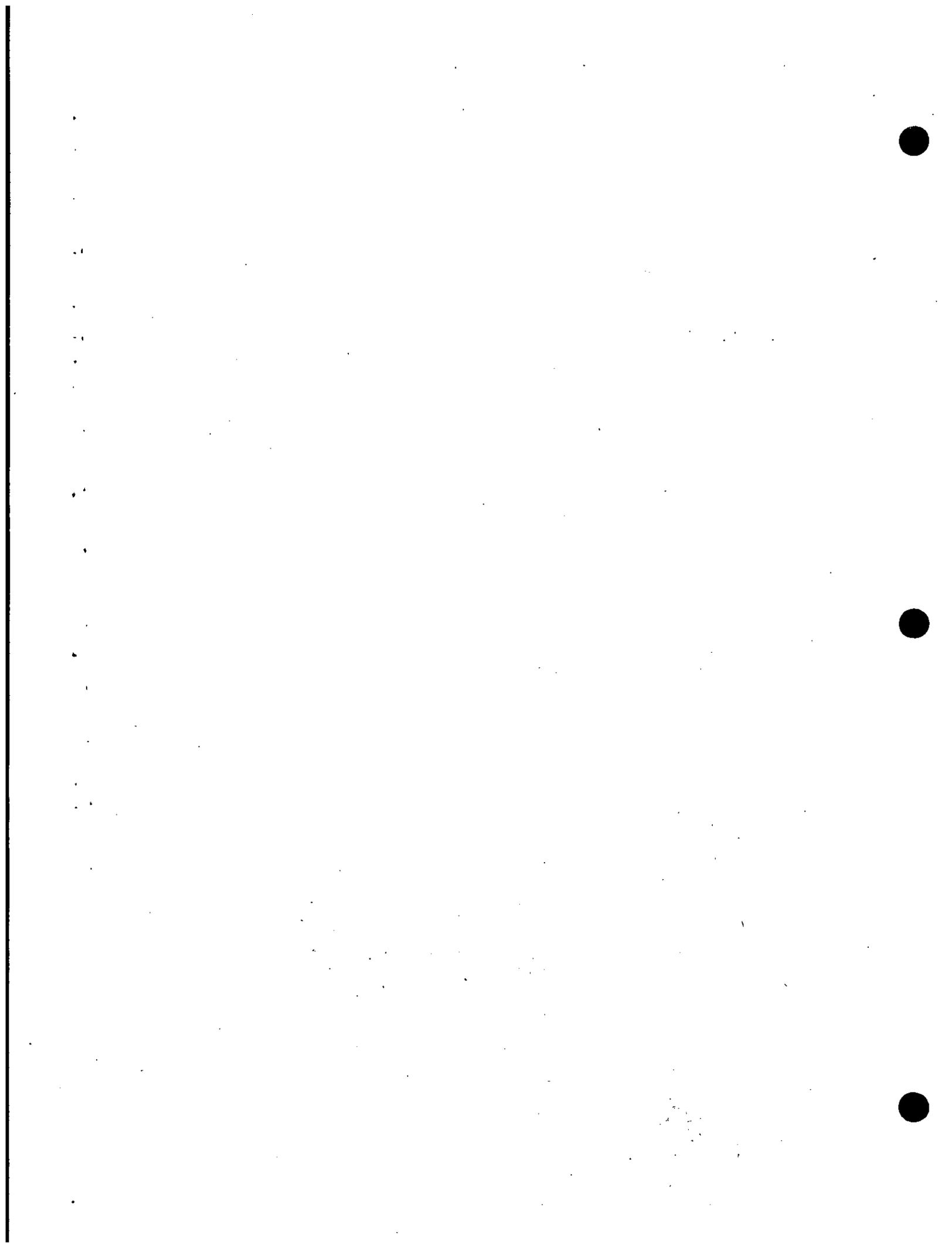
Exploring Black & White Photography

Arnold Gassan
Ohio University

1980/270 pages (approx.)/paper/ISBN 3-431

This outstanding new book is designed especially for classroom use. Arnold Gassan encourages students to think critically about each operation, from the most basic to advanced, yet urges them to add their own personal insights and art experiences to photography. More than 360 illustrations show technical, historical, and aesthetic possibilities. Among other features, Gassan...

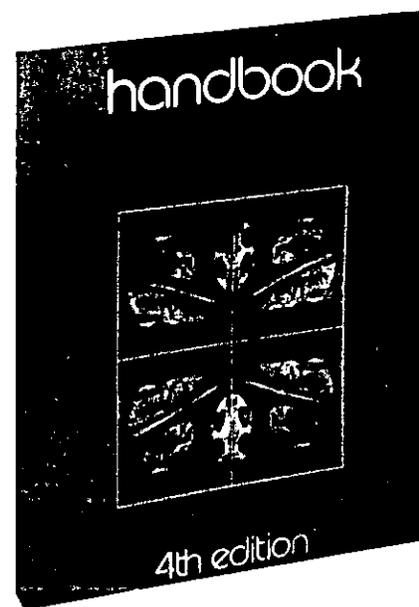
- outlines exposure, development, and printing controls in a step-by-step manner throughout the chapters
- shows how creative needs are supported by technical controls.
- includes the works of both students and professionals.
- emphasizes camera and darkroom skills.
- includes "Health Hazard" boxes in most chapters.
- provides end-of-chapter summaries and meaningful assignments.
- presents a unique and effective way to develop precise exposure/contrast control methods that do not require a densitometer.



Now in its second printing

Handbook for Contemporary Photography

4th Edition
Arnold Gassan



256 pages, 8½"x11", 400 black & white illustrations, numerous charts & graphs

LIC001S	softbound	\$ 8.95
LIC001H	hardbound	\$14.95

ISBN 0-87992-008-4 SB
ISBN 0-87992-009-2 HB
LC 77-14576

Since its inception, Gassan's *Handbook* has become one of the most widely used textbooks in the field of photography. This edition, greatly expanded and completely rewritten, has much to offer the general reader as well, whether just beginning work with the camera or advancing into the Zone System, making photogravure plates, and doing screen printing.

Gassan, who teaches at Ohio University, was one of the first to realize back in the sixties that the needs of contemporary photographers embraced a wider range of materials than the straight silver print. This latest edition has a wealth of data based on extensive testing, greatly expanding one's comprehension of the possibilities of the medium.

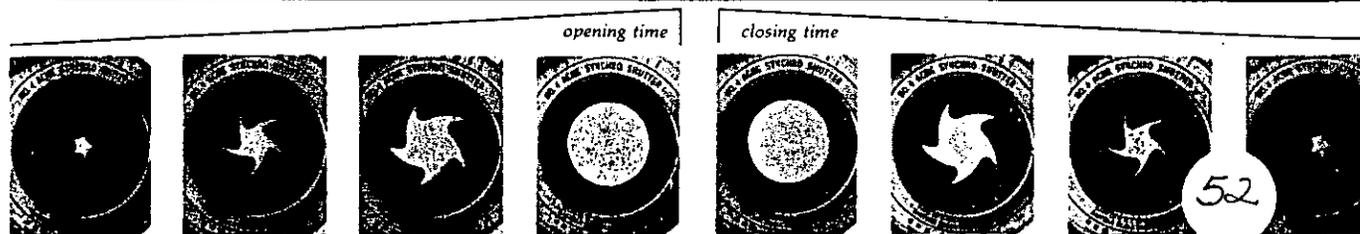
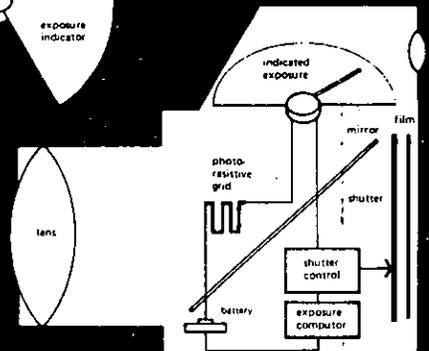
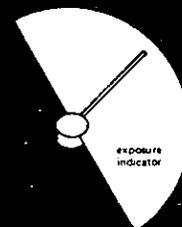
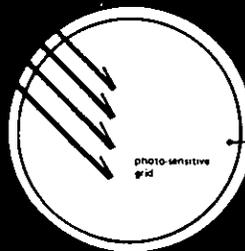
The *Handbook* provides a humanistic

context for the darkroom work a student must master. Gassan emphasizes both technical excellence and the personal fulfillment possible to the photographer. The design and format of the book make it easy to follow, and the many illustrations are coordinated with the text to illustrate each process clearly.

Beginning with the basics such as loading a simple camera, the *Handbook* goes on to cover such topics as densitometry and the Zone System, posterization, photogravure positives, reversal processing, silkscreen, lithography, metaphoric possibilities, storing prints and negatives, and more.

"Here's a text that equally serves the student, the advanced photographer or the photo-printmaker. Gassan has updated his classic "cookbook" to include just the right combination of beginning photography instruction with the latest information on advanced controls and alternative printing processes . . . Well worth the price." — MODERN PHOTOGRAPHY

"Gassan provides numerous good ideas, interesting applications of those ideas, and excellent analyses of sophisticated photographic issues." — EXPOSURE



C. Board-Administration

Board Administration Chair Tom Hodson, on behalf of the entire Board of Trustees, expressed great thanks to the Russes for their most special service and support of Ohio University. At the request of Chair Hodson, Trustee Ralph Schey presented the resolution and expressed his great admiration for the life and work of Fritz and Dolores. Ms. Grasselli Brown seconded the motion. Approval was unanimous.

Following approval of the resolution, President Ping noted the consequence of the moment and the linking of their investment in the future of Ohio University.

**NAMING OF THE COLLEGE OF ENGINEERING AND TECHNOLOGY
IN HONOR OF FRITZ J. AND DOLORES H. RUSS**

RESOLUTION 1994 -- 1342

WHEREAS, Fritz J. Russ served faithfully and well, with the strong support of Dolores Russ, as a trustee of Ohio University, a long-term member of the Foundation Board of Trustees, and the College of Engineering and Technology Board of Visitors, and

WHEREAS, Fritz and Dolores Russ have given generously of their time, interest and wealth to shape the future of Ohio University, and

WHEREAS, they have established a trust (1) to promote engineering as a profession and to have the Ohio University College of Engineering and Technology excel and be recognized throughout the world as a premier center for engineering education and research and (2) to enhance the capacity of Ohio University to serve the citizens of the state, the nation, and the world as a university of exceptional quality and international reputation.

NOW, THEREFORE, BE IT RESOLVED that the College of Engineering and Technology henceforth be known as the **Fritz J. and Dolores H. Russ College of Engineering and Technology** in recognition of their support and encouragement of the College and Ohio University.

Duplicate
Resolution

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

The Trustees will meet on the Athens campus, Friday, April 22, 1994, for committee/study sessions and Saturday, April 23, 1994, for Formal Board meeting.

IX. General Discussion - Call of Members

The order of call began with Trustee Strafford and concluded with Chair Eufinger.

Ms. Arnovitz stated she was pleased to finally have a full, quiet and pleasant week on campus. She noted she respected and appreciated the opportunity to work with the trustees and asked their support in expanding the role of student trustees.

Ms. Grasselli Brown commented on this year of change and the effort we are going through in search for a new president. She shared with trustees comments by prospective candidates about the university including the quality of information provided to candidates, the positive impressions of the search committee and the value of local control enjoyed by Ohio's state universities. Ms. Grasselli Brown reported that the Ohio Board of Regents Chancellor and Chair recognize the service, on behalf of Ohio University, of Board Secretary Alan Geiger.

Mr. Emrick congratulated Vice President for Development Jack Ellis for his outstanding leadership of the successful Third Century Campaign. He complimented Treasurer William Kennard for overseeing the financing of the Ping Recreation Center and for the overall savings of \$360,000 annually realized with the refinancing of existing residence hall debt.

Mr. Grover offered no comment.

Mr. Hodson indicated that he holds a point of view regarding the voting of student trustees, but given comments of others he intends to further consider the matter before announcing his position. He reminded trustees that in all of this discussion we must highlight student contribution and the value of that input. Mr. Hodson paid tribute to President Ping and the stability he has brought to our university and that this stability provides a "launching pad" to future excellence. He stated he hoped this would enable the university to be more active in the environmental and economic development of southeastern Ohio.

Mr. Lancaster reported on activities of the National Alumni Board including the establishment of alumni chapter development committees, the identification of outstanding alumni chapters and the naming of two undergraduate awards in President Charles J. Ping's honor.

Mr. Leonard thanked Trustee Schey for his insightfulness and that he enjoyed the high quality of debate and discussion among trustees. He commented we should not make false assumptions about the efforts of student trustees and that he appreciates the diversity they add to the Board. He noted the pending student vote, as do the votes of other trustees, must be made in the spirit of representing all constituencies. He indicated his experience suggested students should be more formally involved.

Mr. Nolan thanked William Kennard for his good effort on behalf of the university and for his thorough explanations and reports to the Budget, Finance and Physical Plant Committee.

Mr. Reimer appreciated Vice President Ellis' report and its implications for students, namely the new 335 scholarships generated through the campaign. He noted he and his friends, who are planning to graduate this spring, feel good about their experiences at Ohio University and would do it all over again given the opportunity.

Mr. Schey paid personal tribute to Jack Ellis and William Kennard. He outlined for trustees his thoughts about student trustees' voting by noting their roles are both implicit and explicit and they would represent all constituencies as do other trustees. He indicated these constituencies include tax payers, students, faculty, staff, community, alumni, those doing business with the university and so on. Mr. Schey indicated that with this possible voting role, occasional conflicts will arise among student interests that may not be in the student trustees individual self-interest. He concluded by listing the important contributions made by our student trustees and his hope for a resolution of the request for expanded participation.

Dr. Strafford thanked those responsible for successfully facing the recent weather emergency, the success of the Third Century Campaign and the fulfillment of accreditation measures.

President Ping expressed gratitude to Jack Ellis and commented he combined true professionalism and institutional loyalty into one of higher education's most successful development programs. He commented he has been trying to thank so many others for their overall support and the debt he owes them. The President stated his great pleasure in having the new student recreation center named for him, including yesterday's groundbreaking and he thanked Trustees for the special presentation made to Claire Friday evening.

Mrs. Eufinger personally thanked William Charles Culp, Director, Physical Plant, for his special effort during recent weather emergencies. She called for the seeking of ways to increase the recruitment of minority students, including special funding if necessary. She congratulated Vice President Gary North and Dean Barbara Chapman for their leadership in planning for the Ping Student Recreation Center.

X. ADJOURNMENT

Determining there was no 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.

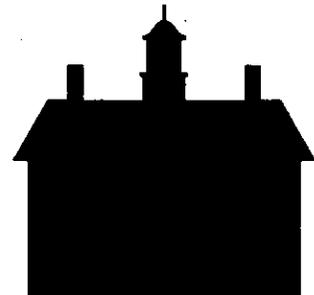
Charlotte Coleman Eufinger
Chair

Alan H. Geiger
Secretary

1993 North Central Association Visitation Report

Summary of Ohio University

Ohio University is a successful institution which occupies a special niche in Ohio public higher education while also offering unique programs and meeting regional needs. Faculty and staff reflect an ethic of caring and value interaction with students, and students occupy the central place among the concern of the institution. Results of nearly two decades of stability and achievement are highly visible. A deliberately decentralized governance structure provides for a high degree of initiative and independence in offering programs and delivering services. In addition the University has demonstrated an unusual success in an assessment process which is fully integrated into campus decision making.



Criteria for Accreditation

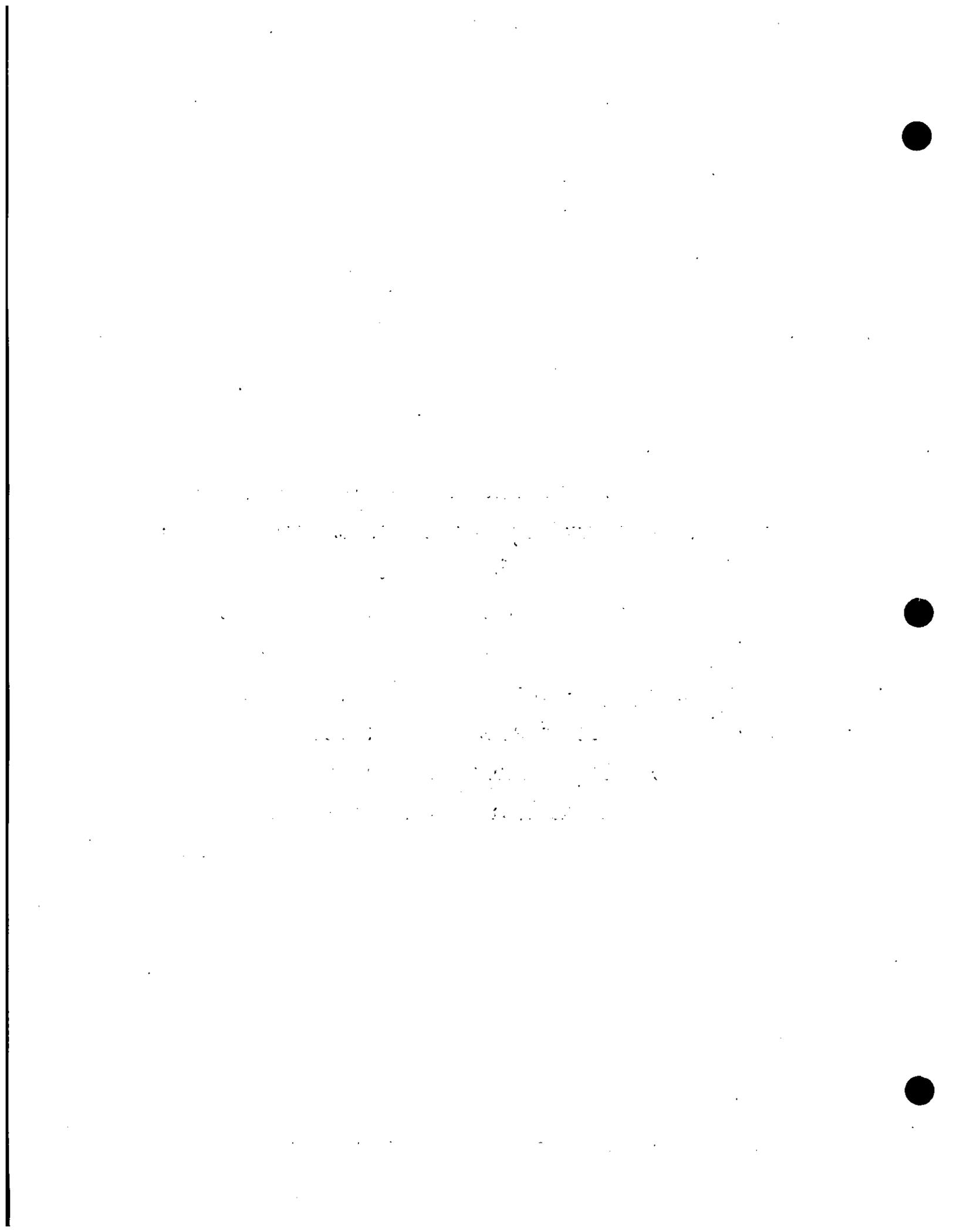
- Has clear and publicly stated purposes
- Organizes resources effectively
- Accomplishes purposes currently
- Can continue to accomplish purposes



Noted Strengths

- Loyalty of faculty, staff, students, and alumni
- Attractive campus and location
- An ethic of caring, valued interaction between faculty and students
- Strong student involvement
- High student retention
- Decentralized governance structure
- Minority recruitment efforts
- Assessment and planning process
- Honors Tutorial Program
- Meeting regional needs





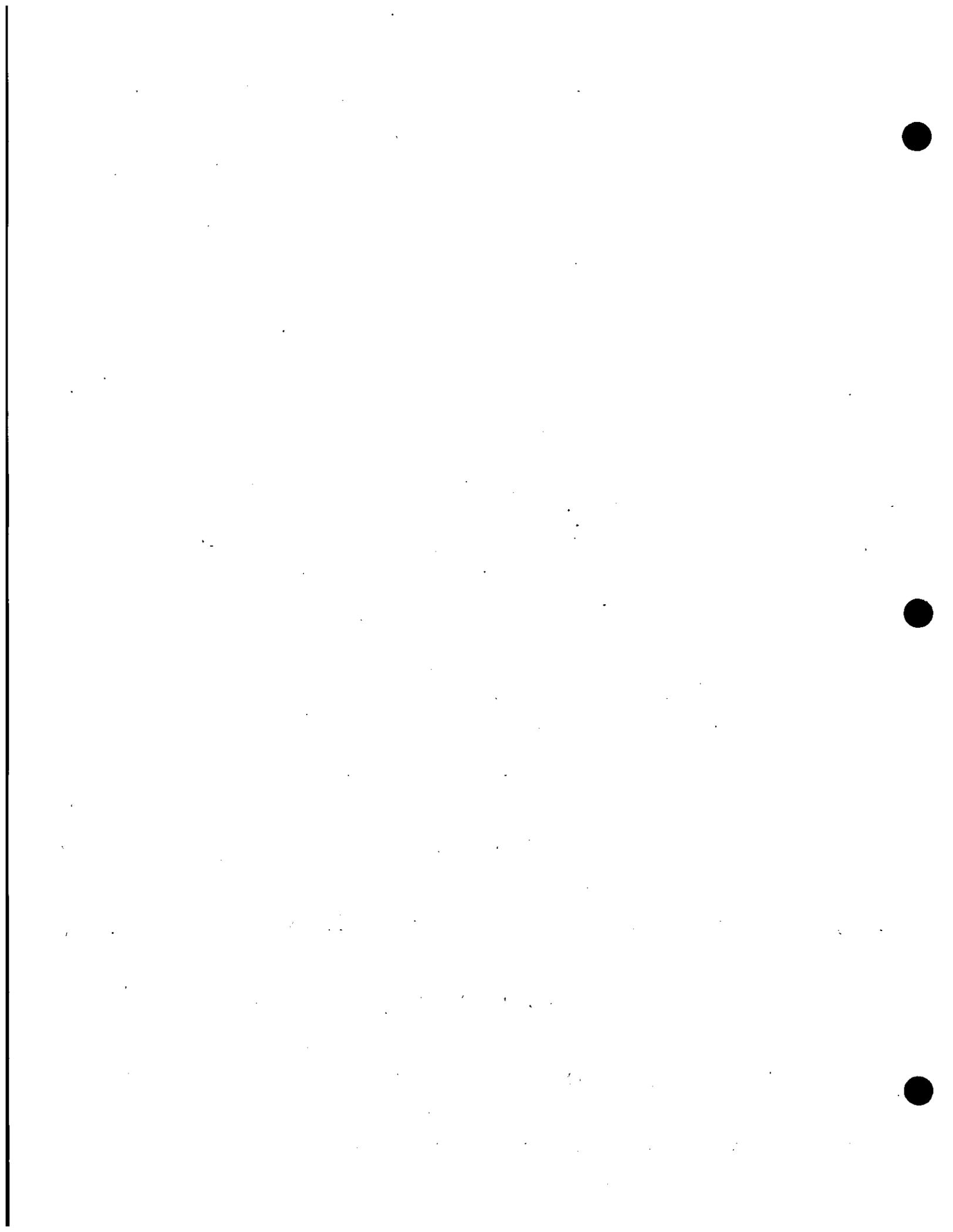
Concerns

- Additional documentation for regional campuses
- Assessment of academic majors
- Programs in Hong Kong and Malaysia
- State funding
- Library acquisitions
- Attention to ADA legislation



1983/1993 Ohio University Comparisons

	1983	1993
<u>Capital Campaign</u>	1804 Fund \$23 million	Third Century Campaign \$128 million
<u>Library</u>	1.2 million books, 6,004 periodicals, 820,622 microforms	1.7 million books, 11,184 periodicals, 2 million microforms
<u>External Grants and Contracts</u>	\$9.1 million	\$23 million
<u>Applications</u>	6,033 applications for a freshman class of 2,800	11,515 applications for a freshman class of 3,100
<u>ACT Composite Scores</u>	19.1	23.3
<u>Class Rank</u>	27.5% in top 25% of class	60% in top 25% of class
<u>Athens Enrollment</u>	13,500	19,109
<u>Total University Enrollment (All Campuses)</u>	17,400	27,159



Report of NCA Visit

Summary:

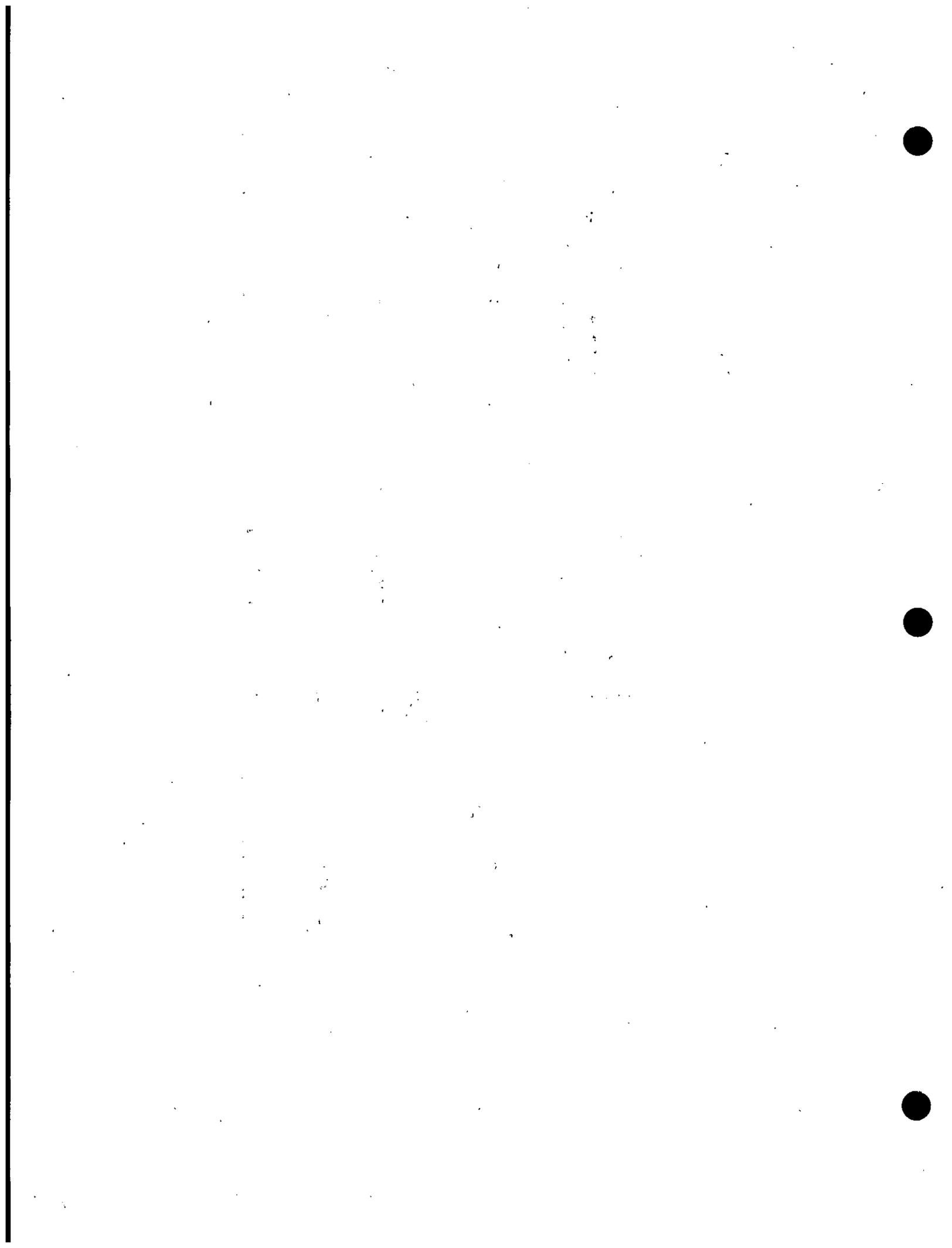
Ohio University is a successful institution which occupies a special niche in Ohio public higher education while also offering unique programs and meeting regional needs.. Faculty and staff reflect an ethic of caring and value interaction with students, and students occupy the central place among the concerns of the institution. Results of nearly two decades of stability and achievement are highly visible. A deliberately decentralized governance structure provides for a high degree of initiative and independence in offering programs and delivering services. In addition the University has demonstrated an unusual success in an assessment process which is fully integrated into campus decision making.

Outline:

Criteria Evaluated for Accreditation:

Has clear and publicly stated purposes

- The report stated that the mission of Ohio University is well understood by its various constituents and is translated into goals and plans at various levels and within each unit of the institution. The statement is included in both the graduate and undergraduate catalogs. A series of planning documents with university wide input has assisted the University in meeting this criteria with its mission and purposes being clear, well-understood, and appropriate to a state institution of public higher education..

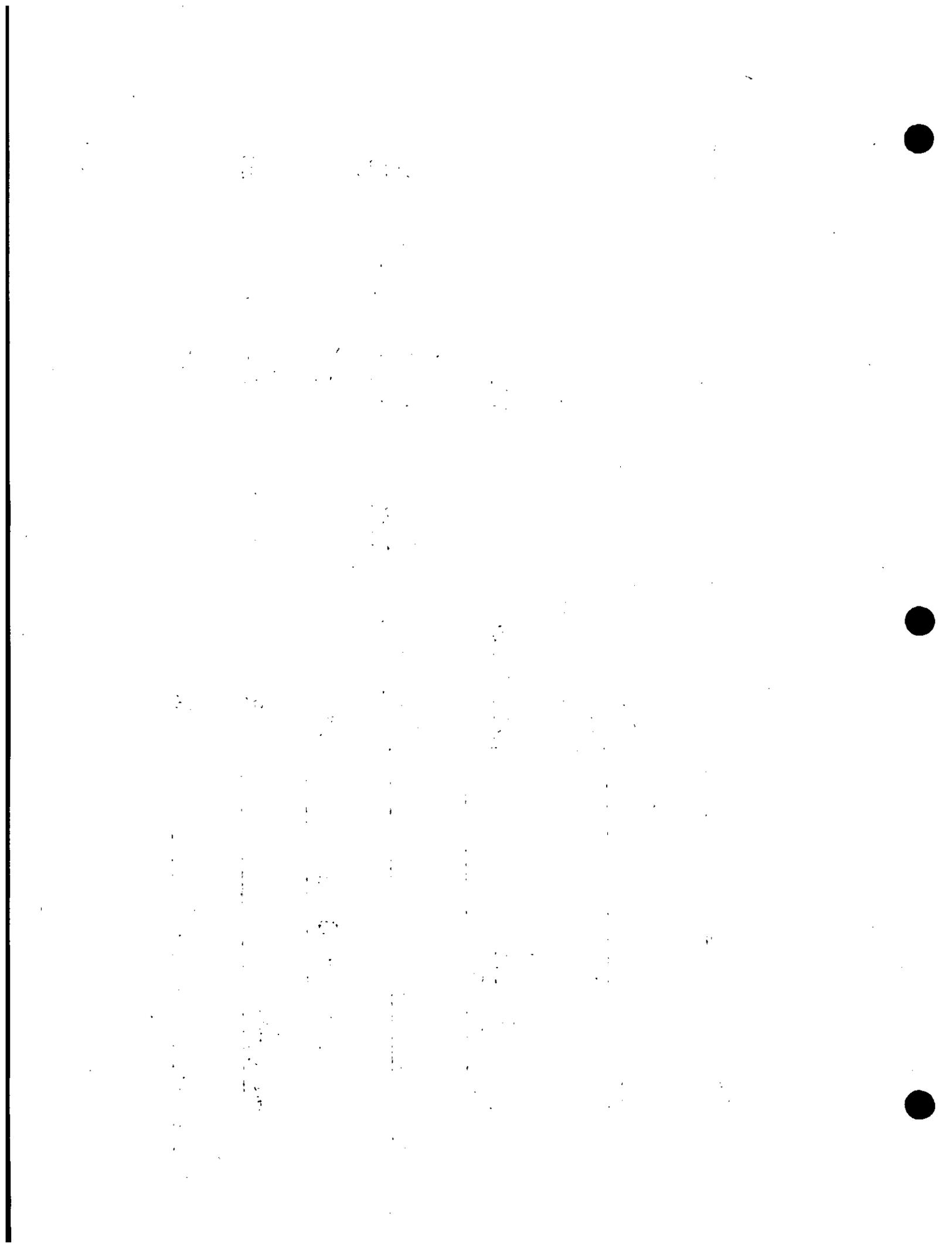


Organizes resources effectively

- Ohio University has effectively organized human, financial, and physical resources into educational and other programs to accomplish its purposes. The governance structure works well. The current internal governance structure with an independent student and faculty voice and a decentralized administrative team has provided stability and left room for innovative responses in an era of unprecedented growth. On the whole, the faculty seems happy, liking one another, their students and even (moderately) the administration. The University relies on state funding, tuition and fees, external grants and contracts, and support from the Ohio University Foundation to carry out its educational, research, and service missions. The institution's management of its resources is sound. Internal controls appear to be good, reports of the auditor are good, and reallocation is guided by data from assessment that encourages responsible management of resources. Support services are varied and well managed. While faced with many challenges and governance issues as other institutions in higher education, Ohio University has sufficient resources and has organized these in appropriate ways to enable it to accomplish its purposes.

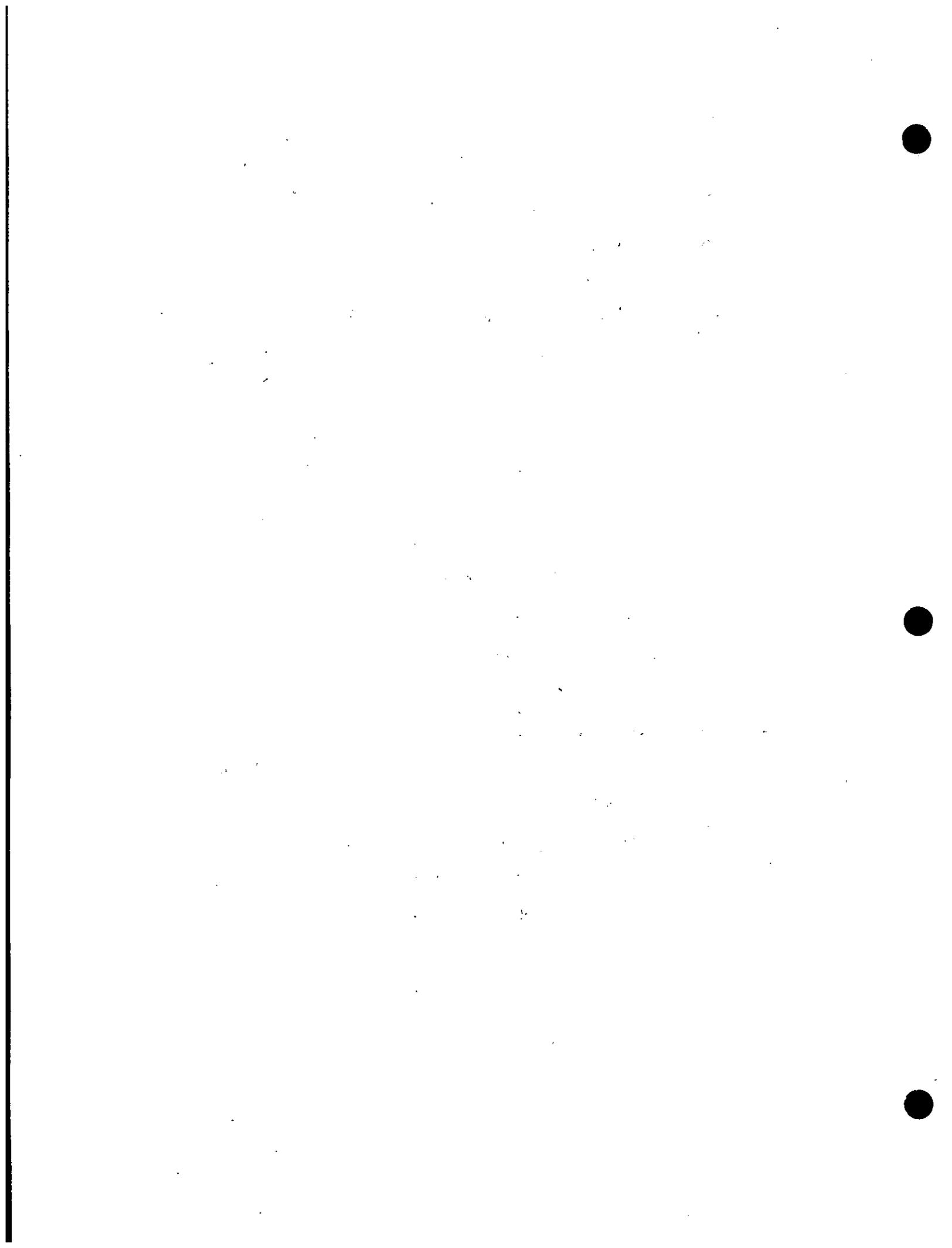
Accomplishes purposes currently

- Evidence of this fact was made evident to team members by information obtained during their visit. Ohio University offers undergraduate education to an increasingly talented student body and has achieved an enviable record in retention. Graduate and professional education is provided through a decentralized structure which seems to work effectively. Faculty teach, advise, and find time for significant research, scholarly and creative activity consistent with their professional assignments. Also, the institution reaches out to Appalachian Ohio and beyond with many forms of service and educational activity.



Can continue to accomplish purposes

- The indicators are positive regarding the capacity of Ohio University to continue to realize the goals and objectives that it has set for itself. Chief among the indicators is the level of regular accomplishment found throughout campus programs, a level that argues for soundness of purpose, resources and operations. a second indicator is the long history of improvement and accomplishment related directly to a variety of planning efforts. Current planning strategies which are well understood and supported by campus constituencies are another indicator. It is clear that Ohio University has made anticipating and planning for concerns and challenges a fundamental part of its operations. Thus, the view of the team is that Ohio university can continue, and will continue to accomplish its purposes.



Noted Strengths:

Loyalty of faculty, students, staff, and alumni

- Ohio University enjoys very vocal and loyal constituencies--including faculty, students, staff, trustees, and citizens. They see the institution as a highly successful which occupies a special place in the Ohio public education system while also meeting important local needs. The success of the recent Third Century Campaign is evidence of such loyalty.

Attractive campus and location

- This very attractive and well maintained campus, set in a small town, attracts students from all over Ohio, every state and more than 100 other countries to a special residential educational experience.

An ethic of caring and valued interaction between students and faculty

- Students have many opportunities to interact with faculty on a regular basis, in and outside of classes.

Strong student involvement

- Students occupy the central focus of Ohio University. They sit on all committees and are involved in all aspects of the university community, be it residence life, curricular review, or extra-curricular activity.

High Student retention

- OU is to be highly commended for continued improvement in its achievement of an 87 percent retention rate. The use of assessment data for intervention and institutional improvement is clearly an important factor in this success.

1942

1943

1944

1945

1946

1947

1948

1949

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

Decentralized governance structure

- A deliberately decentralized governance structure appears to suit most members of the university community and provides for a high degree of initiative and independence in offering programs and delivering services. As one faculty member described it "decentralization has allowed pockets of excellence to thrive."

Minority recruitment efforts

- The institution is also to be commended for its attention to the success of minority students. One factor in this success is the pool of affirmative action funds which, by helping attract minority faculty and staff, has increased the number of role models for students.

Assessment and planning process

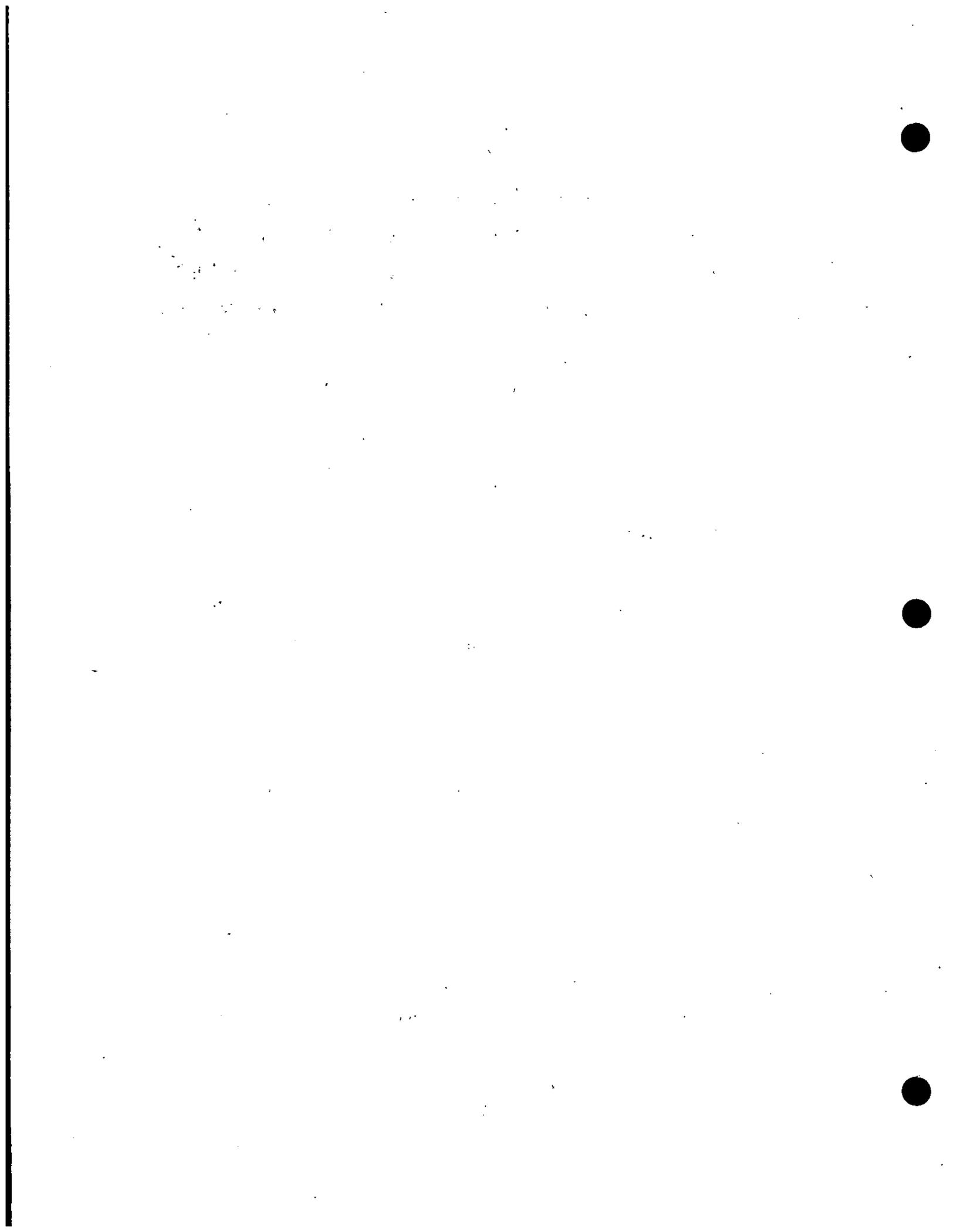
- Ohio University has demonstrated unusual success in designing planning and assessment processes which are fully and regularly integrated into campus decision-making and budgeting.

Honors Tutorial Program

- The Honors Tutorial College offers a unique learning experience to participating students and is a widely recognized feature of Ohio University. Students who graduate from this program demonstrate an outstanding record of achievement.

Meeting regional needs

- Regional centers appear to meet significant regional needs by offering local access to a wide variety of educational opportunity and services. The extensive telecommunications network has been a significant factor in some of these opportunities.



Concerns:

Additional documentation for Regional campuses

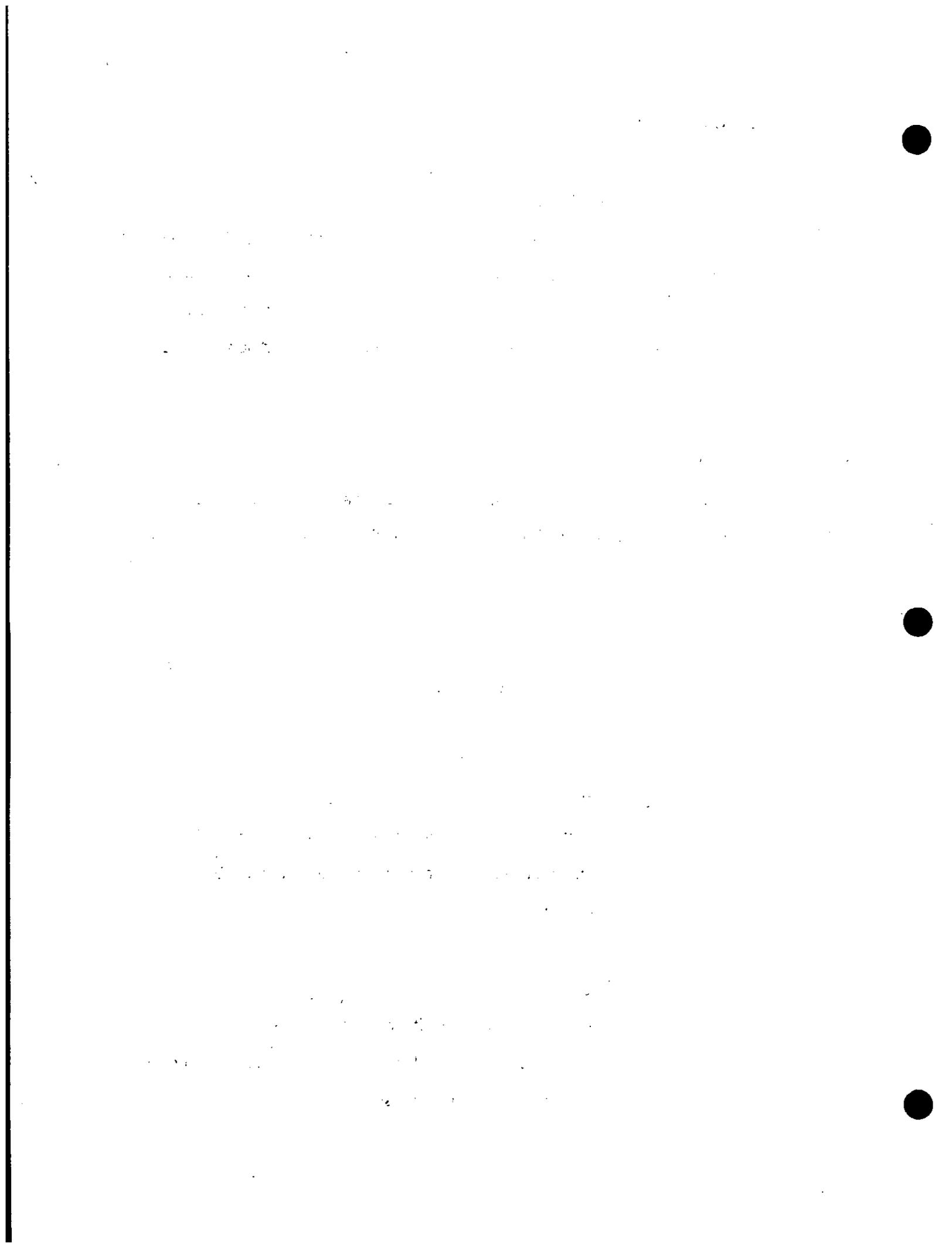
- Insufficient data were provided in the report to enable the team to fully assess the manner in which these campuses and their programs meet the evaluative criteria. A special monitoring report will be filed by January 31, 1995.
- *We feel the team did not really understand the fully integrated status of regional campuses; they are Ohio University. Many institutions hold their regional campuses at arm's length. Not so at Ohio University. We will clarify these matters for NCA in the monitoring reports*

Assessment of academic majors

- The assessment plan omits explicit attention to assessment in the major. The institutional plan should be extended to identify how student achievement in the major is documented. a monitoring report on the plan is to be filed by January 31, 1995.
- *We do have some program assessment of students in majors and programs. We will build on this and extend it to all majors.*

Programs in Hong Kong and Malaysia

- The operation of the Hong Kong should be reviewed by means of a focused evaluation. In addition, the oversight of and faculty involvement should be reviewed and monitored closely by the institution.
- *We disagree with this finding. The program in question is an external degree program. The professors are here (with occasional visits to Hong Kong) and students in the program do come to Athens. We plan to resist the call for a site visit. They find no reason to visit our program in Malaysia but suggest continued monitoring which we plan to do in any event.*



State funding

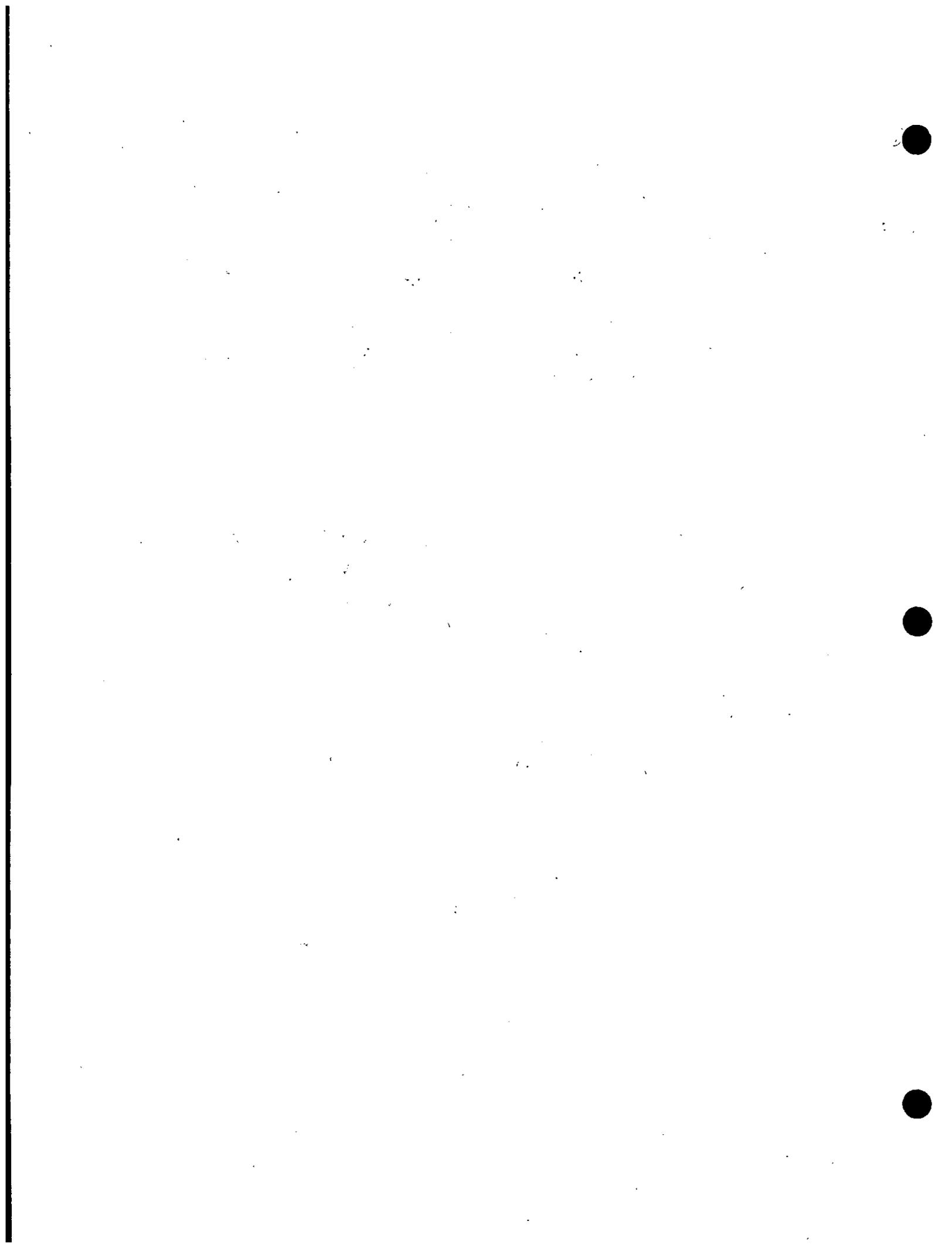
- Appropriated funding in relation to budgeted expenditures has declined to a level at which the amount of revenue generated by student fees may be disproportionate. this ration should continue to be monitored closely by the institution and the trustees.
- *We agree that state funding should form a greater percentage of the student's cost of education and will do all we can to reverse recent decreases in state funding.*

Library acquisitions

- It is important that OU maintain the library collections of both monographs and serials (or equivalent library services) at levels which meet at least the minimum needs of all academic programs. Library funding in the two most recent years does not appear to be at the levels required for such support.
- *The UPAC awards just released included an additional \$125,000 for acquisitions. UPAC is likely to continue to make library acquisitions a high priority.*

Attention to ADA legislation

- Increased attention needs to be paid to the ADA/504 (Americans with Disabilities) legislation which the team believes will have a significant impact upon this campus.
- *The University has an ADA committee and has set aside funds for ADA compliance. At present, the University would, using a figure that is one half the Basic Renovations planning figure, have \$2,585,000 every two years to deal with ADA matters. Projected costs to bring OU into compliance are \$8-10 million.*



Contact: Jack Ellis, 593-2636 (o) or 593-5807 (h)

**OHIO UNIVERSITY'S FIVE-YEAR CAMPAIGN
ENDS WITH \$132.2 MILLION TOTAL**

ATHENS, Ohio -- Ohio University officials announced Saturday that the campus has concluded its Third Century Campaign with a fund-raising total of \$132,179,876 — far surpassing the \$100-million goal.

The five-year campaign concluded Dec. 31, although a final total wasn't available until this week. The previous fund-raising record for the university came during the 1804 Fund Campaign in the late 1970s, when \$23 million was raised.

The Third Century Campaign broke the \$100-million mark in October 1992, 14 months ahead of schedule.

"This was an incredible outpouring of commitment to the institution," said President Charles J. Ping.

According to Development Office officials, the campaign has funded 31 undergraduate and graduate student-scholarship endowments at the \$100,000 level, and attracted more than \$22.5 million in computer equipment, software and other technologies.

The campaign also will fund nine new endowed academic chairs with minimum contributions of \$1 million, and 10 \$250,000 endowed professorships.

More than 39,700 alumni contributed \$67.4 million, or 51 percent of the total, followed by corporations and foundations at \$44.2 million, or 33.5 percent. Cash gifts to the Third Century Campaign amounted to \$56 million, or 42.3 percent of the total, and pledges totaled another \$17.4 million. Deferred gifts — bequests, trusts and insurance — totaled \$37.7 million, or 28.5 percent.

-more-

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is scattered across the page and is too light to transcribe accurately.

2-2-2

The total number of individual and company donors were 63,835.

Ping praised the contributions of faculty and staff, which totaled \$3.9 million, \$2.9 million above the campaign goal. More than 63 percent of university employees donated to the campaign, including 81 percent of faculty and administrative contract staff.

Vice President for Development Jack Ellis credited Ping's leadership, the Development Office staff and an army of 700 volunteers across the country for the success of the campaign. "Our volunteers were personally and financially committed to the campaign," he said.

Ping said the university should enter its third century of service financially stable as a result of the Third Century Campaign. Ohio University's endowment funds are expected to total at least \$100 million within 24 to 30 months as a result of cash gifts and pledges from the Third Campaign Campaign, according to Ellis. Donors have five years to pay off pledges, he said.

Ohio University began the Third Century Campaign in 1988 with endowments of \$56 million, Ellis said.

"What this campaign has done is move us to a whole new level of philanthropy," Ellis said.



**"WHERE IS THE BEEF"
IN
THIRD CENTURY CAMPAIGN
AS OF
December 31, 1993**

The following report highlights the impact of \$100,000 or more gifts to the Campaign. Also, an explication of the campaign total is provided.

A. Campaign Gifts

1. Chairs

Nine of the University's 14 endowed chairs have been established as a result of the Campaign.

Private funds also are providing the match for two more eminent scholar positions.

Four of these chairs are provided for in the donor's estate, while four are in the process of being funded.

2. Professorships

Ten of the University's 17 professorships have been established during the campaign, and all of them are being funded by current pledges.

3. Scholarship Funds

With gifts of \$100,000 or more, 31 endowments will be established which would yield the University (at 6 percent) \$972,000, per year or the equivalent of 145 full scholarships each year.

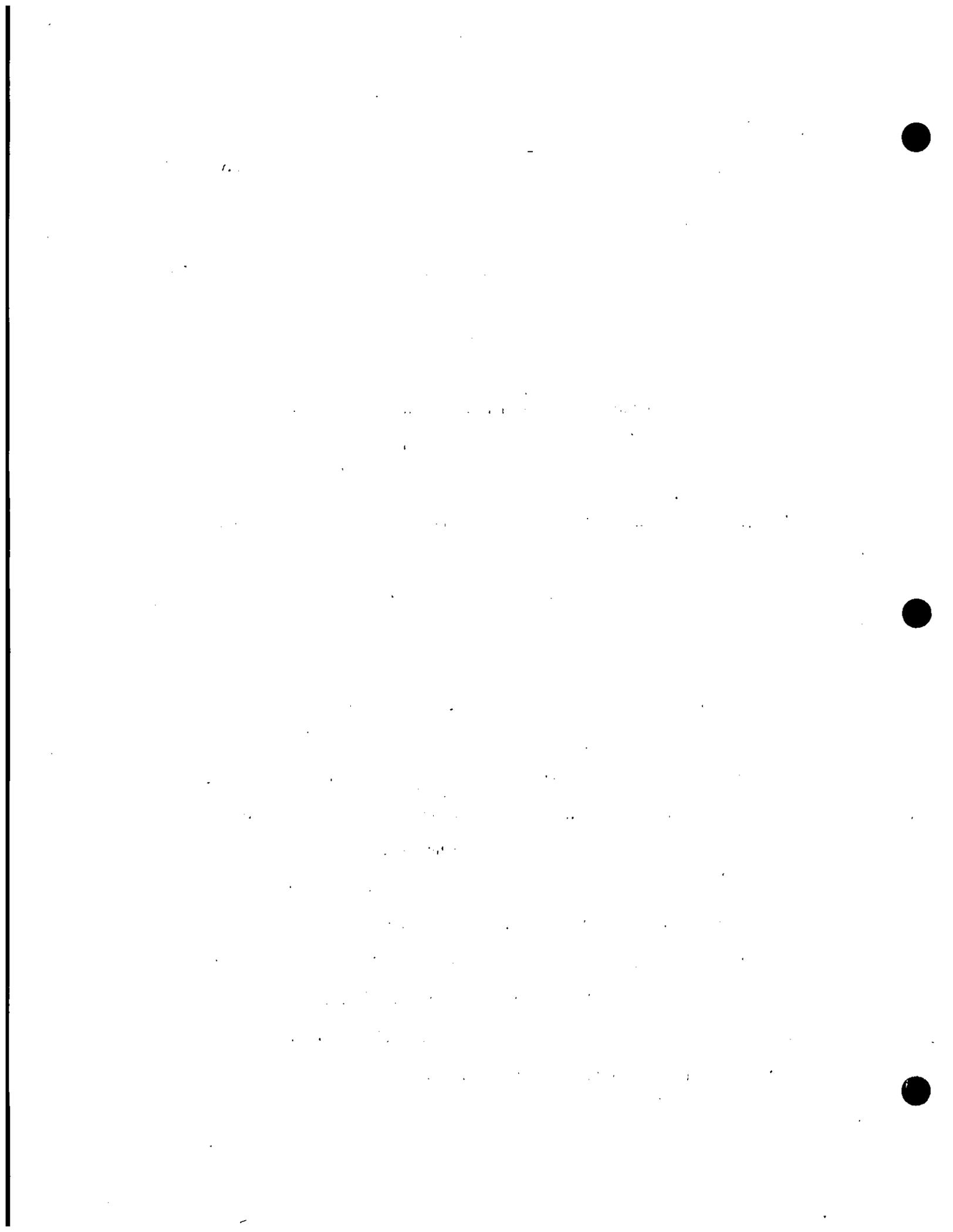
4. Academic Program Support

In cash and pledges, the University's teaching, research and service missions will benefit from \$11,751,157 in direct program support.

In addition, another \$13.7 million through deferred gifts will eventually provide endowed program support in perpetuity.

5. Buildings and Maintenance

\$4 million in private support, \$2.6 of it from football supporters for Peden Stadium Tower, has been designated for building projects. The Tower will house the College of Health and Human Services' classrooms, faculty offices and service and research labs.



In addition, a \$1 million maintenance endowment has been provided for the Konneker Alumni House, \$150,000 to establish an international journalism center, and increased engineering lab space.

6. Gifts-In-Kind

\$22.5 million in computer equipment and associated software, and other technologies are available to the University community as a result of the Campaign. The Digital Equipment Corporation's Vax 6000 computer and software serves the research mission of the University and is the platform being used for the campus-wide administrative applications of electronic mail, the Campus Information System and the Gradebook system.

The Computer Integrated Manufacturing program has received \$4.45 million in computer and software support as a result of an original IBM gift which was matched with major support coming from Cooper Industries, Arthur Andersen and SDR.

The Digital system also saved the University approximately \$1 million in state funds by allowing the University to purchase a smaller IBM mainframe.

The Colleges of Business Administration, Communications and Engineering and Technology each have received major computer systems.

The College of Health and Human Services has received \$258,000 in health care equipment.

The College of Education has been provided with over \$2.12 million dollars in equipment to an innovation teaching project.

In addition to the above, the University has a deferred gift, which is currently on permanent loan, of the Edwin L. and Ruth E. Kennedy Southwest Native American Collection. Through this conservatively valued \$7 million collection, the University was able to receive a state appropriation of \$4 million for the renovation of Kennedy Hall, thereby making possible a museum to serve the academic and Athens communities. In addition the University has received two bequests of art collections worth over \$750,000.

B. Campaign Financial Totals

1. Through December 31, 1993, \$132,179,876 has been raised in the Third Century Campaign.

2. Of the above total, cash and cash equivalents already received over \$77 million, or 58.2 percent of the total received.

Another \$17.4 million or 13 percent is in the form of pledges with most of the pledges being paid out over five years.

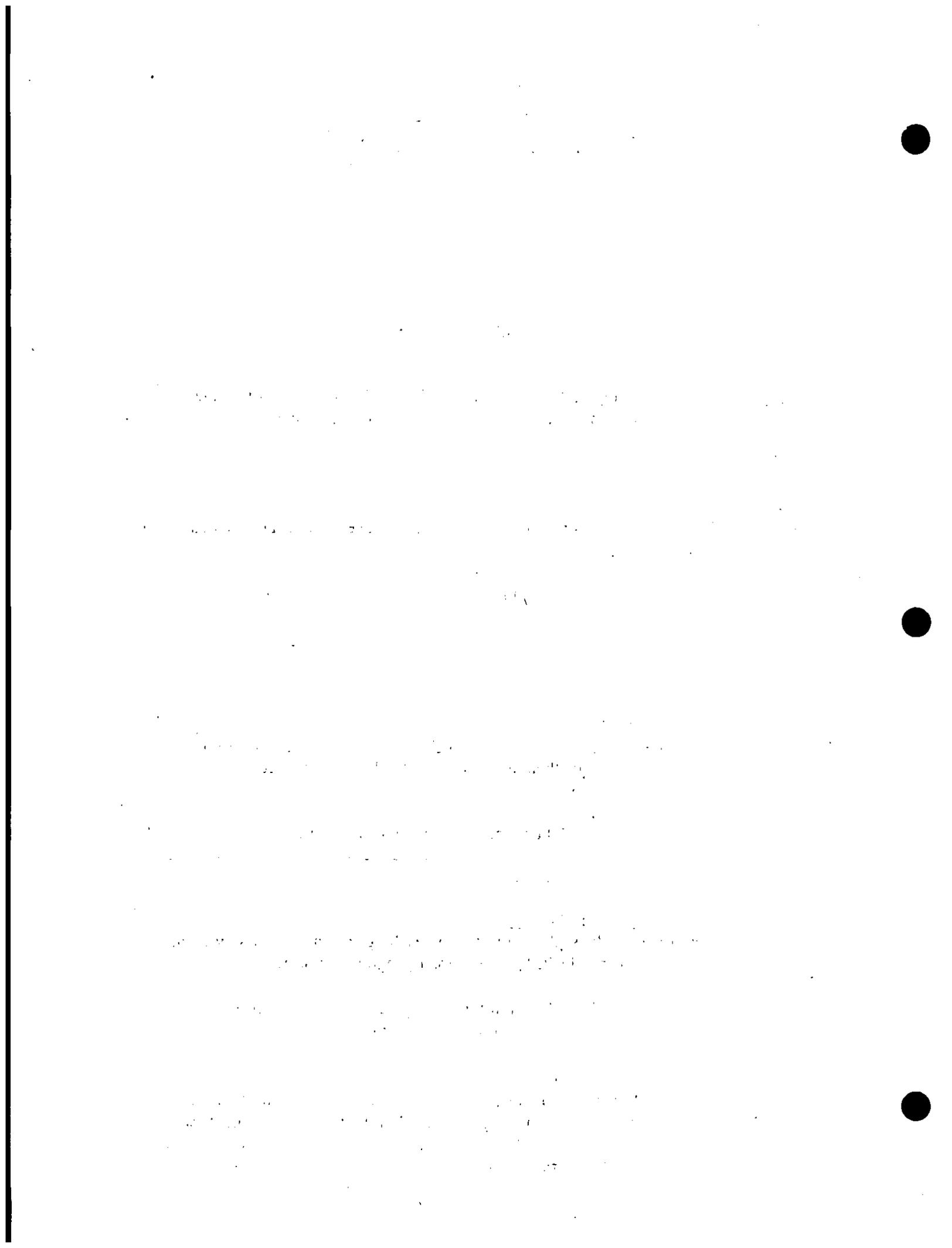
3. Deferred gifts, gifts to be received in the future usually from a donor's estate, amount to \$37.68 million or 28.5 percent of the total.

Note that a ³¹30 percent representation of deferred gifts in a campaign is the norm.

Bequest Expectancies	\$29.06 million	21.99%
Insurance	\$ 4.6 million	3.55 %
Trusts	\$ 3.9 million	2.98 %

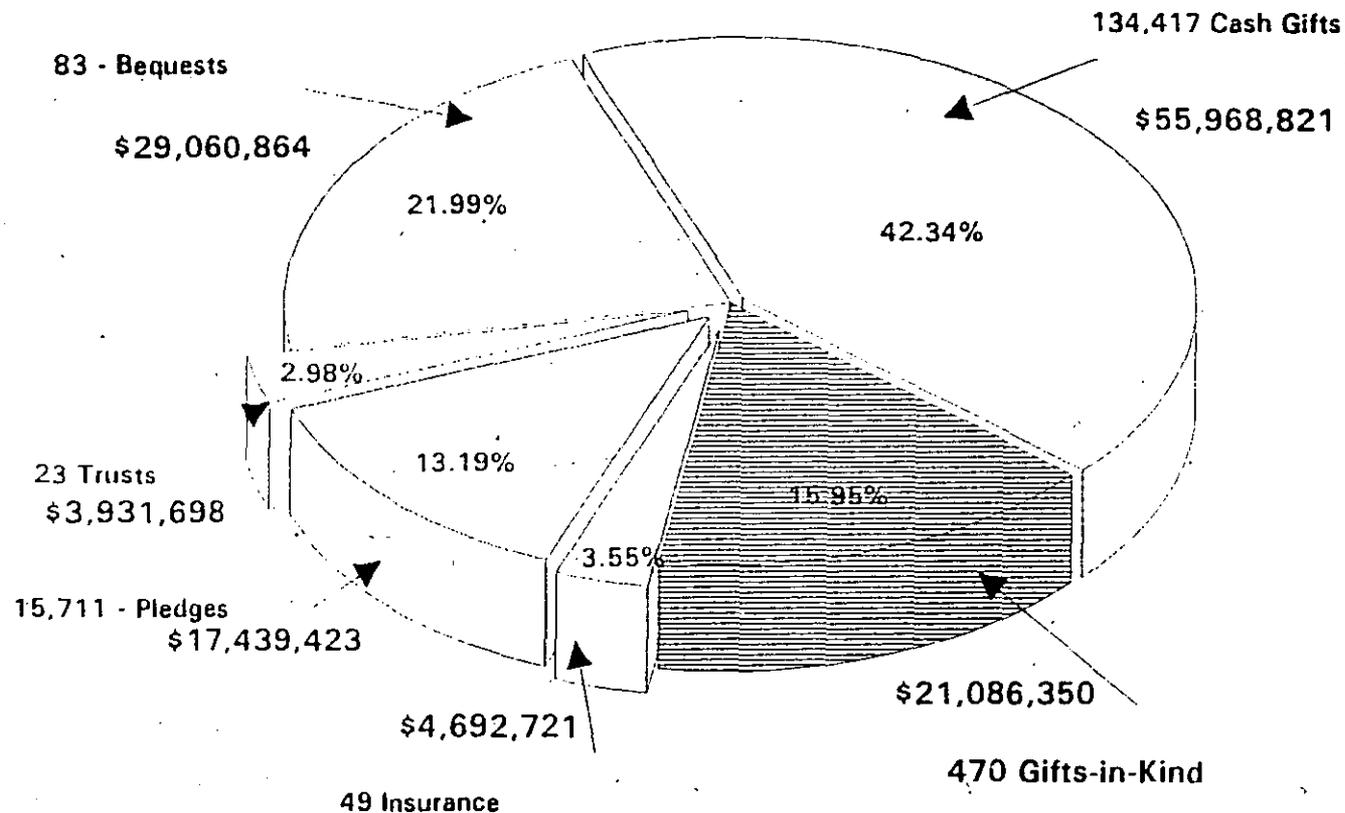
4. Gift Commitments by Source of Donation

Alumni	\$67.3 million	50.96 %
Corporations/Foundations	\$44.23 million	33.46 %
Friends	\$13.3 million	10.13 %
Government	\$ 1.5 million	1.13 %
Organizations	\$ 5.7 million	4.32 %

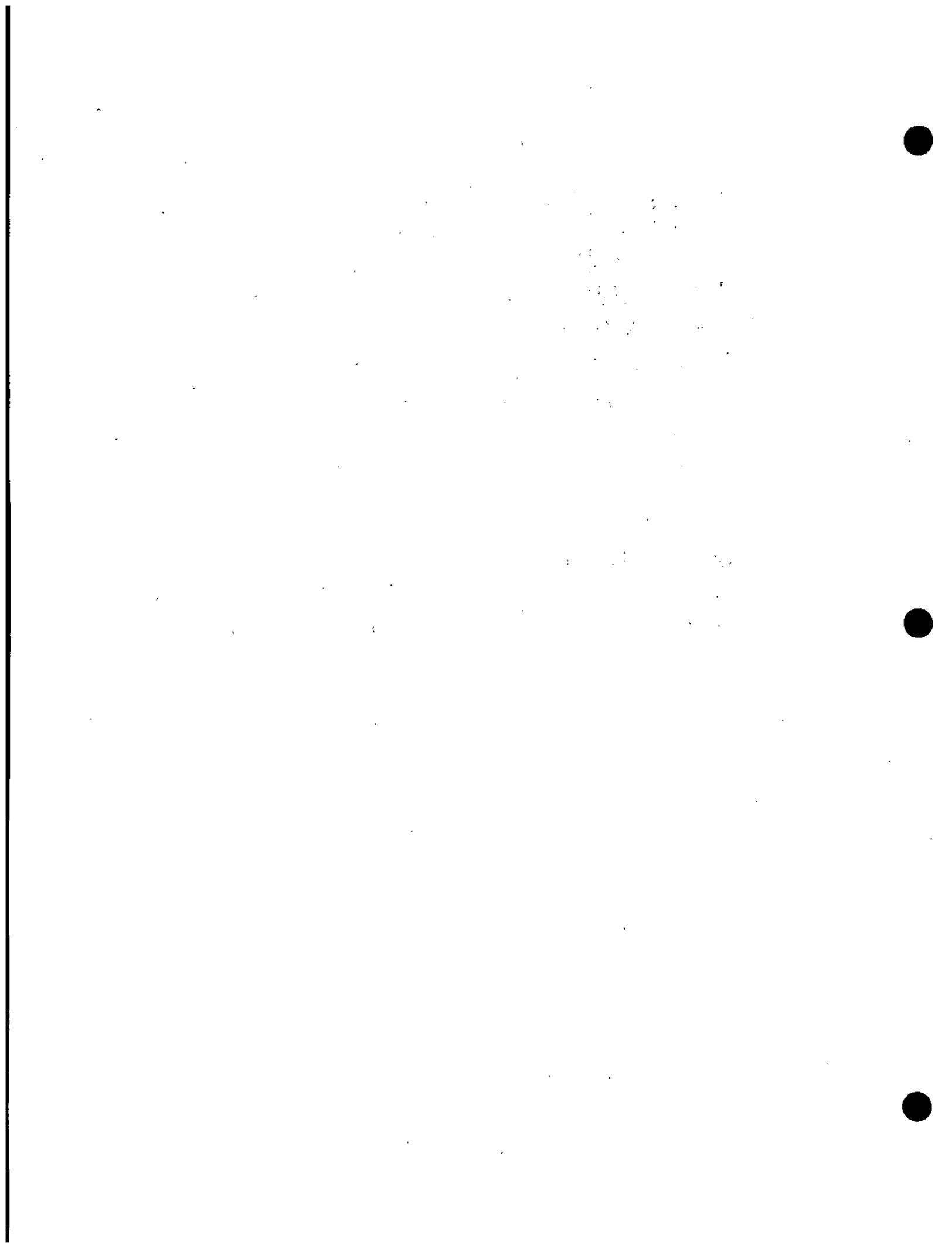


OHIO UNIVERSITY THIRD CENTURY CAMPAIGN

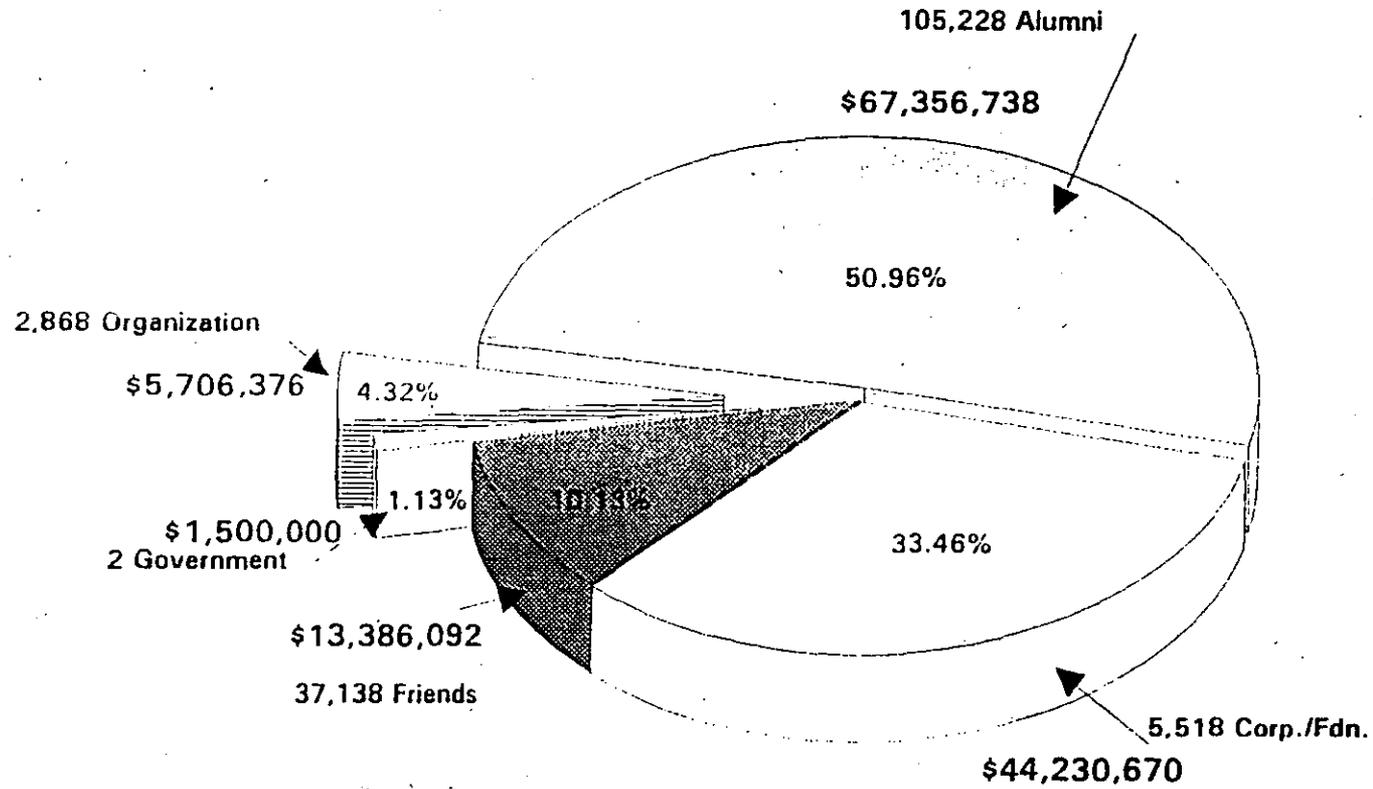
Gifts by Type



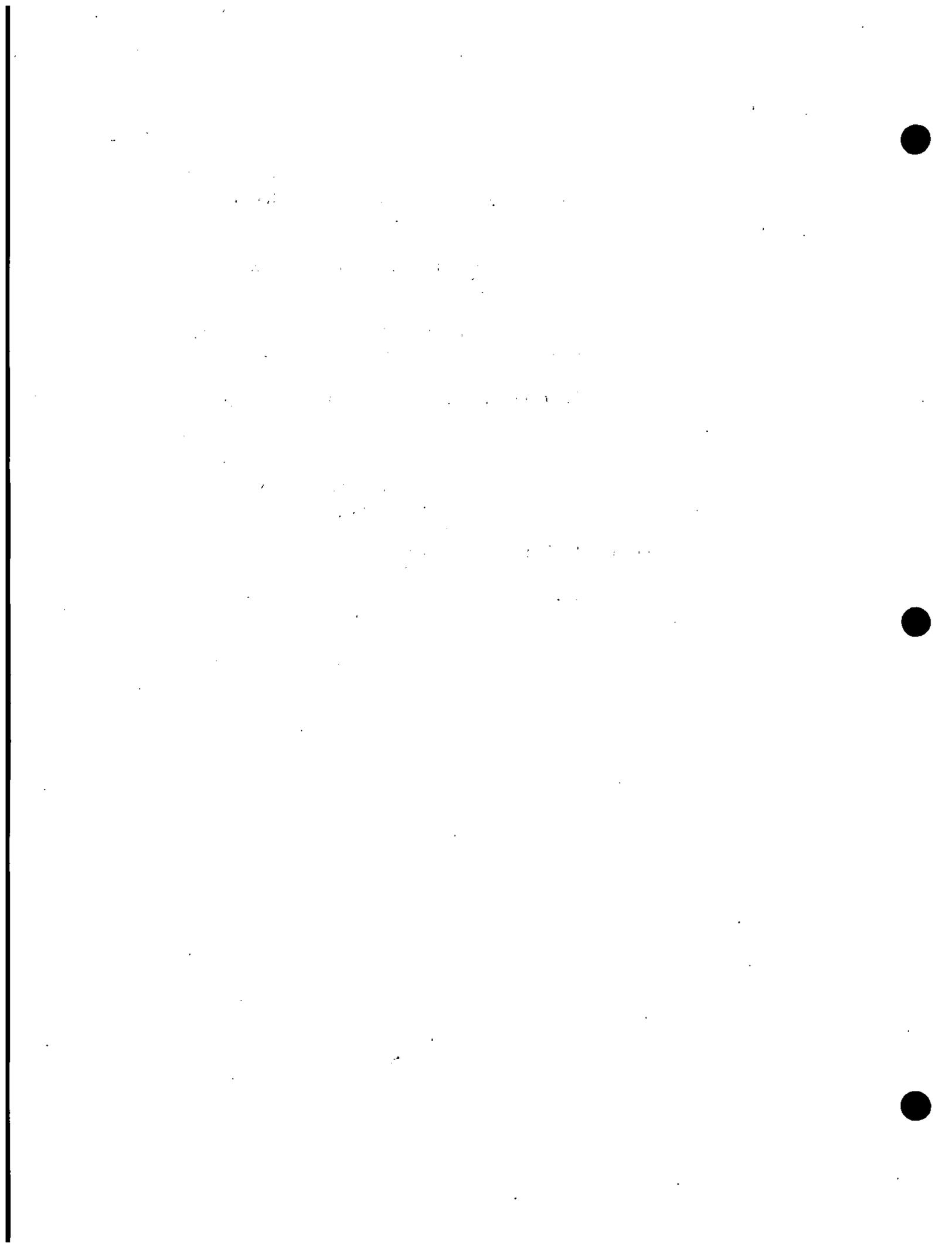
As of December 31, 1993



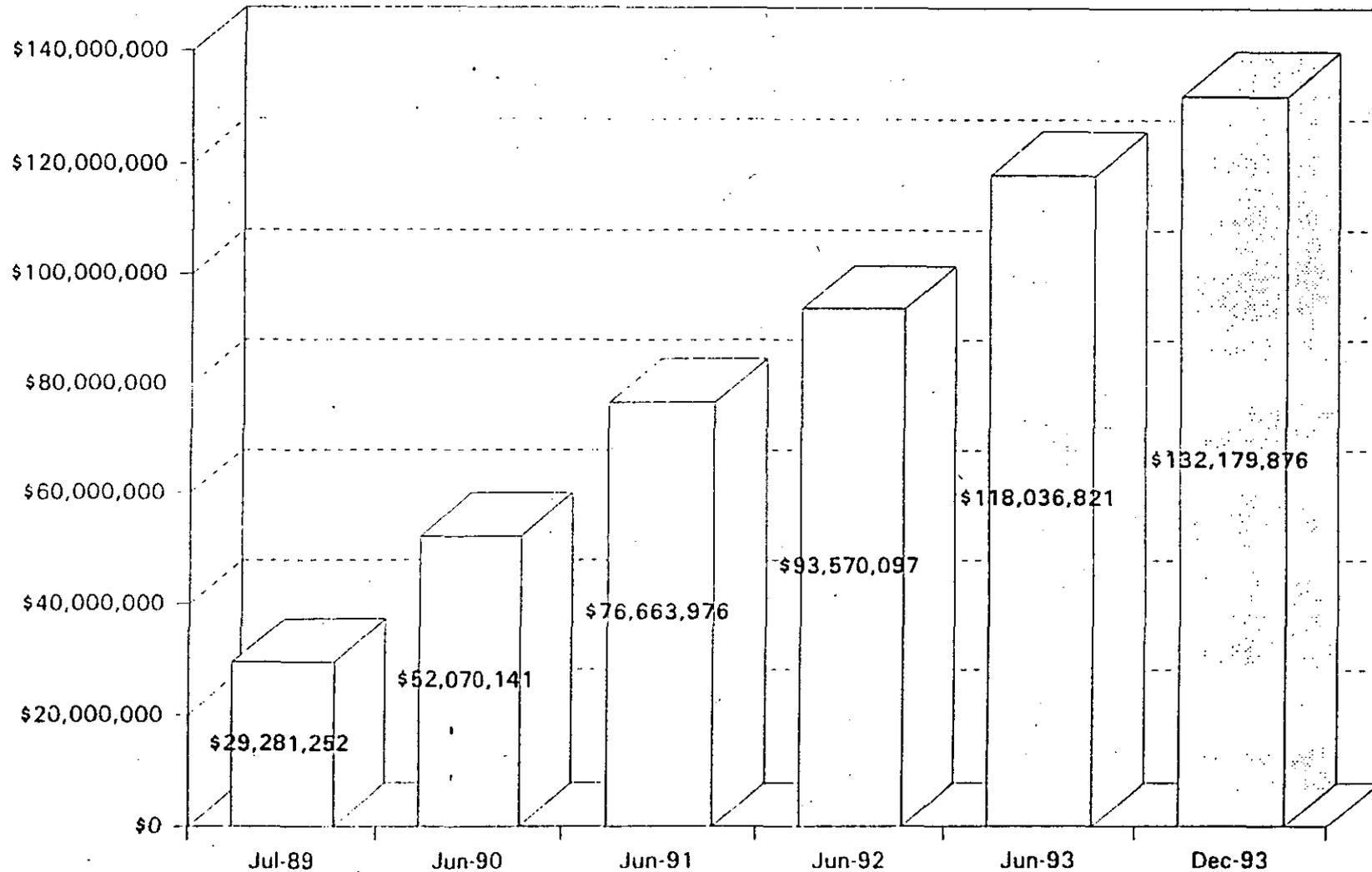
OHIO UNIVERSITY
THIRD CENTURY CAMPAIGN
Gifts by Source



As of December 31, 1993



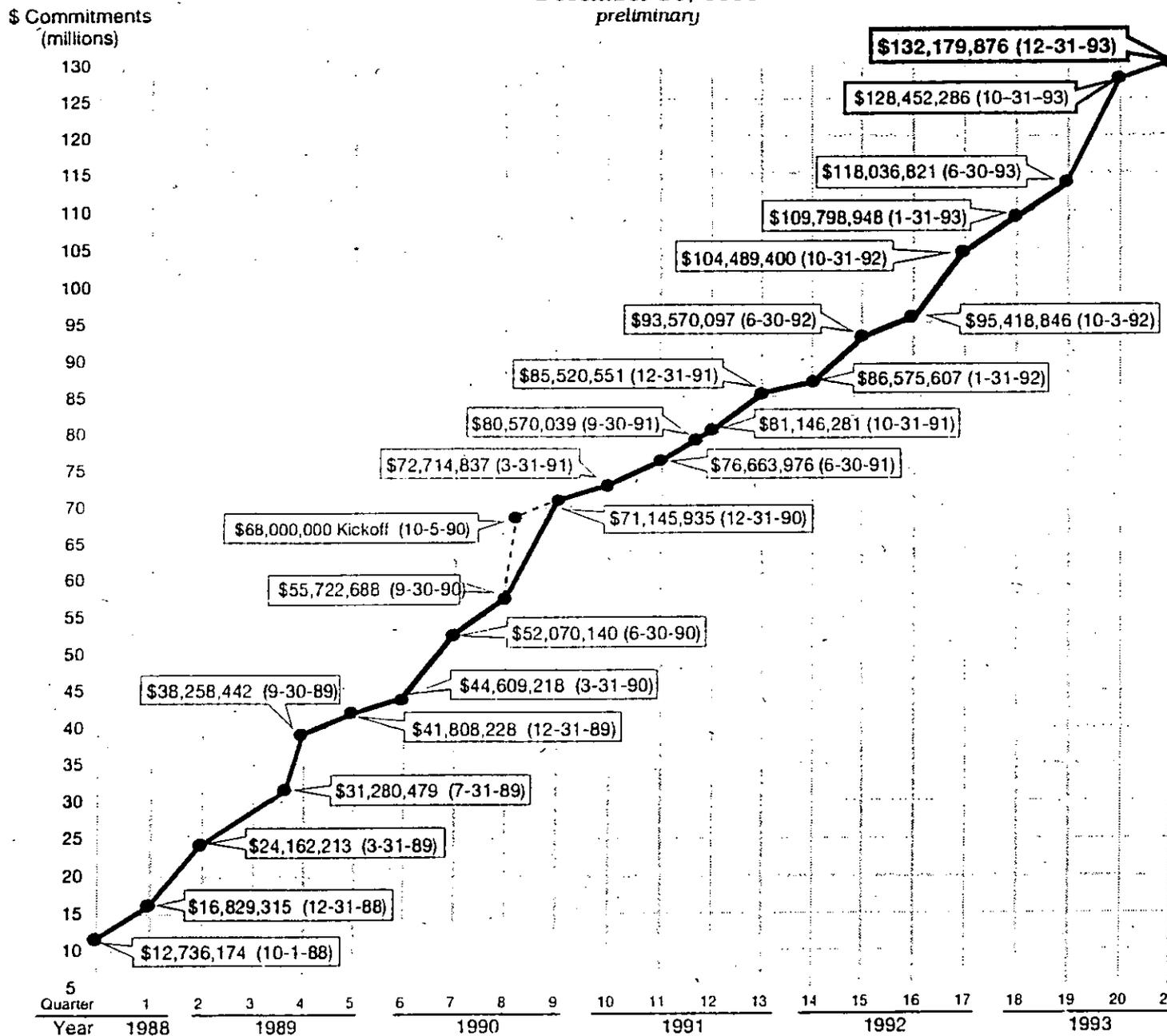
OHIO UNIVERSITY THIRD CENTURY CAMPAIGN PROGRESS

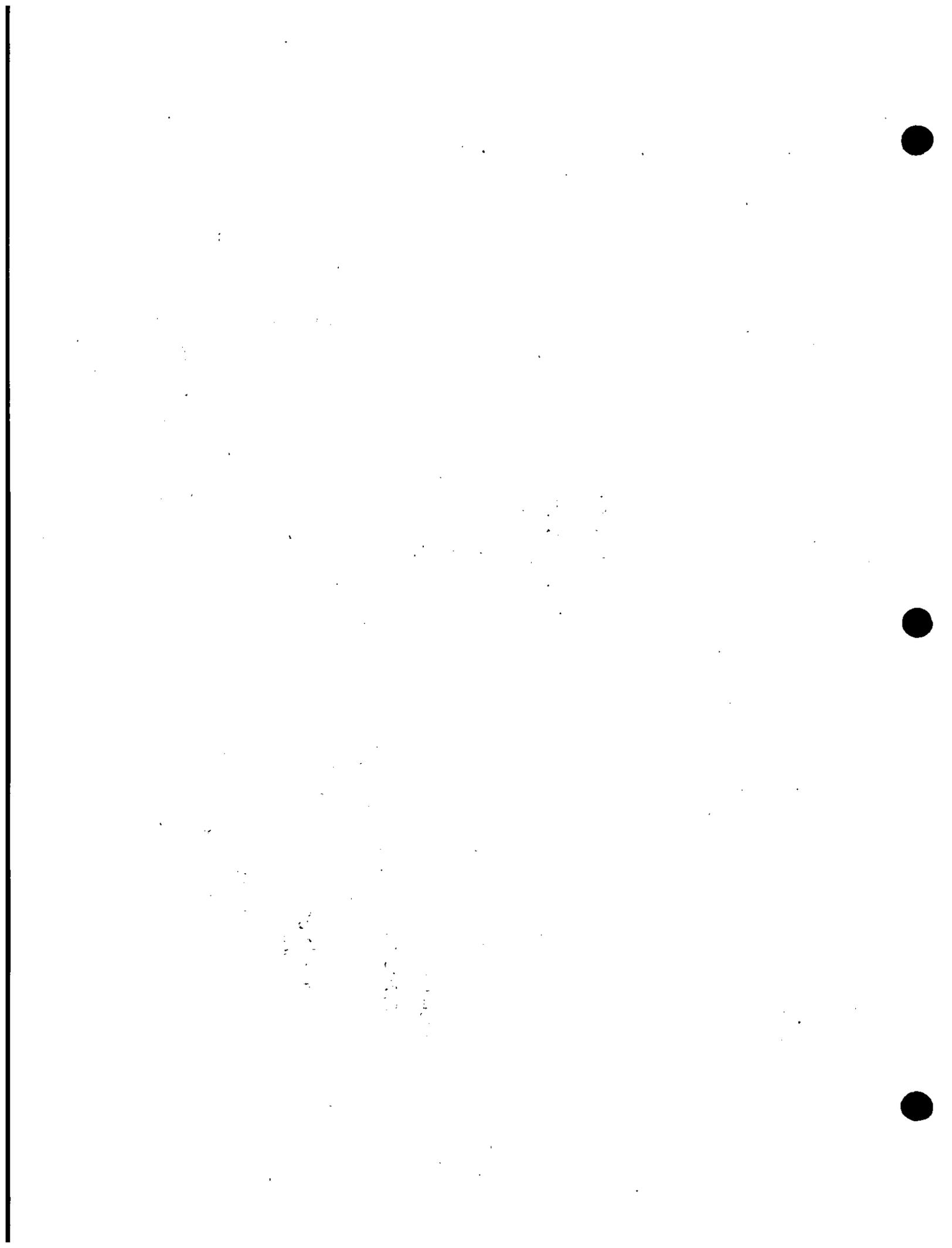


Goal: \$100,000,000

The Ohio University THIRD CENTURY CAMPAIGN

5-year Graph Illustrating Progress Toward Goal Attainment by Quarter
December 31, 1993
preliminary





THE OHIO UNIVERSITY
 THIRD CENTURY CAMPAIGN
 GIFT REPORT
 December 31, 1993 - Preliminary
Donor Commitments By Level
 (Gift Table)

	<u>Required</u>		<u>Actual</u>				
	<u>Level</u>	<u>Number</u>	<u>Total</u>	<u>Campaign Number</u>	<u>Campaign Total</u>	<u>Monthly Changes Number</u>	<u>Changes Total</u>
Leadership	\$10,000,000+	1	\$ 10,000,000	1	\$10,000,000		
	5,000,000+	2	10,000,000	2	12,000,000		
	2,500,000+	4	10,000,000				
	1,000,000+	8	8,000,000	19	25,081,955		
	500,000+	20	10,000,000	21	13,784,221		
			48,000,000		60,866,176		
Major	250,000+	40	10,000,000	44	14,273,107	3	913,764
	100,000+	75	7,500,000	95	13,482,937	8	1,110,671
			17,500,000		27,756,044	11	2,024,435
Special	50,000+	200	10,000,000	116	7,436,000	7	475,881
	10,000+	550	5,500,000	714	13,519,966	18	285,392
			15,500,000		20,955,966	25	761,273
Other Campaign and University Gifts	up to 10,000	all others	19,000,000	149,741	22,601,690	2,642	313,911
Total			\$100,000,000	150,753	\$132,179,876	2,678	\$3,099,619

