

THE OHIO UNIVERSITY BOARD OF TRUSTEES MINUTES OF SEPTEMBER 9, 1995, MEETING

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

McGuffey Hall, Board of Trustees Meeting Room
Ohio University, Athens Campus

FOCUS SESSION

Technology: Challenges and Future

Friday, September 8, 1995

9:15 a.m.

J. David Stewart, Provost

Paul B. Gandel, Associate Provost for Information
& Instructional Technology

Provost Stewart briefly summarized the development and use of technology at Ohio University. He described the various university entities that each contribute to the sum of technology and how that is now beginning to be coordinated. Dr. Stewart reviewed the focus session on technology used between the Athens and regional campuses, highlighting its use on the Southern Campus this past spring.

Dr. Stewart introduced Dr. Gandel, who presented a thorough overview of technology uses and capability presently on the campus and how he sees its use in future. A complete copy of all materials from Dr. Gandel's presentation is appended to the minutes.

Dr. Gandel noted that, following his presentation there would be a tour of the Computer Services Center, including a demonstration by Associate Professor of Chemistry Karen E. Eichstadt on combined technology and textbook teaching.

EXECUTIVE SESSION

(4:00 p.m., Friday, September 8, 1995)

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

On a roll call vote all members present, namely: Chairman Leonard, Ms. Ackerman, Mr. Emrick, Mr. Brunner, Mr. Goodman, Mr. Grover, and Mr. Hodson, voted aye.

No personnel matters were considered.

President Glidden provided a status report on lease arrangements regarding the Home Street property. He noted the Department of Administrative Services is reviewing final lease terms and conditions and that the number of apartment units to be constructed has been reduced from 94 to 80.

President Glidden reported that discussions were continuing with the Ohio University Foundation regarding the acquisition of two properties.

Chair Leonard reported that an opinion regarding the matter of student legal services had just been received from the Attorney General's office. He asked that Trustee Grover and Secretary Geiger meet with representatives of the Student Senate regarding the matter and report back to trustees at their November 17 and 18 meetings.

It was agreed to cancel the Executive Session scheduled for 8:00 a.m., Saturday, September 9, 1995.

The meeting adjourned at 4:40 p.m.

I. ROLL CALL

Seven members were present, namely: Chairman Paul R. Leonard, Patricia A. Ackerman, Gordon F. Brunner, Charles R. Emrick, N. Victor Goodman, Brandon T. Grover, and Thomas S. Hodson. Student Trustees Melissa A. Cardenas and Kevin T. Sasson were also present. This constituted a quorum.

This was Ms. Ackerman's first meeting as a trustee. Her nine-year appointment ends May 12, 2004, vice J. Craig Strafford whose term expired. Likewise, this was Mr. Sasson's first meeting as a student trustee. His two-year appointment ends May 12, 1997, vice Amanda L. Arnovitz whose term expired.

President Robert Glidden and Secretary Alan H. Geiger were present.

Trustees Charlotte Eufinger and Ralph Schey, and Terry Trimmer, President of the National Alumni Board, were unable to attend due to prior business commitments.

II. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 24, 1995 (previously distributed)

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

III. COMMUNICATIONS, PETITIONS AND MEMORIALS

Secretary Geiger reported none had been received.

IV. ANNOUNCEMENTS

Secretary Geiger indicated he had no announcements. Chairman Leonard stated a legal opinion from the Attorney General had just been received regarding the matter of



student legal services. He asked Trustee Grover and Secretary Geiger to meet with leaders of the Student Senate to discuss issues relative to the need for such services.

V. REPORTS

Chairman Leonard invited President Glidden to present Thomas Boeh, Director of Athletics, for a report. President Glidden stated he was pleased with Mr. Boeh's start and that he was optimistic about the future of Ohio University athletics. President Glidden predicted a football win later in the day against Illinois State. (This did indeed occur.)

Mr. Boeh began by providing a brief overview of his coaches, staff, and programs and noted he was in a period of observing, listening, and learning in regards to Ohio University athletics. He commented that we have competed well in the past with limited resources and that he is committed to increasing private support for our programs.

Director Boeh outlined personnel changes in the department and noted that background NCAA checks are being done on new hires. On the matter of facilities, Mr. Boeh described a series of needs including improving the baseball stadium, weight room, outdoor areas, and office space. He cited the most pressing faculty need as a multi-purpose practice facility.

Mr. Boeh commented on the need for the university and MAC conference to remain Division IA but noted that much depends on new revenue streams. He briefly discussed the addition of Marshall, Northern Illinois, and Buffalo to the conference and how this will help meet exposure and attendance needs. He noted we have a good history of fund raising for athletics and that the Ohio Sports Network, PAWS, and annual giving provided a base for expanded revenue enhancement.

Mr. Boeh complimented President Glidden on the university's equity plan and the opportunity it gives the institution to be at the forefront nationally on this important issue. He commented that women's golf is to be added during 1996 and that women's soccer will be added in 1998, with a third women's sport to be in place by 1998.

Mr. Boeh concluded by thanking President Glidden for the opportunity to be at Ohio University. He pledged to create an environment where student athletics can have the best possible experience, building on the academic strength of the university.

VI. UNFINISHED BUSINESS

Secretary Geiger reported no unfinished business.

VII. NEW BUSINESS

Chairman Leonard 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 chairman or a committee member as designated by the committee chairman.

A. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE

Committee Chairman Grover reported that following committee deliberations, the committee recommends consideration of two additional resolutions. The resolutions to be added involve the management of the university's endowment and the deposit of eminent scholar endowment funds.



Mr. Sasson presented and moved approval of the resolution. Mr. Goodman seconded the motion. All voted aye.

UNIVERSITY ENDOWMENT FUNDS MANAGEMENT

RESOLUTION 1995 — 1440

WHEREAS, the Administration has concerns about the investment performance of The Common Fund.

NOW, THEREFORE, BE IT RESOLVED that the President, or his designee, is authorized to terminate the contract with The Common Fund for investment management services.

BE IT FURTHER RESOLVED that the President, or his designee, is authorized to engage Mellon Capital Management Corporation to manage the University's endowment.

BE IT FURTHER RESOLVED that the Treasurer is directed to allocate one half of the funds to Mellon Capital's Strategic Asset Allocation Account and one half of the funds to Mellon Capital's Standard and Poor's Index Account.

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

EMINENT SCHOLAR ENDOWMENT FUNDS DEPOSIT

RESOLUTION 1995 — 1441

WHEREAS, the Board of Trustees directed the Treasurer to deposit funds received from the state for the Eminent Scholar Program in The Ohio University Foundation for investment purposes at their June 23, 1984 Meeting.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees rescinds Resolution 1984-750 and directs the Treasurer to deposit the Eminent Scholar Endowment Funds with Mellon Capital for investment management.



Mr. Grover presented and moved approval of the resolution. Mr. Goodman seconded the motion. Approval was unanimous.

CAPITAL IMPROVEMENTS PLAN, ATHENS AND REGIONAL CAMPUSES

FISCAL YEARS 1996 THROUGH 2002

RESOLUTION 1995 -- 1442

WHEREAS, the Ohio Board of Regents has notified Ohio University that the Capital Improvements Plan for the Fiscal Years 1996-2002 must be submitted in September, 1995, and

WHEREAS, the Ohio University Board of Trustees on January 30, 1993, by Resolution 1271, approved the Consultant's report on "Space Utilization and Management" as the guide to campus development and capital requests for the next decade, with the provision that specific plans for biennial capital funding and recommendations for demolition of buildings require further Board action.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does approve the attached Summary of Capital Improvement Projects on the Athens and Regional Campuses for the period beginning on July 1, 1996, through June 30, 2002.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to submit to State Officials a Fiscal Year 1996-2002 Capital Improvements Plan for Ohio University.



1999

1999

Ohio University

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

Date: August 24, 1995

To: President Glidden and Members of the Board of Trustees

From: Gary North, Vice President for Administration

Subject: Athens and Regional Campus Capital Improvements: Planning and Recommendations
FY 97-98, FY 99-2000, FY 2001-2002

The initiation of a new statewide formula funding for capital improvement projects provides resources for utilities and renovation projects and for new capital projects. The new plan also may provide a one-time opportunity for public colleges and universities to complete unfinished "pipeline" capital projects. Until the full impact of the formula funding plan is determined, it is anticipated that only for this capital funding period, past unfinished, or "pipeline" projects, may be considered for special funding by the legislature. This provides Ohio University an opportunity to revisit unfinished projects and recommend modifications to the scope and sequence of the projects to assure their completion.

I have taken from the list of potential capital improvement projects identified in the SUMS II study, my recommendations for the FY 1997-98 period. They are intended to meet university academic and support service facilities needs and move us toward securing funds for "pipeline" project(s) completion.

Utility and Renovation Funding, FY 1997-98

Funding is estimated to be approximately \$4.3 million and will provide for basic infrastructure work on projects of \$500,000. or less in cost. We anticipate completing several HVAC, electrical, mechanical, roofing, paving, structural and interior renovations by use of these funds. A list of utility and renovation recommendations will be submitted to the Board at a later date.

Capital Projects

The following list of capital needs was approved by the Trustees in 1993 as a part of SUMS II. Capital needs for the FY 1997-98 planning period are as follows:

SUMS II Recommendations for Planning Periods A,B and C Not Fully Funded or Completed	Changing Needs Since SUMS II	State Initiatives/"Pipeline Projects" or Uncompleted Projects
Baker Center Bentley Hall Burson House Ellis Hall Gordy Hall Haning Hall Lindley hall Putnam Hall Templeton- Blackburn Auditorium Ridges Building #22 Scott Quad Tupper Hall Wilson Hall (C.G.)	College of Health and Human Services (Grover Center Renov., replaces Tupper Hall, et. al.) Health Professions (BioSciences) Laboratories	School of Music Kennedy Museum Remote Library Storage

The new formulazied capital funding plan is expected to provide approximately \$19 million dollars for the Athens Campus in FY 1997-98; excluding Regional Campus Funds, Utility and Renovations Funds and "pipeline" projects. Ohio University will assume debt service responsibility for this appropriation under the new funding plan.

Given the aforementioned capital needs, projects essential to continuing the University's role and mission on the Athens Campus are as follows:

FY 1997-98 Biennium

a. Hocking Conservancy District Assessment	\$ 750,000
b. Templeton-Blackburn Memorial Auditorium Completion [This project currently has an appropriation of \$3.5 million and will be increased if the recommended "pipeline" project for a completed and expanded Performing Arts Center (School of Music) is not funded.]	\$ 1,920,000
c. College of Health and Human Services Renovations, Phase I (Grover Center)	\$10,000,000
d. Bentley Hall Renovation	\$ 7,000,000
e. Ridges Building #22 Renovation (Lifelong Learning/Continuing Education)	\$ 5,000,000
f. Health Professions (Biological Sciences) Laboratories	\$15,000,000
g. Haning Hall, Partial Renovation	\$ 2,500,000
h. Burson House Renovation	\$ 500,000
Total FY 1997-98 Biennium	\$42,670,000.

FY 1999-2000 Biennium

Capital Improvements Request Essential to Continue the University's Role and Mission

- a. Hocking Conservancy District Assessment
(Maintenance Costs)
- b. Basic Renovations - Formula Funding
- c. School of Health & Human Services
(Grover Center Renovation Completion)
- d. Tupper Hall Rehabilitation
- e. Ellis Hall Partial Rehabilitation
- f. Student Services Facility
(New Construction)
- g. Child Development Teaching Lab. - Ridges
(New Construction)
- h. Bird Arena Partial Rehabilitation

FY 2001-2002 Biennium

Capital Improvements Request Essential to Continue the University's Role and Mission

- a. Hocking Conservancy District Assessment
- b. Basic Renovations - Formula Funds
- c. Lindley Hall Partial Rehabilitation
- d. Hudson Health Center Rehabilitation
- e. Cutler Hall Partial Rehabilitation
- f. Building 24 Rehabilitation - The Ridges
(Office Facility)
- g. Green House Facility
(New Construction)
- h. Scott Quadrangle Partial Rehabilitation
- i. Putnam Hall Rehabilitation

"Pipeline Projects"

Uncompleted, or "pipeline" projects are expected to be funded through a one-time appropriation in addition to the new capital funding formula. We have three such projects to recommend:

- 1) Our first priority is the Remote Library Storage Project. This project was funded through the Board of Regents to Ohio University. I expected the \$500,000 needed to complete the project will be forthcoming in the next capital bill.
- 2) We have not yet completed or occupied the partially renovated Kennedy Museum facility. We need some time to work with this facility after the first phase is opened before we consider further renovations and identify cost estimates.
- 3) The expansion and completion of the School of Music building into a major performing arts facility for College of Fine Arts, the campus, community and region may now be possible.

Discussion has occurred for years about the desirability of such a facility. It may now be feasible under the one-time "pipeline" provision to secure funding for a major portion of the work. The project will cost an estimated \$18 to 20 million dollars. It seems within reason that more than one-half of the cost could be obtained through a "pipeline" appropriation. It also seems reasonable to assume that additional funds could be raised privately over a 2-3 year period through appropriate naming and fundraising for the facility. Should this project be funded via the pipeline legislation, we will use the \$3.5 million currently appropriated for Templeton-Blackburn Auditorium project for a smaller scale renovation. The \$1.92 million identified in this request as necessary to complete the Templeton-Blackburn Auditorium would be added to the performing arts facility project.

I recommend approval of these capital projects for the Athens Campus.

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CAPITAL PLAN OVERVIEW REGIONAL CAMPUSES

AUGUST 1995

BACKGROUND

Ohio University's five regional campuses are located in the southeast quadrant of the state. All are accessible to the main campus by car within two to two and a half hours drive. The campuses are located in Chillicothe, Belmont County, Lancaster, Ironton, and Zanesville. The programs offered at these locations allow students to complete their first two years of degree work prior to transferring to Athens; they also provide important resources for the communities where they are located.

The physical facilities at all of these locations were constructed in the late 1960's and early 1970's except the Ironton (Southern) Campus. After 25 years of use, the buildings are showing the effects of time and heavy usage on the infrastructure. For example, noncompliance with certain building codes, worn out HVAC, mechanical and electrical systems, altered circulation patterns, deteriorated roofs and building envelopes, decayed site conditions, noncompliance with new mandates and campus program changes require our continued attention.

We expect the new capital funding plan to provide \$3,840,000. for renovation and new construction. The utilities and renovation formula funding for regional campuses will be approximately \$849,000.

CAPITAL PLAN OVERVIEW

The Regional Campus Capital Plan will address the following three items:

1. Changes to the building function and programic needs.
2. Deficiencies in physical structures and systems.
3. Updates to State building codes and National mandates.

Each of the regional campuses, except Ironton, has had a building master plan developed within the last few years. These documents were prepared by committees of faculty, staff, and in some cases, student representatives. A general "road map" was developed to guide physical improvements for each campus. The existing conditions, future programic changes and applicable codes/mandates were incorporated into each of the documents.

THE SPECIFICS

The primary thrust of the Fiscal Year 1997-2002 Regional Campus Capital Improvements Plan will be to improve/update existing facilities, address accessibility and energy conservation issues, start major programic renovation projects, renovate the hard sciences laboratories and improve the aesthetics of the environment whenever a project is undertaken.

issues, start major programic renovation projects, renovate the hard sciences laboratories and improve the aesthetics of the environment whenever a project is undertaken.

CHILLICOTHE

This appropriation will continue what has been undertaken in the previous four phases of work: Bennett Hall Renovations, Bennett Hall Renovations Phase I, Bennett Hall Renovations Phase II and Bennett Hall Renovations Phase III. Phase IV will renovate classrooms, hard sciences laboratories and other support spaces. Other work to be addressed will include HVAC and electrical improvements, code compliance and ADA upgrades.

In late 1995/ early 1996 a storage facility will be renovated, using local funds supplemented with basic renovations funds, as a Hazardous Materials/Police Training Facility. Additional site work will be incorporated into the Capital Plan to correspond to the work that will be undertaken later this year.

EASTERN CAMPUS (BELMONT)

Work will begin in late 1995 on a new Multipurpose Facility. This project will require extensive site and roadway work to provide a second means of entering the Campus from Belmont Technical College. Additional work will include a connection to the county sanitary sewer for all of the Eastern Campus buildings. A part of this plan will be to add additional site improvements as a part of this major improvement

Additional improvements to Shannon Hall, the main classroom/administration building, will include hard science laboratories, ADA compliance projects, mechanical upgrades and other code compliance projects.

LANCASTER CAMPUS

The master plan for the two buildings on this campus reorganizes the spaces for more effective utilization, modifies circulation and addresses space shortage issues. The Capital plan will provide funds for work on the middle floor (third) of the center section of Brasee Hall. A majority of offices will be moved out of this area after the top (fifth) floor has been completed early next year. A new microwave broadcast studio (HEMS) will be built in addition to a reorganized student services area. If funding permits, the area vacated by moving the HEMS studio will be renovated and utilized by the library. Other work will include HVAC and electrical improvements, code compliance and ADA upgrades.

SOUTHERN CAMPUS (IRONTON)

Work currently underway involves completion of a third building, which will provide faculty offices, administrative offices, classrooms and student and public lounges. Exterior work

includes additional parking, site landscaping, a common courtyard and a third entrance to the campus. Future appropriations will provide for the completion of the third level of this building and for upgrading the library in the Collins Center.

ZANESVILLE CAMPUS

Most recent renovations and construction have involved exterior work and completion of the new joint OUZ and MATC student services building. The focus of the next planning cycle will be to improve the interior of Elson Hall and replace or repair the mechanical systems.

Zanesville staff recently finished a master plan for Elson Hall. This study concluded that reorganizing the ground floor would add more space by better using the entry to the lobby area and adding public functions in this reorganized space. This work will alter the entries to reflect the reorganizing of the exterior and the finishes will be changed to achieve a softer, less institutional feel. This lobby will be the first area to be renovated as part of the proposed Capital plan. Other works to be addressed are HVAC and electrical improvements, code compliance and ADA upgrades.

STATE FUNDED CAPITAL REQUEST SUMMARY

1. PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM-
BRANCH CAMPUSES

FY 1997-1998 BIENNIUM

Regional Campus Capital
Formula Funding 1996-98

\$3,840,000.00

Chillicothe -	\$ 828,000.00
Eastern (Belmont) -	633,000.00
Southern (Ironton) -	433,500.00
Lancaster -	1,045,500.00
Zanesville -	900,000.00

Capital Improvements Request Essential To Continue The
University's Role and Mission

1. Basic Utilities and Renovations -
Formula Funding

\$ 849,000.00

Chillicothe -	\$ 233,000.00
Eastern -	\$ 143,000.00
Southern -	\$ 39,000.00
Lancaster -	\$ 224,000.00
Zanesville -	\$ 210,000.00

ADA Improvements -Formula Funding

\$ 135,000.00

Chillicothe -	\$ 40,000.00
Eastern -	\$ 30,000.00
Southern -	\$ 10,000.00
Lancaster -	\$ 20,000.00
Zanesville -	\$ 35,000.00

2. Bennett Hall Rehabilitation, Phase IV
Chillicothe Campus

\$ 500,000.00

3. Elson Hall Rehabilitation Phase I
Zanesville Campus

\$ 800,000.00

4. Brasee Hall Rehabilitation, Phase I
Lancaster Campus

\$ 600,000.00

5. Herrold Hall Renovation
Lancaster Campus

\$ 250,000.00

6. Shannon Hall Laboratory Rehabilitation
Phase I Eastern Campus

\$ 500,000.00

TOTAL FY 1997-1998 BIENNIUM

\$ 3,634,000.00₅

FY 1999-2000 BIENNIUM

A. Capital Improvements Request Essential To Continue The University's Role and Mission

1. Renovations -Formula Funding

Chillicothe -	\$ 233,000.00
Eastern -	\$ 143,000.00
Southern -	\$ 39,000.00
Lancaster -	\$ 224,000.00
Zanesville -	\$ 210,000.00

ADA Improvements -Formula Funding

Chillicothe -	\$ 40,000.00
Eastern -	\$ 30,000.00
Southern -	\$ 10,000.00
Lancaster -	\$ 20,000.00
Zanesville -	\$ 35,000.00

2. Bennett Hall, V
Chillicothe Campus
3. Elson Hall Rehabilitation Phase II
Zanesville Campus
4. Brasee Hall Rehabilitation, Phase II
Lancaster Campus
5. Exterior Maintenance Equipment Facility
Zanesville Campus**
6. Shannon Hall Laboratory Rehabilitation
Phase II Eastern Campus

**In conjunction Muskingum Area Technical College

FY 2001-2002 BIENNIUM

A. Capital Improvements Request Essential To Continue The University's Role and Mission

1. Renovations -Formula Funding

Chillicothe -	\$ 233,000.00
Eastern -	\$ 143,000.00
Southern -	\$ 39,000.00
Lancaster -	\$ 224,000.00
Zanesville -	\$ 210,000.00

ADA Improvements -Formula Funding

Chillicothe -	\$ 40,000.00
Eastern -	\$ 30,000.00
Southern -	\$ 10,000.00
Lancaster -	\$ 20,000.00
Zanesville -	\$ 35,000.00

2. Elson Hall Rehabilitation Phase III
Zanesville Campus

3. Exterior Maintenance Equipment Facility
Chillicothe Campus

I recommend approval of this plan for Regional Campus renovations.



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(continued)

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

**NAMING OF THE KENNEDY MUSEUM OF
AMERICAN ART STUDY AND ARCHIVAL CENTER**

RESOLUTION 1995 -- 1443

WHEREAS, Foster and Martha Harmon have long been patrons and active supporters of the arts and educational goals of Ohio University, and

WHEREAS, Foster and Martha Harmon together have given an extensive collection of Modern and Contemporary Art, voluminous archival materials for that Collection, and an impressive collection of art texts relating to the Collection, and

WHEREAS, Foster and Martha Harmon have been instrumental in the effort to develop the Kennedy Museum of American Art as a visual arts entity that will address diversity, dedicated effort, and excellence of achievement in American visual arts, and

WHEREAS, Foster and Martha Harmon have provided special leadership and service in the creation of a "study center" to support the Collections of the Kennedy Museum of American Art, which will benefit the Museum, the University community and the community-at-large.

NOW, THEREFORE, BE IT RESOLVED that this important resource and research area of the Kennedy Museum of American Art be hereafter named **The Foster and Martha Harmon American Art Study and Archival Center**.

B. EDUCATIONAL POLICY COMMITTEE

Committee Chairman Brunner noted his committee had a full agenda and that the discussion on review and assessment was lively. He thanked those giving reports on the review of doctoral programs and program assessment.

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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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

Prior to the vote, Mr. Emrick noted that an updated report on Management Information System's scholarly activity would be given to the Trustees at their February 1996 meeting and that the administration is reviewing the space needs for the School of Film.

Following discussions, all voted aye on the motion.

MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 1995 -- 1444

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

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

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


THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the 1994-1995 review and approves the recommendations for academic programs.



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Ohio University

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

DATE: August 16, 1995
TO: Robert Glidden, President
FROM: 
David Stewart, Provost
SUBJECT: Five-Year Program Reviews

Attached are summaries of the five-year reviews of academic programs completed in 1994-1995 by the University Curriculum Council.

These summaries give evidence of the seriousness with which we regard program review and provide a useful self-examination of our curricular programs.

BR/jt

1994-95 Program Reviews

| Program | Goals | Quality/Mix
of Students | Quality of
Curriculum | Scholarly
Activity | Success of
Graduates | Quality of
Facilities | Future of
Program | Overall
Evaluation |
|--|-----------------------|----------------------------|--------------------------|-------------------------------|-------------------------|-------------------------------|-----------------------|-----------------------|
| Environmental and Plant
Biology | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
expectations | Meets
Expectations | Meets
Expectations |
| Film | Meets
Expectations | Meets
Expectations | Exceeds
Expectations | Meets
Expectations | Meets
Expectations | Fails to meet
Expectations | Meets
Expectations | Meets
Expectations |
| Management
Information Systems | Meets
Expectations | Meets
expectations | Meets
Expectations | Fails to Meet
Expectations | Meets
Expectations | Exceeds
Expectations | Meets
Expectations | Meets
Expectations |
| Marketing | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
Expectations |
| Music | Meets
Expectations | Meets
Expectations | Meets
Expectations | Meets
expectations | Meets
Expectations | Fails to meet
Expectations | Meets
Expectations | Meets
Expectations |

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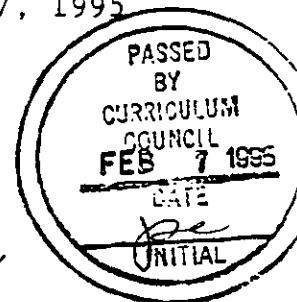
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UNIVERSITY CURRICULUM COUNCIL
FIVE-YEAR REVIEW
UNDERGRADUATE PROGRAM
DEPARTMENT OF ENVIRONMENTAL AND PLANT BIOLOGY
AUGUST 1994

Overview

Environmental and Plant Biology offers a variety of programs designed to prepare students for a diverse group of careers: the Field Biology Program is recommended for students interested in entry level positions as park naturalists and outdoor education and conservation programs; the Environmental Studies Program, requiring work in organic chemistry, physics and calculus, is oriented toward students considering graduate school who intend to develop careers in environmental sciences, conservation, natural resources or environmental quality control; and there are programs specifically designed for students planning to pursue advanced training in other sub-disciplines including plant biology, cell biology and biotechnology.

The department has two philosophically separate undergraduate teaching missions: non-major service teaching and instruction of majors. Approximately one-third of the departmental WSCHs are generated in Tier II courses.

Goals of the Program

The instruction of undergraduate majors attempts to prepare them for a diverse group of careers or further graduate work; the goal of Tier II is to demystify science and overcome resistance to scientific enquiry establishing the legitimacy of the authority of conventional science.

Ohio University has one of the largest plant biology departments in the country (thirteen faculty and 31 majors) and hopes to maintain its position. They plan to expand their program in the area of tropical botany, agroecology and tropical ecosystem conservation. In 1989 they hired a tropical botanist to address the Third Century goal of internationalizing the curriculum. They have two major objectives: to broaden their curriculum by offering research opportunities to undergraduates in developing countries and to create undergraduate courses appropriate to student needs in Latin American and International Studies programs where no focused science courses are available.

Quality and Mix of Students

The quality of students, as measured by the ACT or SAT is similar to that of the typical OU student; the GPA of the undergraduate Environmental and Plant Biology major is also similar to the OU average (see Table: ACT, SAT, GPA).

| | 87-88 | 88-89 | 89-90 | 90-91 | 91-92 |
|------------------|-----------|-----------|-----------|-----------|------------|
| <u>Botany/OU</u> | | | | | |
| ACT | 20.5/20.3 | 19.3/20.7 | 22.3/21.2 | 24.4/21.7 | 23.0/22.13 |
| SAT | 944/930 | 932/937 | 1011/950 | 1011/960 | 977/968.3 |
| GPA | 2.9/2.73 | 2.9/2.77 | 2.8/2.82 | 2.8/2.84 | 2.7/2.86 |



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During the review period, the proportion of women enrolled as majors increased from 24% to 47%. The proportion of minority students is much lower, ranging from 0% to 10%. Botany's international students are equally underrepresented, given the department's international mission, ranging from 2% to 12%.

Quality of Curriculum and Instruction

Students interviewed, both majors and non-majors, found the programs offered satisfying. Most students spoke highly of the faculty's dedication to and competence in teaching. Most majors were happy with course offerings and positive about their undergraduate experience. They did not mind having non-majors in their classes and found the review beneficial. Non-majors enjoyed the diversity of students in class. Some majors were quite concerned with the lack of female (one) and minority professors.

Although a few students transfer during their first or second year, usually to biological sciences, most junior and senior students do not.

Advisors meet each quarter with undergraduate advisees to discuss their progress. Courses are evaluated using the standard Arts and Sciences form. There have been no substantive undergraduate curriculum changes during the review period. The department does not offer workshops, independent study, or experiential learning credits as a significant aspect of their teaching mission.

Faculty also define their department as a strong one. The quality of the teaching in the department is recognized by the university: several faculty have been honored for their teaching talents.

Quality and Mix of Faculty

Of the 13 full-time faculty, eleven have been on the faculty five of the five years covered by the review, one for three years, and one for two years. All faculty members who hold the Ph.D. degree teach undergraduates. Most also teach Tier II non-majors.

During the five-year review period, 12 of the 13 full-time faculty have had at least one publication in a refereed journal. The faculty had 82 articles (ranging from 2 to 26 per person) in refereed journals, 15 articles in unrefereed journals, 4 books and 92 papers presented at professional meetings.

Twelve faculty submitted 51 grants of which 12 were funded for a total of \$568,600.

Success of Graduates

The Department of Environmental and Plant Biology does not formally survey its graduates. The Self-Study Report states that 90% of its graduates find employment within one year of graduation. About 1/3 enter graduate school. Students interviewed said they felt well prepared for graduate school and for careers in their field.

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Quality of Facilities

As of this writing, Porter Hall has been renovated. Faculty and students are pleased with the new, large lecture halls, laboratories, and offices. While a biological science complex might be the ideal (no longer separating botany from chemistry, biology, etc.) no one at the graduate level complained about the physical separation of facilities. Perhaps the taste for interdisciplinary interaction has not been adequately developed for undergraduates to feel this need. The outside reviewer, however, stressed that more interdisciplinary work would greatly improve the program by making it more current.

1. The self-study reports that the acquisition of new journals is a problem. While this probably is more a graduate than undergraduate concern, this issue needs to be addressed and resolved if the program is to maintain its excellence.

2. The self-study and professorial comments indicated that the 3000-9000 budget is inadequate. Faculty need basic supplies to utilize their new equipment.

Overall Evaluation of the Program

The department of Environmental and Plant Biology appears to be meeting its stated goals for its undergraduate program. It is strong in the area of teaching and scholarly productivity and while more interdisciplinary work might allow the undergraduates to be more on the cutting edge of their discipline, this seems to be a successful program at the undergraduate level. There is every reason to expect that the undergraduate program will continue to function well.

Recommendations

The department needs to:

1. Develop and implement a way to get more women and minorities as tenure track members of the department. Many students feel they would be better prepared for the reality of the job market and graduate school if they had more female and minority mentoring.
2. The Department should budget for basic supplies so that new equipment can be better utilized.
3. Find funds to purchase essential new journals.
4. Develop and implement a plan to recruit more minority and international students at the undergraduate level.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Environmental and Plant Biology
Date: August 5, 1994

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

* Need for more minority students

** Need for more women/minority faculty

100-100000-100000

100-100000-100000

DEPARTMENT OF ENVIRONMENTAL AND PLANT BIOLOGY
Five-Year Review of Graduate Program, 1987-1991

Graduate Review

Overview

The Department of Environmental and Plant Biology offers the M.S. and Ph.D. degrees in the following areas of specialization: biochemistry, cell biology, ecology, evolution, molecular biology, plant morphology, mycology, paleobotany, plant physiology, pteridology and plant systematics. The department also participates in the interdisciplinary Ph.D. program in molecular and cellular biology and the M.S. program in environmental studies. A research thesis (M.S.) or dissertation (Ph.D.) resulting from original research is required. A non-thesis terminal M.S. degree is also an option.

Goals of the Program

The major goal of the M.S. program is preparing students for advanced work (Ph.D.) or entry level positions in the public or private sector, e.g., technicians, sales representatives for biological products companies, environmental consultants, federal or state service in environmental or agriculture agencies.

The major goal of the Ph.D. program is training students for academic positions or upper-level positions in the public or private sector.

Quality and Mix of Students

To begin graduate study, a student must have at least 24 quarter hours of botany and/or related biological sciences. Applicants must have completed genetics, organic chemistry, and quantitative skills (i.e., calculus, statistics, or computer science). Required also are both the aptitude and biology advanced tests of the Graduate Record Examination. Students are admitted to the M.S. and Ph.D. programs during any quarter.

TABLE I. Average GPA Scores Entering Graduate Students

87-88: 3.33 88-89: 2.95 89-90: 3.15 90-91: 3.21 91-92: 2.93

TABLE II. Average GRE Percentile (Verbal/Quantitative/
Biology Advanced) Scores Entering Graduate Students

87-88: 67/78/90 88-89: 36/48/53 89-90: 58/54/41 90-91: 59/57/57
91-92: 76/69/70



1964

1964

Graduate enrollment ranges between 20 and 25 students. 40-60% of the graduate students are international, of whom approximately 50% are from China (Table III). Although women are under-represented at the faculty level, the department has been successful in recruiting female students. Table IV shows enrollment patterns during the review period, including female graduate enrollment.

TABLE III. International Graduate Enrollment

87-88: 12 88-89: 10 89-90: 11 90-91: 15 91-92: 9

TABLE IV. Total Graduate Enrollment/Female Enrollment

87-88: 17/5 88-89: 19/8 89-90: 23/11 90-91: 26/10 91-92: 19/9

Although the department reports sending recruitment information to historically minority institutions, following up any applications with personal letters, minority enrollment is weak. Table V shows enrollment patterns of minority students.

TABLE V. Minority Enrollment

87-88: 0 88-89: 1 89-90: 1 90-91: 1 91-92: 1

Quality of Instruction and Curriculum

Environmental and Plant Biology uses very specific criteria for membership on the graduate faculty. To qualify a faculty member has to have an on-going research program as evidenced by:

- Annually publish in reviewed journals
- Annually present research at national meetings
- Actively seek external research funding
- Be involved in graduate instruction
- Direct Graduate student research

Faculty members currently involved in graduate instruction meet four of the above criteria; most meet all five.

All graduate students are required to teach a minimum of two quarters during their tenure in the department as a degree requirement. Students who teach introductory laboratory courses (PBIO 100, 101, 102, 110, 111) are required to take Botanical Pedagogy (770). With rare exception, e.g., incapacity of a faculty member, the department does not use graduate students as teachers of record outside of the laboratory courses.

The department issues to each graduate student a document entitled MODUS which contains detailed information, general requirements and procedures for each of its degree programs. Modus is reviewed every three years by the departmental Graduate Committee. However, the outside reviewer noted that "It is



telling that apparently no change has been made in the graduate curriculum in five years."

Double listed courses in Environmental and Plant Biology are:

| | |
|---------|---------------------------------------|
| 310/510 | Biology of Fungi |
| 312/512 | Plant Anatomy |
| 424/524 | Plant Physiology |
| 425/525 | Plant Ecology |
| 426/526 | Physiological Plant Ecology |
| 427/527 | Molecular Genetics |
| 431/531 | Cell Biology |
| 450/550 | Biotechnology and Genetic Engineering |
| 460/560 | Paleobotany |

Some graduate students interviewed expressed concern that classes may have undergraduate, masters and doctoral students enrolled in the same course. They felt this compromised the integrity of their graduate education, particularly doctoral study. However, graduate students interviewed were very positive about the variety of courses available from which to select.

Quality of Scholarly and Creative Activity

All faculty involved in graduate teaching have graduate faculty status. (See Quality of Instruction and Curriculum, above.)

Of the 13 full-time faculty, eleven have been on the faculty five of the five years covered by the review, one for three years, and one for two years. All faculty members hold the Ph.D. degree.

During the five-year review period 12 of the 13 full-time faculty have had at least one publication in a refereed journal. The faculty had 82 articles (ranging from 2 to 26) in refereed journals, 15 articles in non-refereed journals, 4 books, and 92 papers presented at professional meetings.

Twelve faculty have submitted 51 grant proposals of which 12 have been funded for a total of \$568,600.

The outside reviewer noted that "...several faculty have obtained impressive amounts of on-going support...the majority of the faculty have made substantial and respected contributions to their respective fields."

Success of Graduates

Although the Department of Environmental and Plant Biology does not formally survey its graduates, the Self-study Report states that 90% of its graduates find employment or enter graduate school within one year of graduation.



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The department publishes an annual newsletter which is sent to all alumni, who are encouraged to respond indicating their current position and plans for the future.

Table VI shows graduate degrees granted during the review period.

Table VI. Graduate Degrees Awarded

Master's:

87-88: 2 88-89: 4 89-90: 4 90-91: 3 91-92: 2

Doctoral:

87-88: 2 88-89: 2 89-90: 3 90-91: 4 91-92: 2

Quality of Facilities

Facilities are generally satisfactory. However, the department of Environmental and Plant Biology is located in a building, Porter, separate and distant from Chemistry, Physics and the Biological sciences. This geographical separation requires duplication of facilities and does not encourage interdisciplinary interaction.

The Computer Center, both in terms of personnel and facilities, adequately meets the department's computing needs according to the Self-study Report. Also, computer literature search facilities in the library are good and the designation of a contact person for a particular discipline has been an excellent idea.

Areas of identified need are:

1. Journals: the Self-study reports that the library budget for books is adequate, but the acquisition of new journals is becoming a problem. Faculty interviewed reported that the library is disinclined to make a long-term commitment to initiate the purchase of new, expensive journals. In some "cutting edge" areas the main library does not subscribe to some important journals. Graduate students interviewed expressed the same concerns as faculty with regard to lack of current journals.

2. Facilities: The concerns expressed in the Self-study Report have been addressed with the renovation of Porter. Both faculty and graduate students interviewed were very positive about Porter Hall. The renovation was well designed and meets the needs of faculty and students: labs, equipment, offices, etc.

3. Laboratory Equipment and Supplies: since budget cuts have eroded the 3000-9000's, the department is pressed to provide basic equipment. Graduate students interviewed complained of having new,

sophisticated equipment but not enough basic supplies with which to utilize the equipment.

4. Miscellaneous: Graduate students expressed concern that laboratories do not have phones, especially in case of an emergency. Also, graduate students expressed concern that the department budget does not have adequate funds to support graduate students presenting at professional conferences or who need to travel to sites for research projects (ecology studies), and research supplies.

Recommendations:

The following recommendations are based on interviews with faculty and graduate students; the Self-Study provided by the department; and the report from the outside reviewer of the graduate program.

1. Increase the 3000-9000 departmental operating budget so that basic laboratory equipment can be purchased for use by the faculty and graduate students; increased support for graduate research and presentations.

2. The department needs to develop and implement a thorough plan to recruit minority students at the graduate level.

3. When faculty vacancies arise, the department needs to make every effort to hire female and minority faculty. (Graduate students interviewed were especially adamant on this issue.)

4. With the department receiving ever-more qualified graduate applications, the number of graduate associateships/assistantships should be increased. and amount of stipend money for

5. The department needs to review the double-listing of courses to better address the needs of the Ph.D. students.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Environmental and Plant Biology

Date: October 18, 1994

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

Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

Quality of Scholarly
and Creative Activity X

Success of Graduates X

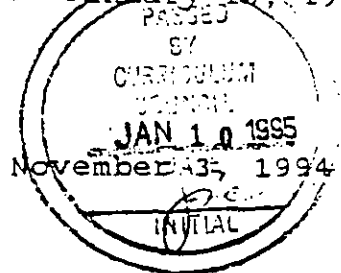
Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X



1990



School of Film Review

GOALS OF THE PROGRAM

According to the *Ohio University Undergraduate Catalog: 1993-94*, and *Ohio University Graduate Catalog: 1993-95*, the School of Film offers an undergraduate dual-emphasis major, a minor, and graduate programs leading to either a Master of Fine Arts or a Master of Arts degree. In addition, since the last five-year review the School added participation in the honors tutorial program for undergraduates.

The School views its mission as primarily graduate. For its graduate programs, the School summarizes its overall goals as follows:

The School seeks to solidify its position as perhaps the "best small graduate film production program in America." To do this, the School must provide professional training in narrative, experimental and documentary film and video, must encourage scholarship not only in international film criticism but in film history and theory, and should, with the appointment of the Eminent Scholar in Film, be able to compete with major American film schools in terms of recruiting top students and providing top quality professional and graduate training. This will include the development of motion picture projects of a professional nature directed or produced by the Eminent Scholar with other film faculty which can provide internship opportunities for advanced film students. Because film is an international medium and language, the graduate programs will encourage the study of film from an international perspective.

The School sets eight goals as specific objectives in the areas of budget, staffing, space and facilities, financial aid for graduate students, curriculum, internships, visiting artists, and equipment, and long-term external funding for projects developed by the Eminent Scholar in film.

The Master of Arts degree is described in the catalog as a two-track program. Specifically the catalog says, "Track One is a carefully structured two-year program in international film scholarship for students planning continued study at the doctoral level, or planning to enter the international film industry. Track Two is designed to meet the specific needs of experienced, returning students seeking additional training, study, and certification." The catalog inconsistently describes both programs as one-year programs.

The Master of Fine Arts is a three-year, terminal degree program for students with special talent who desire advanced training.

The Three Degrees

| Degree | Hours in Film | Minor Area | Reviews of Student Progress | Thesis or production |
|--|---------------|---|--|--|
| Master of Fine Arts:
Current enrollment approximately 36 | 135 | 12 hours--part of 135 | Three: (1) Advancement to Candidacy
(2) Portfolio Review
(3) Thesis proposal examination?
(4) Thesis Defense | Creative--film or films, video tape(s), narrative screenplay |
| Master of Arts:
International Film (Track One). Current enrollment approximately 10 | 75 | 12 hours--part of 75 or in addition?

12--must be in international studies with a second language. (Computer science if second language already.) | (1) Comprehensive examination of major and minor areas during third quarter
(2) Committee
(3) thesis proposal approval
(4) Oral defense of scholarly written thesis | Scholarly written thesis |
| Master of Arts:
Continued Training (Track two). Current enrollment approximately 2 | 45 | 12 hours--part of the 45 | (1) Comprehensive examination of major and minor areas
(2) Committee
(3) thesis proposal approval
(4) Oral defense of practical written thesis | Practical written thesis |

The Bachelor of Fine Arts degree selectively admits only a few students who pursue a dual-emphasis degree. The College of Fine Arts defines dual-emphasis degrees as degrees that are "designed to meet the interests of the highly motivated and multi-talented

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student who desires to blend the disciplines of more than one school within the college." The program consists of three core courses, 23 hours of advanced courses, 8 hours of film history, and 12 hours of general electives. The minor consists of 20 hours of core courses and 12 hours of electives. Page six of the School's self-study reports that "The School of Film has no undergraduate program per se." As noted above, the School indicates that it has a three-year old honors tutorial program currently enrolling seven undergraduate students. The *Undergraduate Catalog* description is outdated because it does not mention the tutorial program.

Quality and Mix of Students

1. Admission

- a. Undergraduate. See overall description above. For Honors Tutorial, Film requires ACT composite of 27 or SAT combined of 1200, recommendations, a writing sample, a 500-word personal essay, and for those interested in the production concentration a portfolio of creative work in any art form. Transfers within Ohio University must provide the same materials supplied by first-year students as well as have a GPA of 3.4 and fewer than 60 hours of earned credit. There have been no students enrolling in this option in several years. The chair cites two reasons: (1) the difficulty of finding students in Fine Arts with the requisite grade point average when other schools in the College do not emphasize GPA, and (2) the offering of required courses at the same time in schools leading dual-emphasis majors into five to six-year programs.

There are seven tutorial students currently active. None are international students. One student is both a woman and black. The tutorial student interviewed was generally satisfied with the curriculum, and was excited by the program generally, though dissatisfied with the advising and the handling of paperwork in the program. The student also felt that tutorial students working on their thesis projects should have the same access to equipment as graduate students. The graduate students did not think so. (See the discussion of facilities and equipment below.) The faculty, while not displeased with most of the honors tutorial students, felt that the necessary commitment to film making was absent (perhaps impossibly absent) among undergraduates.

- b. Graduate. A graduate or undergraduate GPA of 3.00 or better, a writing sample, a "brief" 500-word personal essay on applicant's goals in studying

film and how previous academic work relates to those goals, and a portfolio of work in film, video, or other disciplines for those applying for admission to the Master of Fine Arts program. In addition, the School requires that students must begin their studies in fall quarter since the course sequences must be followed. A single exception has been allowed and the Chair described the result as disastrous for the student.

Since 1990, eight of the students in the School have received national or international awards for their productions. Bradford Boll's \$5000 award from the National Endowment for the Arts is a signal example of the recognition received by film students.

2. Numbers

The chair reports thirteen students are currently enrolled in the honors tutorial program.

Combined MA/MFA Program Numbers

| | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 |
|------------------------|-------|-------|-------|-------|-------|
| Completed Applications | 64 | 87 | 100 | 124 | 151 |
| Admissions | 32 | 26 | 26 | 33 | 30 |
| Actual Enrollments | 38 | 38 | 40 | 42 | 48 |
| Degrees Awarded | 6 | 6 | 9 | 11 | 10 |

The chair reports that ninety to ninety-five percent of the graduate students in the program are enrolled in the MFA. If current trends continue, then the chair expects that number to drop to eighty-five percent with most of the difference coming from increased numbers of students enrolling in the International Film track (Track I). Currently there are ten students enrolled in that Track, two enrolled in Track II, while the remainder are enrolled as MFA students. The usual progression for students is for those in Track II to expand their studies into Track I or MFA degrees. Likewise, Track I students may move into the MFA sequence. Those who experience difficulties in the MFA program usually leave Ohio University rather than move into one of the MA Tracks.

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OFFICE OF THE
ATTORNEY GENERAL
STATE OF NEW YORK
ALBANY

The average number of hours completed by students in the MFA program is 140 (135 required). According to the chair the average number of hours completed by students in MA Track I is approximately 80 while the average number of hours completed by students in MA Track II is approximately 80.

The Effect of Financial Awards
on Graduate Student Enrollments

| | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 |
|---|-------|-------|-------|-------|-------|
| Students offered some form of financial aid | 27 | 31 | 32 | 32 | 38 |
| Number of students offered aid who did not enroll | 3 | 3 | 5 | 4 | 5 |

The school receives 36 quarters of stipends for GA's and 45 quarters of tuition scholarship. To maintain the high enrollments in the programs, the stipends offered to graduate students in the School are 1/3 to 1/2 stipends. During the last five years only one individual annually receives a full graduate stipend. The School believes that its stipend level is less than that offered by comparable programs, though evidently restrictions on stipends are common in similar schools. One school, for example, offers higher stipends, but the student is not eligible for any stipend until the first year of study is completed successfully. The graduate students were most concerned about the size of stipends and consequently the way in which the stipends were divided among the students. Apparently most used their stipends to finance the cost of making their films, and those costs had risen to the point where students were having difficulty covering them.

The School believes that their stipend splitting policy has two adverse effects on students: 1. Students take part-time jobs to support themselves while pursuing degrees, thus slowing their progress toward the degree. 2. Some gifted MFA students quit before the beginning of their third-year sequence to take full-time positions in film.

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Reports on Enrollment of Two Frequently
Under-represented Groups and
International Students

| | 88-89 | 89-90 | 90-91 | 91-92 | 92-93 | 94-95 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Black Americans | 3 | 2 | 3 | 5 | 8 | 11 |
| Women | 13 | 10 | 11 | 9 | 10 | 16 |
| International Students | 15 | 12 | 14 | 11 | 11 | 12 |

The overall quality and mix of students in the School appears to be excellent and indications are that the quality is growing and the diversity of the mixture of students is increasing. For example, in response to the last five-year review recommendation the school reports considerable efforts in increasing the number of women among its Master's candidates. This year, seventy-five percent of its new candidates are women.

QUALITY OF CURRICULUM AND INSTRUCTION

The School evaluates its curriculum every two years focusing on the needs of the students and professions served. A student sits and votes on the curriculum committee which does the review. All faculty teach graduate courses and serve as chairs or members of Master's advisory committees.

All classes are evaluated each quarter. Student comments are typed and materials are withheld until final grades in the class have been submitted. In addition, the School's Promotion and Tenure Committee and the director annually review course evaluations as a part of the annual appraisal/appraisal process. The student evaluations reported in the review indicate perceptions of high quality instruction by the students. Each year the School invites a number of visiting artists to campus to discuss their work and to interact with graduate students. These exchanges enhance the quality of the graduate experience immeasurably. The Eminent Scholar program was viewed as a significant addition to the program. On balance, faculty and students believed that the Eminent Scholar program significantly enhance the quality of the program and helped in lifting the School to greater prominence. The only concern came from first-year graduate students. They were concerned that they would have to wait until further along in the program to work directly with the Eminent Scholar since he worked with small numbers of students in master classes.



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Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The number of transformed cells was determined by the number of colonies obtained on the selective medium. The results are the mean of three independent experiments. Error bars represent the standard deviation.

Both the undergraduate and graduate students were enthusiastic about all members of the faculty and excited about the instruction they were receiving. The graduate students were concerned that too few faculty attended the screenings that serve as a significant part of the advancement decision process. Graduate students also felt that while the classes offered were excellent, there were a few additional classes they would like to take--though that would mean addition of faculty with appropriate specialties. For example, the graduate students felt that adding a professional producer to teach a class in producing would be helpful.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

The School points with justified pride to the achievements and recognitions received by the six full-time and one part-time members of its faculty. Its faculty hold numerous offices in profession organizations at state, regional, and national levels. The faculty have submitted numbers of grant proposal during the review period and received two significant awards.

All the professional faculty in the School are heavily involved continually in creative projects. The theorists are involved in on-going research and writing projects that lead to frequent, appropriate publication. Film making requires highly skilled professionals whose independent work converges into the work called a film. It is, the faculty suggests, impossible to fix single responsibility for a film so that, in a very real sense, each production that involves the professional faculty is a production of all of them. Likewise, they point out, the person who signs the forms for a successful M.F.A. thesis production is not any more or less responsible for that production than the other members of the committee of that student--the contribution of any one of the members to the thesis warrants a signature. Thus, the graduate teaching and advising load that appears to be inequitable in the self-report reflects paper work routing rather than an inequitable work load.

The faculty believe that the workload in the School is equitable, but too heavy. The theoretical faculty members believe that a six-course load does not provide enough time to adequately pursue their research interests. The professional faculty believe that their loads are also too heavy to enable them to teach and practice film making at their optimum level. Evidence of a faculty stretched thin is the requirement that everyone must enter the program starting with fall quarter. Increasing faculty size was viewed as the best way to solve the needs of both theoretical and professional faculty.

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SUCCESS OF GRADUATES

The chair's view is that the Institutional Research data on their graduates is highly suspect--primarily because of the nature of the film industry and the kinds of jobs people may get in the film industry. He estimates that roughly sixty to sixty-five percent of the graduates of the program have full-time employment within a year. Specifically, he has first-hand knowledge of people who have these kinds of jobs: (1) college teaching--23 students, (2) motion picture industry jobs--30 students, (3) independent film maker--8 students, and (4) media arts management--3 students.

Beyond this, the School is beginning a newsletter that will be distributed to alumni twice each year. The newsletter is designed to maintain contact with alumni. A list of some sixty graduates of the program currently available indicates general success of graduates, particularly those who teach film in colleges and universities. The newsletter covering the class of 1989 indicates that about one-third of the graduates are employed in film or related creative pursuits, one-third are employed in occupations that are not film related, and one-third are still working on their degrees, marriages or relationships, and other interesting sounding activities. About one-half of both the second and third groups are volunteering or otherwise staying connected to film making with a view toward future employment.

QUALITY OF FACILITIES AND SERVICES

The School reports that print library holdings are adequate, but that more primary items such as video tapes, video disks, and such need to be added to the collection. Computer services are adequate but the addition of secretarial staff is badly needed. (A one-half time secretarial position is currently being advertised.)

The School has significant space and equipment needs. It is currently preparing a ten-year assessment of its space needs to help address the space problems. Specifically, the School notes that two of its classrooms are unavailable to disabled students, and that one of its classrooms (Mitchell Auditorium) is too noisy for teaching without using a loudspeaker system. Faculty and both graduate and undergraduate students stressed that the need for at least two additional movie editing machines (Steenbeck's with six plates) was great. Faculty reported that both a sound stage and an auditorium that would enable them to use the currently unusable 35 mm projectors are critical. In addition, Film suffers from the continual problem shared by areas that depend on extensive technical devices--it is short of adequate funding for maintenance and replacement of its equipment.



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JUDGMENT OF THE FUTURE OF THE PROGRAM

On the whole, the sincere enthusiasm of the students and the faculty in the program and the commitment of all to quality production of films indicate a program capable of growing and prospering. It appears that the interest in the program among potential students is high and that they feel they receive the kind of training they need to secure employment in academics or in the film industry. The willingness of students to enter the program on partial assistantships speaks strongly to the perceived strength of the program.

RECOMMENDATIONS

1. The School should either request that Curriculum Council (or whoever) delete the undergraduate program description from the *Undergraduate Catalog* or the School should change its catalog description of the B.F.A. so that it encourages exceptional students to apply for the few available spaces. Given the commitment the Film faculty expects from students, the School may wish to reduce or eliminate its participation in the honors tutorial program, though it should continue its undergraduate service courses. Whatever it decides, the *Undergraduate Catalog* should be revised to reflect continuation of current practices or to reflect whatever alterations of those practices the School decides to promulgate.
2. The School should remove the inconsistencies in its catalog description of Master of Arts program.
3. The School should obtain the necessary Curriculum Council approvals for its advertised variations in its Master of Arts program. It should maintain separate statistics for each of its three Master's "programs."
4. Assuming the University wishes to continue enrollment in Film at current or higher levels, additional stipends should be provided to the School with the stipulation that they be used to raise students to full stipends. In the meantime, the School should clarify for its graduate students the way in which stipend division decisions are made. The School should consider shifting its policy for awards away from partial stipends to full-stipends. As the School notes, its current policy harms its students in general and significantly interferes with degree completion among its most talented.



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5. The School should take measures to increase its faculty's scholarly and creative output. In addition to adding faculty, reducing the number of students would free faculty time for more scholarly and creative projects and limiting the number of degree options would help.
6. The School should concentrate on raising money for additional film editing machines and/or better ways of scheduling to reduce scheduling pressure on current machines.
7. The School and the University should continue to work together to establish reasonable mutual expectations between equipment needs, maintenance needs for that equipment, and program size.
8. The School should continue to intensify its efforts to acquire more primary materials for the School.
9. The School should develop a plan for increasing the numbers of its candidates who complete degrees and who complete the degrees in a timely fashion.
10. There is no reason to review the School of Film before the next review period, though the undergraduate portion of the program should be reviewed by the Honors Tutorial College at the next time appropriate for such a review.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF SCHOOL OF FILM

Date: November 3, 1994

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

| | | | |
|----------------------|--|---|--|
| Goals of the Program | | X | |
|----------------------|--|---|--|

| | | | |
|--------------------------------|--|---|--|
| Quality and
Mix of Students | | X | |
|--------------------------------|--|---|--|

| | | | |
|--|--|--|---|
| Quality of Curriculum
and Instruction | | | X |
|--|--|--|---|

| | | | |
|---|--|---|--|
| Quality of Scholarly
and Creative Activity | | X | |
|---|--|---|--|

| | | | |
|----------------------|--|---|--|
| Success of Graduates | | X | |
|----------------------|--|---|--|

| | | | |
|-----------------------|---|--|--|
| Quality of Facilities | X | | |
|-----------------------|---|--|--|

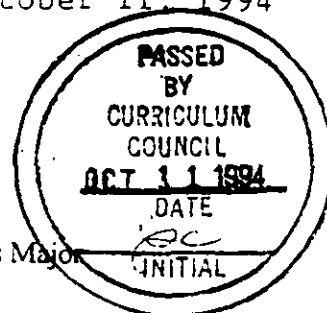
| | | | |
|----------------------------------|--|---|--|
| Judgment of
Future of Program | | X | |
|----------------------------------|--|---|--|

| | | | |
|--------------------|--|---|--|
| Overall Evaluation | | X | |
|--------------------|--|---|--|

Ohio University
University Curriculum Council - Review Committee

Five Year Review of the
Bachelor of Business Administration/Management Information Systems Major

Fall 1994



Goals and Overview

Management Information Systems (MIS) is one of several majors that students working toward a Bachelor of Business Administration (BBA) degree can select. Like all students pursuing the BBA, those selecting the MIS major must begin by completing a "preprofessional" core of courses including ENG 151, 152, or 153, INCO 103, MATH 163A and 250B, ACCT 201, BUSL 255, MIS 100, ECON 103 and 104, and QBA 201. These courses must be completed by the end of the sophomore year. The MIS major then, during the junior and senior year, takes a series of (primarily MIS) courses which focus on the application of computers to build information systems for businesses. The result will be a student "with [the] hands-on skills and conceptual knowledge necessary to obtain employment in companies using information technology for business applications."

As a whole, the College of Business Administration has an admirable and eloquent list of goals. In short, these include a commitment to: recruit students from a diversity of backgrounds; continually update, maintain, and improve their curriculum; develop and implement new learning methods; help the students develop realistic career expectations; attract, develop, and retain an outstanding faculty; and maintain and improve interactions with business, government, and professional organizations.

Quality and Mix of Students

Enrollment data for the last five years is shown in Table I below.

Table I. Enrollment data for the MIS program for the last five years.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|------------------------|---------|---------|---------|---------|---------|
| Completed Applications | 43 | 26 | 18 | 22 | 14 |
| Actually Enrolled | 14 | 4 | 5 | 9 | 6 |
| Total Majors | 102 | 100 | 90 | 103 | 96 |
| Degrees Awarded | 39 | 47 | 35 | 56 | 64 |

The numbers of completed applications and actually enrolled have varied widely over the five years shown. The total number of majors, however, has remained consistent.

The high number of degrees awarded relative to the total number of majors and "actually enrolled" is reflective of the fact that most MIS majors "drop into" the program during their junior year. Thus the vast majority of the total majors each year are seniors. As few as four quarters of study are needed to complete the

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MIS major once the preprofessional core is completed. Thus, upperclassmen can easily transfer into the major. In particular, a large number of accounting and finance majors ultimately switch to MIS, according to the MIS chair. Changing majors within the College is accomplished by simply filling out a form.

The enrollments of minorities, internationals, and females (MIFs) for the last five years is shown in Table II below.

Table II. Enrollments on minorities, internationals, and females in the MIS program over the last five years.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|-----------------------|------------|------------|------------|------------|------------|
| Total Majors | 102 | 100 | 90 | 103 | 96 |
| Minorities | 14 (13.7%) | 15 (15.0%) | 12 (13.3%) | 6 (5.8%) | 9 (9.4%) |
| Internationals | 12 (11.8%) | 4 (4.0%) | 3 (3.3%) | 6 (5.8%) | 10 (10.4%) |
| Females | 40 (39.2%) | 43 (43.0%) | 37 (41.1%) | 52 (50.5%) | 44 (45.8%) |
| Total MIFs | 66 (64.7%) | 62 (62.0%) | 52 (57.7%) | 64 (62.1%) | 63 (65.6%) |

Clearly the representation of other-than-white-males is high and consistent. Minorities are averaging 11.4% of enrollment, females 43.9 %, and internationals 7.1%. There is likely some double counting here, because no information is given as to how many of the minorities and internationals are also females, and it is likely that at least some are. But overall the mix of students should be rated as good.

The average GPA, ACT, and SAT scores of MIS students compared to the total Athens campus figures for the same measures for the last five years are shown in Table III below.

Table III. Comparison of average GPA, ACT, and SAT scores of MIS students with overall Athens campus figures.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|--------------------------|---------|---------|---------|---------|---------|
| Average MIS GPA | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Athens Campus GPA | 2.8 | 2.8 | 2.8 | 2.9 | 2.9 |
| Average MIS ACT | 21.6 | 21.8 | 22.7 | 23.4 | 23.1 |
| Athens Campus ACT | 20.7 | 21.2 | 21.7 | 22.1 | 22.5 |
| Average MIS SAT | 957 | 961 | 973 | 1009 | 988 |
| Athens Campus SAT | 937 | 950 | 960 | 968 | 977 |

In each of the last five years, the quality of students in the MIS program, as measured by the above three methods, has been above that of the average student attending the Athens campus.

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Quality of Curriculum and Instruction

The MIS department relies on a variety of feedback mechanisms to determine how well its program meets the needs of undergraduates. These include alumni surveys, feedback from the Society of Alumni and Friends, the College Executive Advisory Board, and employers. The needs of current students are obtained through the use of questionnaires administered for every MIS course every quarter. The results of the questionnaires are reviewed by the Chair and the departmental faculty evaluation committee. These results are used in salary recommendations and promotion and tenure decisions, which is probably a two-edged sword.

The curriculum has undergone extensive revision since the previous review. In 1988, the name of the program was changed from "Computer Systems in Business" to the present "Management Information Systems," to conform with terminology in use by industry, and all CSB courses were changed to a designation of MIS. Also in 1988, two separate tracks of study were created. One was for a traditional data processing career, and the other was for newer end-user computing careers using networks and PCs. Five new courses have been created since 1988 as well.

In 1990, the two tracks described above were collapsed into a single track in use today. This track has seven required courses plus one MIS elective.

In 1991, the MIS program split off from the existing Management Systems department and became the separate MIS department. This was done to better serve MIS majors and in recognition of the growth of the MIS program.

Overall, the MIS program appears to be working diligently to keep itself up to date and to accommodate the needs of a rapidly changing field.

Quality of Scholarly and Creative Activity

Over the five years of the review period, the eight MIS faculty published 34 articles in refereed journals (0.85 articles per faculty member per year), presented 38 papers at professional meetings (0.95 presentations per faculty member per year), and submitted 21 grant applications (0.53 proposals per faculty member per year), of which 18 (representing 86%) were funded at a total of \$175,000. It should be pointed out, however, that 26 of the 34 (76%) articles were written by three of the eight (38%) faculty, and that 13 of the 21 (62%) grant applications and 10 of the 18 (56%) funded applications were submitted by one person. Two of the eight (25%) published no articles in refereed journals, three of the eight (38%) presented no papers at professional meetings, and four of the eight (50%) submitted no grant proposals. In short, much of the scholarly and creative activity is being conducted by a small subset of the faculty in the department. As a whole, the department is active in advancing the profession, but the bulk of this responsibility is falling to only a few individuals.

Of course, the above paragraph lists only the *numbers* of scholarly and creative events. Measurement of the *quality* of the scholarly activity is necessarily more subjective. One measure of quality is the percentage of articles published in peer-reviewed journals. By this reckoning, the MIS department fares very well in that 100% of the articles published by the department appeared in such journals. Supporting this conclusion is the high rate of funding (86%) of grant applications.

According to the MIS chair, the above issues with regard to faculty participation in scholarly and creative activity were raised in the five year review of the MIS program conducted by the American Assembly of Collegiate Schools of Business. Faculty are being encouraged to increase their activities in this area, keeping in mind the recently adopted faculty workload policies.

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Success of Graduates

The percentages of graduates either finding employment or going on to graduate school within one year of graduation are shown in Table IV below.

Table IV. Post-degree placement statistics for MIS majors over the last five years.

| | 1987-88 | 1988-89 | 1989-90 | 1990-1991 | 1991-92 |
|------------|---------|---------|---------|-----------|---------|
| Employment | 90% | 91% | 88% | 95% | 80% |
| Education | 0% | 0% | 0% | 0% | 0% |

It would seem that none of the graduates of the MIS program is interested in graduate school, but it also seems that, for the most part, MIS graduates have little trouble finding a job. It would be a good idea, however, to perhaps survey the students after a period of time greater than one year.

To monitor its graduates' progress, the MIS department utilizes five-year surveys performed by the Office of Institutional Research. Response rates are in the range of 40-70%, and the department uses these responses to judge the success of its courses in providing the necessary skills and knowledge to its students. Very recently, the department instituted, on a limited basis, exit interviews to determine satisfaction with the program.

Quality of Facilities

The Department appears happy with the facilities at their disposal. Journal and library resources are, in their word, excellent. They are particularly happy with the current and planned computer search capabilities. Computing resources as a whole are considered adequate, but there is concern about cost. The department would like the University and the State to come to grips with this issue and provide a steady source of funding for computers. Secretarial services are considered adequate.

Judgment of Future of Program

The Department is currently operating under a five-year Planning Document initiated in 1992. They recognize that theirs is a rapidly evolving discipline in which continual contact with information systems professionals is essential. Faculty need to continuously update their skills and knowledge. Course offerings must be continuously updated. Finally, laboratory equipment must be continually updated. The department recognizes all of these things and has a well-thought-out plan to handle them. Based on the performance and growth of the department as evidenced by the above, it appears reasonably well positioned for the future.

Recommendations

1. The department should encourage some of its faculty to increase their output of scholarly and creative activities. As a whole, the department's effort in this area is commendable. However, a closer examination of the data shows that most of these activities are being carried out by a small subset of the faculty as a whole.
2. There is no need for review until the next, regularly scheduled review.



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UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF Management Information Systems
(Bachelor of Business Administration)
Date: June 1994

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

Goals of the Program _____ X _____

Quality and
Mix of Students _____ X _____

Quality of Curriculum
and Instruction _____ X _____

Quality of Scholarly
and Creative Activity _____ X _____

Success of Graduates _____ X _____

Quality of Facilities _____ X _____

Judgment of
Future of Program _____ X _____

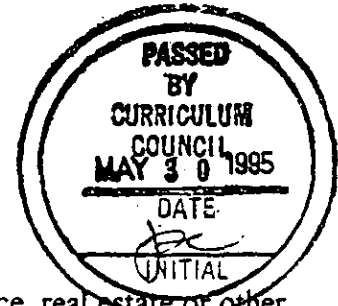
Overall Evaluation _____ X _____

Ohio University Curriculum Council - Review Committee

Five Year Review of the Bachelor of Business Administration/Marketing Major

1988-1993

Goals and Overview



Students interested in jobs relating to sales, retailing, insurance, real estate or other entry level marketing positions may choose to major in Marketing and obtain a Bachelor degree in Business Administration. Marketing majors are required to fulfill both College of Business Administration (CBA) and University general education requirements. Specific course requirements include: ECON 103, ECON 104, MATH 163A, MATH 250B, INCO103, two humanity courses, two social science courses and two natural science courses. Within the College of Business Administration, the student is required to take 47 hours of the core business curriculum plus 24 hours of marketing classes and 8 hours of business electives. The remaining hours needed for graduation (17 hrs) are made up in electives. The overall breakdown between the number of hours for business and nonbusiness courses is 50% of the course hours required for graduation must be made up in nonbusiness courses.

The department's immediate goal is to provide the student with a broad overview of many different areas of marketing so that they will have some familiarity with potential career opportunities in the business world. The diverse areas of faculty expertise within the marketing department insure that a variety of courses can be taught that provide the student with this broad perspective. The longer term goal of the department is to provide stronger emphasis on Personal Selling education. The department has already submitted a proposal for a Personal Selling Institute.

Quality and Mix of Students

Total enrollment data for the years 1988-1993.

Table 1.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|------------------------|---------|---------|---------|---------|---------|
| Completed Applications | 210 | 175 | 159 | 187 | 141 |
| Freshman Enrolled | 47 | 31 | 32 | 58 | 32 |
| Total Majors | 271 | 256 | 268 | 264 | 227 |
| Degrees Awarded | 118 | 87 | 115 | 103 | 107 |

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Enrollment of minorities, internationals, and females for the years 1988-1993.

Table 2.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|---------------|------------|------------|------------|------------|------------|
| Total Majors | 271 | 256 | 268 | 264 | 227 |
| Minorities | 18(6.6%) | 11(4.3%) | 11(4.1%) | 13(4.9%) | 18(7.9%) |
| International | 8(3.0%) | 7(2.7%) | 8(3.0%) | 7(2.7%) | 9(4.0%) |
| Females | 151(55.7%) | 136(53.1%) | 157(58.6%) | 138(52.3%) | 107(47.1%) |
| Total | 177(65.3%) | 154(60.1%) | 176(65.7%) | 158(59.8%) | 134(59.0%) |

Comparison of average GPA, ACT, SAT scores for freshman Marketing majors with the Athens campus figure for the years 1988-1993. The average campus figure is shown in parenthesis.

Table 3.

| | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 |
|-----|------------|------------|------------|------------|------------|
| GPA | 2.9(2.8) | 3.0(2.8) | 3.0(2.8) | 3.0(2.9) | 3.0(2.9) |
| ACT | 20.8(20.7) | 21.3(21.2) | 22.1(21.7) | 22.1(22.1) | 22.3(22.5) |
| SAT | 920(937) | 931(950) | 950(960) | 960(968) | 977(977) |

The Marketing Department has a large number of majors (average \approx 257) compared to the number of full-time faculty (8). The average number of Freshman enrolled is 40. The number of total majors is much larger than four times the number of Freshman enrolled because a large number of students transfer into Marketing when they are Juniors. Female students represent on average \sim 54% of the majors with minorities and internationals representing a much lower percentage (5.5% and 3.0% respectively). The freshman marketing majors score comparably to the average campus freshman on the ACT and SAT exams and have a slightly higher GPA. Overall, the quality and mixture of the average marketing student appears to be comparable to the average campus student.

Quality of Curriculum and Instruction

The typical teaching load in the Marketing department is 24 credit hours per year. The load is equally shared by all faculty. The department gives a Fall survey to the previous academic year graduating students and the response rate is 40-50%. They use this survey along with quarterly student evaluations and feedback from the collegiate chapter of the American Marketing Association to evaluate the direction and quality of the Marketing Curriculum. Student evaluations are used in the tenure process and salary recommendations. The faculty also utilize two boards, the CBA Executive Advisory

Board and the CBA Society of Alumni and Friends, as resource people for guest speakers, internships and potential job contacts.

Two new courses have been added to the Marketing program. A course in service marketing was introduced to replace the nonprofit course. The course material in the Marketing for Nonprofit Organization was incorporated in the Services Marketing course. A personal selling techniques class was also introduced and is a required class for marketing majors. The personal selling techniques class was introduced because 75-80% of the marketing graduates' first job is selling.

Quality of Scholarly and Creative Activity

The following table shows the number of publications, papers presented, and funding for each faculty member during the years 1988 through 1993.

Table 4.

| Years Served | Publications
Refereed | Publications
Non-refereed | Papers
Presented | Funding * |
|--------------|--------------------------|------------------------------|---------------------|-----------|
| 4 | 2 | 1 | 1 | 2000 (1) |
| 2 | 3 | 2 | 2 | 0 |
| 9 | 10 | 2 | 16 | 20000 (1) |
| 15 | 0 | 0 | 2 | 4000 (2) |
| 2 | 3 | 0 | 1 | 2000 (1) |
| 22 | 11 | 2 | 30 | 0 |
| 6 | 0 | 0 | 0 | 0 |

* The number in parenthesis is the number of submitted and funded grant proposals.

The total number of publications in refereed journals between 1988 and 1993 is 29 or 0.83 publications per year per faculty member. On average the department presented 1.5 papers per year per faculty member and generated \$800 per year per faculty member. A closer look at the data shows that two members of the department are generating 72% of the publications, 88% of the papers presented at meetings, while one member generated 71% of the funding. There are a number of newer faculty members in the department (2-4 years of service) and these numbers do not take into account the fact that they were not in the department the full five years. It is interesting that the faculty submitted 5 grant proposals and all 5 were funded. It appears at the present time that much of the scholarly and creative activity within the department is being conducted by only a few members of the department. This should change as newer faculty contribute to creative and scholarly activities.

Success of Graduates

Table 5 shows the percentage of graduates employed or continuing further education.

Table 5.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|------------|---------|---------|---------|---------|---------|
| Employment | 100% | 96% | 90% | 91% | 93% |
| Education | 0% | 0% | 0% | 5% | 4% |

According to the department, the graduates are adequately surveyed with a response rate in the 41-68 percent range. It appears that they have little trouble placing their graduates in jobs. Some graduates are showing an interest in graduate school. Students are advised to work before pursuing graduate education because a higher education degree is not needed for entry level jobs.

Quality of Facilities

The Marketing department has adequate journal and library resources, computer search facilities, and carrel and study facilities. They feel that the secretarial services are inadequate because the departmental secretary is used by several programs in the college.

Judgment of Future of Program

The outlook for the program appears to be bright because the number of majors should continue to be high and the graduates should continue to have little trouble securing employment opportunities.

Recommendations

1. The department should continue to encourage its faculty to contribute scholarly and creative activities. With a 100% funding rate, maybe more proposals need to be submitted.
2. The department should seek additional secretarial help to lighten the load on the one secretary shared by several programs.

UNDERGRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF MARKETING

Date: May 1995

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

Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

Quality of Scholarly
and Creative Activity X

Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X

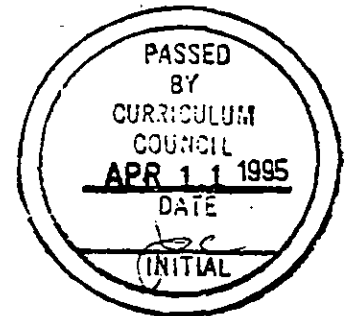


Ohio University
University Curriculum Council - Review Committee

Five Year Review of the
Undergraduate Program in the SCHOOL OF MUSIC

for the period 1988-1992

prepared in final form in April 1995



OVERVIEW AND GOALS

The School of Music at Ohio University offers the Bachelor of Music degree in five major areas: Performance, Music Theory and Composition, Music History and Literature, Music Therapy, and Music Education. The curriculum in Performance is designed to prepare students to establish private teaching studios, to engage in professional activity (performance), and to continue study at the graduate level. The Music Theory and Composition program is designed to prepare exceptionally talented students to pursue a career as a theorist or composer. In Music History and Literature, the goal is to provide the student interested in these subjects, particularly those interested in graduate study, with a sound foundation. The Music Therapy program has as its aim the preparation of students for clinical placement in medical, educational, and community health settings under guidelines established by the National Association for Music Therapy. Finally, the student with a Bachelor of Music in Music Education is prepared for a career in music teaching, either instrumental or choral, in the schools.

Comment based on information available since the review period: Specific goals dealing with conducting and improvisation have been addressed. All students now take at least one quarter of conducting, and more improvisation is included in core courses required of all students. This was accepted by the NASM—accreditation was continued in 12/94.

The immediate goals of undergraduate program in the School of Music are to improve the basic competencies of all B.M. students. Specific goals to achieve this include requiring at least one quarter of conducting, providing ways for students to obtain exposure to a wider range of music history offerings, including non-Western musics, and examining the curriculum to determine if additional experiences in composition and improvisation should be offered. One problem with implementing some of these changes is the already heavy course load required of music majors. If the additional exposures were to be implemented, and if the degree is to remain one that can be completed in four years, then these exposures would have to come at the expense of some other aspect of the program.

Finally, the School also offers to the rest of the University a significant service component both in the form of service courses to non-majors and in the offering of a minor in music. Approximately 30-40 students minor in music each year.



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QUALITY AND MIX OF STUDENTS

Students must audition for admission to the School of Music. Students may audition on the basis of either voice or instrument, and approximately ten percent of applicants are either denied admission or discouraged from pursuing a music major until greater achievement can be demonstrated. The normal attrition rate of an entering freshman class is 40% by the third year.

Comment based on information available since the review period: *The attrition rates have improved considerably, and, for 92-93, 93-94, and 94-95 are 13.5%, 15.7%, and 10%, respectively. This is attributed to more selective admission requirements.*

The music curriculum is a difficult one, and the School is finding that increasing numbers of entering freshman interested in a music major are inadequately prepared and advised while in high school. The School attempts to familiarize freshmen with the expected rigor by the exposure these students receive in the introductory courses in music therapy (MUS 181) and music education (MUS 163). The school also has in place several programs designed to improve undergraduate retention. These include increased tutoring sessions for freshmen, providing an introductory course in music theory, limiting ensemble participation for students with weak backgrounds, and expanding on the orientation process by extending it through the first quarter of study and emphasizing alternative ways of using a music degree.

In the table below the undergraduate application, enrollment, and degrees awarded for the School of Music for the five academic years 1987-88 to 1991-92 are shown.

Table I. Undergraduate applications, enrollment, and degrees awarded for the School of Music for the five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|------------------------|---------|---------|---------|---------|---------|
| Completed Applications | 96 | 95 | 94 | 84 | 128 |
| Total Majors Enrolled | 137 | 154 | 177 | 154 | 178 |
| Degrees Awarded | 20 | 23 | 11 | 20 | 18 |

Not reflected in the above table is the distribution of the enrollments and degrees awarded among the various majors. In total enrollment, the vast majority of majors are in Music Education (between 69 and 90 over the review period), followed by Music Therapy (24 to 41), Voice Performance (12 to 23) and Orchestral Instruments (10 to 16). The latter two are parts of the B.M. in Performance degree. The other majors typically have fewer than 10 majors per year. The least popular majors are Organ Performance, with three majors total in the five years of the review period, and Music History and Literature, with a total of six majors in the review period.

The enrollments of minorities, internationals, and females (MIFs) for the five years of the review period are shown in Table II below.



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Table II. Enrollments on minorities, internationals, and females (MIFs) in the Music program over five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|----------------|------------|-------------|-------------|-------------|-------------|
| Total Majors | 137 | 154 | 177 | 154 | 178 |
| Minorities | 6 (4.4%) | 7 (4.5%) | 7 (4.0%) | 10 (6.5%) | 7 (3.9%) |
| Internationals | 3 (2.2%) | 2 (1.3%) | 4 (2.3%) | 6 (3.9%) | 10 (5.6%) |
| Females | 79 (57.8%) | 91 (59.1%) | 119 (67.2%) | 100 (64.9%) | 104 (58.4%) |
| Total MIFs | 88 (64.2%) | 100 (64.9%) | 130 (73.4%) | 116 (75.3%) | 131 (73.6%) |

The enrollment pattern for minorities is fairly constant at a level about half that of the general population. To attempt to increase minority enrollment, the School makes several complimentary efforts. Band directors make annual recruiting trips to Cleveland area high schools, minority students currently in the program are used in recruiting efforts, current School of Music minority students are pictured on the front of the University's minority brochure, and an attempt is made to maintain a high visibility profile for minority students and faculty, particularly to non-major minority students taking School of Music courses.

The pattern for females is also fairly constant at a very high level—higher, actually, than the percentage of females in the general population. No special recruitment efforts are made to attract women, and none are needed.

The average GPA, ACT, and SAT scores of Music students for the five year period of the review are shown in Table III below.

Table III. Average GPA, ACT, and SAT scores of School of Music students over the five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|-------------------|---------|---------|---------|---------|---------|
| Average Music GPA | 2.93 | 2.93 | 2.92 | 2.85 | 2.90 |
| Average Music ACT | 20.4 | 20.2 | 20.4 | 20.6 | 21.7 |
| Average Music SAT | 1001 | 960 | 970 | 955 | 925 |

Over the five years of the review, the quality of students in the School of Music, as measured by the above three methods, has been comparable to that of the average student attending the Athens campus.

One area of continual concern to the School is the ability to attract talented students to the program. In a fashion very similar to that of sports programs, success in many aspects of music is often at least in part a result of natural talent. As a result, the students with the greatest talent are the most highly sought by schools of music, just as talented sports stars are highly sought by college athletic programs. Also, as with sports programs, students are attracted to a program based both on the program's reputation and the amount of financial assistance (scholarship) available. In this regard, in comparison to other schools of music in Ohio, the Ohio University School of Music fares very poorly. In fact, Ohio University is the worst in the state at success in recruiting as measured by both number of scholarships offered and their individual dollar



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levels. Most of our most highly prized prospects go to Bowling Green University, where the scholarship funding available is ten times the amount the Ohio University School of Music has to work with. A substantial increase in the amount of scholarship funds available would be in order.

QUALITY OF CURRICULUM AND INSTRUCTION

In the broadest sense, the School of Music measures the quality of its curriculum and instruction by examining the success of its graduates. This aspect of its measurement process will be discussed under the section "Success of Graduates."

Student questionnaires are used to evaluate every class each quarter unless the course has fewer than three students enrolled (in which case it would be difficult to maintain anonymity). Sequenced courses, such as Music Theory, Music History, and Applied Music, are evaluated once each year. The results of these evaluations are included in the Faculty Evaluation Results at the end of each calendar year.

The School is uncertain as to what extent these evaluations affect undergraduate instruction. Casual observation suggests that many faculty do benefit from the evaluations, particularly as part of the "appraisal-appraisal" process.

The School offers a large number of Experiential Learning Experiences, and it brings in a fair number (ten to fifteen) of visiting artists each year.

Substantive changes to the undergraduate curriculum over the five year review period include primarily additions concerning electronic music. Sixteen new courses were added over the review period, many of which cover recent technological innovations in the field.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

As of the writing of this review, the School of Music had 29 full-time faculty. This number has varied only slightly (between 26 and 29) over the five years of the review period. The number of part-time faculty has stayed fairly constant as well at around 10. Teaching loads, the numbers of articles published, performances made, and external grants applied for and received vary widely among the faculty, with most individuals engaged in several such activities during the review period. The faculty are professionally active and engaged in a wide variety of professional activities at the state, regional, and national levels.

Faculty needs include a full-time theorist to provide leadership to the undergraduate core theory program and to offer courses in music theory at the graduate level. The school needs a full-time band director, a voice position, and a music historian to provide relief to the single music historian currently on the staff and to enable the offering of multicultural and interdisciplinary courses.

Comment based on information available since the review period: A Director of Concert Bands and an assistant professor of voice have been hired beginning September 1994.

SUCCESS OF GRADUATES

Table IV. Post-degree placement statistics for School of Music graduates over the five year review period.

| | 1987-88 | 1988-89 | 1989-90 | 1990-1991 | 1991-92 |
|------------|---------|---------|---------|-----------|---------|
| Employment | 94% | 67% | 71% | 67% | 71% |
| Education | 6% | 33% | 23% | 33% | 24% |

For columns which do not total to 100%, the remaining students were unemployed and not in school at the time of the survey.

Post-graduate activities of graduates from the five major areas are as follows:

Performance

Graduates with the B.M. in Performance have found success in master's programs at a variety of institutions around the country, including the Cincinnati Conservatory of Music, the New England Conservatory of Music, Cleveland Institute of Music, and a large number of music programs at leading universities.

Graduates with baccalaureate degrees have held positions with such diverse professional organizations as orchestras in Ecuador and Singapore, military ensembles, Gregg Smith Singers, and Off-Broadway and touring stage companies.

Music Theory and Composition

Students with the B.M. in this discipline have had success entering master's programs at highly regarded schools such as Indiana University and the University of Illinois.

Music History and Literature

Graduates of this program have gone on to graduate study at such places as Case Western Reserve University and Indiana University, and they have attained such positions as librarian at the Cincinnati Conservatory of Music and radio broadcaster of classical music at WOUB-FM, Ohio University.

Music Therapy

Graduates have had success in internship experiences as evidenced both by evaluations provided by clinical supervisors and the frequency of interns hired in these training facilities immediately following internship. Some graduates have created new music therapy positions for themselves. As further evidence of success, School of Music graduates achieve above average scores on the CBMT Certification Examination.

Music Education

Music Education majors have achieved success in a variety of endeavors. Many obtain employment and go on to advance to higher positions while simultaneously gaining access to and completing advanced



degrees. Since 1982, music education graduates have established a strong record of employment, and some, following graduate work, have obtained employment in administrative and university faculty positions. Some have become involved in instrument repair and music merchandising and are very visible at state and regional music conferences.

The School maintains active contact with many graduates through the School of Music Society of Alumni and Friends. With this level of contact, an excellent mechanism is provided for graduates to tell the School "how we're doing." Graduates have not been reluctant, through this process, to provide to the School suggestions for improvement.

QUALITY OF FACILITIES

The quality of the various "facilities" available to the School of Music varies widely. The School is generally happy with the level of library, computer search, carrel and study, and secretarial services. The School is generally unhappy with the present level of service in the areas of maintenance of equipment and availability of adequate, music-oriented space.

Musical Instrument Maintenance

The School has a large number of musical instruments of all types, including about 100 pianos, 184 band instruments, two electronic piano classrooms, three electronic music studios, and six classrooms equipped with a variety of electronic audio equipment. The School also makes use of, but does not control, two organs, which are located in Memorial Auditorium and Galbreath Chapel. The level of effort required to keep all of this equipment in good working order and available to the students and faculty is nothing short of enormous. Because the level of technical service available has been below what is necessary, many instruments, particularly the pianos, are not receiving necessary maintenance and repair. Every piano must be tuned at least once per quarter, and many practice pianos require tuning more often than that. Fully 15% of the pianos need major rebuilding, and 40-50% need complete regulation and some type of repair. Money is available for general repairs, but the major repairs needed are not being done because of lack of funds. The maintenance performed on some instruments is highly inadequate. In particular, the Möller organ in Memorial Auditorium, the largest organ in Southeastern Ohio and a tremendous asset to the School and University, sits in an unusable condition for long periods of time.

Repairs to the band instruments are made every year to keep each one in working condition. Repairs to orchestral instruments are made by students and faculty themselves. If repairs are beyond the student's or faculty's capability, the instrument is sent out if the following three conditions are met: the instrument is needed for a performance, the student makes a commitment to playing it, and funds are available. At times, there are more instruments in need of repair than there are funds available, and school performances then must rely on instruments loaned from a professor's personal collection. The situation is not ideal, but the effectiveness of the School has not yet been impaired.

Comment based on information available since the review period: A UPAC proposal has been submitted for 1995 for a staff position as Instrument Repair Technician.

Repairs to electronic equipment are handled on a simple, as-needed basis with no scheduled maintenance program. Repairs are handled by outside contractors when funds are available.

Replacement of equipment has been handled in two ways. A UPAC grant provided \$15,000 annually over a ten-year period (1985-86 through 1994-95) for the replacement of worn out pianos. Replacement of other equipment is generally accomplished through biennial House Bill money.

SECRET

SECRET

Space Requirements

Another area of significant concern to the School of Music is space. The School is located primarily in one six-story, air-conditioned building constructed in 1970 specifically to house the School of Music. The building has 10 classrooms, 34 faculty studios and offices, 81 practice rooms, two electronic piano classrooms, three electronic music studios, a performing ensemble library room, a piano technician's workroom, and an administrative office suite. On the fourth floor is the Recital Hall, seating about 200, which has both a recording studio and a green room/faculty lounge adjoining it. On the fifth floor is the Music/Dance Library, complete with adjoining listening lab and computer lab. Because it was designed as a music building, it was soundproofed in a fashion appropriate for its original design. Because of changes that have occurred since 1970, some parts of the building are used in ways not originally intended (e.g., rehearsals held in classrooms and instrument performance in office suites), and soundproofing has again become an issue. In addition, if classrooms are to continue to be used for rehearsals, at least some modest acoustical treatment would be beneficial.

The School of Music is concerned is with other facilities that it must use but that it has little-to-no control over. Gordy Hall is the former music building, and the marching band, varsity bands, and the university band continue to use the following facilities located there: a rehearsal hall, a band music library, instrument, equipment, and uniform storage, and an office for the marching band director. The major problem is inadequate soundproofing, particularly from the viewpoint of other academic units which share the building. Because of the presence and needs of other academic units, the School can use only Gordy Hall in the late afternoons and evenings. Finally, because of the distance between the music building and Gordy Hall, considerable inefficiencies are encountered in the need to transport large instruments back and forth across campus regularly. There is also the danger of damage to the instruments during these moves.

The University has long range plans to transfer the music activities now taking place in Gordy Hall to a new, small addition to the music building. Right now, there are very few specifics available in this plan, and the funds for the addition are apparently "hidden" in the total funds being requested for Gordy Hall renovation for non-music use. To date, the School of Music has not been involved in this planning, and it would like to be.

Comment based on information available since the review period: *This long-range plan is now a reality, and plans are currently being made for a first-phase addition to the music building which includes both instrumental and choral rehearsal rooms. This space will replace square footage lost in Gordy Hall. The School of Music administration has been involved in the plan. Construction is scheduled to begin in June 1995.*

Memorial Auditorium has problems as well. It is used for large ensemble rehearsals, concerts, and opera productions. In addition, the organ installed there is used for recitals and practice sessions. While the music faculty believe the soundproofing in Mem Aud is satisfactory, other university staff who work there do not agree. There is also once again the disadvantage of poor location and lack of adequate storage facilities.

There is also a long-range (and long-delayed) plan for the renovation of Mem Aud. A major concern of the school is where their rehearsals and performances will take place during the time that Mem Aud is undergoing renovation. Currently there is no such plan, and there appears to be no suitable space on campus for the rehearsal and performance relocation.

Comment based on information available since the review period: *This remains a concern as plans are now in place for closing Mem Aud in June 1996. As far as the school of Music is aware, there is no plan for large ensemble rehearsals or major concerts.*



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Also, while many in the University community believe that renovation of Mem Aud would solve many of the School of Music's long range problems, the School itself believes that the best long-term solution is to build a state-of-the-art performance center with multiple performance spaces, storage and warm-up areas, and adequate parking.

Another facility problem identified by the School is access to Recital Hall. Stairs must be climbed to reach the stage regardless of how it is approached. In addition, there are no wide doors into the Hall. Thus no handicapped musician, student, or visiting professional can perform on stage without being carried onto it. This is also a problem to those musicians who must move large, heavy instruments onto and off of the stage. This has led to damage to instruments on more than one occasion, and there have even been instances where a particular instrument was simply left out of a repertoire rather than risk damage to the instrument or injury to the performer lugging it on and off the stage. Solutions to the problems with Recital Hall would include widening doors and installing ramps.

Comment based on information available since the review period: Bids have been requested for the Recital Hall access renovation.

Transportation

Finally, the School is unhappy with its transportation facilities. It currently uses one worn out van that it uses to transport equipment and instruments to across-campus rehearsals and performance sites, as well as out-of-town concert sites. The School would like to replace this van with a truck more suited to the purpose. The School would also like to acquire a van capable of carrying up to a dozen passengers, particularly for music therapy students to travel to off-campus clinical practice sessions. The van would also be used to transport music education students to field-experience sites and to transport small touring ensembles.

Summary

The School of Music believes that a single solution to many of its space-related problems would be to build an addition onto the music building. This could be designed to provide adequate storage space, relieve the continual problems associated with the transport of instruments across campus, and, if made large enough, provide a new, mid-sized concert hall with seating for 500-700 people. Right now, presenters are faced with the dilemma of deciding between squeezing a concert into the Recital Hall, which holds 185, and risk having it get lost in the cavernous Memorial Auditorium, which seats about 2900. The construction of such a concert hall would also benefit performing artists from other Schools, as well as the University's Performing Arts Series.

JUDGMENT OF FUTURE OF PROGRAM

The School of Music is simultaneously blessed with a dedicated and talented faculty that is attracting significant students to its program and cursed with inadequate facilities with which to carry out this mission. The School is depressed to note that many of the shortcomings discussed above were addressed in the previous National Association of Schools of Music (NASM) review written more than ten years ago. According to the School, not a single issue raised in that NASM report has been addressed. Nor does any seem closer to resolution now. In fact, most of these issues were discussed in the two previous NASM reviews, covering a 20 year period. However, over this past year, progress has been made regarding plans for rehearsal and storage space and possibly a concert hall.

Recommendations

1. Although, as of the writing of this review, some of its problems are being addressed, the School of Music needs a more comprehensive and permanent program to maintain and upgrade its equipment. This might be coordinated with other schools within the College of Fine Arts. As of the writing of this review, this concern is in part being addressed.
2. The School of Music needs to have its space problems addressed. The efficiency of the operation of the program, the decrease in damage to instruments during transport, the elimination of noise problems to other University units sharing buildings with elements of the School of Music, and the greater ease with which nationally and internationally renown artists can be drawn to Ohio University, both as faculty and as visiting artists, are all issues directly concerned with the problem of adequate space. After twenty plus years, the School hopes that the University will finally begin moving to address some of these concerns. As of the writing of this review, many of these concerns are being addressed.
3. The School should prioritize its needs for faculty work loads and bring the needed expertise to the program.
4. The School should seek additional funds to increase the number and amount of scholarships available to attract talented students to enable the School to compete with other music programs around the state and region.

GRADUATE REVIEW SUMMARY WORKSHEET

EVALUATION OF SCHOOL OF MUSIC

Date: February 28, 1995

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

Goals of the Program X

Quality and
Mix of Students X

Quality of Curriculum
and Instruction X

Quality of Scholarly
and Creative Activity X

Success of Graduates X

Quality of Facilities X

Judgment of
Future of Program X

Overall Evaluation X

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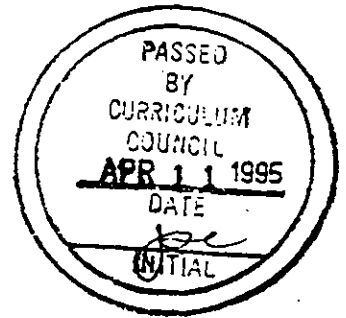
Ohio University
University Curriculum Council - Review Committee

Five Year Review of the

Graduate Program in the **SCHOOL OF MUSIC**

for the period 1988-1992

prepared in final form in April 1995



OVERVIEW AND GOALS

The School of Music at Ohio University offers the Master of Music degree in six major areas: Performance, Composition, Theory, Music History and Literature, Music Education, and Music Therapy. The curriculum in Performance is designed to prepare students for professional careers as performers or artist-teachers. The Music Composition program is designed to prepare exceptionally talented students to pursue a career as a composer, usually with the intention to continue to a terminal degree. Opportunities are provided for original works to be heard. In the Music Theory and Music History and Literature programs, the goals are to prepare students either for teaching in small college or university music programs or as a preparatory degree for doctoral study in those areas. The Music Education program has as its aim the preparation of students to be more skillful teachers, as well as preparation for music administration and supervision. The Education program also prepares students for music teacher certification, as well a Ph.D. study. Finally, the Music Therapy program promotes advanced clinical and research skills and theoretical knowledge.

Each of these programs has specific goals. The Performance program would like to add faculty positions, increase the number of students, make teaching loads more equitable, obtain more and more appropriate rehearsal space, and make any changes necessary to the curriculum to bring the program's offerings consistent with the latest offerings by other programs around the country.

The Composition program would like to increase enrollment, obtain a full-time composition theorist, and improve the level of equipment maintenance, which should be possible with a recently obtained (1993) UPAC grant.

The Theory program suffers from a poor division of responsibility (teaching and administrative), and it would like to hire at least one full-time music theorist. There are currently not enough faculty to offer all the necessary courses for a graduate theory major.

Comment based on information available since the review period: *The School is currently working on this problem. A current faculty member has been reassigned, and use is being made of an early retiree.*

The Music History and Literature program has the immediate goal of hiring another historian-musicologist to share some of the teaching load. Currently, one music historian teaches most of the graduate courses in this program.



Comment based on information available since the review period: *The School still has only one historian, but through reassignments, has been able to use three other fully qualified performance faculty members in sharing the academic course load.*

The Music Education program has the immediate goal of adding an ongoing advanced conducting program with opportunities for practical experience. Conducting is indirectly linked to Music Education, but the critical need currently is in Instrumental music education and leadership for the program.

Finally, the Music Therapy has as an ongoing goal the establishment of itself as a viable program, primarily by an increase in the number of students in the program, which to date has been small. The School is also concerned with the low number of these students completing graduation requirements. This is an issue currently under study by the School's graduate committee.

QUALITY AND MIX OF STUDENTS

To enter the graduate program in the School of Music, a student must have at least a 2.5/4.0 GPA from an accredited undergraduate program in music. To be considered for a graduate assistantship, a student must have at least a 3.0 GPA. The student must also submit an acceptable (1) audition or audition tape for Performance majors, (2) interview for Education, Therapy, and Theory majors, (3) research paper for Music History majors, or (4) portfolio for Composition majors. Three satisfactory letters of reference are also required.

Below is the graduate application, enrollment, and degrees awarded information for the School of Music for the five academic years 1987-88 to 1991-92.

Table 1. Graduate applications, enrollment, and degrees awarded information for the School of Music for the five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|--|---------|---------|---------|---------|---------|
| Completed Applications | 33 | 39 | 40 | 38 | 46 |
| Number Admitted | 32 | 39 | 35 | 37 | 44 |
| Total Majors Enrolled | 46 | 44 | 35 | 36 | 39 |
| Number Offered Financial Support | 37 | 31 | 34 | 30 | 33 |
| Offered Financial Support But Did Not Enroll | 0 | 0 | 0 | 6 | 5 |
| Master's Degrees Awarded | 12 | 13 | 12 | 9 | 15 |



The enrollments of minorities, internationals, and females (MIFs) for the five years of the review period are shown in Table II below.

Table II. Enrollments on minorities, internationals, and females (MIFs) in the Music program over five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|----------------|------------|------------|------------|------------|------------|
| Total Majors | 46 | 44 | 35 | 36 | 39 |
| Minorities | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 1 (2.6%) |
| Internationals | 16 (34.8%) | 12 (27.3%) | 12 (34.3%) | 12 (34.3%) | 13 (33.3%) |
| Females | 27 (58.7%) | 21 (47.7%) | 18 (51.4%) | 21 (58.3%) | 19 (48.7%) |
| Total MIFs | 43 (93.5%) | 33 (75.0%) | 30 (85.7%) | 33 (91.7%) | 33 (84.6%) |

The enrollment pattern for minorities is poor, and the School should attempt to increase its minority enrollment. Efforts the School is currently undertaking to improve its minority enrollment include band directors making annual recruiting trips to Cleveland area high schools, minority students currently in the program used in recruiting efforts and pictured on the front of the University's minority brochure, announcements of GA positions sent to traditional minority schools, and attempts is to maintain a high visibility profile for minority students and faculty, particularly to non-major minority students taking School of Music courses.

The pattern for internationals and females is also fairly constant at a very high level. No special recruitment efforts are made to attract women and internationals, and none are needed.

Because of the variety of other measures available, no standardized test is required for admission to the School of Music. Average undergraduate GPAs for entering students for the five year period of the review are shown in Table III below.

Table III. Average GPAs for School of Music students over the five academic years 1987-88 to 1991-92.

| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|----------------------|---------|---------|---------|---------|---------|
| Average Entering GPA | NA | NA | NA | 3.23 | 3.40 |

For the last two years of the five year review period, the quality of students entering the graduate program in the School of Music has been good.

QUALITY OF CURRICULUM AND INSTRUCTION

All faculty hired by the School of Music meet the requirements for graduate faculty status. All faculty hold graduate (master's and/or doctoral) degrees and are designated as graduate music faculty. All

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applied faculty may have undergraduate and graduate students in their studio. In classroom teaching, faculty assignments are made based upon the qualification of a professor to teach the graduate level course.

In the broadest sense, the School of Music measures the quality of its curriculum and instruction by examining the success of its graduates. This aspect of its measurement process will be discussed under the section "Success of Graduates."

Student questionnaires are used to evaluate every class each quarter unless the course has fewer than three students enrolled (in which case it would be difficult to maintain anonymity). Sequence courses, such as theory, history, and applied music, are evaluated only once each year. Four different evaluation forms have been designed to assess the various types of teaching situations: 1) academic classes, 2) applied studio instruction, 3) large ensemble instruction, 4) practicum or field work activity. The results of these evaluations are included in the Faculty Evaluation Results at the end of each calendar year.

QUALITY OF SCHOLARLY AND CREATIVE ACTIVITY

As of the writing of this review, the School of Music had 29 full-time faculty. This number has varied only slightly (between 26 and 29) over the five years of the review period. The number of part-time faculty has stayed fairly constant as well at around 10. Teaching loads, the numbers of articles published, performances made, and external grants applied for and received vary widely among the faculty, with most individuals engaged in several such activities during the review period. The faculty are professionally active and engaged in a wide variety of professional activities at the state, regional, and national levels.

Faculty needs include a full-time theorist to provide leadership to the undergraduate core theory program and to offer courses in music theory at the graduate level. There is also a need for the restoration of the recently lost full-time band director position, restoration of the recently lost voice position, and a music historian to provide relief to the single music historian currently on the staff and to enable the offering of multicultural and interdisciplinary courses.

Comment based on information available since the review period: As indicated earlier, the theory situation is being handled through some shifting of duties and the use of an early retiree. Also, the band director position and voice position have been filled effective September 1994.

SUCCESS OF GRADUATES

Table IV. Post-degree placement statistics for School of Music graduates over the five year review period.

| | 1987-88 | 1988-89 | 1989-90 | 1990-1991 | 1991-92 |
|------------|---------|---------|---------|-----------|---------|
| Employment | 87% | 67% | 75% | 50% | 60% |
| Education | 0% | 33% | 25% | 50% | 40% |



41 42 43 44 45 46 47

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Post-graduate activities of graduates from the five major areas are as follows:

Performance

Graduates with the M.M. in Performance hold positions in orchestras, as administrators, university faculty, composers, music directors, and private studio teachers. Graduates are to be found at institutions all over the country and around the world. The program's primary goals of preparing students for professional careers as performers, artist-teachers, or for doctoral study are being achieved.

Composition

Students with the M.M. in this discipline have received fellowships and/or assistantships for doctoral work at several universities, including UCLA and Indiana University. The current recipient of the prized Hertz Fellowship at the University of California at Berkeley is an Ohio University graduate. Other graduates work in the recording, film, and music publishing industries.

Theory

The last student to complete the M.M. in Theory graduated in 1990, and students are not currently being admitted to this program. Administrative and teaching responsibilities of the faculty with degrees in theory do not permit the offering of the necessary courses for a theory major at this time.

Music History and Literature

The very small number of students who graduate with the M.M. in this area makes evaluation of the program's success difficult. Interest in the program has recently increased, and two students have newly enrolled. Five other students are in various stages of writing their theses.

Comment based on information available since the review period: This program is now doing very well. In 1994 there were two completed theses, and there are currently two in progress. Next year, two additional theses are projected to begin.

Music Education

Graduates become more skillful teachers through improved musicianship, greater knowledge of pedagogy, knowledge of research and research tools, and by gaining further insights into philosophical and historical perspectives of music education.

Music Therapy

This program is relatively new, so determination of the success of its graduates is difficult. To date it has predominately served music therapy equivalency/graduate students. There are several students in the program currently who will be completing their degrees in the coming years.

Comment based on information available since the review period: As indicated earlier, this program is being studied by the School's Graduate Committee. There are still several quality students in the program, but to date only one has completed the degree. As part of their continuing NASM accreditation, the School must provide to the NASM by



May 1, 1995 the results of the Graduate Committee's study and a course of action for this degree.

QUALITY OF FACILITIES

The quality of the various "facilities" available to the School of Music varies widely. The School is generally happy with the level of library, computer search, carrel and study, and secretarial services. The School is generally unhappy with the present level of service in the areas of maintenance of equipment and availability of adequate, music-oriented space.

Musical Instrument Maintenance

The School has a large number of musical instruments of all types, including about 100 pianos, 184 band instruments, and six classrooms equipped with a variety of electronic audio equipment. The School also makes use of, but does not control, two organs, which are located in Memorial Auditorium and Galbreath Chapel. The level of effort required to keep all of this equipment in good working order and available to the students and faculty is nothing short of enormous. Because the level of technical service available has been below what is necessary, many instruments, particularly the pianos, are not receiving necessary maintenance and repair. Every piano must be tuned at least once per quarter, and many practice pianos require tuning more often than that. Fully 15% of the pianos need major rebuilding, and 40-50% need complete regulation and some type of repair. Money is available for general repairs, but the major repairs needed are not being done because of lack of funds. The maintenance performed on some instruments is highly inadequate. In particular, the Möller organ in Memorial Auditorium, the largest organ in Southeastern Ohio and a tremendous asset to the School and University, sits in an unusable condition for long periods of time.

Repairs to the band instruments are made every year to keep each one in working condition. Repairs to orchestral instruments are made by students and faculty themselves. If repairs are beyond the student's or faculty's capability, the instrument is sent out if the following three conditions are met: the instrument is needed for a performance, the student makes a commitment to playing it, and funds are available. At times, there are more instruments in need of repair than there are funds available, and school performances then must rely on instruments loaned from a professor's personal collection. The situation is not ideal, but the effectiveness of the School has not yet been impaired.

Comment based on information available since the review period: A UPAC proposal has been submitted for 1995 for a staff position as Instrument Repair Technician.

Repairs to electronic equipment are handled on a simple, as-needed basis with no scheduled maintenance program. Repairs are handled by outside contractors when funds are available.

Replacement of equipment has been handled in two ways. A UPAC grant provided \$15,000 annually over a ten year period (1985-86 through 1994-95) for the replacement of worn out pianos. Replacement of other equipment is generally accomplished through biennial House Bill money.

Space Requirements

Another area of significant concern to the School of Music is space. The School is located primarily in one six-story, air-conditioned building constructed in 1970 specifically to house the School of Music. The building has 10 classrooms, 34 faculty studios and offices, 81 practice rooms, two electronic piano classrooms, three electronic music studios, a performing ensemble library room, a piano technician's workroom, and an administrative office suite. On the fourth floor is the Recital Hall, seating about 200,



which has both a recording studio and a green room/faculty lounge adjoining it. On the fifth floor is the Music/Dance Library, complete with adjoining listening lab and computer lab. Because it was designed as a music building, it was soundproofed in a fashion appropriate for its original design. Because of changes that have occurred since 1970, some parts of the building are used in ways not originally intended (e.g., rehearsals held in classrooms and instrument performance in office suites), and soundproofing has again become an issue. In addition, if classrooms are to continue to be used for rehearsals, at least some modest acoustical treatment would be beneficial.

Where the School of Music has real concern is with other facilities that it must use but that it has little-to-no control over. Gordy Hall is the former music building, and the marching band, varsity band, and university band continue to use the following facilities located there: a rehearsal hall, a band music library, instrument, equipment, and uniform storage, and an office for the marching band director. The major problem is the lack of adequate soundproofing, particularly from the viewpoint of other academic units which share the building. Because of the presence and needs of other academic units, the School can only use Gordy Hall in the late afternoons and evenings. Finally, because of the distance between the music building and Gordy Hall, considerable inefficiencies are encountered in the need to transport large instruments back and forth across campus regularly. There is also the danger of damage to the instruments during these moves.

The University has long range plans to transfer the music activities now taking place in Gordy Hall to a new, small addition to the music building. Right now, there are very few specifics available in this plan, and the funds for the addition are apparently "hidden" in the total funds being requested for Gordy Hall renovation for non-music use. To date, the School of Music has not been involved in this planning, and it would like to be.

Comment based on information available since the review period: *This long range plan is now a reality and plans are currently being made for a first phase addition to the music building which includes both instrumental and choral rehearsal rooms. The School of Music has been involved in the planning.*

Memorial Auditorium has problems as well. It is used for large ensemble rehearsals, concerts, and opera productions. In addition, the organ installed there is used for recitals and practice sessions. While the music faculty believe the soundproofing in Mem Aud is satisfactory, other university staff who work there do not agree. There is also once again the disadvantage of poor location and lack of adequate storage facilities.

There is also a long-range (and long-delayed) plan for the renovation of Mem Aud. A major concern of the school is where their rehearsals and performances will take place during the time that Mem Aud is undergoing renovation. Currently there is no such plan, and there appears to be no suitable space on campus for the rehearsal and performance relocation.

Comment based on information available since the review period: *This remains a concern as plans are now in place for closing Mem Aud in June 1996. To the best of the School's knowledge, there is no plan for large ensemble rehearsals or major concerts.*

Also, while many in the University community believe that renovation of Mem Aud would solve many of the School of Music's long range problems, the School itself believes that the best long-term solution is to build a state-of-the-art performance center with multiple performance spaces, storage and warm-up areas, and adequate parking.

Another facility problem identified by the School is access to Recital Hall. Stairs must be climbed to reach the stage regardless of how it is approached. In addition, there are no wide doors into the Hall. Thus no handicapped musician, student, or visiting professional could perform on stage without being carried onto it. This is also a problem to those musicians who must move large, heavy instruments onto and off of the

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stage. This has led to damage to instruments on more than one occasion, and there have even been instances where a particular instrument was simply left out of a repertoire rather than risk damage to the instrument or injury to the performer lugging it on and off the stage. Solutions to the problems with Recital Hall would include widening doors and installation of ramps.

Comment based on information available since the review period: *Bids have been requested for the Recital Hall access renovation.*

Transportation

Finally, the School is unhappy with its transportation facilities. It currently has one worn out van that it uses to transport equipment and instruments to across-campus rehearsals and performance sites, as well as out-of-town concert sites. The School would like to replace this van with a truck more suited to the purpose. The School would also like to acquire a van capable of carrying up to a dozen passengers, particularly for music therapy students to travel to off-campus clinical practice sessions. The van would also be used to transport music education students to field-experience sites and to transport small touring ensembles.

Summary

The School of Music believes that a single solution to many of its space-related problems would be to build an addition onto the music building. This could be designed to provide adequate storage space, relieve the continual problems associated with the transport of instruments across campus, and, if made large enough, provide a new, mid-sized concert hall with seating for 500-700 people. Right now, presenters are faced with the dilemma of deciding between squeezing a concert into the Recital Hall, which holds 185, and risk having it get lost in the cavernous Memorial Auditorium, which seats about 2900. The construction of such a concert hall would also benefit performing artists from other Schools, as well as the University's Performing Arts Series.

JUDGMENT OF FUTURE OF PROGRAM

The School of Music is simultaneously blessed with a dedicated and talented faculty that is attracting significant students to its program and cursed with inadequate facilities with which to carry out this mission. The School is depressed to note that many of the shortcomings discussed above were addressed in the previous National Association of Schools of Music (NASM) review written more than ten years ago. To date, not a single issue raised in that NASM report has been addressed. Nor does any seem closer to resolution now.

Comment based on information available since the review period: *In fact, most of these issues were discussed in the two previous NASM reviews covering a 20 year period. However, over this past year, progress has been made regarding plans for rehearsal and storage space, and possibly a concert hall.*

Recommendations

1. The School of Music needs a more comprehensive and permanent program to maintain and upgrade its equipment. This might be coordinated with other schools within the College of Fine Arts.
2. The School of Music needs to have its space problems addressed. The efficiency of the operation of the program, the decrease in damage to instruments during transport, the elimination of noise problems to other University units sharing buildings with elements of the School of Music, and the greater ease with which nationally and internationally renown artists can be drawn to Ohio University, both as faculty and as visiting artists, are all issues directly concerned with the problem of adequate space. After ten plus years, the School hopes that the University will finally begin moving to address some of these concerns. As indicated above, many of these concerns are, as of this writing, being addressed.
3. The School should attempt to hire the faculty necessary to even its work loads and bring the needed expertise to the program.

Mr. Hodson presented and moved approval of the resolution. Mr. Brunner seconded the motion.

Prior to the vote, Mr. Hodson reviewed the committee's discussion regarding the reviews of the Edison Biotechnology Institute and the Telecommunications Center. Discussion of the Edison program centered on items listed for review on page ~~2~~. Concerns were expressed about the decreasing private and increasing university support, the number of principal investigators (senior researchers), and the lack of interaction with other university academic units. President Glidden stated he is convening a group to review the situation and will report back to trustees at their February 1996 meeting.

Mr. Hodson noted the Telecommunication Center is a unit in transition. Reduced federal support and changing unit leadership is providing an opportunity to review the organizational structure and functional service of the center. President Glidden reported that discussions are underway between the provost and regional higher education offices regarding teaching, technical support, and public service.

Following discussion, the motion was approved unanimously.

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 1995 — 1445

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 1994-95 Reviews of Centers and Institutes, which recommend that the following centers and institutes be continued:

Avionics Engineering Center

Center for Political Communication


Ohio University Edison Biotechnology Center

Telecommunications Center

Tropical and Geographical Disease Institute

Ohio University

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

DATE: August 16, 1995
TO: Robert Glidden, President
FROM: 
David Stewart, Provost
SUBJECT: Centers and Institutes

Ohio University has long had a policy requiring that centers and institutes be reviewed every five years and that such reviews are to recommend either the continuation or termination of the center or institute. The reviews included here cover a one-year period and recommend the continuation of five centers and institutes.

I am convinced that the reviews and accompanying recommendations were carefully done. I support the proposed actions and recommend them to you for board approval.

DS/jt
Enclosure





Office of the Vice President
Research and Technology Center 101
Athens, Ohio 45701-2979
614-593-0371
FAX: 614-593-0380

DATE: July 27, 1995

TO: J. David Stewart, Provost

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

TLC

SUBJECT: Review of Centers and Institutes - 1994-95

Reviews conducted during 1994-95 included:

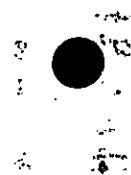
- Avionics Engineering Center
- Center for Political Communication
- Ohio University Edison Biotechnology Center
- Telecommunications Center
- Tropical & Geographical Disease Institute

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

Avionics Engineering Center

The Avionics Engineering Center has evolved from a one-person effort 32 years ago into a \$5 million per year Center for research and engineering in avionics. The purposes of the Center are a) to improve the safety and reliability of air transportation by the application of new technology to aircraft navigation, guidance, communications, and control, and b) education and training of high-quality students who will advance the frontiers of aviation electronics. The Avionics Engineering Center's future is one of continued viability, and its future cost-benefit should remain good. In addition to recommending the continuation of the Center, the committee proposed the following recommendations: increase efforts to include students, both undergraduate and graduate, in the research and engineering tasks; locate additional space for continued growth; the Director and staff be supported by new University funding outside the present overhead-indexing process.

Recommend continuation of the Center.



Center for Political Communication

The Center for Political Communication was founded in 1986 for the purpose of establishing an interdisciplinary undergraduate certificate program in political communication; facilitate interdepartmental research efforts in political communication; and develop and offer workshops for political candidates and their staffs.

The review committee believes the program is very viable; the size of classes and numbers of students receiving the Political Communication Certificate suggests a healthy program. The committee recommends continuation of the Center, and suggested more released time for the director, more teaching capability, and more 300-900 funding. The future contributions of the Center to the University would justify increasing the programs funding to meet the Center's needs.

Recommend continuation of the Center.

Ohio University Edison Biotechnology Institute (EBI)

The Edison Biotechnology Institute was founded in 1984 as the Edison Animal Biotechnology Center (EABC). The EABC, as it was known until July 1993, was one of the original six Technology Centers established under the Ohio Department of Development's Thomas Edison Program which was enacted into law in 1983 at the initiative of Governor Richard Celeste. The dual mission of the Institute includes 1) discovery and development and 2) transfer and commercialization.

The foundational technology of the EABC was pioneered in late 1980 by an Ohio University research team led by Thomas E. Wagner. The announcement of the successful production of the first-ever "transgenic animal" in 1981 created worldwide headlines. Since the early 1980s, the EBI has evolved into a world-class interdisciplinary biotechnology and biomedical research institute with an operating budget ranging as high as \$2.6 million.

The review committee recommended continuation of the Institute with the following overall summary: The biotechnology area should have a good future as new discoveries and developments occur. The committee recommended the EBI scientific and engineering staff develop goal statements for the short and long term, including action steps to achieve these goals. Another key element needed is a person to assist with identifying funding opportunities to minimize the researchers' time with this function.

Recommend continuation of the Institute.



Telecommunications Center

The mission of the Telecommunications Center is to provide broadcasting services to Southeastern Ohio, to teach students through experience, to disseminate educational programming to primary and secondary schools, to provide facilities and technical assistance for instruction in Athens and among campuses, and to perform contract work with clients who need production assistance.

The Telecommunication Center has increased its broadcast services over the past five years. The delivery of TV programming to over 80,000 households, the descriptive video service and the radio reading program for the sight impaired contribute to the expanded domain of the Center's broadcasting mission. An expansion of radio service was the activation of WOUZ-FM in Zanesville, Ohio. The linkage to Ohio University's educational mission continues to be strong and vital to the learning and experience of some of Ohio University's best students. The non-replacement of the director of the Center and the head of engineering operations are not seen as a positive development.

The Review Committee recommends continuation of the Center, and increased Ohio University support for a Center that is essential to broadcast services and to the educational mission of the Ohio University. The network of networks at Ohio University, the Telecommunications Center is already the node of operations for broadcast, satellite and microwave systems, the Center will be the future home of on-line services, data channel networks, and up-link services for Southeast Ohio.

Recommend continuation of the Center.

Tropical & Geographical Disease Institute

A one-year extension for the review has been requested by the Dean of the College of Arts and Sciences.

I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations be presented to the Board of Trustees for their action at their September meeting.

bv


Enclosures

OHIO UNIVERSITY

Russ College of Engineering & Technology

DATE: June 15, 1995

TO: Lloyd Chesnut, Vice President, Research & Graduate
Student Studies

FROM: T. R. Robe, Dean 

SUBJECT: Five-Year Review of Avionics Engineering Center

RECEIVED

JUN 16 1995

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Attached is the Five-Year Review of the Avionics Engineering Center.

The review clearly recommends continuation of the Center and its activities. I concur and recommend the continuation of the Center for another five years with a review in 2000.

dd 28/chesnut-five yr rev-avionics

Attachment

xc: Robert Lilley, Director

**Five-year Review
of the
Avionics Engineering Center**

Review Panel Report

June 1995

1000

I. Review Panel Constituency and Procedures

The panel for the five-year review of the Avionics Engineering Center consisted of:

Dr. Roger Radcliff, Professor of Electrical and Computer Engineering and panel chair

Dr. Elaine McCoy, Professor and Chair, Department of Aviation

Dr. David Allen, Director, Edison Biotechnology Institute

Dr. Mohammad Dehghani, Associate Professor of Mechanical Engineering

Each panel member examined the self-study document prepared by Dr. Robert W. Lilley, Director of the Avionics Engineering Center. Initial written comments, directed specifically toward issues outlined in "Procedure for the Review of Centers and Institutes," were submitted to the panel chair. Several discussions between individual panel members and the chair took place, and some further information was obtained from Dr. Lilley. The panel met as a whole to review and approve its evaluations and recommendations. The final report was then forwarded to the Dean of the Russ College of Engineering and Technology.

SECRET

TOP SECRET

SECRET

TOP SECRET

II. Overview

The Avionics Engineering Center has evolved from a one-person effort 32 years ago into a \$5 million per year center for research and engineering in avionics. The purposes of the Center, as stated in the self-study report, are simple and have been consistently adhered to in its efforts and management. They are:

- Improvement of the safety and reliability of air transportation by the application of new technology to aircraft navigation, guidance, communications, and control.
- Education and training of high-quality students who will advance the frontiers of aviation electronics.

It is evident to the review panel that these goals are and have been effectively met.

It is also obvious that the Center is unique in many ways. The electrical engineering senior concentration elective series in avionics, provided by the avionics-related faculty members, is not available elsewhere, nor are the undergraduate internships provided to several of our best students each year. But these benefits are tangential to the primary products of the Center - infusing important technologies to the world's air transportation system and providing one-of-a-kind education to graduate students.

The Center's management has done an excellent job in promotion and providing talent and resources to their quite diversified sponsors. The funding stability is impressive. Part of their success is the ability to provide real-time engineering services to long-term sponsors. Although there could be some concern that much of this support work is not university research per se, this continuing linkage appears to be essential to the research-engineering package as a whole.

The university provides assistance to the Center in several ways. Research incentive is the predominant source, with the Stocker endowment and the Electrical and Computer Engineering Department providing some support. But for practical purposes, the Center is virtually self-sufficient.



III. Findings and Recommendations

a) current viability

There is every indication that the Center is viable. Its products are valued by the sponsors, and signing of long-term contracts is imminent. The faculty and staff are mature and producing excellent technical and academic results.

b) current cost/benefit evaluation

The Center receives the full overhead rate from their sponsors. The other university contributions (listed in detail in the self-study report) are relatively small compared to the total Center budget. It is clearly a positive cost/benefit operation.

c) future viability

The incoming contracts described in the self-study report indicate a very positive future for the Center. However, there are always threats to the viability of a mostly government-funded operation. With the new Congress and the seemingly continuous reorganization of the FAA, the future of any FAA or NASA-FAA pass-through money is less certain than in previous years. It is increasingly imperative that the Center staff and faculty be able to travel to the appropriate locations and meet face-to-face with the sponsors. The Center faculty must be flexible while also providing guidance to FAA managers who may be changing roles within the agency. The management is very much aware of this, and appears willing and responsible to undertake the technical and promotional advances necessary to deal with the threats.

d) future cost/benefit evaluation

There is no indication that the cost/benefit ratio will change significantly. As long as the Center maintains its fiscal integrity it will remain a positive cost/benefit operation.

e) recommendations

The panel suggests the following:

1. Increase efforts to include students, both undergraduate and graduate, in the research and engineering tasks. The full-time engineering staff is mature and performing well, and many of the Center's activities preclude much student involvement (remote-site problem solving and data collection, travel for briefings, etc.). But the Director should avoid the temptation to turn more and more work over to the full-time staff.

2. The Center is not alone in its space concerns. Aviation, which shares a small portion of the new hanger facility at the airport, also has need of space. Since the Stocker Aviation office has had to be converted to an FAA Written Test Facility, Aviation faculty will be even more isolated at the airport and distanced from students and colleagues on the main campus. A block of space near Stocker Center shared by both units would be valuable. The panel recognizes the difficulty of this in light of the Electrical and Computer Engineering/Computer Science merger.

3. In the self-study report, the Director proposes that the Assistant Director for Administration and his staff be supported by new University funding. He cites difficulty in maintaining near real-time management of numerous projects. The considerable amount of contract work (as opposed to grant work) exacerbates the problems. Since much of this accounting is unique to the center (the University accounting system is more suited to academic departments and predictable administration activities), it should be done within the Center. The FY 1995 cost of half of the salary of the Assistant Director for Administration and a full-time account clerk specialist is approximately \$77,000. The proposed solution seem viable and not exceedingly costly. The panel suggests that the institution explore options for support.



Self-Study Report - 1995 - Avionics Engineering Center

by
Robert W. Lilley, director

Introduction:

We are reviewing the (a) **Avionics Engineering Center**, which is a research component of the (b) **Department of Electrical and Computer Engineering (ECE)**. The Center is presently led by (b) **Dr. Robert W. Lilley**, Professor of ECE, reporting to **Dr. Jerrell Mitchell**, chairman of ECE. The center's purpose and objectives are (c):

- **Improvement of the safety and reliability of air transportation by the application of new technology to aircraft navigation, guidance, communications and control.**
- **Education and training of high-quality students who will advance the frontiers of aviation electronics.**

History (d):

The Center was formed in 1963 through the efforts of Dr. Richard McFarland and the then faculty and chairman of the Department of Electrical Engineering. From the beginning, with one faculty member, one graduate student and \$15,000, the Center has grown to its present staff of some 30 permanent engineering/faculty and support members, with generally a like number of graduate and undergraduate students participating (See Reference [1] for staff list) in the 1995 program which has attracted nearly \$5 million in sponsored work (our best year ever). See references [2] and [3] for listings of research projects placed "on the books" in the fiscal years 1994 and 1995-to-date.

The means for this growth and stability has been:

- attraction and retention of a world-class technical staff
- continuing support from government and industry sponsors
- persistent marketing and promotional activity by Center staff
- support by the University administration

and the reason it succeeds is that the Center has identified a unique niche in the technical support requirements of the Federal Aviation Administration, NASA and to a smaller extent, the Department of Defense. The Center's capability to perform theoretical, analytical, field and flight evaluations of existing and developmental aviation-electronics systems fills sponsor requirements successfully.

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The Center typically operates with sole-source, task-ordered contracts or FAA grants for its larger and continuing project support, with a variety of smaller fixed-price contracts for specific engineering products (typically navigational aid evaluations). Our willingness to perform engineering-support tasks right along with the research tasks has made us valuable to the sponsors. Our insistence on a neutral and objective stance, avoiding politics and industry competitive taking-of-sides has placed us in a privileged position which is recognized and respected by government and industry.

Current Activities and Status (e)

See reference [4] for a copy of the "profile" document used to describe Center activities to potential sponsors. Additionally, reference [5] is a copy of the brochure prepared for the Center by University Publications. Through the Center, Ohio University is a "player" in the big-league activity of restructuring the future national airspace management and control system, emphasizing a combination of open-architecture computation and satellite-based navigation systems.

Our satellite team is widely considered to be the world's best in many areas relating to satellite applications in precision approach guidance, just as our ILS team continues to hold this distinction in the present-day guidance system.

We are completing some necessary engineering evaluations in the microwave landing system (MLS) area, so that a complete specification is on the shelf in case future needs develop (FAA cancelled the US MLS development program due to the promise of satellite systems to fill the requirement). Promotion is underway which is expected to allow our MLS people to transfer their aviation system experience to satellite-based systems in the future. One application may be in surface-movement (airport runway traffic) detection and control, using satellite positioning inputs and other systems.

The radio-frequency interference (RFI) team continues to support FAA's requirement to prevent or correct harmful interference to navigational signals. This team expects even more visibility as we turn to weak-signal satellite systems for more aviation applications.

Report and technical paper production is stable; reference [6] shows the list for calendar year 1994. References [7] and [8] give production for the first two months of 1995.

Student participation continues strong in all areas, as evidenced by two international Jackson Awards won during this 5-year period, one for signal modeling work and the other for transport-category aircraft autoland using satellite guidance. The student-oriented Joint University Program, in which we cooperate with MIT and Princeton, is now in its 24th year!

Recent graduate students produced theses and dissertations which also became research reports for sponsors. Reference [9] contains the list. Reference [10] gives a listing of current graduate students indicating their program level and their advisor's initials. Note



that some of these are staff members, pursuing advanced degrees to consolidate their careers.

Anticipated Future (f)

Strong promotional efforts are underway in several technical program areas:

ILS - In mid-March, FAA publicly announced its intent to award 5-year contract to continue the ILS support work through 2002. A \$5-million contract.

GPS (satellite) - FAA and NASA are supporting the satellite team at about \$800K per year presently. FAA recently sent a proposed statement of work for a follow-on multi-year program, using government grant vehicles. The sponsor is quite pleased with the work, and has indicated that if we need to grow the program, ... "more money will be sent."

RFI - FAA is about to announce their intent to award a follow-on five-year contract for this work, at the \$2.5 million level. This contract will include communications (data-link) development and evaluation work for differential GPS systems.

New work - Promotion is underway with the FAA Aeronautical Center at Oklahoma City (flight inspection) and with the FAA Technical Center at Atlantic City (navigation and surface-movement).

We are concerned that the proposed "privatization" of the FAA will increase the costs of promotion, and we are concerned that many of our long-time friends at the agency are reaching retirement age. Both factors reinforce the need for active marketing and promotion.

Funding Commitments and Needs - Sources of Funding (g)

By far the largest part of the Center's funding comes from Federal/state and industry grants and contracts. See Reference [11] for the "sales chart" for total research since 1975. University financial support comes in the form of:

- Research Incentive and Principal Investigators' funds

Ohio University has adopted a wise policy of providing funds indexed to the amount of overhead generated by the Center and its people. ECE full-faculty members who participate in the program are the recipients of the Principal Investigators' portion of these funds for projects they initiate. The Center manages the remaining PI and Research Incentive funds for promotion, equipment, supplies and other "costs of doing business."

- Stocker Endowment funds



1970-1971

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Stocker Endowment funds have been awarded for promotional travel and equipment needs. The Center competes in the ECE departmental process for these funds.

Among other Endowment improvements, the Stocker research aircraft continues to perform well, operating with low maintenance cost and high reliability.

- Fee waivers

Fee waivers are provided as appropriate, for the students (and staff) engaged in Avionics activity and also pursuing curricular goals.

- Partial support for the director's salary

The ECE department provides 10% support for the director's salary, recognizing the committee work, faculty meeting activity and other departmental support provided by the person holding the director's position.

- Academic Challenge follow-on

The ECE/Avionics Academic Challenge in past years had a goal of closer integration between the Center and the ECE curriculum activities. The follow-on is designation of two faculty members as Avionics-associated faculty, teaching courses in the specialty area, and designation of two selected Avionics staffers as adjunct faculty members, to facilitate graduate student advising and thesis support.

- 1804 Funds

The Center has successfully competed for 1804 funds to support a specific promotion with DoD. The promotion was successful in obtaining a \$5-million "basic-ordering agreement" with the US Army, now in use supporting part of the Center's satellite approach guidance work.

Summary:

The Avionics Engineering Center is (a) viable and growing. Our competent staff members and loyal sponsors show every sign of maintaining the present positive relationship for the foreseeable future. Our graduates do not lack for job offers, and many return later for advanced degrees. Many remain in the avionics industry, fulfilling our Center's goal.

The Center is (b) cost-effective. Small director-salary-support and Stocker Endowment amounts are multiplied many times over in promotion of outside funds and resulting overhead generation. There is no significant institutional subsidy to the Center's budget.



The Center's (c) future is one of continued viability. The success of ongoing promotional activities, increasing population of alumni in the industry and the continuing necessity for technical support to maintain the safety and utility of the airspace system all point to continued need for the Center's services. More often now, FAA is willing to forego competition for Center contracts, recognizing that we are pre-eminent in the field. Many other organizations decline to compete with us. Sponsor statements (see above) indicate that we are cost-effective for them. Assuming no major change in University policies relating to research incentive funds distribution, our (d) future cost-benefit should remain good.

Proposed Recommendations (e)

- In order to continue to grow, the Center must locate additional space. We have filled our Stocker Center area, and are rapidly filling the airport hangar/laboratory space.

- Day-to-day accounting and administration

Mature Centers incur costs of doing business in a variety of ways. Unfortunately, the University accounting and administrative processes have never been able to keep up with a day-to-day need to review accounts status. Entire projects at Avionics may be awarded and completed while one CUFS cycle completes. CUFS reports do not permit the month-to-month roll-ups which are critical in managing multiple projects. We either need better service or we need to recognize the internal costs associated with the duplicate effort at the Center level. We have had to hire personnel specifically to do this duplicate work, to achieve the near-real-time results our sponsors demand. We recommend that our Asst. Director for Administration and his staff be supported by new University funding outside the present overhead-indexing (RI) process.



Ohio University

DATE: July 6, 1995

Interoffice Communication

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

FROM: Paul Nelson, Dean

PEN

RE: Five Year Review of the Political Communication Program (POCO)

I have reviewed the report of the Five Year Review Committee, and I want you to know that I embrace the content of the report.

As for the 100% increase in funding, that will have to wait for a decision of the colleges to submit a joint request to UPAC.

Nonetheless, POCO has succeeded beyond our expectations, continues to attract students, and operates on a minimalist budget.

xc: Dr. Karin Sandell



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JUN 22 1995

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

Memorandum

DATE: June 21, 1995

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

FROM: Political Communication Program Five-
Year Review Committee, David Dabelko
(Chair), Walter Friedenberg, David Mould,
and Robert Sheak

RE: Committee Report

CC: Dean Harold Molineu, Dean Paul E. Nelson

The Review Committee believes the Political Communication Program (POCO) is indeed a very viable program. The recent data including size of classes and the number of students receiving the Political Communication Certificate suggests a healthy program. Moreover, with the increasing number of job opportunities with political candidates, lobbying groups and non-profits, we should expect a continued increasing student demand for this program.

From a cost/benefit perspective, the committee is convinced that the University receives an extraordinary number of advantages from the program for the rather modest cost of \$10,000 a year. Not only does the program enhance student job marketability, but it also provides a forum for faculty in different departments and colleges to meet and discuss common intellectual and research interests. Proof of the latter is the publication of a significant text as well as a contract for a future text in this burgeoning field.

The Review Committee is very sanguine about the future of POCO. This assessment is based upon the continued growth in the number of students in the program as well as continued faculty participation. The program is quite likely to enhance the future reputation of the University for providing students with a fine education.

A major concern of the Review Committee is whether POCO will be able to service the anticipated increase in enrollment with existing resources. The current enrollment in POCO 401, the capstone course, warrants offering it at least twice a year in order to accommodate the number of students and at the same time to preserve the integrity of its purpose. Similarly, if strong student demand continues, POCO should give serious consideration to adding a third section of POCO 201. A minor concern of the Review Committee is the discrepancy between the requirements in the University catalog and the POCO flyer. This difference may be accounted for by the fact that the POCO flyer has not been updated in some time. Updating the flyer would also indicate need for increased funding for the program. Furthermore, the Review Committee supports the desire for the development of a POCO internship program. The Review Committee does not

recommend the establishment of a video library and newspaper clipping service, but does suggest the video resources be stored in the library where they would be readily accessible by students and faculty.

The Review Committee wholeheartedly endorses the continuation of POCO. Indeed, the Review Committee suggests more released time for the director, more teaching capability, and more 300-900 funding. If the program were funded at \$20,000 a year rather than the current \$10,000, these needs could be met. Certainly the future contributions of POCO to the University would justify such an increase. Perhaps the two Colleges involved in this program could share these additional costs and/or the program could apply for UPAC support.

Review Document: Center for Political Communication

A. center/institute name

Center for Political Communication

B. group (and current director) responsible for its operation

Director:

Karin L. Sandell, Ph.D.

Associate Professor

School of Telecommunications

Steering Committee:

Hugh Culbertson, Ph.D.

Emeritus Professor

E.W. Scripps School of Journalism

David Descutner, Ph.D.

Associate Professor

School of Interpersonal Communication

Dru Riley Evarts, Ph.D.

Professor

E.W. Scripps School of Journalism

Christine Mattley, Ph.D.

Assistant Professor

Department of Sociology

Algis Mickunas, Ph.D.

Professor

Department of Philosophy

Patricia Richard, Ph.D.

Dean, University College

Professor, Department of Political Science

Joe Rota, Ph.D.

Professor

School of Telecommunications

Guido Stempel III, Ph.D.

Distinguished Professor

E.W. Scripps School of Journalism

Richard Vedder, Ph.D.

Distinguished Professor

Department of Economics

The steering committee serves as the governing body of the Center, meeting regularly to resolve issues as they arise. The management of the Center and accompanying certificate program is handled by the director. The directorship rotates every two years between College of Communication and College of Arts and



Sciences steering committee members, as the program is jointly administered under these two colleges. Sandell is in the first year of her directorship. Previous directors are as follows:

Guido Stempel (Communication)--1986-1988
Patricia Richard (Arts & Sciences)--1988-1990
Dru Evarts (Communication)--1990-1992
Christine Mattley (Arts & Sciences)--1992-1994
Karin Sandell (Communication)--1994-1996

Appendix A includes vita from persons on the steering committee, with the exception of Vedder, who is on leave and out of the country.

C. center/institute purpose and objectives

From the 1986-87 UPAC proposal that gained funding for the Center (see Appendix B for a copy of this document):

The purposes of the Center for Political Communication are to (1) establish an interdisciplinary undergraduate certificate program in political communication, (2) facilitate interdepartmental research efforts in political communication and (3) develop and offer workshops for political candidates and their staffs.

D. brief history

The Center was founded in 1986 with the \$10,000 received through the UPAC funding process. The certificate program was developed during the first year of the Center's existence. This program (see Appendix C for a copy of the certificate program requirements, & a copy of the Center brochure) combined two new courses (POCO 201: Introduction to Political Communication and POCO 401: The Process of Political Communication; see Appendix B for copies of the original new course approval forms for these two courses) with the option of taking 22 hours from a list of courses taught in pertinent academic units from across the Colleges of Communication and Arts & Sciences. POCO 201 was taught for the first time during the 1987-88 academic year and has continued to be an attractive course for students (see Appendix B for a list of POCO courses taught each year, with total enrollments). POCO 401 was taught for the first time during the 1989-1990 academic year, with the first certificates being awarded that year (see Appendix B for a list of POCO certificates awarded each year).

Center members conducted their first major election study during the 1988 presidential election year. This resulted in a joint publication for five of the Center members (see Newspaper Research Journal article in Appendix D). During the 1992 presidential primaries and election, Center members conducted their second study, with three refereed research papers from this study having been presented at major conferences so far (copies of these papers are available should the committee desire



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to review them; the paper cites are included in the summary information provided by Karin Sandell, Dru Evarts and Chris Mattley, authors of these papers). This study also received attention both inside Ohio and across the nation, with the expected vote results garnered immediately before the Ohio primary and general election picked up and used by many newspapers and broadcast media.

Center members published their first book, The Practice of Political Communication, edited by Guido Stempel, III, in 1994. (A single copy of this book has been submitted to the convener of the review committee to share with committee members.)

E. current activities and status

Currently, the certificate program is very productive, requiring that POCO 201 be taught at least twice annually (1994-95: winter quarter enrolled 28 students; spring quarter enrolls 46 students, and last fall, 19 students signed up to take POCO 201 when it was listed with no time, no place and no instructor). POCO 401 both last year and this year has an enrollment of more than 20 students (21 spring 1994; 22 spring 1995; as a seminar course, it should really be offered twice a year). Thus the number of students completing the certificate program has doubled over the initial years of the program. (See Appendix E for current class syllabi.)

Center members are completing their second book project, under contract to Lawrence Erlbaum, with a completion date of Fall, 1995. This volume is being edited by Descutner, Richard and Sandell and includes chapters by Culbertson, Mickunas, Rota, Stempel and Vedder.

F. anticipated future

Center members expect that the certificate program will continue to grow and serve the needs and interests of undergraduate students. Note that POCO 201 also has become a service course for students across campus who are interested in political communication.

The Center has experienced a huge demand for its classes and certificate program without a corresponding increase in funding to support that growth. While faculty have been VERY successful at achieving the first two goals of the original UPAC proposal, the attainment of the third goal has lagged behind. In order to continue the high level of productivity, and to support attainment of each of these goals, increased funding is necessary.

Specifically, the following items represent the "wish list" of the Center's steering committee:

1. Create a quarterly newsletter that would circulate to current students and certificate holders so they could network. This would help the graduates in locating



contacts for job opportunities and would help current students in finding places to get materials, etc. The Center will have a PACE student next year able to work on such a newsletter; funding to publish and disseminate the newsletter is less sure.

2. Maintain a videotape archive, both for materials we continue to purchase to support the courses and for tapes the faculty create. Since there is no central office for the Center, these are distributed across numerous faculty members' offices. (This is also true of the Center's files, which must be passed from director to director.)
3. Maintain a clipping service during election campaigns.
4. Have at least one prominent speaker a year for all-campus reach.
5. Have at least one workshop annually for people working in the field, arranged so that these persons could also interact with the POCO 201 and POCO 401 students.
6. Have the funds necessary to conduct one poll annually, especially during major election years. We have the equipment, we have the students to help us, but we need funds for purchasing sample lists, paying callers and covering long distance telephone charges.
7. Have a permanent location for Center files and resources.
8. Have the funding to offer enough sections of the POCO courses, as well as to support the two new faculty persons (John Gilliom in Political Science and John Smith in Interpersonal Communication) who have expressed interest in the work of the Center, but are unable to make the kind of volunteer time commitment required while in the midst of maintaining a pre-tenure research agenda.

G. funding commitments and needs. Sources of funding (current and future)

Currently, we are unable to fund our minimal needs with our budget. Released time for two sections of POCO 201 and one section of POCO 401 each year costs \$9,000, leaving NO released time for the director (an increasingly demanding job) and \$1,000 for all additional costs (part of the cost consciousness of the Center can be reflected in the appended brochure, which lists the former director, but cannot be replaced because of the cost involved).

We need to create a support mechanism for the director, in order to allow that individual to devote more time to grant

writing. The Center members have submitted several requests to both the OURC and the Baker Fund with no success; in part, this reflects an inability of these funding sources to be responsive to a group of persons working together on research. Given our experience, we cannot look to these internal sources of funding.

In sum, our total budget has remained at \$10,000, even as the program has grown and produced through both the interdisciplinary certificate program and the interdisciplinary research effort. We have maintained this high level of productivity through volunteer effort. We need to support the Center at a more reasonable level in order to allow these efforts to continue to flourish and bring recognition to Ohio University, while continuing to serve the needs of students.



Ohio University

Interoffice Communication

RECEIVED

JUN 16 1995

V.P. RES. & GRAD. STUDIES
OHIO UNIVERSITY

DATE: June 14, 1995 ✓
TO: Lloyd Chesnut and Carol Blum
FROM: David Allen ~~DA~~
SUBJECT: Five Year Review of EBI

In this package please find the summary report of the Self-Study Review Committee. Joe Essman, as Chair, helped prepare the report based on the input from the other three reviewers. John Kopchick, Tom Wagner and Bob Malott have also reviewed the final report and accepted it.

This package contains each member's written comments, the Director's report and supporting material prepared by the staff.

The committee has received the final report and has until Monday, June 19 to make any final comments. I expect none.

Please let me know if the report meets your needs. As an aside, I think it can be used to justify the organizational changes now being planned.

1:DAVEENRTRUFLVLMZM

EBI Five Year Review

Regarding the five year review of the Edison Biotechnology Institute (EBI), the following:

a) Current viability of the institute. Since its inception, and indeed during the last five years, the EBI has done a remarkable job of fulfilling its two primary missions, viz., 1) to conduct basic and applied cellular, molecular and developmental biology research, in part directed toward the etiology and treatment of human disease, and 2) to create and transfer commercial assets to new and existing companies in Ohio and elsewhere. Based on the quality and quantity of its scientific output and its demonstrated ability to translate "research output" into commercial assets, the EBI would currently seem to enjoy a well deserved, strong and viable position.

b) Current cost benefit. Direct benefits. It is readily apparent that the EBI has provided a good "dollar value" in terms of its direct measurable output of landmark basic research and the translation of the intellectual property into commercial assets; following necessary time-lags, there appear to be excellent prospects for return on capital investment. Indirect benefits. Although perhaps more difficult to quantitate, indirect benefits of the EBI to Ohio University are no less real and perhaps more important. The stature and reputation of Ohio University in highly competitive areas of biological/biomedical research is firmly tied to the EBI. Clearly the favorable publicity and enhanced prestige benefit Ohio University in fund raising efforts, in attracting high quality students, faculty and staff and in generating external funding for research in general.

c) Potential future viability. Biotechnology has the ability to provide unique heretofore only dreamed of solutions to biological and biomedical problems. As such, there is little doubt that biotechnology will be one of the major growth industries of the foreseeable future. Based on past performance, the EBI seems well-positioned to compete favorably in this environment. On the other hand, the "no growth" nature of federal research

funding and the attendant fiscal challenges recounted in the self study report are a concern. This is especially so since the situation referenced would have primarily impacted Dr. Wagner's group. In view of the central role that Dr. Wagner has played in the genesis and growth of the EBI, a serious "blow" to his group would pose a major threat to the immediate and long-term health of the EBI. The future of the EBI would no doubt be more secure if a greater percentage of its funding were to come from endowed or other sources of "hard" money.

d) Future cost benefit basis. The patents, companies, and other commercial interests of the EBI have the potential to generate substantial revenue. Even if considered purely on a dollar-basis, the EBI is quite likely to more than "earn its keep".

e) Recommendation regarding continued support etc. The EIB is a tremendous asset. Ohio University would be well-served to support it to the fullest extent possible.



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Department of Chemistry
Clippinger Laboratories
Ohio University
Athens, Ohio 45701-2979
614/593-1737

College of Arts and Sciences

Date: 5/19/95

To: David N. Allen

M.T.T.

From: Martin T. Tuck Ph.D.

Subject: Five year Review of the Edison Animal Biotechnology Institute

I have reviewed the materials you have provided regarding the Edison Animal Biotechnology Institute (EABI) and have the following comments and recommendations as described below.

1) The EABI is a viable and active research facility for molecular biology. The institute is staffed with excellent scientists and judging by the number and quality of research papers, the institute has made significant advances in the biotechnology field. In addition, the center is a tremendous asset to Ohio University, in particular to the continued growth and development of the Molecular and Cellular Biology program (MCB). I also have no reason to think that the future viability of the institute is in question. In fact, with the move to their new facilities in the fall, I see the institute, if anything, becoming stronger.

2) The current costs of the institute seem in line with the costs of performing biotechnology research. Biotechnology is not a "cheap science" and in many cases a great deal of funds must be applied to a research project before benefits are obtained. In my opinion, the institute has operated in a very cost effective manner. With the move to a larger facility, I feel the future costs of the institute may increase mainly due to increased personal and research supply costs. This move, however, should strengthen the institute scientifically and build on its reputation.

3) While my general impression of the EABI is positive, I do have two recommendations which I feel will further strengthen the institute. While I feel the institute is strong from a basic science standpoint, in my opinion more effort should be applied to a long term plan for economic development of biotechnology for southeastern Ohio (the "spirit" in which the Edison money is given). This emphasis seems lacking in the short and long term goals of the institute. Also, I feel the EABI

should (in the future) consider hiring more permanent staff scientists from the outside and not promote graduate students and postdoctoral fellows to staff positions. This strategy should bring new and fresh ideas into the institute which will continue its growth and development in the future.

4) In closing, I recommend the EABI be continued at its current rate of funding. If the institute expands upon moving to its new facility a greater funding base will however be required. Hopefully, these funds can come from external grants and contracts.

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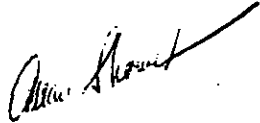
Department of Environmental and Plant Biology

College of Arts and Sciences

Porter Hall
Ohio University
Athens, Ohio 45701-2979

614-593-1126
FAX: 614-593-1130


To: David N. Allen
Fr: Allan Showalter
Da: May 13, 1995
Re: EBI Review Report



Based on my review of the 1995 Edison Biotechnology Institute (EBI) self-study document which you have sent to me, my personal knowledge of EBI operations, and my professional interactions with the two scientific principle investigators, Drs. Kopchick and Wagner, I am convinced that the EBI is a dynamic and viable entity. Evidence of this viability is seen in the acquisition of external corporate and federal government funding, the scientific publication record of institute personnel, the graduation of numerous Ph.D. students, and the intellect and drive of the two scientific principle investigators. The current mix of approximately 50% corporate/federal government funding and 50% state/university funding seems appropriate and has led to patentable technology and the external funding mentioned above. Moreover, I feel that such a mix of funding, and particularly the dependence on corporate and federal funding, will insure the viability of the center as EBI scientists must continue to remain productive and aggressively pursue such outside funding, which is awarded in the extremely competitive arenas of the corporate boardroom and scientific peer-review panels. Biotechnology is indeed an important growth industry; however, it is extremely competitive and investment intensive. Many small biotech companies fold when venture capital is exhausted. Sometimes this may be for the best if good ideas and products are not forthcoming; other times venture capitalists get scared when return on investment is not seen in the near term. Biotechnology is a high risk/high reward industry and return on investment usually is not seen in the short term given the considerable amount of time and money involved in research and development and approvals by federal regulatory agencies. Despite this scenario, I am optimistic that biotechnology remains an important and potentially lucrative industry that stands to benefit our nation (and specifically Ohio in this case) as we move into the 21st century. In this context, the institute concept is advantageous in that the current funding scenario allows EBI to survive and weather the "biotech storm" while at the same time it fosters a dynamic and competitive research environment. In conclusion, I recommend that funding for EBI be continued at the current level and encourage the present mix of 50% corporate/federal government funding and 50% state/university funding, particularly since the former will drive productivity and viability.

OHIO UNIVERSITY

Russ College of Engineering and Technology

Date: May 23, 1995
To: Dr. David Allen
From: Joseph E. Essman, Associate Dean 
Subject: EBI Review

Attached are points to be considered in the EBI review. I would suggest that you provide me with the other committee members comments, or a draft of the review and that we meet as a group to discuss and refine.

JEE:mk

FAXED

ITEMS FOR THE EBI REVIEW

- ☐ The emphasis on basic vs. applied research will depend on the funding sources interest primarily; however, if this is to flourish the atmosphere for both types of research must be positive.
- ☐ From the self-study report it is difficult to see the interactions with academic units outside of MS thesis and Ph.D. dissertations.
- ☐ Tensions between applied and the basic research groups need to be relieved if the institute is to continue to be successful. Currently they seem to function as two separate units, having very little interactions. Working together would benefit both groups, as well as providing a path for benefitting the state and the nation by implementing the discoveries.
- ☐ Trends in funding seem to indicate that state funding has been shrinking since 1991, from 1991 to 1994 (projected) the decrease is approximately 75%. Industrial support from 1992 to 1994 (projected) will show a 18% decrease. The largest increase will come from university endowments to support biotechnology, i.e. a 276% increase from 1991 to 1994 (projected).
- ☐ EBI's mission is primarily research; therefore it is important that the trends in decreased external funding must be reversed. Increased external funding is necessary for EBI to remain healthy and begin to grow. This will require that more proposals be written and submitted to both federal initiatives, private corporations, and foundations.
- ☐ Currently it appears that most of the proposals being written by two faculty members; thus, making the institute highly dependent on their success. This is not a stable or healthy situation. Encouragement should be given to the members of the faculty in related departments to become involved in research efforts, similar to the efforts being done by Dr. Kopchick, with the chemical and mechanical engineering faculty. Currently there appears to be two separate groups, each dependent on a single senior researcher.
- ☐ EBI appears to have been unique in its early formation. However, it seems to have lost some of its competitiveness over the years.
- ☐ No new grants or contracts were received during the time period March 1994-March 1995. Six renewal grants were approved.

OVERALL SUMMARY

The biotechnology area should have a good future as new discoveries and developments occur. Ohio University's EBI has two of the nation's leading experts in this area and with their cooperative efforts, and bringing in additional faculty from related departments the institute should flourish.

The EBI scientific and engineering staff should work together to develop goal statements for the short term, 3-5 years, and for the long term, 7-10 years. Action steps to achieve these goals should be included.

Another key element needed is a person who will assist the EBI in identifying funding opportunities, so that the researchers can minimize their time of this function. Support for this person should come from the university overhead.



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Edison Biotechnology Institute Self-Study Report, 1995
by David N. Allen, Director

Introduction:

This is a review of the (a) Edison Biotechnology Technology Institute (EBI), which is a research unit of the (b) Vice President of Research and Graduate Studies. The Institute Director is (b) Dr. David N. Allen, who in addition to holding the position of EBI Director, holds the position of Assistant Vice President for Economic and Technology Development. The purpose of EBI (c) is two fold. First, EBI scientists are to conduct basic and applied cellular, molecular and developmental biology research to better understand the basis of and create possible therapies for human diseases. The second objective of EBI is to take the intellectual property derived from the scientific discovery and development mission, and create commercial assets which can be transferred to new and existing companies primarily in Ohio, but also throughout the nation and world. Although logical tensions exist between the two missions, EBI is thought to be a national leader in the discovery and commercialization of biomedical therapeutics.

History (d):

The Edison Biotechnology Institute was founded in 1984 as the Edison Animal Biotechnology Center (a.k.a. EABC or "the Edison Center"). The EABC as it was known until July 1993, was one of the original six Technology Centers established under the Ohio Department of Development's Thomas Edison Program which was enacted into law in 1983 at the initiative of Governor Richard Celeste.

The foundational technology of the EABC, the pronuclear microinjection of exogenous genes into laboratory mice and the resultant production of "transgenic animals", was pioneered in late 1980 by an Ohio University research team led by Thomas E. Wagner. The announcement of the successful production of the first-ever "transgenic animal" in 1981 created worldwide headlines. Since the early 1980's, the EBI has evolved into a world-class interdisciplinary biotechnology and biomedical research institute with an operating budget ranging as high as \$2.6 million with a staff of 65-70 contract and classified employees, post doctoral and international fellows, graduate students and part-time student employees. Please refer to the 2-page *Timeline of Key Events in EBI History* in the Reference materials for more information.

Current Activities and Status (e):

The current situation of EBI is being driven by the following external forces.

The growing federal deficit and budget austerity has created a "no growth" context for federal research funding. The industry trend toward virtual companies is positive for centers like EBI that are capable across the R&D spectrum. However, virtual companies are by their nature minimalist, and this produces a dampening effect on biotechnology employment creation. Similarly, cash-hungry companies have limited R&D funding as they focus on getting one or two of their products to clinical trials.



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The biotechnology industry will pick up and move forward. Experienced, focused and capable centers like EBI will survive and emerge competitively stronger. EBI is relatively unique among university-based R&D centers due to (1) integration of molecular, developmental and cellular biology, (2) an approach to technology R&D evident in multiple, small-scale programs, (3) a proven commercial track record that will have a positive impact on health outcomes, and (4) a diversified funding base that includes funding from the Edison technology program through the EBTC Center of Excellence award, Ohio University, and new biotechnology and large pharmaceutical companies.

Although the Institute is composed of three main groups, i.e., cellular, molecular and developmental biology, the primary scientific leadership emanates from John Kopchick and Thomas Wagner. Essentially, each of the two principal researchers have their own scientific interests and have laboratory control over their own scientific staff. Various staff share duties on contract and grants lead by the two principal researchers. Facilities and equipment are also shared. In a few cases, there is joint scientific input by the two principal researchers, but this is not the norm.

As EBI faces the new fiscal year it is confronted with challenges never before faced. In March 1995, EBI announced the termination of four positions affecting 3.5 FTE. These terminations were related to attrition, lack of certain funding and the elimination of one program within the Edison Core Research Program. As of early April, an additional 11 positions were at risk due to nonrenewal of contracts and grants. Most of these positions affected employees associated with Tom Wagner's group. Some turnover is expected in John Kopchick's group but a few recent grants and contracts, and proposals in the pipeline have minimized the funding risk of his group. In early April, resources were made available to "bridge" the cash flow problems expected in early FY 1996. Essentially, based on the "bridge" financing, 10 positions will be continued until Dec. 31, 1995. One position will not be renewed because the affected employee is taking a job elsewhere. Since the early spring, the scientific staff has been busy conducting new experiments in search of novel data and shaping it into new proposals. Already it appears that new funding has been found to support a few affected positions, and a few proposals have been submitted, that if funded, will nearly bring the group to full recovery.

Anticipated Future (f):

It is not known how long the external forces mentioned above will remain an influence on EBI. A reasonable expectation would be that the biotechnology industry will continue to languish for a few more years. However, anyone familiar with the technology has come to understand the compelling strength of biotechnology approaches and solutions to address a wide range of human diseases which are fundamentally not treatable given existing approaches. Biotechnology research centers which are able to withstand this downturn will emerge much stronger and competitive when the industry (and its needs for external research) rebounds. EBI has a reputation for discovery and development. As the industry grows, especially in Ohio, this reputation will translate into new funding opportunities.

Over the past decade, the Institute has been a fertile spawning ground for graduate

students. Many of the more than one dozen Ph.D.s have gone on to important scientific and industry biotechnology related positions. Some have stayed with the Institute, first as post-docs, then as contract employees. A career ladder system has been created which affords increased responsibility and salary commensurate with increased performance, i.e., publications, laboratory leadership, awarded grants and inventions. For example, one senior staff scientist has been awarded research faculty status in the Chemistry Department. This career ladder is key to motivating contract research staff scientists to accept the fact that the onus of responsibility for their funding and success is on them. In the future, the support of a 60 plus person research operation must not only be the responsibility of the two principal scientists; others must share the responsibility.

Funding Commitments and Needs (g):

Virtually all of EBI's funding sources are external grants and corporate contracts which are funded for a specific and limited duration. The University contribution to EBI amounts to between five to ten percent of its overall budget. Consequently, the only way for EBI to remain financially healthy and to continue to grow is to maintain a continuous flow pipeline of proposals, that if funded, will replace grants and contracts that terminate.

The needs of an Institute that is totally soft money funded are many and diverse. Scientists desire additional laboratory support in the form of graduate students, post-docs or technicians. Other than the Goll Ohio Eminent Scholar Professorship which is endowed by 50-50 base match funding from the State of Ohio and the private philanthropy of the Milton Goll family through the OU Foundation, EBI has not benefited from Development activities. Management has articulated a set of needs, some of which have been met from time to time by the Vice President for Research and Graduate Studies. From a management perspective, one of the most pressing needs is technical support in the form of computer hardware and software assistance, graphics and photography services, and the coordination of various regulatory requirements. Technical support for proposal preparation would be a primary duty of this position. Over the past 18 months an employee has provided these services, but he has taken another job and no funding exists to continue this position. The cost for such a position (including benefits) is between \$28k to \$33K a year. In lieu of a position, funds of an equal or larger amount to purchase these services from University units and external vendors would satisfy the same objective. Last, certain aspects of the move from Wilson and Innovation Center to the Konneker Research Laboratory are unfunded. One-time funds of about \$35K are needed to carry out the move and transition to the new building.



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Review Committee Report on the Edison Biotechnology Institute

Overview

The committee composed of Joseph Essman (Chair), Ron Portanova, Alan Showalter and Martin Tuck evaluated progress of the Edison Biotechnology Institute (EBI) over the last five years. Background material was prepared by the EBI director and staff. Overall, the committee evaluated EBI as viable, and cost effective over this period and into the future. Specific accomplishments and issues are elaborated below.

Mission and Achievement of Goals

EBI has a dual mission, that of discovery and development, and transfer and commercialization. It was noted by the committee that the Institute is highly regarded for important discoveries in biotechnology. The mix of funding was considered as appropriate given the dual mission. In fact, with expected reductions in federal funding, the fact that non-federal sources provide the majority of funding was considered positive.

Viability for the Future

Although the mix of funding was considered appropriate, concern was expressed about the economic health of the industrial biotechnology sector and that sector's ability to finance research. Biotechnology research from all sectors will be increasingly competitive. Emphasis should be placed on increased proposal submission. The committee acknowledged that the responsibility for obtaining funding falls on the two principle researchers. Greater emphasis should be placed upon involvement of other PhD staff and collaborations with other OU faculty. The two factors of internally-generated growth through the progressive advancement of graduate students to become PhD-level contract employees and the primary scientific leadership of two faculty may eventually lead to a lack of fresh ideas. New inputs from various sources could help to maintain the scientific cutting edge. The new building which will house EBI was seen as enhancing ability to secure funding. The current lack of a dedicated technical support person, who would be largely directed to proposals and other high payoff preparations, is seen as a critical need for the Institute. Funding such a position from University overhead sources was deemed by the committee to be an appropriate request.


Contribution to the University and Beyond

Faculty who have conducted the review are associated with different, but related academic units, ie, College of Engineering, and Departments of Biological Sciences, Environmental and Plant Biology, and Chemistry. Reviewers acknowledged that EBI has benefitted the University reputationally and provided specific benefit to various units, especially the Molecular and Cellular Biology program. The involvement of EBI with the College of Engineering was seen as important, but needing short and long-term objectives and action steps to accomplish them. Contributions beyond the University, ie, economic development and impact on health outcomes, were seen as a significant, but mainly prospective. The transfer and commercialization mission is more opportunist than planned and is, consequently, not well articulated as a longer-term goal.

Date: July 27, 1995

Interoffice Communication

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

From:  James Bryant, Vice Provost, Regional Higher Education

Subject: Five Year Review of the Telecommunications Center

Lloyd, in general I agree with most of the comments made of the Committee that reviewed the Telecommunications Center. I do not think that the short time decision not to recruit for the Director of Telecommunications and the Head of Engineering was negative. The decision gives us some flexibility to address the impending short time financial problems facing the Center.

I strongly agree with the recommendation to develop or plan for the future of the Center is appropriate. This group should include Paul Gandel and possibly utilize an outside consultant.



Ohio University

Interoffice Communication

DATE: July 24, 1995

TO: Dr. James Bryant, Vice Provost, Regional Higher Education
✓ Dr. Lloyd Chesnut, Vice President for Research & Graduate Studies

FROM: Institutional Review Committee:
Chair: Dr. Paul E. Nelson, Dean, College of Communication, Ohio University
Dr. Bill Dingus, Dean, Southern Campus, Ohio University
Dr. Ernest H. Johansson, Associate Professor, Department of English, Ohio University
Mr. Fred Harner, Executive Director, Educational Technology for Southeastern Ohio, Inc.

RE: Five Year Review of the Telecommunications Center

A. EVALUATION OF CURRENT VIABILITY OF THE CENTER

The mission of the Telecommunications Center is to provide broadcasting services to Southeastern Ohio, to teach students through experience, to disseminate educational programming to primary and secondary schools, to provide facilities and technical assistance for instruction in Athens and among campuses, and to perform contract work with clients who need production assistance.

During the last five years the Telecommunications Center has increased its capacity to deliver broadcast services to Southeastern Ohio by signing on WOUZ in Zanesville (1993), by adding BBC World Service (1992), by increasing by 25% the cumulative TV audience to 81,471 households (1993), by increasing the annual broadcast hours by 936 hours (1993), by adding descriptive video and Ohio Radio Reading (1994), and by adding Community Online Services (1994). The Center continues annually to select and train 500 students who work and learn in TV, AM, FM and microwave studios. Grade school, high school, and college students continue to receive educational programs through the Center. Professors teach on regional campuses through the microwave system. Individuals, foundations and businesses continue through contracts and grants to receive production assistance from the Telecommunications Center.

[illegible]

B. EVALUATION ON A CURRENT COST BENEFIT BASIS

The Telecommunications Center operates with a total annual support, both direct and in-kind, that exceeds \$6.5 million. Fifty-six percent of the basic operating funds come from outside Ohio University. Membership revenue and business participation brought in \$175,000 in 1994. Forty-three percent of basic operating funds came from Ohio University. Equipment acquisition and replacement funds come from outside sources such as, the Ohio Educational Telecommunications Network Commission (OETNC), capitol improvement funds, Public Telecommunications Facility Program (PTFP) grant funds and Ohio University, through Regional Higher Education (RHE) and Center accounts. In spite of the spate over federal funding in 1994, funding from CPB, state operating subsidy, and federal and state capitol support actually increased. Future federal funding though, is projected to decline.

The university holds the licenses for two public TV stations, an AM station, and five FM stations. Servicing these broadcast operations is integral to undergraduate students who work in the broadcast news sequence of the E. W. Scripps School of Journalism, the video and audio production sequences in the School of Telecommunications, and the graduate students in the master's level public broadcasting management program for women and minorities. More than any other public broadcasting program in the USA, Ohio University's Telecommunication Center integrates students into its day-to-day services for the people of Southeast Ohio, Western West Virginia, and Northeastern Kentucky. For all the services provided by the Center, the university carries approximately half the financial responsibility for plant operations and provides less than half of the Center's operating budget.

C. EVALUATION OF POTENTIAL FUTURE VIABILITY

The Telecommunications Center has increased its broadcast services over the past five years. The delivery of TV programming to over 80,000 households, the descriptive video service and the radio reading program for the sight impaired contribute to the expanded domain of the Center's broadcasting mission. An expansion of radio service was the activation of WOUZ-FM in Zanesville, Ohio.

The linkage to Ohio University's educational mission continues to be strong and vital to the learning and experience of some of OU's best students. The main reason that our journalism and telecommunication students are attracted to OU



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and the reason they succeed over others on the job market is that the radio and television broadcast stations, the microwave system, production contracts and grants provide them with valuable professional experience. The College of Communication will continue to provide the Telecommunications Center with highly qualified students.

As the Telecommunications Center changes leadership and faces the prospect of diminished funding from the Corporation for Public Broadcasting (CPB), the leadership will be invited to examine new areas of growth and development. The conservative's notion of privatizing public broadcasting through higher level support from corporate and individual gifts will not work in a low-population, rural area where the largest employer in the entire region is a middle-size public university. Privatization may work in urban areas, but no evidence supports its success in rural areas.

The effective operation of the Center and its continuing application of new technology has helped it overcome the distance obstacle of regional broadcast geography. While the Telecommunications Center's location is thus not disadvantageous, it must move aggressively with new initiatives to anticipate future reductions in federal support.

D. EVALUATION OF FUTURE COST/BENEFIT BASIS

The doomsday predictions of the demise of public broadcasting and the death of Big Bird may have been exaggerated, but no one should underestimate the potential damage produced by current budget-cutting in Congress. In all likelihood CPB allocations will be targeted for future reductions. The support of thousands of faithful listeners and watchers may diminish the damage; however, financial erosion at the federal level is likely to occur. Not CPB cuts, but the new PBS program pricing and membership policies will dramatically increase the cost of programming and membership dues in the next few years.

Ohio University will, over the next five years, have to determine its level of commitment both to public broadcasting and to the educational prospects of the program that brings the university its best students and its national reputation. There is no doubt that the two largest schools in the college have their fates linked to the continued success of the Telecommunications Center.

At this critical time, the reluctance of the administration to replace not only the director of the Telecommunications Center, but also the head of engineering operations, jeopardizes the future of the Center itself. The Center needs continuing leadership and engineering support, not a shift from internal to external management dictated by the threat of federal support.

E. RECOMMENDATION REGARDING INCREASED SUPPORT, CONTINUATION AT CURRENT LEVEL, REDUCTION OR ELIMINATION OF THE CENTER

The Review Committee recommends that officers presently responsible for the operations of the Telecommunications Center work with the Vice Provost for Regional Higher Education and the Dean of the College of Communication to prepare a unified plan to anticipate losses in CPB support. Current conditions call for *increased*, not diminished support for a Center that has been and continues to be essential to broadcast services and to the educational mission of Ohio University.

The network of networks at Ohio University, the Telecommunications Center is already the node of operations for broadcast, satellite and microwave systems. Heavily involved in pilot projects with cable and fiber optic distribution systems, the Center will be the future home of on-line services, data channel networks, and up-link services for Southeast Ohio.

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

REGIONAL COORDINATING COUNCIL APPOINTMENTS

RESOLUTION 1995 — 1446

BE IT RESOLVED by the Board of Trustees of Ohio University that the following persons be appointed to membership on the Coordinating Councils at the Regional Campuses of Ohio University-Lancaster and Ohio University-Zanesville:

Ohio University-Lancaster

John W. Baughman

For a seven year term beginning September 11, 1995, and ending at the close of business June 30, 2002, vice William Berry, who resigned.

David A. Gallimore

For a nine year term beginning September 11, 1995, and ending at the close of business June 30, 2004, vice Stephen Gahn, whose term expired.

Martha A. Rose

For a six year term beginning September 11, 1995, and ending at the close of business June 30, 2001, vice David Denny, who resigned.

David L. Scheffler

For a nine year term beginning September 11, 1995, and ending at the close of business June 30, 2004, vice Richard Scamehorn, whose term expired.

REGIONAL COORDINATING COUNCIL APPOINTMENTS

RESOLUTION 1995 (cont'd)

Ohio University-Zanesville

Sue E. McFerren

For a six year term beginning September 11, 1995 and ending at the close of business June 30, 2001, vice Monroe Dowling, who retired.

Barbara Murrell

Completed one year remaining of a nine year term, vice Robert Amos, who resigned. Ms. Murrell is now being recommended for a full nine year term beginning September 11, 1995 and ending at the close of business June 30, 2004.

Lucien Young, Jr.

Completed one year remaining of a nine year term, vice Albert Hendley, who resigned. Mr. Young is now being recommended for a full nine year term beginning September 11, 1995 and ending at the close of business June 30, 2004.

AUG 21 1995

Ohio University

DATE: August 18, 1995

Interoffice Communication

TO: Alan Geiger, Secretary to the Board of Trustees

FROM: James C. Bryant, Vice Provost, Regional Higher Education

RE: Attached

Alan, I strongly endorse the attached list of recommendations for replacements on our Coordinating Councils on the Lancaster and Zanesville Campuses.



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Ohio University

Interoffice Communication

Date: May 12, 1995

To: James C. Bryant

From: Craig D. Laubenthal *CDL*

Subject: Regional Coordinating Council Recommendations for the Next Trustees' Meeting Agenda

May 11, the **OHIO UNIVERSITY - ZANESVILLE** Regional Coordinating Council recommended to the **OHIO UNIVERSITY** Board of Trustees that Mrs. Sue Ellen McFerren be appointed to the council to fill the incomplete term originally held by Dr. Monroe Dowling which began in June of 1992 and was due to expire in June of 2001. Mrs. McFerren's credentials are enclosed for your review and that of the Board of Trustees.

The Regional Coordinating Council is also recommending that both the Honorable Lucien Young, Jr. and Barbara Murrell, M.D. be reappointed for a full term beginning this June or as soon thereafter as possible. Both individuals had filled incomplete terms which expired in 1994 and which were not picked up at that time.

Both the reappointees and the new appointment listed above are outstanding individuals who will represent our service area well. If at all possible, we would like to see these names placed on the agenda for the Trustees' June meeting.

CDL:pjt

Enclosure

cc: Mary Obenour

John W. Baughman 1917 Yorktown Court, Lancaster, Ohio June, 1995

EDUCATION

B.S. Ed., 1967 - Ohio University (cum laude graduate)

M. Ed., 1971 - Xavier University

Other post graduate work - Ohio University, Xavier University, Hocking College

PROFESSIONAL

Work Experience:

Twenty-nine 29 years of service with the Lancaster City Schools as a
teacher, school principal and district administrator
Superintendent of Schools since 1986

Professional Affiliation:

American Association of School Administrators

Buckeye Association of School Administrators

Phi Delta Kappa (OU Chapter)

COMMUNITY INVOLVEMENT

Previous Service on the following Boards of Directors:

American Red Cross (chairman)

Hospice and Health Services (chairman)

American Heart Association

United Way of Fairfield County

Board of Review (chairman)

Government and Education Division Campaign (chairman)

Lancaster - Fairfield County Chamber of Commerce

Ohio University College of Education Alumni (past-president)

Current Affiliations

Boards of Directors:

Lancaster-Sherman Rotary Club (past-president)

Family Y of Fairfield County

Fairfield County Home Health Care Foundation (chairman)

Fairfield Federal Savings and Loan Association

Ohio University National Alumni Board

Other:

American Red Cross Blood Donor - 15 Gallons

St. Mary Catholic Church

Ohio University Alumni - Fairfield County Chapter

FAMILY

Married 27 years to wife Marcia, OU Graduate in 1965

Have three daughters - two have graduated from Lancaster High School and
are attending OU at Lancaster Campus
one currently attending LHS

David A. Gallimore
(Information Sheet)

Name David A. Gallimore

Address 117 Hickory Lane

Date of Birth March 3, 1939

Telephone (614) 687-0686 (H)
..... (614) 653-0311 ext. 272 (W)

Education Muskingum College BS Degree 1962

Current Position President, Lancaster Glass

Selected Activities

Vice-President, Lancaster Fairfield Chamber of
Commerce

Board of Directors, Fairfield County Red Cross

Past Fairfield County United Way General Chairman

Past Board and Club President - Lancaster Country
Club

Board of Directors, Medical Benefits Mutual Life
Insurance Co.

Past Board of Directors, Fairfield Industries

Martha A. Rose, Esq.

476 Cambridge Lane
Lancaster, Ohio 43130
(H) 614-653-6743
(W) 614-687-1990

PROFESSIONAL BACKGROUND

Attorney-at-Law

229 East Main Street
Lancaster, Ohio 43130

Areas of Concentration: Domestic, Real Estate, Personal Injury,
Miscellaneous Litigation (Civil)

Huddle & Rose Co., L.P.A.

309 East Main Street
Lancaster, Ohio 43130

January 1, 1984 to June 30, 1995

Positions: Partner (1988-1995)
Associate (1984-1987)

City of Lancaster

Lancaster, Ohio 43130

Positions: Assistant City Law Director (1988 to Present)
Assistant Prosecutor (1984)

Central Ohio Legal Aid Society

Lancaster, Ohio 43130

Positions: Managing Attorney (1982-1984)
Staff Attorney (1980-1982)

Moritz, McClure, Hughes & Kerscher

Columbus, Ohio 43215

Positions: Associate (1979-1980)
Law Clerk (1977-1979)

EDUCATION

Juris Doctor, December, 1978

Ohio State University College of Law
Columbus, Ohio

Bachelor of Arts, March, 1976

University of Cincinnati
Cincinnati, Ohio

Major: French
Phi Beta Kappa

Graduated June, 1972

Magnificat High School
Rocky River, Ohio

FAMILY

Two daughters, Christina, age 9 1/2, and Heather, age 6 1/2

HOBBIES AND INTERESTS

Playing tennis and golf, skiing, most sports (spectator), guitar/
singing



David L. Scheffler, CPA, CFP
228 East Mulberry Street
Lancaster, Ohio 43130

Work Experience

Certified Public Accountant/President
Certified Public Accountant/Partner

Scheffler Scherer CPA Group, Inc., 12 years
Gronor, Boyle & Quillin, 10 years

Education

Ohio University

Bachelor of Business Administration - 1973,
Summa Cum Laude

College for Financial Planning
Numerous CPE Courses

Awarded CFP designation March, 1985

Professional Affiliations

American Institute of Certified Public Accountants
Ohio Society of Certified Public Accountants
Ohio Health Care Association
Ohio Academy of Nursing Homes
Institute of Certified Financial Planners
Beta Alpha Psi (honorary professional accounting fraternity)

Civic And Service Positions Held

1995 White House Conference on Small Business, Elected Delegate; Ohio Delegation Chairman
Ohio Small Business Council Board 1989-1995; Executive Committee, 1990-1995;
First Vice-Chairman, 1992; Chairman, 1993 & 1994
Lancaster-Fairfield County Chamber of Commerce, Board of Directors, 1989-1995;
Chairman of the Small Business Division, 1989-1992; Vice-President, 1991;
First Vice-President, 1992; President-Elect, 1993; President, 1994
Ohio Chamber of Commerce, Board of Directors, 1993-1995; Treasurer and Executive
Committee, 1995
Independent Accountants International, Board of Directors, 1993-1995
Fairfield County Foundation, Trustee, 1990-1993
Lancaster Country Club, Board of Governors and Executive Committee, 1983-1988;
President, 1987
Rotary International, Lancaster Club, Board of Directors, 1985-1987, 1989-1991
Lancaster Estate Planning Council, President, 1983-1985
Fairfield County Children's Services Board, 1980-1986; Executive Committee, 1980-1984
Fairfield County Welfare Advisory Board, 1982-1986; Chairman, 1985-1986
Lancaster Montessori School Board, President, 1981-1982
Fairfield County Health Planning Advisory Council, 1980-1981

Personal Data

Married, 6 children
Age 46



Sue Ellen McFerren

11330 West Carlisle Road
Frazesburg, Ohio 43822

614-828-2456 (home phone)
614-453-0636 (school phone)

Alpha Psi Chapter, Delta Kappa Gamma Society International

Second Vice-President, First Vice-President, President
Research Chair, Nominations Chair, Golden Anniversary Co-Chair
Parliamentarian
Author of Reflections: The First Fifty Years of Alpha Psi Chapter
Recipient of Alpha Delta State Academic Scholarship (Annie Webb Blanton)

Southeastern Ohio Council of Teachers of English

Charter Member
Vice-President, President, Secretary, Area Representative, Membership Chair
Author of middle school column in official publication

Ohio Council of Teachers of English and Language Arts

Executive Committee Member
Conference committee and presenter

National Council of Teachers of English

Conference committee and presenter
English Journal Review Board
Committee for Your Reading publication, reviews of adolescent novels appropriate
for classroom use
Published in English Journal

Instructional Technology Services of Central Ohio

Language Arts Board Member

State of Ohio Governor's Committee for Technology in the Schools

Appointed on 1-5-94

TCI Model School Teacher

I teach in a TCI Model School. We received \$50,000 from a national cable company to implement technology instruction in our school. Two years ago, our librarian and I were flown to Atlanta to see the first model school and were excited to learn of the possibilities the future of technology holds. One outcome of our funding has been the establishment of a broadcasting studio. It has just been completed and future Rainbow Review broadcasts will be done from here.

Zanesville Education Association

Ohio Education Association

National Education Association

Ohio Middle School Association

Phi Delta Kappa, Muskingum County

Membership Chair

Division of Student Activities National Association of Secondary School Principles
School Honor Society Advisor

Educational Background

Bachelor of Arts, Ohio University (English)
Master of Arts, Ohio University (Curriculum and Instruction)
45 additional hours
second degree in history

Educational Experience

Completing 23 years with Zanesville City Schools - Grover Cleveland Junior High
Eighth grade English and Expanded Curriculum
Have taught history
Former part time instructor, Ohio University Zanesville

Educational Honors

Chosen to participate in Ohio State University Academic Challenge Program
Recipient of six educational grants
YWCA Outstanding Woman Educator, 1989
Recipient of Tri-Valley Distinguished Alumni Award, 1990
Named an Ashland Oil, Inc. Honor Teacher, 1991

Community Service

Formerly affiliated with the Miss Southeast Ohio Scholarship Pageant
Chair for Zane Trace Commemoration Essay and Art contests
Member of Jaycees Rainbow Basket Revisitation Team
Advisor of the Rainbow Review: The Children's Connection to the Jaycees
Rainbow Basket Project

In two and a half years of service, this group of eighth graders
has sent over 2800 personal communications and produced over
twenty news videos for extended care patients in the Zanesville
area.

Cooperative Association

Presenter at the 1995 conference for the American Association of Colleges
for Teacher Education; sponsored by The National Center for Science
Teaching and Learning

BARBARA MURRELL, M.D., FAAFP

Family Practice

4279 State Route 376, N.W.

McConnelsville, Ohio 43756

(614) 962-6111

CURRICULUM VITAE

BORN: Norwich, Connecticut January 10, 1953

EDUCATION: Ohio State University
B.S., Genetics 1975 Cum Laude
M.D., 1978

RESIDENCY: Miami Valley Hospital
Dayton, Ohio 1978-1981
Family Practice

ENTERED FAMILY PRACTICE: 1981-Morgan County Health Center
Solo Private Practice

OTHER AFFILIATIONS: Member: American Academy of Family Physicians
Member: American Board of Family Practice
Member: Muskingum Academy of Medicine
Past Board Member: Six County, Inc.
Current Board Member: Morgan County Chapter of
The American Cancer Society
Active in McConnelsville Presbyterian Church

FAMILY: Husband employed as lab technician, Gould Foil, Inc.
(Graduate of MATC)
Two Sons-ages 10 and 13

RESUME

Lucien C. Young, Jr.

Born March 9, 1931 at Cambridge, Ohio
Graduated from Caldwell High School 1948
Graduated from Ohio Wesleyan University 1952 with BA degree
In military service from 1952 to 1956
Graduated from Ohio Northern Law School 1959 with JD degree
Started law practice 1959 until present time.
Elected Noble County Prosecutor 1964. Served 16 years.
County Judge of Noble County since 1981
Served as chairman of Noble County Heart Fund
Served as member of Noble County Agricultural Society
Served on several committees with local church
Served as president of local PTA

C. BOARD - ADMINISTRATION

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

Prior to the vote, Mr. Hodson explained the formal relationship of the Ohio University Foundation Board of Trustees to the Ohio University Board of Trustees. He outlined prior changes in Foundation By-Laws clarifying support of the university's mission and described how newly proposed changes would affect trustee appointments to the Foundation Board. Mr. Hodson noted the good work of Mr. William Sitterly, Esq., in representing the Foundation Board, and Trustee Charlotte Eufinger in addition to himself, who helped draft the proposed changes before the trustees. Mr. Hodson stated the Foundation Board had earlier approved the By-Laws draft presented now for trustee consideration. Subject to Trustee action today, the Foundation Board of Trustees will formally adopt the By-Laws changes at their October 1995 meeting. Mr. Hodson noted the relevant changes are found in Article III.

Following the call for a vote, all voted aye.

OHIO UNIVERSITY FOUNDATION BOARD OF TRUSTEES, CODE OF REGULATIONS AMENDMENTS (Attached)

RESOLUTION 1995 -- 1447

WHEREAS, Trustees of the Boards of Ohio University and Ohio University Foundation have met and prepared mutually beneficial amendments to the Foundation's Code of Regulations, and

WHEREAS, the Ohio University Foundation Board of Trustees, at their July 21, 1995 meeting, considered and recommended such amendments to the Ohio University Board of Trustees for their review and endorsement, to be followed by final approval by the Foundation Board at their meeting of October 6, 1995.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby express its appreciation to the Ohio University Foundation Board of Trustees and accepts and approves the proposed amendments to the Foundation's Code of Regulations.

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AUG 14 1995

The Ohio University Foundation
P.O. Box 869, Athens, Ohio 45701-0869

August 10, 1995

Mr. Paul Leonard, Chairman
Ohio University Board of Trustees
c/o The Athens Chamber of Commerce
331 Richland Avenue
Athens, OH 45701

Dear Paul:

At the recent Annual Meeting of The Ohio University Foundation Board of Trustees, proposed amendments to our Code of Regulations were discussed and tabled pending review by the Ohio University Board of Trustees at your September 8 - 9 meeting. Following your review and endorsement, we will proceed for adoption at our October 6, 1995, meeting.

The documents enclosed are as follows:

- 1) A "clean" copy of the proposed Code, reflecting all revisions.
- 2) Strike - references to be deleted from the current Code.
- 3) Uppercase changes are proposed amendments presented to the Foundation trustees at February 3, 1995, meeting for further review and discussion.
- 4) Shaded - are the further recommendations received and proposed by the special committee of University and Foundation Trustees.

At the July 21, meeting, one additional change was made in the language concerning the Audit Committee. In Section 7, the sentence heading the second paragraph which reads, "The Committee shall review records as necessary to ensure that:" was changed to read: "The Committee shall oversee the establishment of policies and procedures to reasonably ensure that:"

This change was recommended by Foundation trustee James Daley, chairman of the Audit Committee and who is also Co-Chairman of Price Waterhouse. Jim felt this more accurately reflected the role of the Audit Committee.

Mr. Paul Leonard
August 10, 1995
Page Two

Other than that, the Code was tentatively approved in the format recommended by the Special Committee.

Please call me at 614/593-0061 if you have any questions.

Sincerely,



Jack G. Ellis
Executive Director
Vice President for Development

JGE:mlh

Enclosures

cc: Mr. Robert P. Axline, Jr.
Mr. Charles R. Emrick, Jr.
Mrs. Charlotte C. Eufinger
Dr. Alan H. Geiger
Dr. Robert Glidden
Mr. Thomas Hodson
Mr. William J. Sitterley

CODE OF REGULATIONS THE OHIO UNIVERSITY FOUNDATION

ARTICLE I. PURPOSE

The purposes for which this Foundation are formed are: the support of an education undertaking, to wit, Ohio University, and to that end to receive and hold in trust and sell or otherwise dispose of any property real and personal, given, devised, bequeathed, given in trust or in any other way made over to the Foundation for the use or benefit of Ohio University, or of any student or professor therein as such, or any dependent thereof; at the discretion of the Board, to accept such property for the carrying on at said institution of any line of work, teaching or investigation, which the donor, grantor, or testator may designate; to invest or disburse all monies so received, and generally to care for, manage, administer and control all such property so received, and to carry out the wishes and to see that the funds and property so received are applied to the uses specified by the donors; or, in case the gift, devise or bequest is a general one, then to such uses as research, scholarship, travel, books and other library purposes, buildings, beautification of grounds and such other uses as may be agreed on by the Foundation Board of Trustees consistent with the stated policies and mission of Ohio University. In the event the Board of Trustees so determines, it may borrow money in an amount the Trustees deem necessary to carry out any of the above purposes.

ARTICLE II. MEMBERS

SECTION 1. Pursuant to the provisions of Section 1702.14 of the Ohio Revised Code, the persons who for the time being constitute the Board of Trustees of this Foundation shall be members thereof and they shall meet as members and exercise all the rights of members.

ARTICLE III. TRUSTEES

SECTION 1. The number of trustees shall be 20. The number may be increased or decreased by resolution of the Board of Trustees of The Foundation, provided there shall be at no time more than 50 nor less than 15 trustee members. The necessary quorum to hold a meeting shall be 11 members.

SECTION 2. The Board of Trustees shall include three members of the Board of Trustees of Ohio University to be designated by the chairperson of that board; three members from the Ohio University Administrative staff, consisting of the President, Vice President for Development and Treasurer; ten members from among the Alumni of Ohio University, two of whom shall be the Immediate Past President and Vice President of the Alumni Association. The remaining members, who may or may not be alumni of Ohio University, shall be elected from the at-large category.



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If a University Trustee, who is serving on the Foundation Board, leaves the University Board of Trustees for any reason, a replacement shall be named by the chairperson of the University Board to fill the remaining term.

In the event that the total membership of The Foundation Board of Trustees is increased by resolution of the Board, the additional members may be elected without reference to the proportionate representation indicated above for a 20-member Board. A decrease in membership by resolution of the Board shall at no time reduce the representation from the University Administrative staff to fewer than three nor reduce the representation from the University Trustee Board to fewer than three.

SECTION 3. The President, Vice President for Development, and Treasurer of Ohio University shall be members of the Board of Trustees so long as they occupy those offices.

SECTION 4. The members representing the Board of Trustees of Ohio University may serve a maximum of three, three-year terms, at the discretion of the Chairperson of the University Trustees until their successors are appointed. Such former University Trustees may be eligible for election as Foundation Trustees in the Alumni or At-Large categories.

SECTION 5. The members representing the alumni of Ohio University, exclusive of the Immediate Past President and Vice President of the Alumni Association, shall serve terms of three years and until their successors are elected and qualified. The Immediate Past President and Vice President of the Alumni Association shall serve terms coinciding with their terms in those offices.

SECTION 6. The members At-Large shall serve terms of three years and until their successors are elected and qualified. Voice vote may be used to ratify a slate of nominees recommended by the Membership Committee.

SECTION 7. The initial term of an Alumni or an At-Large member elected as the result of an increase in the number of members shall be set by The Foundation Board of Trustees. The Board of Trustees shall set such terms so as to provide as nearly as practicable that the terms of an equal number of members expire in each year.

SECTION 8. The Immediate Past Chairperson of the Board of Trustees shall, if not otherwise a member of the Board of Trustees, continue on the Board of Trustees and serve on the Executive Committee. Such membership shall not be limited to any specific term of years.

SECTION 9. Trustees shall make every effort to fulfill their trustee obligations by attendance at Board of Trustees' and committee meetings. A trustee is expected to attend at least one Board meeting annually unless excused formally by the Chairperson. In the event minimal attendance is not met or absences excused, the trustee may, upon recommendation of the Chairperson, be removed by the Membership Committee.



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SECTION 10. Subject to the exceptions in Sections 3, 8, 11, and 13 of this article, the length of term for a Trustee is not to exceed three consecutive terms of three years each (total of nine years), commencing with new term elections at the July 1983, Annual Meeting or beginning with the expiration of current terms of present trustees. After service for a period of nine years, a trustee is eligible for Emeriti recognition, a non-voting, honorary trustee status.

SECTION 11. Officers of The Foundation Board of Trustees are excluded from the nine-year term limit while holding office.

SECTION 12. Individuals are eligible for re-election as trustees following a none-year absence from the Board of Trustees.

SECTION 13. Upon motion from the Executive Committee supported by not less than six votes, when a trustee has rendered extraordinary service to the Foundation and for the benefit of Ohio University, with 2/3 approval of the Board of Trustees, he/she may be elected to Life Trustee status at the conclusion of his/her nine-year term. Life trustee status provides for full voting privileges and all other privileges accorded regular Foundation trustees. There shall be no more than five Life members at any one time.

SECTION 14. Appointments to fill vacancies on the Board of Trustees, except as stated above, may be made by the remaining members of the Board at any regular meeting following the occurrence of a vacancy. The trustee shall serve for the balance of the unexpired term to which he/she is elected.

SECTION 15. The Board of Trustees shall meet in regular session three times annually: winter, fall, and summer. The summer meeting shall be the Annual Meeting. The time and place of each regular meeting shall be fixed by the Chairperson of The Foundation Board at the conclusion of the preceding meeting. Notice also shall be sent to The Foundation Trustees 30 days prior to a selected meeting date. Special meetings may be called by the Chairperson of The Foundation Board by motion or shall be called on the written request of five Foundation Trustees. Except where otherwise specified, all meetings shall be conducted by generally accepted parliamentary procedure as defined by "Roberts' Rules."

SECTION 16. Subject to the conditions set out below, each person now or heretofore or hereafter a trustee or officer of The Foundation, whether or not such person continues to serve in any such capacity at the time of incurring the costs or expenses hereinafter indicated, shall be indemnified by The Foundation against all financial loss, damage, costs and expenses (including counsel fees) reasonable incurred by or imposed in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which such person may be involved by reason of any action taken or omitted to be taken in good faith as such a trustee or officer of The Foundation. Such indemnification is subject to the condition that a majority of a quorum of the Board of Trustees comprised of

those trustees who are not parties to such action, suit, proceeding, claim or investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire board of Trustees, shall be of the opinion that the person involved exercised and used the same degree of care and judgment as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel for The foundation or upon information furnished by an officer of The Foundation and accepted in good faith by such person. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators or any trustee or officer and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board of Trustees.

ARTICLE IV. OFFICERS

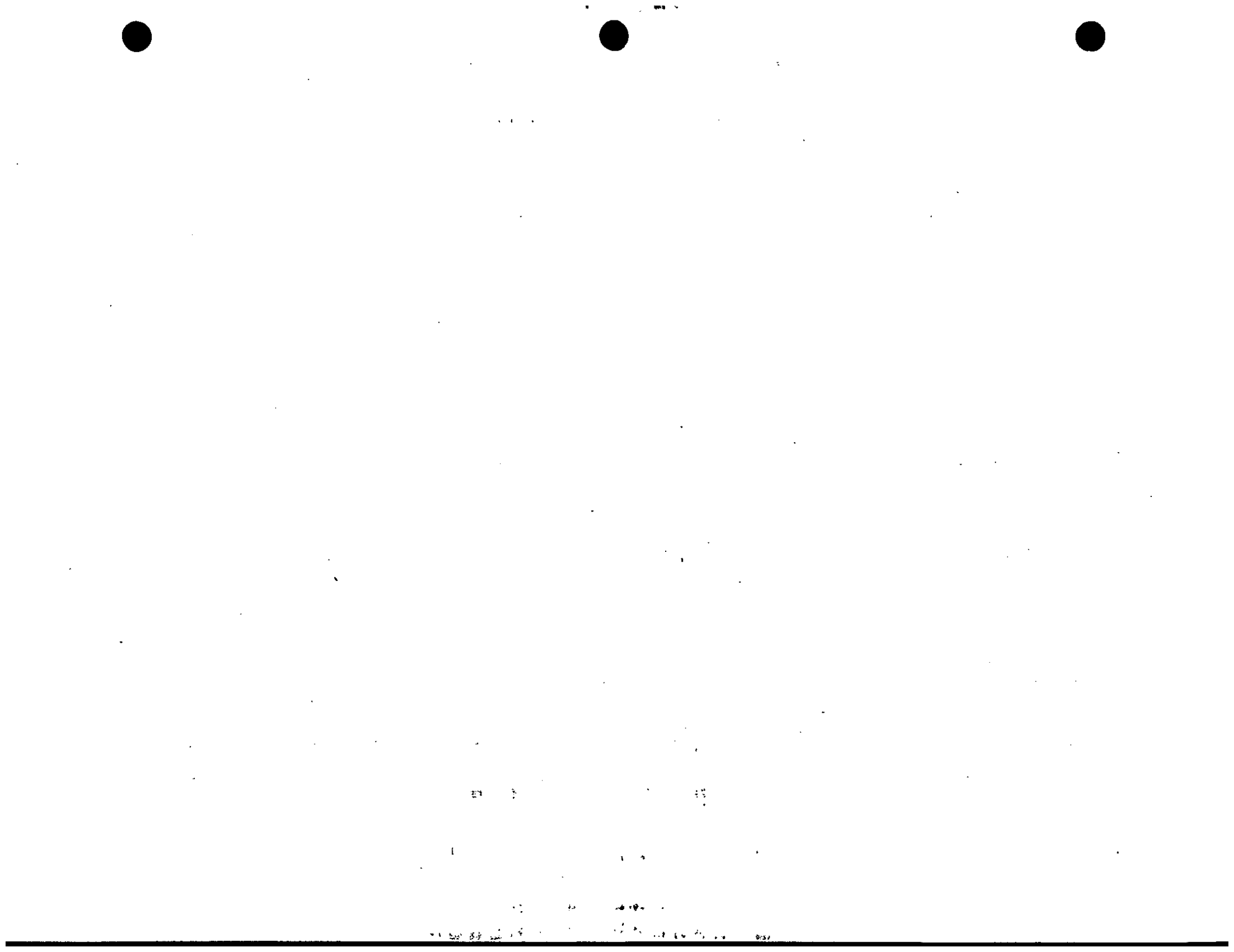
SECTION 1. At the regular annual meeting, the Board of Trustees shall elect a chairperson, a vice chairperson, an executive director, a secretary and a treasurer who shall serve as officers of The Foundation for one year and until their successors are elected and qualified. To provide succession for the offices of the chairperson, vice chairperson, and secretary, current officers may succeed themselves for a period of time not to exceed five consecutive one-year terms. These officers shall receive no compensation for their services from The Foundation.

SECTION 2. The chairperson shall preside at all meetings and perform generally all the duties usually incident to such office and such other and further duties as may be from time to time required by the Board of Trustees.

SECTION 3. The vice chairperson shall assist the chairperson in all duties that maybe assigned by the chairperson and will preside in his/her absence at all meetings and perform all duties usually incident to the chairperson's office in his/her absence.

SECTION 4. The executive director shall be the chief administrative officer of The Foundation under the chairperson. The executive director shall direct all business of The Foundation as mandated by the chairperson and Board of Trustees and shall operate the administrative office of The Foundation and supervise the staff. Those services required by the officers and the Board committees not specifically assigned to others in this Code of Regulations shall be provided by the executive director.

SECTION 5. The secretary shall keep an accurate record of all transactions of the Board of Trustees. The secretary shall give all notices required by law or by this Code of Regulations. The secretary shall keep a proper secretary's book and shall record therein all minutes of Board of Trustees' meetings and such other matters as shall be proper and necessary. The secretary shall perform such other duties as may be required by the Board of Trustees.



SECTION 6. The treasurer shall receive and safely keep all monies, rights and any chose in action belonging to The Foundation, and shall keep an accurate account of the finances of The Foundation. All books shall be open for inspection and examination by the Board of Trustees or any committee appointed for that purpose. The treasurer shall render an audited account of the finances of The Foundation at the Mid-Year meeting and at such other times as the Board of Trustees may require, and shall perform such other duties as may be required by the Board of Trustees.

The treasurer shall have the authority to sell, assign and endorse for transfer, certificates representing stocks, bonds, and other investment securities now registered or hereafter registered in the name of The Foundation. Such sales, assignments and endorsements shall be in accordance with the investment policy established by the Board of Trustees and, where applicable, the donor(s).

SECTION 7. When the Board of Trustees at any regular or special meeting, or by surface mail, electronic mail, fax or telephone vote has taken appropriate actions to sell or otherwise dispose of any real or personal property owned by The Foundation, the executive director and treasurer shall execute the appropriate deeds, bills of sale or other documents necessary to make such sale or disposition effective.

ARTICLE V. COMMITTEES

SECTION 1. There shall be six standing committees (set out below) appointed annually from among the Board of Trustees by the chairperson and approved by the Board of Trustees. The Board of Trustees and/or the chairperson may, from time to time, create and appoint from among its members, ad hoc and other committees and prescribe their duties. Such committees shall serve at the pleasure of the chairperson of the board of Trustees.

SECTION 2. The Executive Committee shall consist of not less than nine Board of Trustees members as regular members, and shall include the officers of The Foundation with the chairperson of the Board of Trustees as chairperson; the chairpersons of standing committees; the vice president of the Ohio University Alumni Association; the president of Ohio University; and the immediate past chairperson of The Foundation Board of Trustees. The committee shall operate The Foundation within this Code of Regulations and within the policies, decisions and other sanctioned actions by the Board of Trustees; prepare agendas, reports, programs and recommendations for action by the Board of Trustees at annual or special meetings; review and recommend actions of standing and ad hoc committees; and make other necessary arrangements and plans for the Annual Meeting. This committee, by a two-thirds vote, may make operating decisions necessary for the good of the Foundation in a situation where substantial harm would result by waiting until the next regular Board of Trustees' meeting.



11-11-11

SECTION 3. The Membership Committee shall consist of not less than four Board of Trustees members including at least one from the University Board, the staff membership, the Alumni membership, and the at-large membership. The committee shall recommend persons to fill trustee vacancies except as stated above, to the Board of Trustees at regular meetings and shall perform any personal visitation or other contact with nominees to identify Board of Trustee membership interest and to secure acceptance of membership. The Committee shall be charged with the responsibility of presenting a slate of nominees for consideration by the Board of Trustees for the elected offices of chairperson, vice chairperson, executive director, treasurer and secretary. Further, the committee will present to the Board for approval resolutions, citations, and certificates of commendation.

SECTION 4. The Investment Committee shall consist of not less than four Board of Trustees members with one each from the University Board, the staff membership, the Alumni membership and the at-large membership. The committee shall plan and execute the investment of The Foundation's cash and securities and other assets and render appropriate reports to the Board of Trustees.

The committee, acting under the direction of The Board of Trustees, shall be charged with the responsibility of managing the portfolio of The Foundation. The committee is authorized, subject to the approval of the Board, to hire and retain such investment counselors as it deems necessary to manage the portfolio, including the planning and execution of the investment of The Foundation's cash and securities for the endowment funds. In cases where the donor stipulates the investment of his/her endowment gift, the treasurer shall honor that stipulation.

The committee may authorize the executive director and treasurer to open and maintain such accounts and funds with banks and financial institutions in the name of The Foundation and to open and maintain such investment accounts with investment firms as it deems necessary.

SECTION 5. The Development Committee shall consist of not less than four Trustees with at least one each from the University Board, the staff membership, the Alumni membership, and the at-large membership. The committee, with the advice of the ad hoc land committee, shall initiate and oversee the acceptance, acquisition, or disposal of land, buildings, businesses, and other similar Foundation assets. The committee shall recommend to the Board of Trustees support for University projects consistent with the stated policies and mission of Ohio University. The allocation to specific purposes of all general or unrestricted funds, endowments, or income from unrestricted endowments, shall conform to University planning and priorities as determined by the President and/or the Board of Trustees of Ohio University. The committee shall be charged with the responsibility of establishing, in coordination with the executive director, a planned program of fund raising for the benefit of the University and the recommendation of alumni and non-alumni volunteers to serve in leadership capacities on the various fund campaign committees as necessary.

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SECTION 6. The Finance Committee shall consist of not less than six Board of Trustees members with two members being the immediate past president and vice president of the Alumni Association; three from among the other alumni membership and one from the at-large membership. The Development and Alumni budgets shall be subject to review and approval by the president of the University prior to submission to the Finance Committee by the executive director. The committee shall monitor The Foundation's short- and long-term requirements for funds, including the Development and Alumni operating budgets and shall relate those requirements to the fund-raising program of the University's Development Office and the Alumni Association's Board of Directors, consider and recommend distribution of grants of 1804 and other non-restricted funds, and render appropriate reports to the Board of Trustees at the mid-year meeting or as requested.

SECTION 7. The Audit Committee shall consist of not less than three Trustees, and, as non-voting members, the executive director and treasurer of The Foundation and the president of the University. The committee shall determine the need for periodic (but at least annual) audits and, in consultation with the Foundation's treasurer and its independent auditor, oversee the process for determining the scope of audits, fee arrangements, and the use by the Foundation of generally accepted accounting principles and adequate internal accounting control procedures. The committee periodically will report to the Board of Trustees on its activities.

The committee shall oversee the establishment of policies and procedures to reasonably ensure that:

- 1.) All restricted and similarly designated funds are properly administered pursuant to their terms;
- 2.) The Foundation makes no distributions which could in any way jeopardize its charitable status pursuant to IRS regulations as amended from time to time;
- 3.) All policies concerning money matters, properly adopted by the Board of Trustees are complied with in their entirety.

ARTICLE VI. AMENDMENTS

SECTION 1. Proposed amendments to this Code of Regulations shall be submitted to the Ohio University Board of Trustees for advisory review and comment prior to action by The Foundation Board of Trustees.

SECTION 2. This Code of Regulations may be amended by a two-thirds vote of The Foundation Trustees at any regular meeting or at a special meeting called for that purpose.

SECTION 3. All proposed amendments to the Code of Regulations must be reviewed by the executive committee and presented for discussion at a regular meeting of The Ohio University Foundation Board of trustees. Following the initial reading and discussion of the proposed amendment, it shall be tabled and voted upon at the next following regular meeting.

CODE OF REGULATIONS - CLEAN2
07/21/95DRAFT

CODE OF REGULATIONS
THE OHIO UNIVERSITY FOUNDATION

ARTICLE I. PURPOSE

THE PURPOSES FOR WHICH THIS FOUNDATION IS FORMED ARE: THE SUPPORT OF AN EDUCATION UNDERTAKING, ~~TOWIT~~ TO WIT, THE OHIO UNIVERSITY, AND TO THAT END TO RECEIVE AND HOLD IN TRUST AND SELL OR OTHERWISE DISPOSE OF ANY PROPERTY REAL AND PERSONAL GIVEN, DEVISED, BEQUEATHED, GIVEN IN TRUST OR IN ANY OTHER WAY MADE OVER TO THE FOUNDATION FOR THE USE OR BENEFIT OF THE OHIO UNIVERSITY, OR OF ANY STUDENT OR PROFESSOR THEREIN AS SUCH, OR ANY DEPENDENT THEREOF; AT THE DISCRETION OF THE BOARD, TO ACCEPT SUCH PROPERTY OR FOR THE CARRYING ON AT SAID INSTITUTION OF ANY LINE OF WORK, TEACHING OR INVESTIGATION, WHICH THE DONOR, GRANTOR, OR TESTATOR MAY DESIGNATE; TO INVEST OR DISBURSE ALL MONEYS MONIES SO RECEIVED, AND GENERALLY TO CARE FOR, MANAGE, ADMINISTER AND CONTROL ALL SUCH PROPERTY SO RECEIVED, AND TO CARRY OUT THE WISHES AND TO SEE THAT THE FUNDS AND PROPERTY SO RECEIVED ARE APPLIED TO THE USES SPECIFIED BY THE DONORS; OR, IN CASE THE GIFT, DEVISE OR BEQUEST IS A GENERAL ONE, THEN TO SUCH USES AS RESEARCH, SCHOLARSHIP, TRAVEL, BOOKS AND OTHER LIBRARY PURPOSES, BUILDINGS, BEAUTIFICATION OF GROUNDS AND SUCH OTHER USES AS MAY BE AGREED ON BY THE FOUNDATION BOARD OF TRUSTEES ~~AND IN THE~~ AND IN THE EVENT THE BOARD OF TRUSTEES SO DETERMINES, ~~THEY~~ IT MAY BORROW MONEY IN AN AMOUNT ~~THE TRUSTEES DEEM~~ DEEMED NECESSARY TO CARRY OUT ANY OF THE ABOVE PURPOSES.

ARTICLE II. MEMBERS

SECTION 1. Pursuant to the provisions of Section ~~1702.16~~ 1702.14 OF THE OHIO Revised Code (~~Section 8623.109 General Code~~), the persons who for the time being constitute the Board of Trustees of this ~~corporation~~ FOUNDATION shall be ~~taken to be the members~~ THEREOF of this corporation; and they shall meet as members of this corporation and exercise all the rights of such members.

ARTICLE ~~II~~ III TRUSTEES

SECTION 1. The number of trustees shall be ~~twenty~~ 20. The number may be increased or decreased by resolution of the Board of Trustees of ~~The Ohio University~~ The Foundation, (~~hereafter referred to as The Foundation~~); provided there shall be at no time more than 50 nor less than 15 Trustee members. THE NECESSARY QUORUM TO HOLD A MEETING SHALL BE 11 MEMBERS PRESENT.

SECTION 2. ~~Three shall be members of the Board of Trustees of Ohio University;~~ THE BOARD OF TRUSTEES SHALL INCLUDE THREE MEMBERS OF THE BOARD OF TRUSTEES OF OHIO UNIVERSITY ~~and three members shall be from the Ohio University Administrative Staff, consisting of the President, Vice President for Development and Treasurer; ten members shall be from among the Alumni of Ohio University, two of whom shall be the Immediate Past President and Vice President of the Alumni Association. and four THE REMAINING members, WHO MAY OR MAY NOT BE ALUMNI OF OHIO UNIVERSITY, shall be elected at-large FROM THE AT-LARGE CATEGORY.~~

~~three members shall be from the Ohio University Administrative Staff, consisting of the President, Vice President for Development and Treasurer; ten members shall be from among the Alumni of Ohio University, two of whom shall be the Immediate Past President and Vice President of the Alumni Association. and four THE REMAINING members, WHO MAY OR MAY NOT BE ALUMNI OF OHIO UNIVERSITY, shall be elected at-large FROM THE AT-LARGE CATEGORY.~~

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1971-1972

[REDACTED]

In the event that the total membership of The FOUNDATION Board of Trustees is increased by resolution of the Board, the additional members may be elected without reference to the proportionate representation indicated above for a twenty 20-member Board. A decrease in membership by resolution of the Board shall at no time reduce the representation from the University Administrative staff to less FEWER than three (3)— [REDACTED]

SECTION 3. The President, Vice President for Development, and Treasurer of Ohio University shall be members of the Board of Trustees so long as they occupy these THOSE offices.

SECTION 4. The members representing the Board of Trustees of Ohio University shall MAY serve for A MAXIMUM OF three or more years and until their successors are elected and qualified. A trustee member may continue to serve and remain eligible for re election into the University Trustee category or otherwise after his/her term on the University Board of Trustees has been completed. THREE-YEAR TERMS AT THE DISCRETION OF THE CHAIRMAN OF THE UNIVERSITY TRUSTEES. [REDACTED]

[REDACTED] FORMER UNIVERSITY TRUSTEES MAY [REDACTED] BE ELIGIBLE FOR ELECTION AS FOUNDATION TRUSTEES IN THE ALUMNI OR AT-LARGE CATEGORIES.

SECTION 5. The members representing the alumni of Ohio University, exclusive of the Immediate Past President and Vice President of the Alumni Association, shall serve for TERMS OF three years and until their successors are elected and qualified. The Immediate Past President and Vice President of the Alumni Association shall serve terms coinciding with their terms in these THOSE offices.

SECTION 6. The members At-Large shall serve for TERMS OF three years and until their successors are elected and qualified. VOICE VOTE MAY BE USED TO RATIFY A SLATE OF NOMINEES RECOMMENDED BY THE MEMBERSHIP COMMITTEE.

SECTION 7. The initial term of an Alumni or an At-Large member elected as the result of an increase in the number of members shall be set by The FOUNDATION Board of Trustees. The Board OF TRUSTEES, shall set such terms so as to provide as nearly as practicable that the terms of an equal number of members expire in each year.

SECTION 8. The retiring Chairman IMMEDIATE PAST CHAIRPERSON of the Board of Trustees shall, if not otherwise a member of the Foundation Board OF TRUSTEES, continue on the Board of Trustees for an additional year and serve as an ex-officio of ON the Executive Committee. [REDACTED]

SECTION 9. Trustees shall make every effort to fulfill their Trustee obligations by attendance at BOARD OF Trustees' and committee meetings. A Trustee is expected to attend at least one Board meeting annually unless excused formally by the Chairman CHAIRPERSON. In the event minimal attendance is not met or absences excused, the Trustee may, upon recommendation of the Chairman CHAIRPERSON, be removed by the Membership Committee.

SECTION 10. SUBJECT TO THE EXCEPTIONS IN SECTIONS 3, [REDACTED] 11 AND 13 OF THIS ARTICLE, the length of term for a Trustee is not to exceed three consecutive terms of three years each (total of nine years), commencing with new term elections at the July 1983 Annual Meeting or beginning with the expiration of current terms of present Trustees. AFTER SERVICE as a trustee FOR A PERIOD OF NINE YEARS, that A TRUSTEE IS ELIGIBLE FOR EMERITI RECOGNITION, A NON-VOTING, HONORARY TRUSTEE STATUS.



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SECTION 11. Officers of The FOUNDATION Board of Trustees are excluded from the nine-year term limit while holding office.

SECTION 12. ~~Trustees~~ INDIVIDUALS are eligible for re-election AS TRUSTEES following a one-year absence from the Board of Trustees.

SECTION 13.

WHEN A TRUSTEE HAS RENDERED EXTRAORDINARY SERVICE TO THE FOUNDATION AND FOR THE BENEFIT OF OHIO UNIVERSITY, WITH ~~THE~~ APPROVAL OF THE BOARD OF TRUSTEES, ~~the trustee~~ HE/SHE MAY BE ELECTED TO LIFE TRUSTEE STATUS AT THE CONCLUSION OF THE TRUSTEE'S HIS/HER NINE-YEAR TERM. LIFE TRUSTEE STATUS PROVIDES FOR FULL VOTING PRIVILEGES AND ALL OTHER PRIVILEGES ACCORDED REGULAR FOUNDATION TRUSTEES.

SECTION 14. APPOINTMENTS TO FILL vacancies on the Board of Trustees, ~~may be filled~~ MADE by the remaining members of the Board at any regular meeting following the occurrence of a vacancy. and The Trustee shall serve for the balance of the unexpired term to which he/SHE is elected.

SECTION 15. ~~Section 4. Meetings:~~ ~~The Foundation Board~~ THE BOARD OF TRUSTEES shall meet in regular session three times annually: in the winter, fall, and summer. The summer meeting shall be the Annual Meeting. The time and place of each regular meeting shall be fixed by the ~~Chairman~~ CHAIRPERSON of The Foundation BOARD at the conclusion of the preceding meeting. Notice also shall be sent to The Foundation Trustees 30 days prior to a selected meeting date. Special meetings may be called by the ~~Chairman~~ CHAIRPERSON of The Foundation BOARD by motion or shall be called on the written request of five Foundation Trustees. EXCEPT WHERE OTHERWISE SPECIFIED, ALL MEETINGS SHALL BE CONDUCTED BY GENERALLY ACCEPTED PARLIAMENTARY PROCEDURE AS DEFINED BY "ROBERTS' RULES".

SECTION 16. ~~Section 5. Indemnification.~~ Subject to the conditions set out below, each person now or heretofore or hereafter a Trustee or Officer of The Foundation, whether or not such person continues to serve in any such capacity at the time of incurring the costs or expenses hereinafter indicated, shall be indemnified by The ~~corporation~~ FOUNDATION against all financial loss, damage, costs and expenses (including counsel fees) reasonably incurred by or imposed in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which such person may be involved by reason of any action taken or omitted to be taken in good faith as such a Trustee or Officer of The Foundation. Such indemnification is subject to the condition that a majority of a quorum of the ~~Foundation~~ Board of Trustees comprised of those trustees who are not parties to such action, suit, proceeding, claim or investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire ~~Foundation~~ Board of Trustees, shall be of the opinion that the person involved exercised and used the same degree of care and judgment as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel for The Foundation or upon information furnished by an Officer of The Foundation and accepted in good faith by such person. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators or any Trustee or Officer and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board OF TRUSTEES.

ARTICLE ~~III~~ IV. OFFICERS

SECTION 1. At the regular annual meeting, the Board of Trustees shall elect a ~~Chairman~~ CHAIRPERSON, a Vice ~~Chairman~~ CHAIRPERSON, an Executive Director, a Secretary and a Treasurer ~~from its members or current officers~~ who shall serve as Officers of The ~~corporation~~ FOUNDATION for one year and until their successors are elected and qualified. To provide succession for the offices of the ~~Chairman~~ CHAIRPERSON, Vice ~~Chairman~~ CHAIRPERSON,



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and Secretary, ~~they will be permitted to~~ CURRENT OFFICERS MAY succeed themselves for a period of time not to exceed five consecutive one-year terms. These officers shall receive no compensation for their services from The ~~corporation~~ FOUNDATION.

SECTION 2. The ~~Chairman~~ CHAIRPERSON shall preside at all meetings and perform generally all the duties usually incident to such office and such other and further duties as may be from time to time required by the BOARD OF Trustees.

SECTION 3. The Vice ~~Chairman~~ CHAIRPERSON shall assist the ~~Chairman~~ CHAIRPERSON in all duties that may be assigned by the ~~Chairman~~ CHAIRPERSON and will preside in the ~~Chairman's~~ HIS/HER absence at all meetings and perform all duties usually incident to the ~~Chairman's~~ CHAIRPERSON'S office in the ~~Chairman's~~ HIS/HER absence.

SECTION 4. The Executive Director shall be the chief administrative Officer of The ~~corporation~~ FOUNDATION under the ~~Chairman~~ CHAIRPERSON. The Executive Director shall direct all business of The ~~corporation~~ FOUNDATION as mandated by the ~~Chairman~~ CHAIRPERSON and Board of Trustees and SHALL operate the administrative office of The ~~corporation~~ FOUNDATION and supervise the staff. Those services required by the Officers and the Board committees not specifically assigned to others in ~~these~~ THIS Code of Regulations shall be provided by the Executive Director.

Section 5. The Secretary shall keep an accurate record of all transactions of the BOARD OF Trustees. The Secretary shall give all notices required by law or by this Code of Regulations. The Secretary shall keep a proper secretary's book and shall ~~properly~~ record therein all minutes of BOARD OF Trustees' meetings and such other matters as shall be proper and necessary. The Secretary shall perform such other duties as may be required by the BOARD OF Trustees.

Section 6. The Treasurer shall receive and safely keep all monies, rights and ANY ~~chooses~~ CHOSE in action belonging to The ~~corporation~~ FOUNDATION, and ~~the same shall be the Treasurer's duty to~~ keep an accurate account of the finances of The ~~corporation~~ FOUNDATION. ~~and~~ All books shall be open for inspection and examination by the Board of Trustees or any committee appointed for that purpose. The Treasurer shall render an AUDITED account of the finances of The ~~corporation~~ FOUNDATION at the ~~Annual~~ MID-YEAR Meeting and at such other times as the Board of Trustees may require, and shall perform such other duties as may be required by the BOARD OF Trustees.

The Treasurer shall have the authority to sell, assign and endorse for transfer, certificates representing stocks, bonds, and other investment securities now registered or hereafter registered in the name of The ~~corporation~~ FOUNDATION. Such sales, assignments and endorsements shall be in accordance with the investment policy established by the Board of Trustees and, where applicable, THE donor(s) .

SECTION 7. When the BOARD OF Trustees at any regular or special meeting, or by ~~duly~~ ~~certified~~ SURFACE mail, ELECTRONIC MAIL, FAX or telephone vote, ~~have~~ HAS taken appropriate actions to sell or otherwise dispose of any real or personal property owned by The ~~corporation~~ FOUNDATION, the ~~Chairman and Secretary~~ EXECUTIVE DIRECTOR AND TREASURER shall execute the appropriate deeds, bills of sale or other documents necessary to make such sale or disposition effective.

ARTICLE IV. V. COMMITTEES

SECTION 1. There shall be six standing committees (SET OUT BELOW) APPOINTED annually from among the Board of Trustees by the ~~Chairman~~ CHAIRPERSON and approved by the Board of Trustees. The Board of Trustees and/or the ~~Chairman~~ CHAIRPERSON may, from time to time, create and appoint from among its members, AD HOC AND other committees and prescribe their duties. ~~And~~ SUCH COMMITTEES SHALL SERVE AT THE PLEASURE OF THE ~~chairman~~ CHAIRPERSON OF THE BOARD OF TRUSTEES.

1. 1944-1945

2. 1946-1947

3. 1948

4. 1949

5. 1950

6. 1951

7. 1952

8. 1953

9. 1954

Section 2. The Executive Standing Committee shall consist of ~~no~~ NOT less than nine Board of Trustees members as regular members, ~~and an ex-officio member~~ and shall include the Officers of The ~~corporation~~ FOUNDATION with the ~~Chairman~~ CHAIRPERSON of THE Board of Trustees as ~~Chairman~~ CHAIRPERSON; the ~~Chairmen~~ CHAIRPERSONS of Standing Committees; the VICE PRESIDENT OF THE OHIO UNIVERSITY ALUMNI ASSOCIATION; the President of Ohio University; AND THE IMMEDIATE PAST ~~chairman~~ CHAIRPERSON OF THE FOUNDATION BOARD OF TRUSTEES ~~and the retiring Chairman of the Board of Trustees as the ex-officio member~~. The Committee shall operate The ~~corporation~~ FOUNDATION within its THIS Code of Regulations and within the policies, decisions and other sanctioned actions by the Board of Trustees; prepare agendas, reports, programs, and recommendations for action by the Board of Trustees at annual or special meetings; REVIEW AND RECOMMEND ACTIONS OF STANDING AND AD HOC COMMITTEES; and make other necessary arrangements and plans for the Annual Meeting. THIS COMMITTEE, BY $\frac{2}{3}$ A TWO-THIRDS VOTE, MAY MAKE OPERATING DECISIONS NECESSARY FOR THE GOOD OF THE FOUNDATION IN A SITUATION WHERE SUBSTANTIAL HARM WOULD RESULT BY WAITING UNTIL THE NEXT REGULAR BOARD OF TRUSTEES' MEETING.

SECTION 3. The Board Membership Standing Committee shall consist of ~~no~~ NOT less than ~~three~~ FOUR Board of Trustees members with INCLUDING AT LEAST one each from the University Board, ~~or and~~ THE Staff membership, THE Alumni membership, and THE At-Large membership. ~~The Committee shall recommend to the Board of Trustees at Annual regular Meetings, persons to fill Trustee vacancies~~ THE COMMITTEE SHALL RECOMMEND PERSONS TO FILL TRUSTEE VACANCIES ~~TO THE BOARD OF TRUSTEES AT REGULAR MEETINGS and shall perform any personal visitation or other contact with nominees to identify BOARD OF Trustee membership interest and to secure acceptance of membership. The Committee shall be additionally charged with the responsibility to present OF PRESENTING a slate of nominees for consideration of BY the Board of Trustees for the elected offices of Chairman CHAIRPERSON, Vice Chairman CHAIRPERSON, Executive Director, Treasurer, and Secretary. FURTHER, THE COMMITTEE WILL PRESENT TO THE BOARD FOR APPROVAL RESOLUTIONS, CITATIONS, AND CERTIFICATES OF COMMENDATION.~~

SECTION 4. The Investment Standing Committee shall consist of ~~no~~ NOT less than ~~three~~ FOUR Board of Trustees members with one each from the University Board, ~~and~~ THE Staff membership, THE Alumni membership, and THE At-Large membership. The Committee shall plan and execute the investment of The ~~corporation's~~ FOUNDATION'S cash and securities AND OTHER ASSETS and render appropriate reports to the Board of Trustees.

The Committee, acting under the direction of ~~The Foundation~~ THE Board of Trustees, shall be charged with the responsibility of managing the portfolio of The ~~corporation~~ FOUNDATION. The Committee is authorized, subject to the approval of the Board, to hire and retain such investment counselors as it deems necessary, to manage the portfolio, including the planning and execution of the investment of The ~~corporation's~~ FOUNDATION'S cash and securities for the endowment funds. In cases where the donor stipulates the investment of ~~their~~ HIS/HER endowment gift, the Treasurer shall honor ~~their~~ THAT stipulation.

The Committee may authorize the Executive Director and Treasurer to open and maintain such accounts and funds with banks and financial institutions in the name of The ~~corporation~~ FOUNDATION and to open and maintain such investment accounts with investment firms as ~~they~~ deem IT DEEMS necessary.

SECTION 5. The Development Projects Standing Committee shall consist of ~~no~~ NOT less than ~~three~~ FOUR Board of Trustees members with at least one each from the University Board, ~~and~~ THE Staff membership, THE Alumni membership, and THE At-Large membership. The Committee, WITH THE ADVICE OF THE AD HOC LAND COMMITTEE, shall initiate and oversee the acceptance, acquisition, or disposal of land, buildings, businesses, and other similar ~~corporation~~ FOUNDATION assets. THE COMMITTEE ~~and~~ shall recommend to the Board of Trustees support for ~~the University projects~~ PROJECTS CONSISTENT WITH THE STATED POLICIES AND MISSION OF OHIO UNIVERSITY. ~~THE COMMITTEE SHALL RECOMMEND TO THE BOARD OF TRUSTEES SUPPORT FOR THE UNIVERSITY PROJECTS CONSISTENT WITH THE STATED POLICIES AND MISSION OF OHIO UNIVERSITY.~~

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allocation to specific purposes of all general or unrestricted funds, endowments, or income from unrestricted endowments, shall conform to University planning and priorities as determined by the President and/or the Board of Trustees of Ohio University. The Committee shall be charged with the responsibility of establishing, in coordination with the Executive Director, a planned program of fund raising for the benefit of the University and the recommendation of alumni and non-alumni volunteers to serve in leadership capacities on the various fund campaign committees as necessary.

SECTION 6. The Finance Committee shall consist of ~~no~~ NOT less than six Board of Trustees members with two members being the Immediate Past President and Vice President of the Alumni Association; three from among the other Alumni membership and one from the At-Large membership. The Development AND Alumni budgets shall be subject to review and approval by the President OF THE UNIVERSITY prior to submission to the Finance Committee by the Executive Director. The Committee shall monitor The ~~corporation's~~ FOUNDATION'S short- and long-term requirements for funds, including the Development AND Alumni ~~Operational~~ OPERATING Budgets and SHALL relate ~~these~~ THOSE requirements to the fund-raising program of the University's Development Office and the Alumni Association's Board of Directors, CONSIDER AND RECOMMEND DISTRIBUTION OF GRANTS OF 1804 AND OTHER NON-RESTRICTED FUNDS, and render appropriate ~~annual~~ reports to the Board of Trustees AT THE MID-YEAR MEETING OR AS REQUESTED.

SECTION 7. The Audit Standing Committee ~~should~~ SHALL consist of ~~no~~ NOT less than three ~~Board OF TRUSTEES members in addition to the Treasurer of The FOUNDATION who shall serve as ex-officio. The Committee shall determine the need for external audits, consult with independent C.P.A. accounting firms for scope of audits, fee arrangements, and review accounting procedures and controls. The Committee will report to the Board OF TRUSTEES its review and recommendations for audit plans AND implementation, and follow up.~~ AND, AS NON-VOTING MEMBERS, THE EXECUTIVE DIRECTOR AND TREASURER OF THE FOUNDATION AND THE PRESIDENT OF THE UNIVERSITY. THE COMMITTEE SHALL DETERMINE THE NEED FOR PERIODIC (BUT AT LEAST ANNUAL) AUDITS AND, IN CONSULTATION WITH THE FOUNDATION'S TREASURER AND ITS INDEPENDENT AUDITOR, OVERSEE THE PROCESS FOR DETERMINING THE SCOPE OF AUDITS, FEE ARRANGEMENTS, AND THE USE BY THE FOUNDATION OF GENERALLY ACCEPTED ACCOUNTING PRINCIPLES AND ADEQUATE INTERNAL ACCOUNTING CONTROL PROCEDURES. THE COMMITTEE PERIODICALLY WILL REPORT TO THE BOARD OF TRUSTEES ON ITS ACTIVITIES.

THE COMMITTEE SHALL REVIEW RECORDS AS NECESSARY TO ENSURE THAT:

- 1.) ALL RESTRICTED AND SIMILARLY DESIGNATED FUNDS ARE PROPERLY ADMINISTERED PURSUANT TO THEIR TERMS;
- 2.) THE FOUNDATION MAKES NO DISTRIBUTIONS WHICH COULD IN ANY WAY JEOPARDIZE ITS CHARITABLE STATUS PURSUANT TO IRS REGULATIONS AS AMENDED FROM TIME TO TIME;
- 3.) ALL POLICIES CONCERNING MONEY MATTERS, PROPERLY ADOPTED BY THE BOARD OF TRUSTEES, ARE FULLY COMPLIED WITH IN THEIR ENTIRETY.

ARTICLE V. VI. AMENDMENTS

SECTION 1. Proposed amendments to this Code of Regulations shall be submitted to the OHIO University Board of Trustees for ADVISORY review and comment prior to action by The FOUNDATION BOARD OF Trustees. ~~of the Foundation.~~

SECTION 2. This Code of Regulations may be amended by a two-thirds vote of The FOUNDATION Trustees at any regular meeting or at a special meeting called for that purpose.

SECTION 3. All proposed amendments to the Code of Regulations must be reviewed by the Executive Committee and presented for discussion at a regular meeting of The ~~Ohio~~ OHIO

1990

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

SECURITY AGREEMENT UPDATE

RESOLUTION 1995 -- 1448

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

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

WHEREAS, the university has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the persons occupying the following positions: Robert Glidden, President; J. David Stewart, Provost; T. Lloyd Chesnut, Vice President for Research and Graduate Studies; Carol Blum, Associate Vice President for Research and Graduate Studies; and William L. Kennard, Treasurer; and

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

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

WHEREAS, the Managerial Group shall review and approve any classified research proposals at the university.

NOW, THEREFORE, BE IT RESOLVED that Ohio University, Cutler Hall, Athens, Ohio, 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Patricia A. Ackerman; Gordon F. Brunner; Charles R. Emrick, Jr.; Charlotte Coleman Eufinger; N. Victor Goodman; Brandon T. Grover; Thomas S. Hodson; Paul R. Leonard; and Ralph E. Schey.

Mr. Leonard presented and moved approval of the resolution. Mr. Emrick seconded the motion. The motion passed unanimously.

TITLE CHANGES, UNIVERSITY ADMINISTRATIVE OFFICERS

RESOLUTION 1995 -- 1449

WHEREAS, the responsibility and activities of the Dean of Students, the Vice Provost for Regional Higher Education, and the Treasurer and Controller have been modified over the years.

NOW, THEREFORE, BE IT RESOLVED that in order to clarify and better identify the scope of the functioning of the officer and office, that the titles of the following University officers be changed:

Dean of Students to **Vice President for Student Affairs and Dean of Students.**

Vice Provost for Regional Higher Education to **Vice President for Regional Higher Education.**

Treasurer and Controller to **Vice President for Finance.**

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

TRUSTEE IUC AGREEMENT

RESOLUTION 1995 -- 1450

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

NOW, THEREFORE, BE IT RESOLVED that N. Victor Goodman be elected Representative for a one-year term commencing July 1, 1995, and that Paul R. Leonard, be elected alternate.

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

The trustees will meet on the Athens campus, Friday, November 17, 1995, for committee/study sessions and Saturday, November 18, 1995, for the formal board meeting.

IX. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed new trustees Patricia A. Ackerman and Kevin T. Sasson, and stated their pleasure in having the new members join the Board of Trustees in working for the good of Ohio University.

Ms. Cardenas noted she liked the focus session on technology and commented on the need to be sensitive to students' expertise in this area, as well as the need to be aware of the capability of the university to provide necessary training and equipment. She also expressed her hope that interpersonal skills and relationships would remain strong as the use of technology becomes more a part of the life of the campus.

Mr. Grover complimented President Glidden upon the completion of a very good first year. He noted his appreciation for the direction President Glidden is taking the university.

Mr. Hodson stated his appreciation for the way the presentation by Dr. Paul Gandel, Associate Provost for Information and Instructional Technology, brought perspective to the capability and use of technology on campus. He noted that new Athletic Director Tom Boeh was off to a very good start and thanked him for his report to trustees. Mr. Hodson concluded by noting his disappointment with the manner in which recent personnel changes within the university are being reported locally. He described the transition and change that, in time, normally occurs with deans, administrators, faculty, or staff members-- and how misleading it is to somehow suggest that something is wrong rather than citing the good opportunity it presents to shape the heart of the university as well as assess its future direction.

Mr. Brunner thanked Ms. Ackerman for her contributions to the discussion of the Educational Policy Committee. He noted that he liked the competency and enthusiasm of Paul Gandel's report. Mr. Brunner indicated he found the evening session with President Glidden productive and he hoped the president will continue the discussion regarding graduate programs and the need to make choices in order to appropriately commit university resources.

Mr. Goodman noted that he shared Mr. Hodson's views on the opportunity that positive transition provides and that he hopes that media coverage might heed Mr. Hodson's suggestions. He thanked trustees for their willingness to meet more often and he found the dialogue with them productive and helpful in his role as trustee.

Ms. Ackerman stated her delight in being appointed a trustee of her alma mater. She commented she already feels very welcome and likes the way trustees meet and the opportunity for interaction this provides.

Mr. Sasson thanked trustees and others for their warm welcome and for making him feel good about this new and different role. He commented this new role will be a great learning experience for him and that he looks forward to working with all the trustees.

Mr. Emrick thanked Paul Gandel and Tom Boeh for their very insightful reports. He noted these two recent appointments as examples of the good that can occur through change. Mr. Emrick commented that he recently had the opportunity to travel with the coaches and members of the football team and noted what good representatives of the university they are. He reminded those present of the Ohio University Foundation's 50th Anniversary Celebration, October 7, 1995.

President Glidden thanked Trustee Hodson for his comment on the positive nature of change and agreed that the appointments of Paul Gandel and Tom Boeh were good examples of this. Dr. Glidden stated that Ohio University is able to attract the very best to its faculty and staff and that he will continue to work diligently on these matters. He noted his appreciation for the time with the trustees in informal discussion, and that while his desire is to give focus to teaching, he is anxious to balance this with research and service.

Chairman Leonard thanked trustees for making the weekend meetings enjoyable and productive. He thanked René and Michele Glidden for their special efforts in making the renovated president's residence a university home that makes us all very proud. He reminded everyone of the importance of a good work ethic and closed by noting his hope for the role of expanded technology and its promise for the future of the campus.

X. ADJOURNMENT

Determining there was no further business to come before the board, Chairman Leonard adjourned the meeting at 11:50 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.

Paul R. Leonard
Chairman

Alan H. Geiger
Secretary