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

Thursday, June 26 and Friday, June 27, 1997

Ohio University, Athens Campus

# THE OHIO UNIVERSITY BOARD OF TRUSTEES
## MINUTES OF June 27, 1997 MEETING
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# EXECUTIVE SESSION

**7:30 a.m., Friday, June 27, 1997**
**President's Residence**
**Ohio University, Athens Campus**

On a motion by Mr. Hodson, and a second by Mr. Grover, the Ohio University Trustees resolved to hold an executive session to consider personnel matters of evaluation and compensation under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation or the threat thereof under Section 121.22(G)(3) of the Ohio Revised Code on the 27th day of June 1997.

On a roll call vote, Dr. Ackerman, Mr. Brunner, Mr. Emrick, Mr. Grover, Mr. Goodman, Mr. Hodson, and Mrs. Ong voted aye. This constituted a quorum. Former Trustee Charlotte Eufinger and President Robert Glidden attended the session. Board Secretary Alan Geiger attended parts of the session.

## Personnel

President Glidden presented to Trustees individual evaluations of and compensation recommendations for deans and executive officers. Following adjournment of the Board meeting, the Board Administration Committee will act on final compensation recommendations for these individuals, adding the president's contract and compensation to its final recommendation.

## Real Estate

A letter from Mr. John Jones of Athens concerning the widening of E. State Street was reviewed. Trustees asked that discussions continue with the City of Athens and expressed support for the project.

Trustee Hodson presented additional property-related information, including The Ohio State University Campus Partner Program, and outlined its possible assistance to future campus development efforts.

## Litigation

The status of the negotiations and possible litigation regarding the Ping Center was reviewed.

Trustee Hodson asked that a clarification or policy be developed regarding the university's practice on and notice of openness of its meetings.

## I. ROLL CALL

Eight members were present: Chairman Charles R. Emrick, Jr.; Patricia A. Ackerman; Gordon F. Brunner; N. Victor Goodman; Brandon T. Grover; Thomas S. Hodson; Paul R. Leonard; and M. Lee Ong. This constituted a quorum. Newly appointed trustee Robert Walter was unable to attend due to an out-of-state business commitment.

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

K.C. Melnik and Kevin T. Sasson, student trustees, also attended.

## II. APPROVAL OF THE MINUTES OF THE MEETING OF April 12, 1997

(previously distributed)

Mr. Brunner moved approval of the previously distributed minutes. Mr. Hodson seconded the motion. All voted aye.

## III. COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger reported there were none.

## IV. ANNOUNCEMENTS

President Glidden introduced and thanked retiring Vice Presidents Jack Ellis and William Kennard for their good and long service to Ohio University. He wished Vice President T. Lloyd Chesnut well as he assumes his new responsibilities in Montana. President Glidden then introduced incoming Faculty Senate Chair Louis Wright and outgoing Faculty Senate Chair Butch Hill and similarly recognized outgoing Student Senate Chair Josh Woolley and incoming Student Senate Chair Chad Tanner.

## V. REPORTS

There were no reports given.

## VI. UNFINISHED BUSINESS

Secretary Geiger reported no unfinished business.

## VII. NEW BUSINESS

Chairman Emrick 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 chairman.

## A. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chairman Brunner reported the committee had received a report on the "Percent for Art" program and met with members of the campus committee overseeing this effort. He thanked committee members for their good effort and noted the committee suggested the Gordy Hall bench project by Jenny Holzer include key phrases or elements from the university's mission statement.

Committee members Grover, Sasson, and Ackerman reviewed and then presented resolutions now before the Trustees.

On a motion by Mr. Grover, seconded by Mr. Emrick, the Trustees voted unanimously to approve the following resolutions:

Capital Improvements Plans, Athens & Regional Campuses FY 1998/2004 - Res. 1997 -- 1529

Hocking River Corridor Improvements/Bridge Development -Authorization of Consultant & Development of Plans & Specifications - Res. 1997 -- 1530

Brasee Hall, Lancaster Campus -Approval of Plans & Specifications & Recommendation of Contract Awarding Brasee Hall, Lancaster Campus - Res. 1997 -- 1531

# CAPITAL IMPROVEMENTS PLAN
# ATHENS AND REGIONAL CAMPUSES

## FISCAL YEARS 1999 THROUGH 2004

## RESOLUTION 1997 -- 1529

**WHEREAS,** the Ohio Board of Regents has notified Ohio University that the Capital Improvements Plan for the Fiscal Years 1999-2004 must be submitted in September 1997, and

**WHEREAS,** the Ohio University Board of Trustees on January 30, 1993, by Resolution 1271, did approve the consultant's report on "Space Utilization and Management" as the guide to campus development and capital requests for the next decade, with the provisions that specific plans for biennial capital funding and recommendations for demolition of buildings required further Board of Trustee action,

**NOW, THEREFORE, BE IT RESOLVED,** that the Ohio University Board of Trustees does hereby approve the attached Summary of Capital Improvements Projects on the Athens and Regional Campuses for the period beginning July 1, 1998, through June 30, 2004.

**BE IT FURTHER RESOLVED,** that the Ohio University Board of Trustees does hereby empower the President or his designee to submit to the Ohio Board of Regents and other State Officials a Fiscal Year 1999-2004 Capital Improvements Plan for Ohio University.

Vice President
for Administration

Cutler Hall 209
Athens OH 45701-2979
614-593-2556

OHIO UNIVERSITY

June 17, 1997

Dr. Robert Glidden
President
Ohio University
Cutler Hall
Campus

Dear Bob:

The Ohio Board of Regents has advised John Kotowski, Director of Facilities Planning, that a six year Capital Improvements Plan for the fiscal years of 1999-2004 must be submitted by September, 1997.

John and I have developed two plans for review and approval by you and members of the Board of Trustees. The first plan reports university capital improvement needs for the period from 1999 to 2004. This projected six year plan, developed from the NBBJ Land Use Plan and in consultation with planning unit heads, far exceeds our ability to secure funds for its execution. The second plan extends capital improvement projects over a period from 1999 to 2014 and is based on what we believe to be a realistic cash flow determined by our first appropriation under the new capital funding formula. This long range plan is, we believe, an accurate depiction of reality, according to our ability to fund renovation projects. It demonstrates that our goal of fully renovating academic and service facilities will be a long, slow, and expensive process.

John and I will review both plans in detail with the Board.

I recommend approval.

Sincerely,

Gary

Gary North
Vice President for Administration

# OHIO UNIVERSITY
## Office of Facilities Planning and Construction

Interoffice Communication

June 12, 1997

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

FROM: John K. Kotowski, Director of Facilities Planning

SUBJECT: FISCAL YEARS 1999 - 2004 CAPITAL IMPROVEMENTS PLAN FOR THE ATHENS AND REGIONAL CAMPUSES

Enclosed please find a resolution for consideration by the Ohio University Board of Trustee at their regular meeting of June 27, 1997. In addition to the resolution, I have included a project summary for the period FY 1999-2004 for both the Athens and Regional Campuses. Also enclosed is an FY 1999-2014 project summary for the Athens Campus. The final enclosure is a document that compares the recommended Capital Improvements Plan for FY 1999-2014 with the recommendations of the Space Utilization and Management Study.

The information regarding capital improvements for the Regional Campuses is self explanatory. This document was prepared with the Dean's of the various campuses as well as the Vice Provost for Regional Higher Education's Office.

The Capital Improvements Plan for the FY 1999-2004 period is the plan that I recommend be forwarded to the Ohio Board of Regents and other State Officials and represents the essential priority needs for capital improvements to permit the institution to renew its general fund facilities over a twenty-five year period. I estimate that the University's general fund plant has a value of $534,255,000. Therefore, $21,370,200 is required for capital renewal every year or about $42,740,400 per biennia. This plan recommends a need for funding during each of the next three biennia of between $43,786,593 and $44,834,493.

The Capital Improvements Plan for the FY 1999-2014 period is for internal use. This plan identifies a need for each biennia of $27,326,593. This figure represents the amount received during this current capital period. I believe that it will be unrealistic to assume that funding in the next capital period will be any greater than the funding that has currently been received. In fact, it

is likely that funding may be reduced and this was anticipated with the placement of a contingency in each funding cycle.

The final document enclosed is a comparison of the FY 1999-2014 Capital Improvements Plan with our space planning document, the 1992 Space Utilization and Management Study. I have provided this document so that you and other interested parties will be able to compare the recommendations for capital improvements with our facilities management plan.

The institution will continue to fall behind on facility needs if funding for capital improvements remain at current levels. Capital funding at $27,326,593 is between 60% and 65% of the campus' need for a reasonable renewal rate and at these current funding levels, the University continues to fall behind on the recommendations of its facilities management plan. Please note that the information on capital funding does not include operating budget funds used for capital type expenditures. Funding within the operating budget has accounted for approximately $1,000,000 in capital type expenditures annually. This still places capital funding between 65% and 70% of the campus need for a twenty five year renewal rate.

If you have any questions regarding the enclosed, please let me know. I will plan to attend the next Board Meeting so that I can assist with the answering of any questions raised by individuals in attendance.

JKK/slw/CAPLAN97.GBN

enclosures

pc: Dr. Tom D. Daniels

June 1, 1997

# Ohio University

# Capital Improvements Plan

## ATHENS CAMPUS

## FY 1999 to 2004

# STATE FUNDED CAPITAL REQUEST SUMMARY

## PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM
## ATHENS CAMPUS

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

FY 1999 - 2000 BIENNIUM

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Grover Center Completion | 12,000,000 |
| 4. Biological Sciences Facility | 17,300,000 |
| 5. Ellis Hall Partial Rehabilitation | 900,500 |
| 6. Bentley Hall Rehabilitation | 9,780,400 |
| **TOTAL FY 1999 - 2000 BIENNIUM** | **$ 44,834,493** |

FY 2001 - 2002 BIENNIUM

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Student Services Facility | 33,683,000 |
| 4. Tupper Hall Rehabilitation | 5,250,000 |
| **TOTAL FY 2001 - 2002 BIENNIUM** | **$ 43,786,593** |

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION CONTINUED

FY 2003 - 2004 BIENNIUM

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improvements) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Baker Center Rehabilitation | 12,750,000 |
| 4. RTVC Building Rehabilitation | 15,475,000 |
| 5. President Street Academic Center Rehabilitation | 5,525,000 |
| 6. Wilson Hall Rehabilitation (College Green) | 1,700,000 |
| 7. Chubb Hall Partial Rehabilitation | 2,053,100 |
| 8. Seigfred Hall Rehabilitation | 2,360,500 |
| **TOTAL FY 2003 - 2004 BIENNIUM** | **$ 44,717,193** |

CAPLAN97.007

June 1, 1997

# Ohio University

# Capital Improvements Plan

## REGIONAL CAMPUSES

## FY 1999 to 2004

**PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM**
**REGIONAL CAMPUSES**

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

**FY 1999 - 2000 BIENNIUM**

| PROJECT OR ITEM | | FUNDING REQUESTED |
|---|---|---|
| 1. Basic Renovations | | $ 766,177.00 |
| A. Chillicothe Campus | $ 196,867 | |
| B. Eastern Campus | 114,406 | |
| C. Lancaster Campus | 187,303 | |
| D. Southern Campus | 59,859 | |
| E. Zanesville Campus | 207,742 | |
| 2. Critical Need | | $ 4,541,820.00 |
| A. Bennett Hall HVAC & Lab Impr. Chillicothe Campus | $ 973,500 | |
| B. Shannon Hall Rehab. (Planning) Eastern Campus | 568,180 | |
| C. Maintenance Equipment Building Eastern Campus | 200,000 | |
| D. Brasee Hall Rehabilitation Lancaster Campus | 631,920 | |
| E. Conference Center (Planning) Lancaster Campus | 600,000 | |
| F. Technology Center (Planning) Southern Campus | 509,760 | |
| G. Elson Hall Rehabilitation Zanesville Campus | 1,058,460 | |
| 3. Technology Center (Implementation) Southern Campus | | $ 5,490,240.00 |
| **TOTAL FY 1999 - 2000 BIENNIUM** | | **$10,798,237.00** |

**FY 2001 - 2002 BIENNIUM**

| PROJECT OR ITEM | | FUNDING REQUESTED |
|---|---|---|
| 1. Basic Renovations | | $ 766,177.00 |
| A. Chillicothe Campus | $ 196,867 | |
| B. Eastern Campus | 114,406 | |
| C. Lancaster Campus | 187,303 | |
| D. Southern Campus | 59,859 | |
| E. Zanesville Campus | 207,742 | |
| 2. Critical Need | | $ 4,541,820.00 |
| A. Bennett Hall Rehabilitation Chillicothe Campus | 973,500 | |
| B. Shannon Hall Rehabilitation Eastern Campus | 768,180 | |
| C. Brasee Hall Rehabilitation Lancaster Campus | 1,231,920 | |
| D. Collins Center Rehabilitation Southern Campus | 509,760 | |
| E. Elson Hall Rehabilitation Zanesville Campus | 1,058,460 | |
| 3. Conference Center (Implementation) Lancaster Campus | | $ 6,015,000.00 |
| **TOTAL FY 2001 - 2002 BIENNIUM** | | **$11,322,997.00** |

**FY 2003 - 2004 BIENNIUM**

| PROJECT OR ITEM | | FUNDING REQUESTED |
|---|---|---|
| 1. Basic Renovations | | $ 766,177.00 |
| A. Chillicothe Campus | $ 196,867 | |
| B. Eastern Campus | 114,406 | |
| C. Lancaster Campus | 187,303 | |
| D. Southern Campus | 59,859 | |
| E. Zanesville Campus | 207,742 | |
| 2. Critical Need | | $ 4,541,820.00 |
| A. Stevenson Center Rehabilitation Chillicothe Campus | 973,500 | |
| B. Shannon Hall Lab. Add. (Planning) Eastern Campus | 768,180 | |
| C. Herrold Hall Rehabilitation Lancaster Campus | 1,231,920 | |
| D. Academic Center Rehabilitation Southern Campus | 509,760 | |
| E. Elson Hall Rehabilitation Zanesville Campus | 1,058,460 | |
| 3. Shannon Hall Lab. Add. (Implementation) Eastern Campus | | $ 4,731,820.00 |
| **TOTAL FY 2003 - 2004 BIENNIUM** | | **$10,039,817.00** |

June 12, 1997
REGNL697.CAP

June 1, 1997

# Ohio University

# Capital Improvements Plan

## ATHENS CAMPUS

## FY 1999 to 2014

**PRIORITY LIST OF INDIVIDUAL PROJECTS FOR EACH BIENNIUM**
**ATHENS CAMPUS**

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

**FY 1999 - 2000 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improve.) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Grover Center Completion | 12,000,000 |
| 4. Biological Sciences (Phase I) | 9,300,000 |
| 5. Ellis Hall Partial Renovation | 900,500 |
| 6. Contingency (1%) | 272,500 |
| **TOTAL FY 1999-2000 BIENNIUM** | **$ 27,326,593** |

**FY 2001 - 2002 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improve.) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Biological Sciences Completion | 8,000,000 |
| 4. Bentley Hall Rehabilitation | 9,780,400 |
| 5. Student Services Facility (Planning) | 2,500,000 |
| 6. Tupper Hall Rehabilitation (Planning) | 250,000 |
| 7. Chubb Hall Rehabilitation (Phase I) | 1,397,600 |
| 8. Contingency (2%) | 545,000 |
| **TOTAL FY 2001 - 2002 BIENNIUM** | **$ 27,326,593** |

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

**FY 2003 - 2004 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment (Maintenance & River Corridor Improve.) | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Student Services Facility (Construction - Phase I) | 15,500,000 |
| 4. Tupper Hall Rehabilitation (Construction) | 5,000,000 |
| 5. President Street Academic Center Rehabilitation (Planning) | 500,000 |
| 6. Chubb Hall Rehabilitation (Phase II) | 655,500 |
| 7. Contingency (3%) | 817,500 |
| **TOTAL FY 2003 - 2004 BEINNIUM** | **$ 27,326,593** |

**FY 2005 - 2006 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment | 750,000 |
| 2. Basic Renovations -Formula Funding | 4,103,593 |
| 3. Student Services (Construction - Phase II) | 15,683,000 |
| 4. RTVC Rehabilitation (Planning) | 475,000 |
| 5. President Street Academic Center Rehabilitation (Construction) | 5,025,000 |
| 6. Wilson Hall Rehabilitation (Planning) | 200,000 |
| 7. Contingency (4%) | 1,090,000 |
| **TOTAL FY 2005 - 2006 BIENNIUM** | **$ 27,326,593** |

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

**FY 2007 - 2008 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. RTVC Rehabilitation (Construction) | 15,000,000 |
| 4. Baker Center Rehabilitation (Planning) | 750,000 |
| 5. Wilson Hall Rehabilitation (Construction) | 1,500,000 |
| 6. Day Care Training Center (Phase I) | 1,500,000 |
| 7. Seigfred Hall Rehabilitation | 2,360,500 |
| 8. Contingency (5%) | 1,362,500 |
| **TOTAL FY 2007 - 2008 BIENNIUM** | **$ 27,326,593** |

**FY 2009 - 2010 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Baker Center Rehabilitation (Construction) | 12,000,000 |
| 4. Day Care/Training Center (Phase II) | 1,500,000 |
| 5. McCracken Hall Improvements | 6,838,000 |
| 6. Scott Quadrangle Improvements (Planning) | 500,000 |
| 7. Contingency (6%) | 1,635,000 |
| **TOTAL FY 2009 - 2010 BIENNIUM** | **$ 27,326,593** |

CAPITAL IMPROVEMENTS REQUEST ESSENTIAL TO CONTINUE THE UNIVERSITY'S ROLE AND MISSION

**FY 2011 - 2012 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Scott Quadrangle Imp. (Construction) | 8,430,000 |
| 4. Lindley Hall Improvements | 8,650,000 |
| 5. Putnam Hall Improvements | 3,485,500 |
| 6. Contingency (7%) | 1,907,500 |
| **TOTAL FY 2011 -2012 BIENNIUM** | **$ 27,326,593** |

**FY 2013 - 2014 BIENNIUM**

| PROJECT OR ITEM | FUNDING REQUESTED |
|---|---|
| 1. Hocking Conservancy District Assessment | 750,000 |
| 2. Basic Renovations - Formula Funding | 4,103,593 |
| 3. Clippinger Laboratory Partial Rehabilitation and Addition | 7,118,000 |
| 4. Haning Hall Rehabilitation | 4,625,000 |
| 5. Hudson Health Center Rehabilitation | 8,550,000 |
| 6. Contingency (8%) | 2,180,000 |
| **TOTAL FY 2013-2014 BIENNIUM** | **$ 27,326,593** |

CAPLAN97.006

# Capital Improvements Plan

## FY 1999 to 2014

This is a comparison of the June 1, 1997 draft sixteen (16) year Capital Improvement Plan (CIP) and the recommendations of the 1992 Space Utilization and Management Study (SUMS92). I have broken the material into three categories. The first being those projects which are recommended for funding in the CIP for the same period that they are recommended in the SUMS92. The second category is those projects which are being recommended for funding in the CIP for a period that is later than the recommendation of SUMS92. The third category of projects is those either not recommended in SUMS92 and are being recommended in the CIP or they are projects recommended in SUMS92 but do not appear in the CIP.

## PROJECTS WHICH ARE CONSISTENT WITH BOTH SUMS92 AND CIP

Ellis Hall Partial Rehabilitation (FY 1999-2000)
Chubb Hall Rehabilitation (FY 2003-2004) (Recommended in CIP in two phases)

## PROJECTS IN CIP BUT AFTER PERIOD RECOMMENDED IN SUMS92

| PROJECT | FY(S) OF CIP | SUMS92 | REASON FOR SHIFT |
|---|---|---|---|
| Biological Sciences | 99-00 & 01-02 | FY 97-98 | Planning funds received 97-98 |
| Bentley Hall Rehabilitation | 01-02 | FY 97-98 | Partial funding received 97-98 |
| Student Services Facility | 01-02 to 05-06 | FY 95-96 | Interconnected with RTVC and Baker Center |
| Tupper Hall Rehabilitation | 01-02 & 03-04 | FY 95-96 | Delayed due to Grover Center |
| PSAC Rehabilitation | 03-04 & 05-06 | FY 95-96 | Delayed due to BioSci Project |
| Wilson Hall Rehabilitation | 05-06 & 07-08 | FY 97-98 | Need to move Grad. Services Current expenditures for A&S |
| Baker Center Rehabilitation | 07-08 & 09-10 | FY 95-96 | Interconnected with Student Services and RTVC |
| Day Care Center | 07-08 & 09-10 | FY 95-96 | Other academic needs |
| Seigfred Hall Rehabilitation | 07-08 | FY 03-04 | Under funding of capital need |
| Scott Quad Rehabilitation | 09-10 | FY 99-00 | Under funding of capital need |
| Lindley Hall Rehabilitation | 11-12 | FY 01-02 | Under funding of capital need |
| Putnam Hall Rehabilitation | 11-12 | FY 99-00 | Under funding of capital need Must follow new day care facility |
| Haning Hall Rehabilitation | 13-14 | FY 97-98 | Under funding of capital need |
| Hudson Health Center Rehab. | 13-14 | FY 01-02 | Under funding of capital need |

PROJECTS NOT ON CIP LISTING
OR ON CIP LIST BUT NOT RECOMMENDED BY SUMS92

| PROJECT | FY(S) OF CIP | SUMS92 | REASON FOR SHIFT |
|---|---|---|---|
| RTVC Rehabilitation | 05-06 & 07-08 | Not Recom. | Aged facility that requires attention |
| McCracken Hall Rehab. | 09-10 | Not Recom. | Aged facility that requires attention |
| Clippinger Lab. Rehab. | 13-14 | Not Recom. | Program upgrade |
| Burson House Rehab. | Not Recom. | FY 95-96 | Will utilize basic renovation funds |
| Bird Arena Rehabilitation | Not Recom. | FY 99-00 | Rehab. on-going local resources |
| Cutler Hall Rehabilitation | Not Recom. | FY 01-02 | Will utilize basic renovation funds |
| Central Classroom Build'g | Not Recom. | FY 03-04 | Rehab. on-going local resources |
| Trisolini House Rehab. | Not Recom. | FY 03-04 | Rehab. using local resources |
| Jennings House Rehab. | Not Recom. | FY 03-04 | Will utilize basic renovation funds |

CAPSUM97.002
June 1, 1997

# CONSULTANT FOR THE HOCKING RIVER BRIDGE PROJECT

## RESOLUTION 1997 -- 1530

**WHEREAS,** the 121st General Assembly, Regular Session, has introduced and approved Amended House Bill Number 748, and

**WHEREAS,** Amended House Bill Number 748 includes $750,000 for the Hocking River Conservancy District, and

**WHEREAS,** the Hocking River Conservancy District appropriation is intended to cover the university's agreed upon costs for maintaining the river channel's flood-protective capacity and to make river corridor improvements, and

**WHEREAS,** $270,000 of this appropriation is necessary to cover the university's maintenance costs for the two-year period covered by Amended House Bill Number 748, leaving $480,000 for river corridor improvements, and

**WHEREAS,** it is necessary to relocate several holes on the golf course in order to maintain nine holes of golf on campus as well as to accommodate the program shifts suggested by the Land Use Plan recently completed by NBBJ for Ohio University.

**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does hereby empower the President or his designee to select a consulting engineer for the Hocking River Bridge Project.

**BE IT FURTHER RESOLVED** that the Ohio University Board of Trustees does hereby authorize the preparation of plans and specifications for this Project.

Vice President
for Administration

Cutler Hall 209
Athens OH 45701-2979
614-593-2556

OHIO UNIVERSITY

June 17, 1997

Dr. Robert Glidden
President
Ohio University
Cutler Hall
Campus

Dear Bob:

We are continuing with our efforts to preserve the green space used as a golf course along the Hocking River. To that end, we plan to construct a bridge across the river to allow for the development of golf holes to replace those lost to Ping Center tennis courts and by moving the football practice fields adjacent to Peden Stadium

John Kotowski has requested approval to hire a consultant to plan the project and develop construction documents for completion of the bridge.

I recommend approval.

Sincerely,

Gary

Gary North
Vice President for Administration

# OHIO UNIVERSITY
## Office of Facilities Planning and Construction

Interoffice Communication

June 9, 1997

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

FROM: John K. Kotowski, Director of Facilities Planning

SUBJECT: APPROVAL TO HIRE THE CONSULTANT AND DEVELOP CONSTRUCTION DOCUMENTS FOR THE HOCKING RIVER BRIDGE PROJECT

Amended House Bill Number 748 provides a capital appropriation in the amount of $750,000 for the Hocking River Conservancy District. At the time of our capital submission to the Ohio Board of Regents, I indicated that the institution had two goals or purposes for these funds. The first is to cover the cost of the University's assessment by the Hocking Conservancy District to maintain the flood protection improvements of the river channel along the campus. This cost is $270,000 for the effective period of Amended House Bill Number 748. The second is to provide capital funds to improve access to the University land currently not easily reached. I informed the Ohio Board of Regents at the time of our capital submission that Ohio University would be utilizing $480,000 to develop reasonable access to the land located South of the river channel and North and West of State Routes 682 and 32/33/50. It is my intent to construct a bridge across the Hocking River so that the land described above can be better utilized. In accordance with the University's recently completed Land Use Plan, access to this property will permit the institution to re-organize its nine hole golf course freeing space for other recommended work.

I would like to proceed with the hiring of an engineering consultant to plan the Hocking River Bridge Project. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of June 27, 1997, which seeks approval to select a consultant and authorizes the development of construction documents for the project. If I can be of further assistance or provide additional information regarding this matter, please let me know.

JKK/slw/BRDG9701.GBN
enclosure
pc: Dr. Barbara K. Chapman
Ms. Pamela W. Callahan

# PLAN APPROVAL FOR THE BRASEE HALL REHABILITATION PROJECT LANCASTER CAMPUS

## RESOLUTION 1997 --- 1531

**WHEREAS,** the 121st General Assembly, Regular Session, has introduced and approved Amended House Bill Number 748, and

**WHEREAS,** Amended House Bill Number 748 includes $600,000 for the rehabilitation of Brasee Hall on the Lancaster Regional Campus, and

**WHEREAS,** the Ohio University Board of Trustees did at their regular meeting on April 12, 1997 approve the hiring of Spencer and Spencer, Inc. as associate architect for this Project, and

**WHEREAS,** final plans and specifications have been prepared for advertisement on the rehabilitation of Brasee Hall,

**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees does approve construction documents for the Brasee Hall Rehabilitation Project.

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

BRSE9702.RES

Vice President
for Administration

Cutler Hall 209
Athens OH 45701-2979
614-593-2556

OHIO UNIVERSITY

June 17, 1997

Dr. Robert Glidden
President
Ohio University
Cutler Hall
Campus

Dear Bob:

John Kotowski has worked with Dean Charles Bird of the Lancaster Campus and Regional Higher Education staff to complete prior stages of the renovation of Brasee Hall. Funds provided under House Bill Number 748 in the amount of $600,000. will allow us to continue the process.

John is requesting approval of construction documents and authorization to seek bids and award a contract for the renovation project. We will review construction plans as appropriate at the June 26 Board meeting.

I recommend approval.

Sincerely,

Gary

Gary North
Vice President for Administration

GN:mm

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

## Office of Facilities Planning and Construction

Interoffice Communication

June 9, 1997

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

FROM: John K. Kotowski, Director of Facilities Planning

SUBJECT: APPROVAL OF CONSTRUCTION DOCUMENTS AND AUTHORIZATION TO BID AND AWARD CONSTRUCTION CONTRACTS FOR THE PARTIAL REHABILITATION OF BRASEE AT LANCASTER

Amended House Bill Number 748 provides a capital appropriation in the amount of $600,000 to allow the institution to continue its efforts toward systematically revitalizing Brasee Hall on the Lancaster Campus. Brasee Hall is the main classroom building and was constructed in 1967. Recently, the University has expanded usable space in the building by increasing the floor area on the upper level in the core of the building. This was accomplished by the addition of walls and a roof over a section of existing roof that was designed as a floor when the building was constructed. This new space allows for the reorganization of portions of the building and permits the University to reallocate much needed space to critical functions.

This project will focus on the renovation of the middle level of the building's core (the third floor). This work is possible because of a previous project which relocated most of the faculty to the new space on the floor above. The recently vacated faculty area will be renovated for use by student services. The vacated office area is also intended to provide space for the Higher Education Microwave Services (HEMS), allowing it to move from the library. This will make the expansion of the campus library possible. Finally, this project will allow for the reconfiguring of the mail room and improvement of the building's visitor reception area.

This project is ready for advertisement to seek construction bids. In order that I may proceed, I have enclosed a resolution for consideration by the Board of Trustees at their June 27, 1997 meeting, which seeks approval of plans and specifications and provides authority to award construction contracts so long as total bids do not exceed available funding.

I will provide you with a set of construction documents early the week of June 23, 1997 for use at the Board meeting. If I can be of further assistance or provide additional information regarding this matter, please let me know.

JKK/slw/BRSE9704.GBN

enclosure

pc: Dr. James C. Bryant
Dr. Charles P. Bird
Mr. Richard J. Shultz

## B. EDUCATIONAL POLICIES COMMITTEE

Committee Chairman Goodman stated the committee reviewed a report from Provost Sharon Brehm which described the procedure followed for promotion and tenure. Provost Brehm noted that after review and consultation, President Glidden had approved the promotion and tenure recommendations.

Chairman Goodman reviewed the resolutions before Trustees and commented about each.

On a motion by Mr. Goodman and a second by Mr. Hodson, all Trustees approved the following resolutions:

Recommendation for Master of Communication Technology and Policy - Res. 1997 -- 1532

Recommendation for Associate of Applied Science in Medical Assisting Technology
Ohio University/Lancaster - Res. 1997 -- 1533

Appointment to Regional Coordinating Council - Zanesville Campus - Res. 1997 -- 1534

Establishment of the Institute for Democracy in Education - Res. 1997 -- 1535

Establishment of the Center for Consultative Sales - Res. 1997 -- 1536

Following the vote on the resolutions, Trustees asked Provost Brehm to revisit the naming of the Center for Consultative Sales to see if there might be a name which better related to current industry practices.

# MASTER OF COMMUNICATION TECHNOLOGY AND POLICY

## RESOLUTION 1997 -- 1532

**WHEREAS,** the J. Warren McClure School of Communication Systems Management has a diverse faculty with many professional activities, and

**WHEREAS,** the school proposes to prepare professionals able to manage communication and information technologies and services for industry and government, and

**WHEREAS,** the faculty wishes to respond to the opportunities for research and service in policy and strategic issues related to such technologies, and

**WHEREAS,** the faculty has discussed and planned the proposed curriculum, and

**WHEREAS,** the dean of the College of Communication endorses this proposed degree program.

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Ohio University approves the J. Warren McClure School of Communication Systems Management offering a Master of Communication Technology and Policy degree and directs that it be submitted to the Ohio Board of Regents for final authorization.

Office of the Provost
Cutler Hall
Athens OH 45701-2979

OHIO UNIVERSITY
1804

**DATE:** June 4, 1997

**TO:** Robert Glidden, President

**FROM:** Sharon Stephens Brehm, Provost

**SUBJECT:** Master of Communication Technology and Policy

The attached request to establish a Master of Communication Technology and Policy in the J. Warren School of Communication Systems Management in the College of Communication is one that I support and recommend to you for approval. Such a degree will strengthen research and undergraduate study in the school and college.

SSB/jt

OHIO UNIVERSITY

# Interoffice Communication

DATE: June 3, 1997

TO: Barbara Reeves, Associate Provost
311 Cutler Hall

FROM: Margret Appel, Chair, University Curriculum Council

RE: Master of Communication Technology and Policy

The Programs Committee approved the above captioned master proposal in committee and presented the same to the University Curriculum Council for Second Reading and Vote this date. UCC unanimously approved the proposal as presented from the First Reading.

Enclosed please find two signed copies of the Master of Communication Technology and Policy which are being sent to you for implementation.

jsc
Enclosures
*programs\commtech.mst*

MAR 2 1 199?

**Title of Program:** *Communication Technology and Policy*

**Degree to be Conferred:** *Master of Communication Technology and Policy*

**Administrative Unit Proposing Program:**

*J. Warren McClure School of Communication Systems Management*

**Date of Submission:**

**Signatures:**

V. Siddhar 3/6/97
Chairperson, School Curriculum Committee

3/6/97
Director, School

Ronald Pittman
Chairperson, College Curriculum Committee

Kathy Kirendl
Dean, College

Chairperson, New Programs Subcommittee, U.C.C.

Marjet Appel
Chairperson, University Curriculum Council

*Master of Communication Technology and Policy*
*J. Warren McClure School of Communication Systems Management*

The attached overview of the proposed Master of Communication Technology and Policy program incorporates several of the changes suggested by the Graduate Council, which approved the proposal on March 15, 1997.

The list of "Suggested Changes by the Graduate Council" (also attached) summarizes the suggested changes. The overview reflects the following changes:

| | |
|---|---|
| **Course flow/requirements:** | Suggestions 1 and 2 |
| **Curriculum:** | Both suggestions listed. |

All the other changes suggested by the Graduate Council will also be incorporated in the document which is ultimately submitted to the Board of Regents, pending U.C.C. approval of this proposal.

School of Communication Systems Management
April 1997

## *Suggested Changes by the Graduate Council*

This proposal has been approved by the College of Communication Graduate Committee and has been discussed in detail with Gordon Schanzenbach. The Graduate Council officially approved the proposal at its March 15, 1997, meeting. All of these entities found this to be a strong proposal, including the Graduate Council. The changes which were suggested were very few and very minor. They are as follows:

**Course flow/requirements:**

1. There was a suggestion that the flow of the courses be reversed so that the COMT 644 course would take place in spring quarter and the thesis/project/comps would take place in the summer. (The original proposal had the thesis/project/comps in the spring and the COMT 644 in the summer.)

2. There was a suggestion that the proposal make it clear that those students electing not to do a thesis or project would take a minimum of 50 hours of coursework.

3. There was a suggestion that the proposal make it clear that the 3.0 GPA required for admission applied to both undergraduate and graduate coursework and that no specific GRE/GMAT scores be listed.

4. There was a suggestion that specific disciplines be listed as expected areas in which students will have completed majors or coursework. The areas are as follows: Computer Science, MIS, Engineering, Economics, Public Policy, Communication Systems Management.

**Curriculum:**

1. A suggestion was made that there be a blanket statement that the proposed courses included in the proposal were not duplicative of courses already offered in the College of Communication.

2. There was a suggestion that the descriptions of courses COMT 509 and COMT 600 be written in such a way that it is clear that they are not similar to other courses already offered in the College. There was no problem with the content of the courses, only the descriptions.

**Explanation of Budget:**

1. There was a suggestion that there be more footnoting of the numbers provided in the budget so that the specifics would be clearer to the reader.

*Master of Communication Technology and Policy*
*J. Warren McClure School of Communication Systems Management*

The program will be a four-quarter course of study, beginning in the fall quarter and ending with the summer session. This will be a 50-hour degree program, of which 5 hours may be a thesis or professional project. Students not completing a thesis or professional project will complete 50 hours of course work and will take a comprehensive examination based upon a specified reading list.

The curriculum will consist of four core courses, three elective courses, and two courses from a cognate field, approved by the graduate advisor. Students will be able to specialize in either technology or policy. Underlying both of these specializations will be strategic decision making and planning issues.

A model sequence of courses for each specialization is as follows:

| **Technical Specialization:** | **Credit Hours** |
|---|---|
| **Fall Quarter:** | |
| Research Methods | 5 |
| Regulation and Policy | 5 |
| Information Networks | 5 |
| **Winter Quarter:** | |
| Technical Elective #1 | 5 |
| Technical Elective #2 | 5 |
| Cognate Course #1 | 5 |
| **Spring Quarter:** | |
| Cognate Course #2 | 5 |
| Technical Elective #3 | 5 |
| Strategic Issues | 5 |
| **Summer:** | |
| Thesis/Project/Comps. | 5 |

| **Policy Specialization:** | |
|---|---|
| **Fall Quarter:** | |
| Research Methods | 5 |
| Regulation and Policy | 5 |
| Information Networks | 5 |
| **Winter Quarter:** | |
| Policy Elective #1 | 5 |
| Policy Elective #2 | 5 |
| Cognate Course #1 | 5 |
| **Spring Quarter:** | |
| Cognate Course #2 | 5 |
| Policy Elective #3 | 5 |
| Strategic Issues | 5 |
| **Summer:** | |
| Thesis/Project/Comps. | 5 |

All courses are new offerings and are not duplicative of current course offerings; new course approval forms have been submitted to U.C.C.

Core Courses (to be completed by all students):

*COMT 600: Research Methods in Communication Technology and Policy*
Fundamental concepts in research methodology, probability and statistics, differential and integral calculus, optimization techniques, data analysis, experimental research methods, qualitative analysis tools. Emphasis on applying research methods to planning, design, optimization, pricing, and use of networks and services.

*COMT 602: Regulation and Policy for Communication Networks*
Analysis of the common carrier industry and the debate over regulatory practice which have led telecommunications policy and regulation to its present condition. Study of the impact of competition on the industry and its regulation, especially in light of the passage of the Telecommunications Act of 1996.

*COMT 625: Information Networks*
Fundamental concepts of communication networks, switching techniques, transmission systems, protocols and architecture, distributed applications.

*COMT 644: Strategic Issues*
Analysis of strategic concerns involved in the successful deployment of voice and data technologies and services within user organizations and by vendor enterprises. Course approach will entail readings and illustrative case studies; significant written work, including RFPs, analyses of case studies, and major case study project.

Electives (students select three technology electives or three policy electives):

**Technology Specialization from the following:**

*COMT 520: Emerging Communication Technologies*
Latest developments in transmission and switching, broadband network design and management, latest protocol standards, architectural developments in distributed computing and databases.

*COMT 539: Communication Technology Lab Practicum*
Hands-on experience for posing, validating and analyzing problems in switching and transmission technologies, network design, internetworking, protocol issues, distributed databases and network management.

*COMT 629: Theory of Network Management and Design*
Exploration of queuing theory, performance modeling and simulation of data and voice networks, topological design of networks, capacity and channel allocation issues.

*COMT 679: Theory of Communication Networks*
Communication theory, encoding techniques, wireless transmission issues, data, video and image compression standards and algorithms, authentication and encryption standards and algorithms.

**Policy Specialization from the following:**

*COMT 505: Market Structure and Competition in Network Industries*
Examination of how competition has developed in communication network industries; exploration of the impact of competition on managerial decision making, market outcomes, and policy goals. Special emphasis on the study of monopoly and oligopoly market structure and how management behavior is constrained in such market structures.

*COMT 507: International Communication Networks*
Analysis of the important issues in international communication, including issues of privatization versus public ownership, market structure, the impact of trade, approaches to pricing and tariffing, the standard-setting process, significant international organizations, and the impact of technological development.

*COMT 509: Communication and Economic Development*
Examination of economic development and the impact of communication infrastructure in a number of settings, including lesser developed nations; underdeveloped areas of developed nations; development "ills" such as crime, pollution, overcrowding, and poverty in developed countries; and the impact of communication infrastructure on the "global economy."

*COMT 691: Topical Seminar*
In depth, focused analysis of significant current communication policy concern.

Thesis/Project/Readings (one of these to be completed by students, depending upon option and specialization selected):

*COMT 685: Professional Project*

*COMT 695: Thesis*

*COMT 614: Advanced Readings in Communication Technology*
Advanced research topics in voice and data communication networks design and management.

*COMT 615: Advanced Readings in Policy*
Analysis of advanced topics in communications policy; focus on topical readings under the direction of faculty members; further research in a specialized area of interest; synthesis of materials from prerequisite courses.

## Introductory Descriptive Statement

The J. Warren McClure School of Communication Systems Management proposes a graduate professional degree program which will focus on technical, policy, and strategic issues related to communication and information technologies and services. Professionals able to manage and implement these technologies and services are a necessary resource for industry and government. Telephone and computer networks, wireless telephony, and interactive video systems are changing the way governments, businesses, and individuals communicate and function. Access to these services and technologies by communities, individuals, and organizations is a major public policy concern, as is the question of how the industry which delivers these technologies is structured, organized, and regulated. In this field, technical issues, policy considerations, and strategic concerns are best analyzed in combination rather than in isolation. The complex interplay of technical capabilities, public policy goals, and strategic considerations must be part of decision making and planning. At this time there is no program within Ohio University, nor within the State of Ohio, which provides the professional preparation that will be offered by the proposed graduate program in Communication Technology and Policy.

The curriculum for this program was formulated with the active assistance of an industry advisory committee. (A list of participants can be found in Appendix F.) The program curriculum will combine courses in technology with courses in common carrier regulation and information policy. The focus of the technology courses will be on systems and applications and their strategic uses and implications. Faculty members teaching these course combine formal academic preparation with industry experience. Because of the scarcity of degree programs in this field, professional experience is an essential component of faculty preparation. The academic preparation of the faculty includes graduate-level preparation in complementary fields such as regulatory accounting, economics, and management information systems. Faculty members bring to the program experience in the telephone industry, with regulatory bodies, and with communication software developers.

The J. Warren McClure School of Communication Systems Management is fortunate to have in place many of the resources needed to support this graduate program. The School has extensive laboratory facilities, including a basic electronics laboratory, a switching facility, and a voice and data applications laboratory. The McClure School also has a resource center with an extensive collection of trade journals and research materials. The laboratory facilities and resource center are funded in great part by an endowment which also provides support for faculty development and research initiatives. The additional resources which will be needed for this program involved added faculty resources, as explained more fully in the section titled "Budget and Financial" later in this proposal.

The target date for this proposed program is Fall of 1998.

## Need for the program

The J. Warren McClure School of Communication Systems Management consistently receives requests for information regarding graduate work in this field, from people in Ohio and also from across the nation. A more systematic assessment of interest in, and need for, this program has been undertaken through two surveys:

> Student Survey: A survey of 246 Ohio University students was conducted to ascertain interest in the program by prospective students. Students in computer science, economics, electrical engineering, management information systems, and telecommunications (radio/television) were surveyed during the 1995-96 academic year (a copy of the survey and detailed results can be found in Appendix B). These academic areas were selected as being likely feeder areas for the proposed program. The results of the survey indicate a strong interest in the program. Forty-four percent (44%) of responding students expressed an interest in receiving information about the program, should it be offered; seventy-three percent (73%) indicated that a program like the proposed program either would be or might be relevant to their future plans.
>
> Industry Survey: A survey of industry professionals was conducted during the summer of 1995 to assess interest on the part of prospective employers and on the part of industry professionals interested in pursuing such a degree program. Industry professionals receiving surveys were members of the undergraduate program's advisory board, industry professionals who have contacted the McClure School about job openings for graduates of the undergraduate program, and recipients of the annual undergraduate resume book. Surveys were mailed to 251 industry professionals; of the 251 industry professionals, only 16 are alumni of the Communication Systems Management bachelor's degree program. (A copy of the survey and detailed results can be found in Appendix B). Of the 251 surveys sent, 13 were returned as undeliverable. Of the 238 delivered surveys, 87 responses (a 36.5% response rate) were received. Those surveyed expressed a strong interest in the program and its graduates. Of the individuals responding to the survey who are involved in hiring decisions, over 90% expressed interest in receiving resumes of graduates of the proposed program. Those responding to the survey expressed strong interest in the proposed program, with 75% of all respondents expressing an interest in receiving information about the program, should it be offered.

This high level of interest and need is not surprising. As organizations are increasingly reliant on sophisticated communication systems, the expertise needed to design, manage and regulate such systems has become increasingly complex, and requires training, development and research beyond that provided by the bachelor's degree. This need is not being met by any other program in the state of Ohio. This Communication Technology and Policy program will be the only program of its kind in the state and one of very few in the country.

One source for gauging the number of such programs in the nation is the International Communications Association (ICA), an organization made up of large users of communication services; the ICA is the oldest such organization in the nation. The ICA has traditionally supported programs in information technology and voice and data communications through scholarships and equipment donations. The organization's list of recognized programs includes only 26 programs, some of which are bachelor's degree only. The only program in the State of Ohio which is listed is the Bachelor of Science in Communication Systems Management program at Ohio University.

It is anticipated that most of the students for the proposed program will be drawn from within Ohio and that some students will be drawn from surrounding states. Because of the growing importance of this field, and the relative lack of programs of this kind in the nation, this program may also draw students from beyond the region. Within the immediately surrounding states, there are only three master's degree programs similar to the Communication Technology and Policy program being proposed. The three programs are offered by the Center for Information and Communication Sciences at Ball State in Muncie, Indiana; the master's degree in telecommunications offered at Michigan State; and the master's degree in telecommunications offered at the University of Pittsburgh. These three programs differ significantly from the Communication Technology and Policy degree program being proposed. The Michigan State program includes a strong radio-television component, with computer communication and telephony a secondary emphasis; the University of Pittsburgh program is more heavily oriented toward computer engineering and programming; the Ball State program is more heavily oriented toward management issues. None of these three programs provides the combined emphases on technical applications and policy/strategic concerns proposed in the Master of Communication Technology and Policy degree. (Outlines of degree programs at other institutions can be found in Appendix E.)

It is anticipated that the enrollment for the first four years of the program will begin with at least 10 students the first year, and will steadily increase to 24 students in the fourth year. It is expected that the program will serve 24 students per year after the fourth year. Because of the unique, focused nature of this program, the students who enroll in it will constitute a net addition to Ohio University's enrollment. It is also anticipated that students from other degree programs within Ohio University will take some of the Communication Technology and Policy courses as complements to their own degree programs.

The program proposal has been forwarded to the College of Business, the Department of Management Information Systems, the Communication and Development Program, the School of Interpersonal Communication, the School of Telecommunication, the Department of Electrical Engineering and Computer Science, the Department of Economics, and the Center for Policy and Environmental Affairs.

## Curriculum

The program will be a four-quarter course of study, beginning in the fall quarter and ending with the summer session. This will be a 50-hour degree program, of which 5 hours may be a thesis or professional project. Students not completing a thesis or professional project will take a comprehensive examination based upon a specified reading list. The curriculum will consist of four core courses, three elective courses, and two courses from a cognate field, approved by the graduate advisor. Students may substitute additional elective courses for the cognate courses. Students will be able to specialize in either technology or policy. Underlying both of these specializations will be strategic decision making and planning issues.

A model sequence of courses for each specialization is as follows:

| **Technical Specialization:** | **Credit Hours** |
|---|---|
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| Cognate Course #2 | 5 |
| Technical Elective #3 | 5 |
| Thesis/Project/Readings | 5 |
| **Summer:** | |
| Strategic Issues | 5 |
| Completion of Thesis/Project/Comps. | |

| **Policy Specialization:** | |
|---|---|
| **Fall Quarter:** | |
| Research Methods | 5 |
| Regulation and Policy | 5 |
| Information Networks | 5 |
| **Winter Quarter:** | |
| Policy Elective #1 | 5 |
| Cognate Course #1 | 5 |
| Cognate Course #2 | 5 |
| **Spring Quarter:** | |
| Policy Elective #2 | 5 |
| Policy Elective #3 | 5 |
| Thesis/Project/Readings | 5 |
| **Summer:** | |
| Strategic Issues | 5 |
| Completion of Thesis/Projects/Comps. | |

All courses are new offerings; new course approval forms can be found in Appendix A.

Core Courses (to be completed by all students):

*COMT 600: Research Methods in Communication Technology and Policy*
Fundamental concepts in research methodology, probability and statistics; differential and integral calculus, optimization techniques, data analysis, experimental research methods, qualitative analysis tools.

*COMT 602: Regulation and Policy for Communication Networks*
Analysis of the common carrier industry and the debate over regulatory practice which have led telecommunications policy and regulation to its present condition. Study of the impact of competition on the industry and its regulation, especially in light of the passage of the Telecommunications Act of 1996.

*COMT 625: Information Networks*
Fundamental concepts of communication networks, switching techniques, transmission systems, protocols and architecture, distributed applications.

*COMT 644: Strategic Issues*
Analysis of strategic concerns involved in the successful deployment of voice and data technologies and services within user organizations and by vendor enterprises. Course approach will entail readings and illustrative case studies; significant written work, including RFPs, analyses of case studies, and major case study project.

Electives (students select three technology electives or three policy electives):

**Technology Specialization from the following:**

*COMT 520: Emerging Communication Technologies*
Latest developments in transmission and switching; broadband network design and management, latest protocol standards, architectural developments in distributed computing and databases.

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*COMT 679: Theory of Communication Networks*
Communication theory, encoding techniques, wireless transmission issues, data, video and image compression standards and algorithms, authentication and encryption standards and algorithms.

**Policy Specialization from the following:**

*COMT 505: Market Structure and Competition in Network Industries*

Examination of how competition has developed in communication network industries; exploration of the impact of competition on managerial decision making, market outcomes, and policy goals. Special emphasis on the study of monopoly and oligopoly market structure and how management behavior is constrained in such market structures.

*COMT 507: International Communication Networks*

Analysis of the important issues in international communication, including issues of privatization versus public ownership, market structure, the impact of trade, approaches to pricing and tariffing, the standard-setting process, significant international organizations, and the impact of technological development.

*COMT 509: Communication and Economic Development*

Examination of economic development and the impact of telecommunications networks in a number of settings, including lesser developed nations; underdeveloped areas of developed nations; development "ills" such as crime, pollution, overcrowding, and poverty in developed countries; and the impact of telecommunications on the "global economy."

*COMT 691: Topical Seminar*

In depth, focused analysis of significant current communication policy concern.

**Thesis/Project/Readings (one of these to be completed by students, depending upon option and specialization selected):**

*COMT 685: Professional Project*

*COMT 695: Thesis*

*COMT 614: Advanced Readings in Communication Technology*

Advanced research topics in voice and data communication networks design and management.

*COMT 615: Advanced Readings in Policy*

Analysis of advanced topics in communications policy; focus on topical readings under the direction of faculty members; further research in a specialized area of interest; synthesis of materials from prerequisite courses.

**Cognate Courses (students to select two, with advisor approval):**

(Catalog descriptions of these courses can be found in Appendix A.)

Business Administration:

*Finance 525: Managerial Finance*

*Finance 527: Banking and the Financial System*

*Finance 563: Capital Allocation*

*Management 530: Management Systems: Decision Making*

*Management 535: Management of Human and Technological Information Systems*
*Marketing 525: Industrial Marketing*
*Marketing 562: Product Development*

Computer Science:
*Computer Science 500: Introduction of Discrete Structure*
*Computer Science 504: Design and Analysis of Algorithms*
*Computer Science 520: Organization of Programming Languages*
*Computer Science 561: Data Structures*
*Computer Science 562: Database Systems I*
*Computer Science 563: Database Systems II*

Economics:
*Economics 525: Public Policy Economics*
*Economics 537: Government Regulation of Business*
*Economics 540: International Trade Theory*
*Economics 542: International Economic Policy*

Engineering & Technology:
*Electrical Engineering 561: Digital Systems I*
*Electrical Engineering 562: Digital Systems II*
*Electrical Engineering 570: Communication Engineering*
*Industrial and Systems Engineering 537: Modeling and Analysis of Computer Systems*

Interpersonal Communication:
*Interpersonal Communication 610: Theories of Communication*
*Interpersonal Communication 630: Communication in Organization*

Political Science:
*Political Science 510: Public Policy Analysis*
*Political Science 513: Administrative Law*
*Political Science 517: Legislative Processes*
*Political Science 524: Intergovernmental Relations in the U.S.*
*Political Science 555: International Law*

Telecommunications
*Telecommunications 540: Public Telecommunications*
*Telecommunications 541: Instructional Telecommunications*
*Telecommunications 563: New Technology*
*Telecommunications 564: Cable Communications*
*Telecommunications 575: Politics and the Electronic Media*

## Faculty and Instruction

Faculty for this program will be the faculty of the School of Communication Systems Management. Funding for two additional faculty members will be sought. New faculty members hired for the program will have teaching responsibilities for the undergraduate program as well. The selection process for new faculty members will involve a traditional faculty search conducted by the faculty of the McClure School.

Faculty teaching in the proposed program will hold at least the master's degree and will show evidence of research activity. The current faculty who will be involved in the program include two tenured faculty members and three tenure-line faculty members. Vitae of the current faculty can be found in Appendix C. Faculty teaching load is two courses per quarter.

Faculty control of curricular changes will be maintained through the School and College Curriculum Committees.

## Admissions requirements

Admission requirements for this program will be as follows:

-500 on the GMAT or 1500 on the GRE (combined verbal/quantitative/analytical)
-transcripts from undergraduate, and any graduate, institution;
-undergraduate GPA of at least a 3.0;
-submission of a resume;
-three letters of recommendation;
-a statement of professional goals.

No specific undergraduate degree is required; however, those students lacking relevant undergraduate course work or pertinent work experience will be required to fill deficiencies by completing undergraduate courses or a directed readings program.

If the number of students seeking admission to the program exceeds budget projections all efforts will be made to accommodate additional students up to a reasonable number. If such efforts are not sufficient, admission will be limited by raising admission standards.

## Administration

The program will be administered by the Chair of the Graduate Committee in the School of Communication Systems Management. The Chair will be a Group I faculty member, chosen by the other Group I faculty members teaching in the program.

## Timing and Evaluation

No external publicity has been done for the program as yet; however, survey results exhibit a high degree of interest in such a program. The anticipated start date for the program is Fall of 1998. Evaluation of the program will be done according to usual University procedures.

## Budget and Financial

The J. Warren McClure School of Communication Systems Management has many of the resources in place to support graduate study. The School has an endowment account which is used to upgrade laboratory equipment, purchase research materials and provide support for faculty development. The School also has a resource center which houses many of the prominent journals and newsletters in the field. Access to online resources is also available. The School, however, will need additional faculty resources and graduate student support in order to deliver this program. A forecasted budget for the program is as follows:

**Forecasted Budget**

| **Planned Student Enrollment** | **yr 1** | **yr 2** | **yr 3** | **yr 4** |
|---|---|---|---|---|
| New Enrollments | 10 | 15 | 20 | 24 |
| **Planned Expenditures** | | | | |
| **Personnel Costs:** | | | | |
| **Faculty:** | | | | |
| Assistant Professors (2) | $112,600 | | | |
| Faculty Start-up Costs | 10,000* | | | |
| Graduate Assistants (3) | 45,000 | | | |
| Clerical Support | 10,000** | | | |
| **Total Personnel Costs:** | $177,600 | | | |
| **Operating Expenditures:** | | | | |
| Materials & Supplies | $800*** | | | |
| Communications | 500*** | | | |
| Copying and postage | 250*** | | | |
| Subscriptions and Professional Dues | 850*** | | | |
| Travel and Conferences | 1,200*** | | | |
| **Total Operating Expenditures:** | $3,400*** | | | |

*These expenditures include interviewing, advertising, and mailing costs involved in hiring two faculty members. Start-up costs like furniture, computer equipment, etc. will be covered by the McClure endowment account.
**These funds will be used for part time clerical services.
***This figure represents half of the needed funds for two faculty members; the other half will be covered by the endowment account.

Sources for the additional faculty members, graduate students, and operating expenses will be the University Planning and Advisory Committee process and College of Communication funds. Efforts will also be made to obtain external funding.

It should be noted that the students for this program will be additions to Ohio University's graduate enrollment, because of the unique nature of the proposed program. The requirement that each of these students complete two cognate courses in other programs within the University should not add additional costs to other programs; because of the large number of possible cognate courses, no one department should have to accommodate a large number of additional students.

Office of the Provost
Cutler Hall
Athens OH 45701-2979

OHIO UNIVERSITY
1804

**DATE:** June 4, 1997

**TO:** Robert Glidden, President

**FROM:** Sharon Stephens Brehm, Provost

**SUBJECT:** Proposed Associate in Applied Science Degree in Medical Assisting Technology

I support the proposal for a new degree to be offered by Ohio University, Lancaster. The Associate of Applied Science Degree in Medical Assisting Technology is designed to prepare students from the region to seek employment as trained professionals. The proposed new degree would allow the Lancaster campus to offer a degree reflecting the strengths of their own curriculum and meeting the needs of their community.

I therefore recommend this proposal to you and urge its adoption.

SSB/jt

# Ohio University

## Interoffice Communication

DATE: April 4, 1997

TO: Barbara Reeves, Associate Provost
311 Cutler Hall

FROM: Margret Appel, Chair, University Curriculum Council

RE: Medical Assisting Technology Associate in Applied Science Degree--Ohio University/Lancaster

The Programs Committee approved the above captioned technology program proposal in committee and presented the same to University Curriculum Council for Second Reading and Vote on March 11, 1997. UCC unanimously approved the Medical Assisting Technology program as presented.

Enclosed please find three signed copies of the Medical Assisting Technology Associate in Applied Science Degree program which are being sent to you for implementation.

jsc
cc: John Furlow, Assistant Dean, OU/Lancaster
Enclosures
*programs\medtech.oul*

Approve.
SJB 4/28/97





University Printing Services 33701—9/94

**Medical Assisting Technology**
Associate in Applied Science Degree
Ohio University - Lancaster
Proposed Starting Date: Fall, 1997

**RECOMMEND FOR APPROVAL**

Chair, College Curriculum Committee

Dean, College

PASSED BY CURRICULUM COUNCIL
MAR 11 1997
DATE
INITIAL

**APPROVED**

Chair, University Curriculum Council

# I. Title Page

# II. Introductory Descriptive Statement

1. **A brief (perhaps 200-500 words) statement should be included summarizing the purposes of the program, the degree to be conferred, the need for the program, the magnitude of demand for the program, the nature of the curriculum and the faculty, financial requirements, and date of proposed implementation.**

The medical profession and the health care system in the United States are changing in many ways at the current time. The goal of cost effective quality care with broader access within extensive government regulations (for instance in the area of OSHA and safety) has had an impact on the type of positions in, and job descriptions of, personnel in the health care field. A growing variety of medical treatment payment plans, as well as changing technology in medical offices and hospitals, has created a need for educated professionals who can manage these various new developments.

The medical assisting position has evolved as a result of the above. In addition, according to the Human Resources Director of the Fairfield Medical Center, there is an increasing need for health care support personnel who can act as a member of a team; who are knowledgeable about both the scientific / clinical areas of medical treatment, and the business aspects of health care; and who are flexible enough to provide support where needed.

The Medical Assisting Applied Science degree (AAS) will prepare students for jobs that meet the expectations as mentioned above. They will take a number of basic science courses in Biology and in Health Science as well as a number of clinical courses that will prepare them in the areas of safety procedures and aseptic conditions, medical procedures such as giving injections and drawing blood, and in soliciting accurate patient information. Students will also complete a number of office management courses that will prepare them in the areas of medical terminology, coding, transcription, and computer data entry. Graduates will then have the flexibility to move from clinical to office responsibilities wherever the support is required in medical offices, hospitals, and other health care facilities.

In addition, students will take several courses in communication, which will further meet employer expectations. They will learn about quality management and team building. They will take introductory courses in the current state of health care management and social work so they can put their coursework in a broader perspective and explore possible baccalaureate degree options in health science. They will have a solid General Education core and externship experiences that will prepare them for the workplace.

We intend to work for national accreditation of the program through the American Association of Medical Assistants.

Medical Assisting is one of the "hottest growth" areas for entry jobs that require less than a baccalaureate degree. Our Health Technologies Campus Advisory Committee

(membership list in Appendix) recommended we develop this program and an extensive survey of our service area confirmed the need for these graduates. (A copy of the survey instrument and results are in the Appendix.) With a high turnover rate in support positions in the medical field, the demand should be maintained. Most of the courses required in the program are already offered at the Lancaster campus. The new coursework will be in the clinical area. This is where we will need to find experienced professionals to serve as faculty and where the major costs will be for equipment. After initial start up costs to prepare facilities and purchase equipment, the replacement costs of materials should be manageable within the campus budget.

We would like to begin the first class in the Medical Assisting program at Lancaster in fall of 1997.

## III. The Need for the Program

1. **What is the local, regional, and national demand for graduates of the proposed program? Any statistical documentation would be helpful.**

   Medical Assisting (multi-skilled workers in health care) has been identified by the United States Department of Labor ("Hot Programs Survey", July 13, 1994: "The hot programs closely match the Department of Labor's projections of occupations with the largest growth potential in the next ten years."--Monthly Labor Review, Vol. 116, No. 11) as one of the top ten growth areas in the next decade that will not require a baccalaureate degree. An extensive survey of regional health care providers was done to assess demand and the response was overwhelmingly positive. (The summary of those results may be found in the Appendix.)

2. **What other schools within Ohio offer the same or a similar program? What has happened to enrollments at those schools in recent years?**

   A number of Medical Assisting (or Assistant) programs exist in Ohio, but far less than either Physical Therapy or Occupational Therapy Assistant programs (Ohio Board of Regents Program Inventory). There are no other Medical Assisting programs in the Lancaster campus service area, with one exception. The Fairfield Career Center, which is part of the Eastland Vocational Education District, has an Adult Certificate program in this area. It is not an associate degree and is scheduled in a short-term, intensive way. (In the Appendix is a copy of a report from the September 30, 1996 issue of Time magazine that raises questions about medical technicians who provide patient care with short-term training. The article states that nurses are preferred for patient care because they have associate or baccalaureate degrees. The Ohio University Medical Assisting graduates will have a full associate degree.)

   Columbus State Community College (Columbus) just began its two year degree program which utilizes coursework such as special pharmacological math for medical assisting students. Their enrollment has met their expectations. Hocking Technical

College has a program that has developed out of its Medical Records program. Neither of these institutions are in our campus service area.

3. **What Ohio University program comes closest to duplicating the proposed program? More generally, what duplication exists between the proposed program and other Ohio University programs? Can students fulfill their educational and / or vocational needs through existing programs? If they cannot, why not?**

There are no existing programs at Ohio University that duplicate this program. Several courses are taken from the existing Office Technology degree program, but it does not provide the clinical or science courses necessary.

4. **List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal.**

Tammy Kahrig, who is the coordinator for associate degrees in University College, reviewed the proposal and made suggestions. Dean Barbara Chapman of the College of Health and Human Services, discussed it with us and reviewed a draft of the curriculum.

5. **From what geographic area do you anticipate that students to the program will be drawn? In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?**

The majority of students will be from the Ohio University - Lancaster service area (south-central Ohio).

| Schools (Fairfield County) | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| Amanda Clearcreek | 144 | 119 | 94 | 85 |
| Berne Union | 88 | 82 | 81 | 78 |
| Bloom Carroll | 146 | 152 | 144 | 144 |
| Fairfield Union | 169 | 165 | 163 | 134 |
| Lancaster | 556 | 572 | 440 | 409 |
| Liberty Union | 123 | 116 | 112 | 96 |
| Pickerington | 527 | 490 | 444 | 458 |
| Walnut Township | 72 | 55 | 41 | 51 |

Since the Chillicothe campus does not have this program, we will draw from the Pickaway and Ross County parts of our service area.

| Schools | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| Pickaway - Ross | 2,013 | 1,719 | 1,341 | 1,660 |

Since there are no Medical Assisting programs to the southwest of our service area, we may draw from that student pool as well.

6. **How many students do you anticipate will enroll in the program in each of its first four years? To what extent will students in the program come from students who would enroll at this University anyhow? To what extent is it anticipated that the enrollment will represent "new" (incremental) students?**

We anticipate an initial class of 15-20, growing to 25 in the succeeding years. The majority will be new students to the University. A few may change majors from the OTEC degree program but most will be new since there is no similar program in the University.

## IV. Curriculum

1. **List all courses that will be required, electives permitted, "field" requirements, the number of hours required for completion of the program, the sequencing of courses over the typical student's career, and the policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University. Indicate which of the courses are newly proposed.**

**PROPOSED PLAN OF STUDY:**
**Medical Assisting Technology (105 Credit Hours)**

**FIRST YEAR**

| FALL QUARTER | | | CR HRS | |
|---|---|---|---|---|
| BIOS | 103 | Human Biology | 5 | |
| BMT | 115 | Quality Principles | 4 | |
| ENG | 151 | Freshman Composition: Writing & Rhetoric | 5 | |
| HLTH | 202 | Health Science & Lifestyle Choices | 4 | |
| MAT | 101 | Introduction to Medical Assisting (NC) | 1 | 19 |

| WINTER QUARTER | | | | |
|---|---|---|---|---|
| BIOS | 130 | Human Anatomy & Physiology I | 5 | |
| MATH | 109 | Consumer Mathematics | 4 | |
| OTEC | 141M | Medical Terminology | 2 | |
| OTEC | 122 | Keyboarding 11 (This course has a prerequisite of OTEC 121, Keyboarding I. We expect that students coming into this program will have had introductory keyboarding. We have a test the students take to determine level of competency. If they are not at level 2, they will need to take Keyboarding I or utilize other options.) | 4 | |
| OTEC | 221 | Dictation / Transcription | 4 | 19 |

| SPRING QUARTER | | | | |
|---|---|---|---|---|
| BIOS | 131 | Human Anatomy & Physiology II | 5 | |
| CTCH | 125 | Introduction to Computers | 4 | |
| HLTH | 228 | Cardiopulmonary Resuscitation | 1 | |
| MAT | 201 | Clinical Techniques I (NC) | 4 | |
| OTEC | 171M | Medical Procedures I | 3 | 17 |

## SECOND YEAR

### FALL QUARTER

| | | | |
|---|---|---|---|
| ATCH 103 | Financial Accounting Procedures | 4 | |
| HCFN 128 | Introduction to Nutrition | 4 | |
| HLTH 227 | First Aid | 3 | |
| MAT 202 | Clinical Techniques II (NC) | 4 | |
| OTEC 172M | Medical Procedures II | 3 | 18 |

### WINTER QUARTER

| | | | |
|---|---|---|---|
| INCO 103 | Public Speaking | 4 | |
| MAT 203 | Clinical Techniques III (NC) | 4 | |
| OTEC 248 | Administration of Record Systems | 3 | |
| PSY 101 | General Psychology | 5 | 16 |

### SPRING QUARTER

| | | | |
|---|---|---|---|
| HLTH 217 | Introduction to Health Care Organizations | 4 | |
| MAT 210 | Law & Ethics for Medical Assisting (NC) | 2 | |
| MAT 295 | Externship (NC) | 3 | |
| OTEC 230 | Business Communication II | 4 | |
| S W 101 | Introduction to Social Welfare & Social Work | 3 | 16 |

### ELECTIVES

| | | | |
|---|---|---|---|
| MAT 290 | Special Topics (NC) (Through an arrangement with the Fairfield Medical Center, students may add additional medical certifications, such as in Phlebotomy, through the use of electives) | 1-5 | |
| MAT 291 | Independent Study (NC) | 1-5 | |
| OTEC 123 | Keyboarding III | 4 | |

Transfer of credit from other institutions will be determined on a case-by-case basis. Credit from other programs in the Ohio University system will be accepted. The new courses proposed are indicated by (NC) in the preceding Medical Assisting Technology curriculum plan. There are eight (8) new courses proposed for the Medical Assisting Technology program.

2. **What measures have you taken to avoid conflicts with departments whose high-demand courses your program will require?**

We have notified Dr. Finnie Murray in Biology about the addition of BIOS 130 and 131 to the Lancaster schedule. We have notified Dean Chapman of the College of Health and Human Services about the addition of Health Sciences courses to the Lancaster schedule. All other required courses are offered in a sufficient number of sections to take care of the increased demand. (Letters from Dr. Murray and Dean Chapman are in the Appendix.)

3. **Provide a brief statement of all required or "semi-required" courses as one that is 1) "Highly recommended" or 2) included in a list of specific courses where some courses on the list must be taken.**

## REQUIRED MAJOR COURSES

**MAT 101--Introduction to Medical Assisting (1 credit)**
Introduction to the career of medical assisting. The roles and responsibilities of a medical assistant will be covered. Students will also receive an overview of the health care profession, and the safety, liability, professional and interpersonal relationships necessary in the medical field.

**MAT 201--Clinical Techniques I (4 credits) (3 lec & 2 lab)**
Introduction to medical laboratory, theory, and practice in preparation for physical examination. Students will learn the preparation of patient and examining room as well as how to take vital signs and basic tests required of the patient. Other topics covered will be learning health histories, aseptic techniques, infection control, and universal precautions.

**MAT 202--Clinical Techniques II (4 credits) (2 lec & 4 lab)**
Theory and practice in minor hematology, laboratory tests, urinalysis, administering medications, pharmacology, and venipuncture. Students will also learn documentation and governmental regulations required in the health field, and the processes of sterilization, quality control, and vision and blood testing.

**MAT 203--Clinical Techniques III (4 credits) (2 lec & 4 lab)**
Theory and practice in assisting with minor office surgery, office procedures, and other diagnostic procedures. Students will also learn the operation, maintenance, and inventory control of equipment and supplies as required of a medical assistant. Students will further develop skills of relating to patients with special needs and the mastery of clinical techniques.

**MAT 210--Law & Ethics for Medical Assisting (2 credits)**
Introduction to law and ethics as they relate to the allied health field. Topics such as practicing in a medical office, professional liability and medical malpractice, medical records and informed consent, medical ethics, documentation and reporting, licenses and accreditation, and health care legislation will be covered.

**MAT 295--Externship (3 credits)**
Performance of duties of a medical assistant in a supervised, unpaid clinical experience. In the externship experience, the student will apply knowledge in performing administrative and clinical procedures as well as develop professional attitudes for interacting with other professionals and patients. Student will work 21 hours per week for each week in the quarter enrolled in externship.

## REQUIRED SUPPORT COURSES

**ATCH 103--Financial Accounting Procedures (4 credits)**
Fundamental accounting principles for service businesses and merchandising enterprises; debits, credits, and double entry; journalizing and posting; accounting systems and special journals; accounting for purchases and sales, cash, receivable, interest, revenue, and expense; financial statement preparation, including adjusting and closing procedures.

**BIOS 103--Human Biology (5 credits)**
Designed for nonscience majors. Humans as living organisms: our origins, ecology, and inheritance; and functioning of our body systems.

**BIOS 130--Principles of Human Anatomy and Physiology I (5 credits)**
Introduction to the structure and function of the human body in the study of cells, tissues, and the integumentary, skeletal, and muscular systems. Cat used for dissection.

**BIOS131--Principles of Human Anatomy and Physiology II (5 credits)**
Introduction to the structure and function of the human body in the study of the digestive, urinary, reproductive, cardiovascular, lymphatic, respiratory, endocrine, and nervous systems. Cat used for dissection.

**BMT 115--Foundations of Quality and Continuous Improvement (4 credits)**
History of the quality movement along with the current thinking and best practices for organization effectiveness. The quality of management and its responsibilities for overall effectiveness will be emphasized.

**CTCH 125--Introduction to Computers (4 credits)**
Introduces student to computer concepts within framework of business applications. Students do computer assignments including word processing, spreadsheets, and data base, as well as readings in computer literature.

**ENG 151--Freshman Composition: Writing and Rhetoric (5 credits)**
Practice in composing and revising expository essays which are well organized, logically coherent, and effective for their purpose and audience. Topics from personal experience or nonfiction reading.

**HCFN 128--Introduction to Nutrition (4 credits)**
Nutrients, their food sources and functions in body, application to planning adequate diet through life cycle.

**HLTH 202--Health Sciences and Lifestyle Choices (4 credits)**
Practices and appreciation of means whereby health of individual and group may be maintained.

**HLTH 217--Introduction to Health Care Organizations (4 credits)**
Focuses on U. S. health system, describing health care institutions, providers, payment practices, and significant health legislation. Discusses trends and future

perspectives against historical background. Assists manager to develop panoramic view of health care organizations.

**HLTH 227--First Aid (3 credits)**
Presents the knowledge and skills of the American Red Cross Standard First Aid course including adult CPR. Certification granted upon successful completion.

**HLTH 228--Cardiopulmonary Resuscitation (1 credit)**
Presents the knowledge and skills of the American Red Cross Community CPR course, including instruction in adult, infant, and child skills. Certification granted upon successful completion.

**INCO 103--Fundamentals of Public Speaking (4 credits)**
Principles of public speaking, practice in presenting informative and persuasive speeches with emphasis on communicative process.

**MATH 109--Consumer Mathematics (4 credits)**
Applications of elementary mathematics to day-to-day problems. Special emphasis on consumer topics such as compound interest, mortgages, and installment buying. Scientific calculator required. Does not apply to arts and sciences requirements. No credit to those with credit for course above 150.

**OTEC 122--Keyboarding II (4 credits)**
Emphasis on formatting problems and keyboarding speed building. Production work involves tabulations, reports, correspondence, and business forms.

**OTEC 141M--Medical Terminology (2 credits)**
Structure of medical words and terms. Emphasis on spelling and defining commonly used prefixes, suffixes, root words, and their combining forms.

**OTEC 171M--Medical Support and Procedures I (3 credits)**
Enhancement of skills as they relate to the world of medical work.

**OTEC 172M--Medical Support and Procedures II (3 credits)**
Emphasizes machine transcription utilizing complete production units concerning medical correspondence and documents, such as case histories, articles, and hospital reports.

**OTEC 221--Dictation/Transciption (4 credits)**
Development of machine transcription skills for taped dictation.

**OTEC 230--Business Communication II (4 credits)**
Extensive and detailed practice in written communication for business, industry, and professions. Involves composition of letters, memoranda, and reports.

**OTEC 248--Administration of Record Systems (3 credits)**
Controlling cost and improving effectiveness of records and information management within business enterprises. Includes control of record creation, maintenance, and disposition through systems analysis; forms management, protection methods.

**PSY 101--General Psychology (5 credits)**
Introduction to psychology. Survey of topics in experimental and clinical psychology including physiological bases of behavior, sensation, perception, learning, memory, human development, social processes, personality, and abnormal behavior.

**S W 101--Introduction to Social Welfare and Social Work (3 credits)**
Provides an overview of a range of social problems and society's response to them through the social service delivery system. The problems and services described include: child abuse and neglect, drug and alcohol abuse, poverty, aging, mental health and illness, corrections, and others. Within this context, various career options and professional roles will be described, including that of social work.

**HIGHLY-RECOMMENDED ELECTIVE COURSES**

**MAT 290--Special Topics (1-5 credits)**
Special topics that are current and relevant to the medical assisting field. May be repeated.

**MAT 291--Independent Study (1-5 credits)**
Independent study of a particular topic pertinent to medical assisting under the direction of a faculty member. May be repeated.

**OTEC 123--Keyboarding III (4 credits)**
Advanced keyboarding problems, techniques, knowledge, and skills involved in production keyboarding work using computers. Designed to acquire maximum in production.

4. **How does this curriculum compare with that offered at other institutions with similar programs? Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare to Ohio University.**

We reviewed the Medical Assisting Technology curriculum from University of Akron (visit and discussion), Columbus State Community College, Cuyahoga Community College, and Hocking Technical College. The distribution of courses in specific areas is similar since the programs that want accreditation must cover similar competencies. The Lancaster program uses science and general education courses that are taken by all University students. We do not have coursework such as Physiology and Anatomy for Medical Assistants. We also include the Introduction to Health Care Organizations and Introduction to Social Welfare and Social Work to provide a broader perspective for students who wish to go on to baccalaureate programs. The balance between science / clinical, and Office Technology and Business Management Technology courses is the same for all programs.

5. **Is there any accreditation agency that accredits such a program? If so, what is its name and address? Has it been contacted? Is the curriculum in accord with its standards?**

The American Association of Medical Assistants (AAMA), 20 N. Wacker Drive #1575, Chicago, Illinois, 60606-2903. It has been contacted and our possible program leader has attended their national conference and participated in their sessions on accreditation, among others. The curriculum is designed to cover all of the competencies required for accreditation. See Appendix.

6. **For new courses, provide new course approval forms (one copy) in the proposal. A vote will not be scheduled for programs involving new courses until complete new course approval forms have been submitted to the Individual Course Committee.**

New course approval forms are provided in Appendix.

## V. Faculty and Instruction

1. **Will present faculty, new faculty, or a combination of both be used?**

A present full-time faculty member, an Associate Professor, will provide leadership for the program. She currently teaches OTEC courses, has applied for approval under the national accreditation standards for teaching in medical assisting programs, and she will take a sabbatical during winter quarter, 1997, to study medical office procedures. The rest of the MAT courses will be offered by part-time practicing professionals in the medical field. The General Education and supporting courses will be offered by full-time and part-time University-approved faculty. If demand for the program grows, we will add another full-time faculty member, probably in the clinical area. For the program at the University of Akron, which we used as a model of this kind of technology associate degree program within a University, they have one full-time faculty member as program director who is certified by the national accreditation agency.

Dee Mowry, a tenured Associate Professor in Biological Sciences, played a significant role in the development of the proposed curriculum and has taught a wide variety of courses in the Biological Sciences at the Lancaster campus.

2. **What are the minimal qualifications expected of instructors in the program? Enclose vitae for faculty persons already identified as probable participants in the program. Who will be teaching courses currently not approved by the University Curriculum Council?**

A Master's degree in a related field with professional and teaching experience preferred. Vita for the faculty member mentioned above is included in the Appendix. We are working with the local organization of medical assistants and the state and national organizations to identify part-time faculty for the clinical coursework (MAT courses that are not currently approved by the Curriculum Council).

3. **What is the tenure status of any identifiable current Ohio University faculty who are probable program participants?**

Tenured.

4. **What is the contemplated teaching load of faculty members?**

12 credit hours per quarter.

5. **What is the projected ratio of FTE students to FTE faculty?**

The projected ratio of FTE students to FTE faculty is 15 for 1997, 20 for 1998, and 25 for 1999.

6. **How will new faculty for the program be selected? By whom?**

The current faculty as noted above will be reassigned. Any new full-time faculty will be selected according to the procedures outlined by Ohio University and in accordance with affirmative action guidelines. A search committee composed mainly of faculty members will be appointed and a national search conducted. Part-time faculty will be approved by the procedures already in place.

7. **Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedure in the Faculty Handbook?**

Curriculum decisions and program evaluations will be the responsibility of the faculty in the Medical Assisting Technology program. Their responsibility will be guided by the provisions in the Faculty Handbook.

8. **All new ongoing programs must comply with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters, and selection of academic administrative personnel.**

The provisions set forth in the Faculty Handbook will be adhered to within the Medical Assisting Technology program.

## VI. Admission Requirements

1. **What are the criteria for admissions into the program? Be specific.**

A student must be a high school graduate and meet the admission requirements of Ohio University.

2. **If the number of students seeking admission exceeds budget projections, will you:**
   - **a) admit all students according to the criteria outlined in "1" above?**
   - **b) limit admission to the above number by raising admission standards (e.g. requiring a higher GPA, SAT scores, etc.)?**
   - **c) accept projected number on a first come / first serve basis?**
   - **d) other? (specify)**

a) Admission will not be limited based on budget projections. Limited admission

would occur only if the market demand for students graduating from the program drastically changes.

## VII. Administration

1. **Who will administer the program?**

   Susan Maxwell (vita in Appendix) will administer the Medical Assisting program.

2. **What will be the title of the administrator(s)?**

   Director of the Medical Assisting Technology program.

3. **Will that person (those persons) have academic rank? Who will confer that (those) rank(s)? If a new administrator will be hired, what are the minimal academic credentials acceptable?**

   Ms. Maxwell is a tenured Associate Professor as conferred by Ohio University-Lancaster.

4. **Who will choose the administrative officer(s)?**

   Not applicable.

## VIII. Timing and Evaluation

1. **Has any external publicity about this program already been generated? If so, by whom and why? Have applications for admission already been entertained?**

   No external publicity has already been generated and no applications for admission have already been entertained.

2. **When do you want the program to start? Allow 120 days for University Curriculum Council and Presidential and Trustee approval.**

   Fall quarter, 1997-98.

3. **What procedures or plans are being made to evaluate the program once ongoing? When will the evaluation occur?**

   The program will be evaluated according to the procedures developed by Ohio University.

# IX. Budget and Financial

**List an anticipated budget of revenues and expenses for at least the first two years of the program. Under revenues include estimated state subsidy or tuition revenues only to the extent that students in the program are perceived to be incremental students to the University as the result of your program. Why do you feel that the students will be truly "incremental" (not drawing down enrollments in existing programs)? Do you have any evidence or documentation? Grant monies from outside sources may be included only if the probability of funding is extremely high; documentation of the availability of funds and Ohio University's access to them should be provided. You may elect to give the name, address and phone number of any appropriate Federal or foundation administrator who can be contacted to verify statements about fund availability.**

**Under costs, add in the incremental costs of instruction taken in areas outside the program (e.g. electives); if these costs are perceived to equal zero, state why the increased student burden in other areas will not add to financial costs and impede educational quality. There are financial costs indirectly related to all programs -- library acquisitions, computer usage, electricity for lighting classrooms, administrative salaries, etc. In the short run, these costs may be very low in terms of incremental charges to the University; in the long run, however, it is necessary to allocate part of the University's fixed costs to all programs. An amount equal to the University average non-instruction costs per FTE student should be added; alternatively, an amount equal to the overhead costs used in Federal grant financing may be used. Explicitly state what indirect costs are and how they were calculated.**

The budget for the first three years of the Medical Assisting Technology program is listed on the Ohio Board of Regents form 406.3 as follows. The tuition and state revenues are also included.

The first year of the program may draw a few already enrolled "undecided" students and a couple of OTEC students, but in the second year with marketing we will draw heavily from the 18-22 year old group. Incremental costs of instruction have also been included in the area of indirect costs on the Ohio Board of Regents form 406.3 as follows. Indirect costs are based on the percentage Ohio University uses in Federal Grant Funding. It includes the direct non-instructional costs: administration, computer usage, heating / lighting / cooling, and support of the General Studies courses.

1. **What is the extent of the fixed costs of the program for the first two years? By fixed costs, we mean those expenses that will be incurred even if the enrollment is almost zero.**

| | |
|---|---|
| Part-time instruction | $33,990 |
| Capital | 15,000 |
| Supplies | 2,500 |
| Indirect costs | 2,000 |
| Miscellaneous | 2,400 |
| TOTAL (2 years) | $55,890 |

2. **How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?**

| | |
|---|---|
| For the first year: | $27,000 |
| For the second year: | 46,270 |

3. **What is your estimate of the probability that the income estimates listed above will be exceeded in the first year? Second year? In other words, how conservative or optimistic are your budget projections?**

We believe our estimate of the budget projection has been very conservative. The area schools, especially those with Tech Prep programs, believe that the demand for this program will be substantial.

5. Summarize the financial impact of the addition of this program as follows:

| | | 19 97 | 19 98 | 1999 |
|---|---|---|---|---|
| a. | Projected additional FTE | 20 | 45 | 45 |
| b. | General studies subsidy income (1/2 FTE X GS model) | 26,815 | 39,693 | 41,238 |
| c. | Technical subsidy income (1/2 FTE X Technical model) | 6,373 | 14,339 | 15,932 |
| d. | Student fee income (3 quarters) | 54,467 | 104,817 | 114,000 |
| e. | Other income (if any) | | | |
| f. | Total additional income | 87,655 | 158,849 | 171,170 |
| g. | Personnel costs | | | |
| | 1. Instruction (Technical and general) | 54,460 | 63,170 | 65,270 |
| | 2. Non-instruction | | | |
| | Subtotal | 54,460 | 63,170 | 65,270 |
| h. | Staff benefits | 15,448 | 16,066 | 16,711 |
| i. | Supplies | 7,000 | 12,500 | 13,000 |
| j. | Travel | 1,000 | 1,000 | 1,000 |
| k. | Information & communications | 500 | 500 | 500 |
| l. | Maintenance and repairs (including rentals | --- | 1,200 | 1,200 |
| m. | Miscellaneous expenses | 6,500 | 2,000 | 2,000 |
| n. | Capital purchases (equipment, furniture, library books) | 15,000 | 600 | 600 |
| o. | Indirect costs | 41,022 | 74,341 | 80,108 |
| p. | Total costs | 140,930 | 171,377 | 180,389 |
| q. | Annual balance: gain (or loss) | (867)[1] | 42,138[2] | 48,192[3] |

*Deficits may normally be incurred during the first year of a new program because of the initial one-time start-up costs associated with each new offering.

1,2,3: see following page

A Group I faculty member already in the campus budget will be reassigned to administrative and instructional responsibilities in the medical assisting program. Therefore, no additional funds will be required.

| | 1 | 2 | 3 |
|---|---|---|---|
| salary | 41,000 | 42,640 | 44,740 |
| benefits | 15,448 | 16,066 | 16,711 |
| cost of part-time instruction to cover 2 sections of Group I faculty member's past workload | (4,040) | (4,040) | (4,040) |
| COST SAVINGS | 52,408 | 54,666 | 57,411 |

## APPOINTMENTS TO REGIONAL COORDINATING COUNCIL

### RESOLUTION 1997 -- 1534

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

<u>Ohio University - Zanesville</u>

| | |
|---|---|
| Jeffrey Rice, O.D. | For an eight-year term beginning July 1, 1997, and ending at the close of business June 30, 2005, vice Frederic Grant whose term expired. |
| James McDonald | For a five-year term beginning July 1, 1997, and ending at the close of business June 30, 2002, vice James Snider, whose term expired. |
| Carlotta Workman | For a nine-year term beginning July 1, 1997, and ending at the close of business June 30, 2006, vice Thomas Lyall, whose term expired. |

# Ohio University

## Interoffice Communication

Date: June 4, 1997

To: Alan H. Geiger

From: Craig D. Laubenthal

Subject: Regional Coordinating Council Additions

At the end of this June, four members of the Zanesville Campus Regional Coordinating Council will have completed their terms. The Council has been spending considerable time this year recruiting potential new members. At the May 20 meeting, three individuals were nominated and are being recommended to the Board of Trustees for appointment to the Regional Coordinating Council effective this coming fall (1997) for terms listed below. Enclosed are the vitae for all three individuals.

Dr. Jeffrey Rice did a considerable amount of his work at the Zanesville Campus and is a local optometrist. He has always been a good supporter of **OHIO UNIVERSITY - ZANESVILLE.** Mr. James McDonald is the executive at the six-county mental health board and has a master's degree which he completed at the Zanesville Campus and was a fellow in the Zanesville Campus Leadership Academy. Mrs. Carlotta Workman is a counselor at **ZANESVILLE HIGH SCHOOL** and a long-time supporter of higher education and the Zanesville Campus. Carlotta and James will both provide minority representation on the Council which is now missing.

The Regional Coordinating Council is continuing to build its potential membership pool and will be making one more nomination in the fall to fill the position currently occupied by our representative from Guernsey County, Martha C. Moore whose term expires June 30.

CDL:pjt

Enclosures: 3

cc: James C. Bryant

*Jeffrey Rice, O.D. 07/01/97 to 06/30/05 Replacing Mr. Frederic Grant

*Mr. James McDonald 07/01/97 to 06/30/02 Replacing Mr. James Snider

Mrs. Carlotta Workman 07/01/97 to 06/30/06 Replacing Mr. Thomas Lyall

---

*Terms are less than nine years to allow for greater membership continuity. Several corrections will be necessary before we can return to using nine-year terms for all new appointments.

**FAMILY OPTOMETRY**

**Jeffrey D. Rice, O.D.**
1180 Military Road
Zanesville, OH 43701
(614) 454-6283

Jeffrey D. Rice, O.D.

Curriculum Vitae

1180 Military Rd.
Zanesville OH 43701

Telephone:
(614) 454-6283

Education: The Ohio State University College of Optometry, Columbus, Ohio O.D. June 1980

Teaching: The Ohio State University, Columbus, Ohio
Substitute Clinical Instructor 1980-1981

Practice: Dr. Jeffrey D. Rice, Family Optometry, Zanesville, Ohio 1980 - Present

Primary eyecare for the entire family with special emphasis in contact lens fitting and low vision work.

Professional Service: Ohio Optometric Association

Assistant to graduates and undergraduates committee 1980 - 1984

Zone 5 Lt. Governor 1987 - 1989

Zone 5 Governor 1989 - 1991

Zone 5 Membership Chairman 1989 - 1993

Zone 5 Media Keyperson 1989 - Present

Community Service: Zanesville Kiwanis Club 1980 - 1989

American Cancer Society Board of Directors 1980 - 1986

# VITAE

James Arthur McDonald


| Office | Home |
|---|---|
| Muskingum Counseling Center | James A. McDonald |
| 2845 Bell Street | 3940 Sturtz Drive |
| Zanesville, Ohio 43701 | Zanesville, Ohio 43701 |


**Family**

| | |
|---|---|
| Wife: | Lisa A. McDonald |
| Daughter: | Sarah L. McDonald |
| Son: | Michael J. McDonald |

**Education**

Ohio University.....Master of Arts.....Political Science.....1984
(Public Administration)

Muskingum College.....Bachelor of Arts.....Psychology.....1973

**Employment**

**Six County Inc.** (a behavioral health care corporation)
830 Orchard Street
Zanesville, Ohio 43701

| Titles: | | |
|---|---|---|
| | Outpatient Counselor | 1973-present |
| | Emergency Services Coordinator | 1977- present |
| | Muskingum Counseling Center Director | 1984-present |

**Hallowed Hills** (a camp, conference, and retreat center)
3129 East Pike
PO Box 4039
Zanesville, Ohio 43701-4039

Title: Administrator 1990-present

**Associations**

Licensed Social Worker #S12212
State of Ohio Counselor and Social Worker Board

Board of Directors
Muskingum Valley Chapter of the American Red Cross

Advisory Board
Muskingum-Perry Career Center Early Childhood Education

Suicidologist
American Association of Suicidology

Sunday School Superintendent
Apostolic Christian Church

VITA

**Carlotta P. Workman**
1099 Pine Street
Zanesville, Ohio 43701
1-614-453-9355

**Married**: James E. Workman, Jr.
Attorney At Law
Private Practice-Zanesville, OH

**Child**: Royce Alan Workman
Sophomore
Ohio University, Athens
College of Communications
School of Journalism

**Education**:

June, 1967 — Diploma, Zanesville (OH) High School

June, 1971 — BSEd, Ohio University, Athens, OH
MAJOR: History and Government (Political Science)
MINOR: Special Education (Developmentally Handicapped)

Dec., 1977 — MA, Ohio State University, Columbus, OH
Guidance and Counseling

**Work Experience**:

Sept. 1971-June 1974 — DH classroom teacher
(Intermediate and Primary levels)
North Kingstown (RI) Public Schools

Sept. 1974-Aug. 1976 — Secretary
The Ohio State University
College of Education (Educational Research)
Columbus OH

Sept. 1976-June 1977 — Junior High DH classroom teacher
Columbus (OH) Public Schools

Aug. 1980-June 1984 — Junior High DH classroom teacher
Zanesville (OH) City Schools

Aug. 1984-present — Guidance Counselor
Zanesville High School
Zanesville (OH) City Schools

**Community Affiliations**:

President, YWCA Board of Directors
President, Wings of Hope Tabernacle Board of Trustees
Past member of the Ohio University (Athens) Telecommunications Advisory Board for Public TV and Radio
Past secretary and board member of the Zanesville Civic League, Community Center
Past member of the Good Samaritan Medical Center Rehabilitation (Alcoholism) Advisory Council

**Professional Affiliations**:

OSCA (*Ohio School Counselor Association*)
OACAC (*Ohio Association of College Admissions Counselors*)
NEA (*National Educational Association*)
OEA (*Ohio Educational Association*)
ZEA (*Zanesville Educational Association*)

**Community Activities**:

| | |
|---|---|
| January 1993 | - Keynote Speaker, Martin Luther King, Jr., Celebration @ John McIntire Public Library, titled *"Where Do We Go From Here?"* |
| February 1996 | - Speaker at Zanesville Rotary Daybreak in celebration of Black History Month @ Zanesville Country Club titled *"Being A Minority in Zanesville, Ohio"* |
| March 1996 | - Speaker at Lenten luncheon in Cambridge, Ohio, for Lenten observance titled *"It Was Alone"* |

**Honors and Awards**:

| | |
|---|---|
| 1993 | - **YWCA Tribute to Women of Achievement Aldine Roach Flegle Special Recognition Award** for organizing and presenting arguments at City Zoning and City Council meetings in regards to zoning changes affecting the Old Eighth Ward neighborhood |

## ESTABLISHMENT OF THE INSTITUTE FOR DEMOCRACY IN EDUCATION

## RESOLUTION 1997 - 1535

**WHEREAS,** Ohio University has established expertise to provide learning opportunities for educators, students, and community members to practice living and working democratically, and

**WHEREAS**, the establishment of the institute has provided an opportunity for the College of Education and the University to be involved in public school reform, and

**WHEREAS**, Ohio University has become a leader in the educational improvement movement, and

**WHEREAS**, the institute has grown into a national organization with international recognition.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees formally establishes the Institute for Democracy in Education.

Office of the Provost
Cutler Hall
Athens OH 45701-2979

OHIO UNIVERSITY
1804

**DATE:** June 4, 1997

**TO:** Robert Glidden, President

**FROM:** Sharon Stephens Brehm, ~~Provost~~ SSB

**SUBJECT:** Establishment of the Institute for Democracy in Education

The attached request to establish the Institute for Democracy in Education as a formal center is one that I support and recommend to you for approval. This institute was started informally in 1985 and has since grown into a national organization with international recognition. This institute is located in the College of Education and is currently attached to the School of Applied Behavioral Science and Educational Leadership. Due to past recognition, IDE requests permission to maintain its current name as it applies for Center status.

Office of the Vice President
Research & Graduate Studies

Research &
Technology Center 101.
Athens OH 45701-2979
614-593-0370 phone
614-593-0380 fax

OHIO UNIVERSITY

DATE: May 27, 1997

TO: Sharon S. Brehm, Provost

TLC

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

SUBJECT: **Establishment of the Institute for Democracy in Education**

The attached proposal and resolution are for establishment of the Institute for Democracy in Education as a formal Center at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board of Trustees.

The Institute for Democracy in Education (IDE) was started in 1985 as an informal program for the purpose of implementing reform initiatives. It has since grown into a national organization with international recognition. IDE is a partnership of all participants in the educational process--teachers, administrators, parents and students--who believe that democratic school change must come from those at the heart of education.

IDE is located in the College of Education and is currently attached to the School of Applied Behavioral Science and Educational Leadership (SABSEL). The Institute is governed by two co-coordinators. Currently, an informal advisory council, made up of Athens County public school administrators and teachers and OU College of Education's faculty, provides administrative oversight and local programming guidance. A National Advisory Board, consisting of the Coordinators of each of the 30 IDE Regional Offices, oversees national programming and initiatives.

Due to past recognition, IDE requests permission to maintain its current name as it applies for Center status. The organization which distributes a journal throughout the United States and 12 other countries would suffer greatly should the Institute need to change the name that has been associated with it for the past 12 years.

bv
Enclosures

# Ohio University

College of Education
McCracken Hall
Ohio University
Athens, Ohio 45701-2979
614/593-4400
*Office of the Dean*

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

From: Karen Viechnicki, Interim Dean

Re: Institute for Democracy in Education

Date: May 18, 1997



Attached you will find the proposal for establishing the Institute for Democracy in Education (IDE) as a formal Center at Ohio University. I support this effort and have worked closely with Jean Ann Hunt during the last several months to bring this to fruition.

IDE began as a grassroots effort and has grown significantly nationally since its inception. There are many other IDE offices throughout the United States, but the one at Ohio University serves as the executive office for all the formal activities. These include a regular publication, an annual conference, and periodic regional meetings.

Democracy in Education has been a prevailing theme throughout the history of the common school. It is embedded in the basic tenets of our country and in the early part of the twentieth century served as a major part of the curriculum for newly arriving immigrants. The Institute's mission is to provide learning opportunities for educators, students, and community members to practice living and working democratically. It was doing service learning before the term was coined. IDE provides linkages to the discussion of school reform which is always present on the political horizon. It serves as a resource locally and nationally so that communities may become more integrally involved in the education of children.

# Ohio University

## Interoffice Communication

To: Karen Viechnicki

From: Jean Ann Hunt, Co-coordinator, Institute for Democracy in Education
George Wood, Co-coordinator, Institute for Democracy in Education
Polly Sandenburgh, Teacher Associate, Institute for Democracy in Education

RE: Proposal Establishing IDE as a Center

Date: May 9, 1997

Enclosed is the proposal for establishing IDE as an official center at Ohio University. The work of many different people is reflected here: public school teachers and administrators, IDE members, Ohio University College of Education faculty all worked in collaboration on this document. It has been approved by the IDE advisory board, reviewed by Carol Blum and is being submitted for your approval at this point.

During my meeting with Carol she reminded me that Lloyd Chestnut must submit items for the Board of Director's June meeting by May 23rd.

Thank you so much for your encouragement and guidance during this past year. IDE has certainly benefited from your insights. Please feel free to call me with any questions or concerns.

cc: Richard Hazler, Director SABSEL



University Printing Services 33701—9/94

# Proposal for the Establishment of a Center

Submitted by the
Institute for Democracy in Education
and
The College of Education
Ohio University

# Proposal for Establishing IDE as a Center at Ohio University
## Executive Summary

**Statement of Purpose** (Mission Statement)

The Institute for Democracy in Education (IDE) is a partnership of all participants in the educational process -- teachers, administrators, parents and students -- who believe that democratic school change must come from those at the heart of education.

IDE promotes educational practices that provide students with experiences through which they can develop democratic attitudes and values. Only by living them can students develop the democratic ideals of equality, liberty and community.

IDE works to provide teachers committed to democratic education with a forum for sharing ideas, with a support network of people holding similar values, and with opportunities for professional development.

(IDE continues to evolve as part of the Progressive Education Movement). The focus of its work is grounded in John Dewey's theories and practices)

**Background Information**

Under the direction of Education Dean Allen Myers, Dr. George Wood , Professor College of Education collaborated with other founding members of IDE and submitted a proposal for the establishment of IDE as a center in 1985. It was our understanding that center status had been achieved. In 1993 Dr. Wood was granted a leave from the university to become a principal at a local school. This date coincides with Ohio University's development of a policy for Establishment and Review of Centers and Institutes (No. 01.015). During an internal college review of IDE this year (96-97), we discovered that IDE was not an official center. At the request of Dean Viechnicki and a college task force for reviewing centers, IDE began the application process.

The achievement of center status would further ground IDE's work in programming and research in the College of Education at Ohio University; providing mutual benefits to both parties, as well as the greater educational community.

**Major Goals and Objectives**

•Publications: *Democracy & Education*, bi-monthly newsletter

•Programming: Roundtable discussions, summer workshops, university forums & brown bag luncheons

•Conferences: Annual national conference, regional offices conferences

•Courses: formation of a Masters and Doctoral program in Democratic Leadership

•Direct Assistance: On-going consultation to teachers, administrators, College of Education faculty members

•National Democratic School Network (NDSN): support for whole schools struggling to embrace democratic teaching practices

## Review and Evaluation

In compliance with Procedure No. 01.015 IDE will be formally reviewed every five years under the direction of the vice-president for research and graduate studies and the dean. In addition an evaluation of IDE is conducted annually and is part of the annual report to the Director of SABSEL (School of Applied Behavioral Sciences and Educational Leadership). SABSEL is where IDE is currently housed in the College of Education. Specific criterion for evaluation is included in the full proposal.

## Financial Support

IDE has been supported for a number of years by the College of Education at approximately $40,000 annually. It is our desire to expand our work and become more self sufficient. For these reasons we are seeking $25,000 in start up funds from the Center Revolving Fund (Procedure No. 19.056). The College has agreed to continue its' support; thus exceeding the required matching funds . To further meet the policy guidelines, IDE plans to repay $5,000 per year for a period of five years.

## Name

Due to past recognition, we respectfully request that IDE maintain its current name as it applies for Center status. Our organization, which distributes a journal throughout the United States and a dozen other countries, would suffer greatly should we need to change the name that has been associated with us for the past twelve years. In addition, we would have to incur the cost of developing a new logo, changes in letterhead and the creation of a new WEB page.

## Statement of Need

Since 1983 there has been a growing debate over the direction public education reform should take. Perhaps the most interesting and historically informed position in the debate is the one which calls for recommitting public schooling to its democratic mission. That is, as it states in the Ordinance of 1804, the role of public education is to make democratic government possible. This proposition, first put forth by Thomas Jefferson, has taken on new vitality as the nation turns its overdue attention to the condition of our schools.

In particular, nationally well-received proposals for educational reform authored by Ernest Boyer, John Goodlad, Ted Sizer, Mortimer Adler, Deborah Meier and Jonathan Kozol all take the preparation of democratic citizens as the starting point for school reform. While each of these differ in many aspects, the theme that unites them is that democratic societies require democratic education.

The Institute for Democracy in Education (IDE) grew out of a handful of teachers who were searching for reform initiatives which went deeper than a reiteration of the "3 R's", and their consequent interest in the notion of democratic schooling. Literally conceived on a Saturday morning run, IDE has grown into a national organization with international recognition.

Since 1985, The Institute for Democracy in Education has been housed in the College of Education, Ohio University (Athens Campus) and has played a major role in involving educators in reform efforts while developing the democratic mission of the public schools. In particular, the Institute has offered workshops and lectures, publishes a quarterly journal, *Democracy & Education* , and has developed projects and curricula in the area of democratic education. The Institute has become a resource for teachers, administrators, students, parents and university faculty who are working to promote democratic change in their educational settings. Further, the Institute provides Ohio University faculty and students and public school teachers and administrators a center for research and program development and offers *Democracy & Education* as a vehicle for publication of research findings.

## Meeting the Need

The establishment of the Institute for Democracy in Education has provided an opportunity for the College and University to be involved in public school reform. In particular, the first public school/University partnership, known now as C.A.R.E., was an outgrowth of IDE's work. This partnership, as well as the others which have been established since, provide the College with an outlet for closely supervised fieldwork placements, action research sites, and closer collaboration between College faculty and public school teachers. Partnerships have led to enhanced and sustained involvement between the College and public educators.

The Institute for Democracy in Education offers its members a resource that is tailored to their needs in working for school reform. In particular, IDE develops a network of public school people and enables them to use the College as a tool for sharing information, resources and expertise. Additionally, it provides a way for College faculty to be involved with change efforts underway in various schools.

## Mission Statement for the Institute for Democracy in Education

The Institute for Democracy in Education is a partnership of all participants in the educational process--teachers, administrators, parents and students--who believe that

democratic school change must come from those at the heart of education. IDE promotes educational practices that provide students with experiences through which they can develop democratic attitudes and values. Only by living them can students *develop and sustain* the democratic ideals of equity, liberty, and community. IDE works to provide educators committed to democratic education with a forum of sharing ideas, with a support network of people holding similar values, and with opportunities for professional development.

## Activities of the Institute

The institute has and continues to provide the following services and activities:

1. Publications

IDE publishes a journal, *Democracy & Education*, which features the writing and research findings of educators involved in democratic reform efforts. Journal themes have included, "Project Centered Learning" (Fall 1991), "Community Service Learning " (Fall 1994), "Popular Education: Teaching for Social Justice" (Winter 1996) and "Knowing Democracy: Teachers, Students and Global Transformation" (Winter 1997). In the past we have also published occasional papers on particular topics such as whole language, student-centered curriculum, and heterogeneous grouping which reflect the democratic purposes of education.

2. Workshops

IDE organizes workshops that feature educators who are involved in efforts for democratic education. These workshops have ranged in topics from, "Organizing a Democratic Classroom" to "What's So Democratic About Whole Language?" They are held in McCracken Hall and area schools and are widely publicized throughout the educational community.

3. Conferences

IDE holds an annual "Democracy and Education" conference in Athens. The audience for this conference is nationwide and at times has involved an international community, as well. Nationally known progressive, democratic educators have been featured speakers. In addition, IDE has sponsored several mini-conferences around the country in coordination with our regional offices. Currently, the Athens office is working with the Reading Center in the College of Education to co-sponsor a Democracy & Literacy conference during the 1997-98 academic year.

4. Summer Courses

Upon teachers' requests, IDE has developed summer seminars.

5. Informal Meetings

Throughout the past 12 years, IDE has sponsored numerous roundtable discussions. For the first 3 years of the Institute's existence, a group of 15-25 IDE members--teachers, parents, school administrators, and College of Education faculty--held monthly gatherings at the College of Education to discuss, share, and support one another in their work for democratic school reform. Since that time, roundtables have been called for by any IDE member on an "as needed" basis.

6. Direct Assistance

Teachers, administrators and OU faculty members can receive direct assistance from IDE in writing grants, professional development, and other ventures in democratic school reform. The half-time Teacher Associate (an in-service teacher who splits his/her working day between public school teaching and the Institute) is available to work with teachers in their classrooms, to help them plan and implement democratic teaching methodologies.

7. National Democratic School Network (NDSN)

The Institute is in the process of establishing, with support from the Annenburg Institute, a national network of avowedly democratic schools and school systems. The first meeting of the NDSN will convene at the annual IDE Summer Conference, July 24-26, 1997.

8. IDE Student Group

OU undergraduate students can benefit from membership in the IDE student group. The group meets bi-weekly. Programming is decided upon by consensus at the first meeting of each quarter. Officers meet during the 'off weeks' to organize programs. Programming includes panels of in-service teachers speaking on a particular topic, community service projects and an annual visit to a democratic school somewhere in the U.S.

In one sense, the Institute can be seen as a teacher center that provides a setting for pre- and in-service teachers and administrators to develop programs, skills and curriculum to improve the quality of public schooling. In addition, it provides a way for the University to participate in these processes.

## Unique Value to Ohio University

OU Presidents have repeatedly referred to the University's obligation to be involved in public school reform efforts. This is an obligation not only based upon the fact that the public schools provide Ohio University with the majority of its students. More importantly, it is an obligation that the University has as a leader in the area of education and public policy debate.

It seems clear that the debate over public education has only increased in intensity. Recent events in the political arena (e.g.: the education planks in the platforms of both major political parties in the last presidential elections) indicate that education continues to be a national priority. Additionally, a multitude of national and regional efforts are underway to reform teacher education, school climate, and school organization, to name only a few.

By supporting the Institute for Democracy in Education, Ohio University has become a leader in the educational improvement movement. There is no other such center in the United States at this time. However, there is clearly a need for an outlet for the work of democratic educators who are working in our nation's schools. Too often the voice of practitioners is lost in the school debate; the Institute has provided a remedy for that oversight.

The Institute has become nationally recognized for its work. Just as importantly, it has become a valued resource for educators in the Southeastern Ohio region--a region vastly underserved in the area of public school resources. Clearly, this is a time when school

reform is on the public's agenda. By recognizing The Institute for Democracy in Education as an official Center, the University can retain its place as an institution that not only responds to change, but also *creates* it.

## Personnel and Departments Involved

The Institute for Democracy in Education is located in the College of Education, and is currently attached to the School of Applied Behavioral Science and Educational Leadership (SABSEL). Co-coordinators of the Institute are Dr. George H. Wood, Full Professor in SABSEL and Jean Ann Hunt, faculty member in Curriculum and Instruction. The Teacher Associate is a half time position filled by an in-service teacher. This position is currently held by Polly Sandenburgh. Additional personnel is derived from the assignment of work-study students. Secretarial support is provided by the College.

## Space and Equipment Needs

The Institute requires office space as well as basic office equipment. Such equipment includes desks, filing cabinets, a typewriter, personal computer and printer and basic phone service.

## Administrative Control

Given the nature of the Institute's work, it has been important to involve public school administrators and teachers in the administrative oversight of the Institute. Currently, an informal advisory council, made up of Athens County public school administrators and teachers and OU College of Education faculty, provides administrative oversight and local programming guidance. The council meets on the third Friday of every month, from 6:30-10:30 P.M. A National Advisory Board, comprised of the Coordinators of each of the thirty IDE Regional Offices, oversees national programming and initiatives. The National Board convenes annually, at the IDE Summer Conference.

## Evaluation of the Institute

An evaluation of the Institute is conducted annually and is part of the annual report to the Director of SABSEL. The evaluation is based upon the goals of the Institute.

Items which appear critical to the success of the Institute and which have been evaluated in the past include:

1. Programming
   a. How well attended are the Institute programs? Do they involve teachers and administrators from all grade levels?
   b. Do such programs reflect major issues in school change? Are they linked to national school improvement efforts.

2. Publications
   a. What is the circulation of Institute publications?
   b. What is the overall quality of the publications? How do they compare to others in the field?

3. Direct Services
   a. Did the Institute assist any school or teachers in receiving a grant?
   b. Are Institute materials used in schools?
   c. How many schools has the Institute supported in their attempt to become

democratic? In the process of becoming a member of the National Democratic School Network?

4. Funding
   a. Have attempts been made to obtain funding? If so what is the success rate? How much money is generated? What percent of the Institute's budget is from outside funding sources?

5. Service to the College
   a. How many college faculty members and students utilize the services, programs, or publications of the Institute?
   b. What effect does the Institute have on graduate and undergraduate programs?
   c. Does the Institute facilitate faculty and/or student research, grant-writing or publication?
   d. In what ways has the Institute involved the College and University in various school change efforts around the country?

## Name

Due to past recognition, we respectfully request that the Institute for Democracy in Education maintain its current name as it applies for Center status. Our organization, which distributes a journal throughout the United States and a dozen other countries would suffer greatly should we need to change the name that has been associated with us for the past twelve years. In addition, we would have to incur the cost of developing a new logo, changes in letterhead and the creation of a new WEB page.

## Start-Up Funding

We have been encouraged by the Dean in the College of Education to pursue the availability of start-up funding for the next two years. Such funding would enable us to bring more faculty members into our organization, establish a Master's Program in Democratic Leadership, publish special editions of *Democracy & Education*, develop a membership campaign, seek out external grant funding and organize conferences across the country and a Summer Institute at Ohio University. The fund will be repaid through memberships and grants. Please refer to the attached budget.

## Proposed Budget for Two Year Start-Up Funds

| | |
|---|---|
| Grant Writing Personnel<br>(For development of Master's Program & Summer Institue) | $7, 500 |
| Membership Campaign<br>(New brochure, mailings, follow-up) | $3,000 |
| Travel<br>(Support IDE Coordinators speaking engagements) | $2,000 |
| Regional Conferences | $4,000 |
| Special Publications<br>(Support for an occasional paper series, Special Editions of Democracy & Education) | $8,500 |
| Total | $25,000 |

## Time Line For Repayment

IDE will make a $5,000 annual payment to the university for a period of five years.

## ESTABLISHMENT OF THE CENTER FOR CONSULTATIVE SALES

## RESOLUTION 1997 - 1536

**WHEREAS,** Ohio University has established expertise to provide the needed foundation for a quality sales education program across the Ohio University campus through the Marketing Department in the College of Business, and

**WHEREAS,** the establishment of the center will focus positive attention on the issue of sales education, and

**WHEREAS,** the mission of the center is ". . . to produce polished graduates with an educational edge enabling them to perform successfully and contribute immediately in today's consultative selling environment."

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees establishes the Center for Consultative Sales.

Office of the Provost
Cutler Hall
Athens OH 45701-2979

OHIO UNIVERSITY
1804

**DATE:** June 4, 1997

**TO:** Robert Glidden, President

**FROM:** Sharon Stephens ~~Brehm~~ SSB, Provost

**SUBJECT:** Establishment of the Center for Consultative Sales

The attached request to establish the Center of Consultative Sales is one that I support and recommend to you for approval. Such a Center will focus positive attention on the issue of sales education, will attract students, and will involve major corporations in the training and hiring of outstanding undergraduates.

SSB/jt

**Research and Graduate Studies** Office of the Vice President

Research and Technology Center 101
Athens OH
45701-2979

614-593-0371 phone
614-593-0380 fax

# OHIO UNIVERSITY

DATE: May 14, 1997

TO: Sharon S. Brehm, Provost

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

SUBJECT: **Establishment of the Center for Consultative Sales**

The attached proposal and resolution are for establishment of the Center for Consultative Sales at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board of Trustees.

The Center will focus positive attention on the issue of sales education, drawing attention of students and major corporations looking for outstanding undergraduates. The Center's sales education opportunity will be available to all students at Ohio University.

The Center will be housed in the Marketing Department in the College of Business. Funding will be provided by the Scott Fetzer Endowment and the Sheila and Larry McHale Endowment. Further funding will be through corporations that have expressed an interest in the Center.

The Center will be governed by a Director and one Associate Director, who will report to the Dean of the College of Business.

bv
Enclosures

COLLEGE OF BUSINESS
OHIO UNIVERSITY

Office of the Dean

Copeland Hall 614 • Athens, Ohio 45701-2979 • (614) 593-2001 • FAX (614) 593-9342

Lloyd Chesnut
Vice President
Research and Grad. Studies
101 Research Technology Building

Dear Lloyd:

This letter is in support of the formation of the Center for Consultative Sales. This Center will be a major center for both research and education regarding the sales process.

The Concept of the Center was developed with the guidance of a board of sales executives from a variety of industries. At present some 65 executives are on the board and are committed to supporting the program. They will be a channel for internships, research opportunities, and financial support.

The Center will require non significant operating funds; it will be supported by gifts and grants. The Scott Fetzer endowment is directed at sales activities and Sheila and Larry McHale have established an endowment for the Center.

Barb Dyer provides excellent faculty leadership for the Center and number of other faculty from the area will provide significant support for Center activities.

If you have any questions, please contact me.

Best regards,

John E. Stinson

## Center for Consultative Sales

### Need

The Center for Consultative Sales (CCS) in the College of Business establishes a center for sales education at Ohio University. The center is the umbrella for a number of initiatives that together provide the needed foundation for a quality sales education program: 1) a Consultative Sales Certificate (24 hour program); 2) a sales resource library; 3) a sales media center; 4) a salesperson shadowing program; 5) sales scholarships; 6) a Professional Advisory Council; and 7) an annual Sales Symposium. Further, although the Center for Consultative Sales is not an institute for research, it will seek to promote and encourage research in the sales area.

Currently, in the United States 2 out of every 3 college graduates take their first jobs in sales[1]. Yet, traditionally universities have provided very little in sales education to help their students prepare for such an eventuality. This is beginning to change as universities, e.g., Baylor, Ball State, the University of Memphis, Northern Illinois, to name a few, are seeing that business leaders need graduates with sales education that are ready to contribute to their firms quickly. This need is growing with the downsizing of firms, with reductions in training budgets in many corporations, and with the increased productivity expectations of many firms. Consequently, it is time to provide a structure that will make possible an outstanding sales education opportunity for our students at Ohio University. Given that the above statistic means from *all* university majors, it is the intent of the Center for Consultative Sales to make this sales education opportunity available to all students at Ohio University, not just those in the College of Business where the center is housed.

The purpose of the CCS in a general sense will be to focus positive attention on the issue of sales education. It is hoped that the center will draw the attention of students, but also of many major corporations looking for outstanding undergraduates. Our mission: *The Center for Consultative Sales produces polished graduates with an educational edge enabling them to perform successfully and contribute immediately in today's consultative selling environment.*

### Meeting the Need

The CCS provides a sales program that can compete nationally, based on a number of factors: 1) we have three full-time faculty members in the Marketing Department who believe in the program and are committed to it; 2) we have the support of the Chair and the faculty of the Marketing Department in which the CCS will be housed; 3) we have the support of the Dean of the College of Business; 4) we have designed a program that is different from other sales programs around the country, using our unique competencies; 5) we have a broad base of corporations who have expressed a desire to support the CCS in terms of money, time, and gifts in kind; 6) we have a Professional Advisory Council that has grown from zero to over 60 members in a year and a half; 7) we already have other departments, such as the Finance Department, expressing an interest in its students taking our classes; and 8) we have many students expressing an interest in participating in the courses that have been developed for our certificate program

[1] Dr. Paul Hersey, The Center for Leadership Studies

The current status of the supporting initiatives for the CCS:

| Initiative | Status |
|---|---|
| Consultative Sales Certificate | Submitted for administrative approval |
| Sales resource library | Begun (housed in Mktg. Dept. Office) |
| Sales media center | Proposal being written |
| Salesperson shadowing program | 36 Company commitments |
| Sales scholarships | 2 current; 2 in process of funding |
| Professional Advisory Council | 60+ members |
| Annual Sales Symposium | 3rd annual symposium to be held May 15, 1997 |

## Unique Value of the Center

Although the concept of a center for sales education is not unique, the approach of the center for Consultative Sales is unique. For example, the Consultative Sales Certificate has been developed with the input and assistance of the center's Professional Advisory Council. It is a highly relevant curriculum and takes into account the purchasing side of the sales exchange. It uses a problem-based learning approach, a competency that Ohio University has developed and pioneered during the last ten years. The curriculum includes the *Situational Selling* concept developed by Dr. Paul Hersey at the Center for Leadership Studies in California. Further, the program strongly ties current business executives to sales students through an intensive mentoring relationship.

The CCS should prove to be a strong recruiting tool to attract highly qualified undergraduates, and it should also draw outstanding companies to the Ohio University campus for recruiting purposes.

## Personnel

The Center for Consultative Sales has four categories of personnel: dedicated faculty, business advisors, students, and support staff.

Dedicated faculty (faculty teaching 4 hour selling courses) include:

Dr. Barbara Dyer, Assistant Professor of Marketing
Scott Fetzer Faculty Fellow
Dr. Timothy Hartman, Associate Professor of Marketing
Chair of Marketing
Larry Rogers, Instructor in Marketing
Dr. Liz Blair, Associate Professor of Marketing
Dr. Dan Innis, Associate Professor of Marketing

Support staff includes:

Ms. Evelyn Koska, Marketing Department secretary

Membership in the CCS may change as other faculty members become more involved in teaching the selling courses. Currently, a steering committee of nine for the Professional Advisory Council is being formed, and these professionals will be considered directly part of the CCS. Students will of course be part of the center once they join the Consultative

Sales Certificate program. Staff support may increase if we are successful in obtaining corporate funding for an undergraduate assistantship.

## Funding

Our present funding needs are met by the Scott Fetzer Endowment set up by Ralph Schey for support of sales education. We have also been funded for $5,000 a year over the next five year period through the generosity of Larry and Sheila McHale. Further funding efforts are being carried out with a number of corporations that have shown an interest in what we are doing, including Lubrizol, Philip Morris, and Xerox.

There is currently no separate personnel budget. Operating costs include such costs as supporting the shadowing program for students, buying materials for instruction or the sales library, giving sales scholarships, providing partial support for a student to attend the Direct Marketing Associations' Senior Institute, equipment needed for instruction, travel to sales conferences, staging needed meetings with the Professional Advisory Council, and presenting the annual sales symposium.

## Space and Equipment

The Center for Consultative Sales has access to classroom facilities in Copeland Hall. The sales library is housed in the outer office of the Marketing Department. A proposal is in process of being submitted to Xerox Corporation to fund a taping facility in Copeland Hall.

## Administration

The Center for Consultative Sales will be governed by a Director and one Associate Director. These persons will each serve a three year term. They will be responsible for coordinating the center's activities, including managing the Professional Advisory Council, developing curriculum, directing the shadowing program, awarding sales scholarships in conjunction with the marketing faculty, and managing the sales program's resources.

The Director oversees the budget of the center, presides at meetings of the center's members, and represents the center in an official capacity. The Director prepares an annual report to the Dean of the College of Business at the conclusion of the Spring Sales Symposium about the nature of the CCS's activities for the year.

The CCS will be reviewed every five years to determine its viability and need for continuation.

COLLEGE OF BUSINESS
OHIO UNIVERSITY

Marketing Department

Copeland Hall 609 • Athens, Ohio 45701-2979 • (614) 593-2030 • FAX (614) 593-9342

Addendum to the proposal for the Center for Consultative Sales submitted by the College of Business.

## ADDENDUM

**Consultative-style selling**... emphasizes need identification which is achieved through effective communication between the salesperson and the customer. The sales person establishes two-way communication by asking appropriate questions and listening carefully to the customer's responses. The salesperson assumes the role of consultant and offers well-considered recommendations. Negotiation replaces manipulation as the salesperson sets the stage for a long-term partnership. Salespeople who have adopted the consultative style of selling possess a keen ability to listen, define the customer's problem, and offer one or more solutions.

## C. BOARD ADMINISTRATION COMMITTEE

Committee Chairman Grover commented the committee met Friday as a Committee of the Whole to receive a report from Provost Brehm regarding the calendar study. A copy of the study committee's recommendation was distributed and is included with the official minutes. Chairman Grover noted the recommendation, which is to remain on the current quarter system, was accepted by President Glidden and thus does not require Trustee action.

Mr. Grover asked individual trustees, based upon the deliberations on Friday of the Committee-of-the-Whole meeting, to present resolutions before the Trustees.

On a motion by Mr. Grover and a second by Mrs. Ong, the following resolutions were adopted by all members of the Board of Trustees presented with the following exceptions:

Fiscal Year 1997/98 Operating Budget - Res. 1997 -- 1537
Except: Mr. Hodson abstained from discussion and vote on this resolution due to his part-time employment as instructor in the E. W. Scripps School of Journalism.

Tuition and Fee Schedule FY 1997/98 Part A - Res. 1997 -- 1538
Except: Mr. Leonard who voted "no" and stated his conviction that tuition was already too high and that the effect could be one of keeping prospective students from attending Ohio University.

Tuition and Fee Schedule FY 1997/98 part B - Res. 1997 -- 1539
Except: Mr. Leonard who voted "no" and stated his conviction that tuition was already too high and that the effect could be one of keeping prospective students from attending Ohio University.

Appointment of Trustee to Ohio University Foundation Board of Trustees - Res. 1997 -- 1540

Election of Officers and President
- Election of Chairman - Res. 1997 -- 1541
- Election of Vice Chairman - Res. 1997 -- 1542
- Election of Treasurer - Res. 1997 -- 1543
- Election of Secretary - Res. 1997 -- 1544
- Election of President - Res. 1997 -- 1545

Compensation for President and Executive Officers - Res. 1997 -- 1546

Recommendation for Honorary Degree Award - Res. 1997 -- 1547

Meeting Dates for Succeeding Years 1997/98 - Res. 1997 -- 1548

Certificate of Appreciation - Res. 1997 -- 1549

## FISCAL YEAR 1997/98 OPERATING BUDGET

## RESOLUTION 1997 -- 1537

**WHEREAS**, the General Assembly has not yet acted on an appropriations bill, and

**WHEREAS,** the appropriations bill will likely provide funding support approximating that contained in the version passed by the Senate.

**NOW, THEREFORE, BE IT RESOLVED** that the budgets of expected income and expenditures as presented in Exhibits I, II and III are hereby appropriated subject to the following provisions:

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

2. Expenditures for designated and restricted funds estimated on Exhibit I shall be limited to the income generated.

**BE IT FURTHER RESOLVED** that the President is authorized to amend the unrestricted state subsidy amount to equal that contained in the appropriation bill enacted by the General Assembly. Also, the President is authorized to amend the unrestricted expense allocations equal to any amended state subsidy.

Exhibit I

# OHIO UNIVERSITY
## BOARD OF TRUSTEES
## 1997-98 ORIGINAL BUDGET
## INCOME AND EXPENSE SUMMARY
## TOTAL UNIVERSITY

| | Unrestricted | Designated and Restricted (A) | Total | |
|---|---|---|---|---|
| **Income** | | | | |
| Instructional and General | $ 262,216,000 | $ 21,346,000 | $ 283,562,000 | |
| Organized Research | 0 | 12,929,000 | 12,929,000 | |
| Public Service | 592,000 | 5,031,000 | 5,623,000 | |
| Auxiliary Enterprises | 0 | 12,887,000 | 12,887,000 | (B) |
| Student Aid | 0 | 13,280,000 | 13,280,000 | |
| Total Income | 262,808,000 | 65,473,000 | 328,281,000 | |
| **Expense** | | | | |
| Instructional and General | 262,216,000 | 21,346,000 | 283,562,000 | |
| Organized Research | 0 | 12,929,000 | 12,929,000 | |
| Public Service | 592,000 | 5,031,000 | 5,623,000 | |
| Auxiliary Enterprises | 0 | 12,887,000 | 12,887,000 | (B) |
| Student Aid | 0 | 13,280,000 | 13,280,000 | |
| Total Expense | 262,808,000 | 65,473,000 | 328,281,000 | |
| **Ending Balance** | $ 0 | $ 0 | $ 0 | |

NOTES:

(A) Included are funds received for specific purposes (Restricted) and funds generated by departments for goods and services which have been designated by the administration to offset expenditures applicable to those goods and services.

(B) Excludes Residence and Dining Halls.

Exhibit II

# OHIO UNIVERSITY
## BOARD OF TRUSTEES
## 1997-98 ORIGINAL BUDGET
## UNRESTRICTED INCOME SUMMARY

| | |
|---|---|
| **General Programs** | |
| State Appropriations | $ 91,300,000 |
| Student Fees | 93,651,000 |
| Lifelong Learning | 2,481,000 |
| Other Income | 13,814,000 |
| **Total General Programs** | **201,246,000** |
| | |
| **College of Medicine** | |
| State Appropriations | 16,480,000 |
| Student Fees | 4,843,000 |
| Other Income | 3,896,000 |
| **Total College of Medicine** | **25,219,000** |
| | |
| **Regional Higher Education** | |
| State Appropriations | 17,355,000 |
| Student Fees | 18,488,000 |
| Other Income | 500,000 |
| **Total Regional Higher Education** | **36,343,000** |
| | |
| **Total Unrestricted Income** | **$ 262,808,000** |

Exhibit III

# OHIO UNIVERSITY
# BOARD OF TRUSTEES
# 1997-98 ORIGINAL BUDGET
# UNRESTRICTED EXPENDITURES

**General Programs**

| | | |
|---|---|---|
| I. President | | $ 8,389,000 |
| Office of the President | | |
| University Trustees | | |
| Legislative Liaison | | |
| Institutional Equity | | |
| Cutler Scholars Program | | |
| Intercollegiate Athletics | | |
| Institutional Contingency Fund | | |
| II. Provost | | 131,237,000 |
| Office of the Provost | 2,717,000 | |
| Ombudsman | | |
| Office of Legal Affairs | | |
| Institutional Research | | |
| Faculty Senate | | |
| Academic Programs | 102,132,000 | |
| Arts and Sciences | | |
| Business | | |
| Communication | | |
| Education | | |
| Engineering | | |
| Fine Arts | | |
| Health and Human Services | | |
| Honors Tutorial | | |
| International Studies | | |
| Lifelong Learning | | |
| Summer Sessions | | |
| University College | | |
| Support and Services | 16,803,000 | |
| University Library | | |
| Information and Technology | | |
| Funds To Be Allocated | 9,585,000 | |
| Incremental Fee Waivers | | |
| UPAC Awards | | |
| Compensation | | |
| Health Insurance Adjustment | | |
| Extra Course Sections | | |
| Academic Excellence Awards | | |
| Student Hourly Wage Increase | | |

Exhibit III

**OHIO UNIVERSITY**
**BOARD OF TRUSTEES**
**1997-98 ORIGINAL BUDGET**
**UNRESTRICTED EXPENDITURES**

| | | |
|---|---|---|
| III. Vice President for Research and Graduate Studies | | 4,908,000 |
| IV. Vice President for Student Affairs and Dean of Students | | 3,701,000 |
| Office of the V. P. for Student Affairs and Dean of Students | | |
| Career Services | | |
| Counseling and Psychological Services | | |
| Student Organizations and Activities | | |
| V. Vice President for Administration | | 36,976,000 |
| Office of the V.P. for Administration | 17,834,000 | |
| Facilities Planning | | |
| Baker Center Food and Beverage | | |
| Personnel | | |
| Campus Safety | | |
| Administrative Central Pool | | |
| Facilities Management | 13,159,000 | |
| Student Services | 5,983,000 | |
| Admissions | | |
| Registration, Records and Scheduling | | |
| Financial Aid | | |
| Student Health Service | | |
| VI. Vice President for Finance and Treasurer | | 11,855,000 |
| Office of the V.P. for Finance and Treasurer | | |
| Materials Management and Purchasing | | |
| Stores Receiving | | |
| Fiscal Management Central Pool | | |
| VII Vice President for University Relations | | 2,432,000 |
| Office of the V.P. for University Relations | | |
| Alumni Relations | | |
| Graphic Communication | | |
| University News Services | | |
| VII Vice President for Development | | 1,748,000 |
| **Total General Programs** | | **201,246,000** |

Exhibit III

**OHIO UNIVERSITY**
**BOARD OF TRUSTEES**
**1997-98 ORIGINAL BUDGET**
**UNRESTRICTED EXPENDITURES**

| | |
|---|---|
| **College of Medicine** | 25,219,000 |
| **Vice President Regional Higher Education** | 36,343,000 |
| Office of the Vice President for RHE | |
| Eastern Campus | |
| Chillicothe Campus | |
| Southern Campus | |
| Lancaster Campus | |
| Zanesville Campus | |
| **Total Unrestricted Expenditures** | **$ 262,808,000** |

Office of the Provost
Cutler Hall
Athens OH 45701-2979

OHIO UNIVERSITY
1804

**MEMORANDUM**

**TO:** ROBERT B. GLIDDEN

**FROM:** SHARON S. BREHM SSB

**SUBJECT:** BUDGET OUTLINE DOCUMENT

**DATE:** JUNE 17, 1997

**CC:** ALLAN GEIGER

---

Please find attached a two-page outline of the proposed budget for the Athens General Program. This document provides a summary of FY 1997-98 budget and is meant to be used in coordination with the Planning Report. The first page of the outline is presented in the same format that you provided to the Board of Trustees at their March meeting (some numbers have been revised slightly to reflect more recent information). The Attachment lists the proposed additional expenditures in priority order.

The revenue estimates assume an enrollment of 3,350 new first quarter freshmen (NFQF), the Senate version of the state appropriations bill, and a 5% increase in student fees and tuition. The revenue estimate is for $201.2 million. This estimate is $2.6 million higher than the version based on the House version of the appropriations bill and a 4 % increase in student fees and tuition.

The Planning Report can provide additional detail for the items listed on this budget outline and the Other Priorities Attachment. Pages 3 and 4 of the Planning Report describe the revenue estimates for the budget. Additional detail for the expenditure items listed on the budget outline can be found in the Planning Report on pages 5-7. Additional detail for the expenditure items listed on the Attachment can be found on pages 7-9 of the planning document. In addition, each of those items on the Attachment that is denoted as being a UPAC proposal has a short synopsis in Appendix D, pages 23-29.

Please let me know if you have any questions or need any additional detail.

# OHIO UNIVERSITY BUDGET OUTLINE
## Fiscal Year 1997-98
### For Discussion Purposes Only

| Revenue Estimates | Senate Subsidy (3,350 NFQF) Amount |
|---|---|
| **Subsidy** | $91,300,000 |
| **Other Income** | $13,813,828 |
| **Tuition and Fees (@ 5 % Increase)** | $96,132,046 |
| **Estimated Revenue** | $201,245,874 |

| Expenditure Estimates | With 3.5 % Salary Increase |
|---|---|
| **Continuing Base Budget** | **$189,070,688** |
| **Scholarships & Other Fee Related Expenses** | |
| Additional Access Grants | $200,000 |
| Additional Renewable Scholarships | $84,476 |
| Faculty / Staff Waivers (1%=$24K) | $90,000 |
| GA Waivers (1%=$100k) | $500,000 |
| Student Aid -- Increase Scholarship | $52,670 |
| Student Aid - ICA increase | $116,510 |
| Scholarship Budget Adjustment | $377,370 |
| Summer Session Scholarship Increase | $149,306 |
| **Sub-total —Scholarships & Other Fee Related Expenses** | **$1,570,333** |
| **Required Expenditure Increases** | |
| Bonus and Reclassification | $638,487 |
| Hourly Rate Employees Wage Increase | $244,000 |
| ICA - Gender Equity | $150,100 |
| New Building Costs | $280,756 |
| Payroll Accrual & Misc. Central Pool | $249,958 |
| Staff Planning | $241,300 |
| **Sub-total —Required Expenditure Increases** | **$1,804,601** |
| **Compensation Increases** | |
| Faculty / Staff Salary (FY 1998 1%=1,030k) | $3,605,000 |
| Graduate Stipends Increase (FY 1998 1%=73K) | $255,500 |
| Health Insurance Increases | $2,906,000 |
| Health Insurance Plan Redesign Savings | ($700,000) |
| Special Merit Pool (Represents only Promotion) | $60,000 |
| Summer Rate Increase (1%=20k) | $70,000 |
| **Sub-total —Compensation Increases** | **$6,196,500** |
| **Other Priorities if Funding Becomes Available** | |
| **Sub-total—Other Priorities (See Attachment )** | **$2,603,752** |
| **Total Expenditures** | $201,245,874 |
| **Revenues less Budgeted Expenditures** | $0 |

Attachment

# Other Priorities If Funding Becomes Available

| | | | | |
|---|---|---|---|---|
| 1 | $ 300 per non-union employee to offset health care premiums. | | | $855,000 |
| | A. Amount needed January to June 1998 | | $427,500 | |
| | B. Additional Base Budget Amount Needed in FY 1998-99 | | $427,500 | |
| | FY 1997-98 One-Time Only Uses for FY 1998-99 Base Budget | | | |
| | UPAC One-Time-Only Projects | $154,629 | | |
| | One-time Only Technology Proposals (UPAC) | $85,184 | | |
| | Provost's Reserve | $187,687 | | |
| | Total One-time Only Funds | $427,500 | | |
| 2 | Additional one-half percent Salary Increase ( 4 percent total salary increase) | | | $561,000 |
| 3 | UPAC Planning Pool (Additional funds included below in Graduate Studies & Technology) | | | $84,506 |
| 4 | Graduate Studies, Technology, and Research Base Funding | | | |
| | Graduate Studies | | | |
| | College of Fine Arts— Graduate Assistant Stipends (UPAC) | | $48,140 | |
| | College of Communication—Increase in Doctoral Stipends (UPAC ) | | $40,000 | |
| | College of Arts & Sciences—Increase in Doctoral Stipends (UPAC) | | $26,600 | |
| | College of Education---Graduate Assistantships (UPAC) | | $59,067 | |
| | University-wide Graduate Fellowships (UPAC) | | $30,500 | |
| | Sub-total Graduate Studies | | $204,307 | |
| | Technology | | | |
| | Additional Programming Support for Computer Services (UPAC) | | $50,326 | |
| | Programming Support for Enhanced Messaging System (UPAC) | | $44,851 | |
| | Additional Programming Support for Computer Services | | $100,652 | |
| | Updating of general computer labs or computer equipped classrooms. | | $174,235 | |
| | Sub-total Technology Base Funding | | $370,064 | |
| | Research | | | |
| | Debt Service for Konneker Biotechnology Center | | $233,875 | |
| | Library Acquisitions | | $195,000 | |
| | Research & Scholarly Activities (UPAC) | | $100,000 | |
| | Sub-total Research Base Funding | | $528,875 | |
| | Total Base Funding---Graduate Studies, Technology, and Research | | | $1,103,246 |
| | Total Base Funding Increase | | | $2,603,752 |

# Ohio University
# Planning Report

## June 1997

The University's planning and budgeting activities that precede the adoption of the state's biennial budget usually are characterized by uncertainty. The University rarely has sufficient confidence in the outcome of the legislative process for a budget plan to be finalized prior to the beginning of the fiscal year. This year we have delayed this planning document until June in an effort to gain as much additional insight as possible into how the legislature will fund higher education.

The uncertainty of the current planning environment has been intensified by a high degree of change that permeates nearly every endeavor we undertake. As the title of the Board of Regents' Master Plan, (November, 1996) notes, "The Challenge is Change." Among the changes that have challenged Ohio University as it has prepared this planning document are:

1. A perceived public desire for more accountability resulted in the formation of the Higher Education Funding Commission. This commission developed alternative ways to allocate funding to institutions of higher education. The following excerpt from their final report summarizes their efforts: "This proposal signals a paradigm shift in higher education funding from an enrollment-driven system to one that totally integrates enrollment-based subsidy, performance-based subsidy, and tuition policy." However, a review of the state budget as it has proceeded through the Ohio General Assembly suggests that the legislature itself has not fully endorsed these changes. (The Commission's proposed funding changes will be discussed in more detail in the next section of this document).

2. Demands on state funding continue to increase. The uncertainties related to the recent court mandate for more equitable funding of primary and secondary education have the potential to make state resources even more difficult to secure.

3. The University's rising health care costs have consumed a considerable amount of attention during this planning process. It became increasingly evident that the existing structure of health care would need to be changed. Considerable time, effort, and outreach activities on the part of nearly every sector of the University were needed to develop a restructured plan. However, through the collective efforts of the University community, we believe that the University is better positioned to be a cost-effective consumer in today's changing health care delivery system.

4. As the University Planning and Advisory Committee (UPAC) has deliberated on many of these issues this year, there has been considerable discussion of the need to change the way the University plans and budgets. The committee will continue to meet and discuss these issues over the summer.

## Higher Education Funding Commission Proposed Changes

The HEFC proposed changing funding the enrollment-driven Instructional Subsidy model as follows:

1. Changing the enrollment measure from the greater of current-year, three-year average, or five-year average to the greater of a two-year average or a five-year average. All-term reporting will begin FY 1999.

2. Replacing the current 3% guarantee of state subsidy with a hold-harmless policy so that no institution will receive less money than it received the year before.

The HEFC also proposed a series of performance-based challenge programs that recognized the different campus missions. These included Access and Success Challenge, Economic Development Challenge, and Performance / Accountability Challenge.

Another recommendation focused on a more mission-sensitive tuition policy that would allow for a 3.5% general increase and a 2 % additional increase if funds were earmarked for Student Financial Aid, Legal Mandates, Technology Improvements, or Direct Services to the Students.

## The State of Ohio's Budget Process

At the time of this writing, the state budget has been introduced by the Governor and been passed by both the House and the Senate. Ohio University's expected share of the State resources was similar in both the version introduced by the Governor and the version passed by the House. The Senate version of the budget provides approximately $1.8 million in additional funds to the University, largely due to the Senate's use of more recent state revenue forecasts that provided more funds to allocate.

The Conference Committee currently is meeting to discuss differences contained in the budget as it was passed by both the House and the Senate. The budget presented to Board of Trustees will reflect the Senate version of the budget bill and will identify areas of potential cutbacks should funding be less than provided in the Senate version. Should funding be higher than the Senate version, the President will evaluate the additional funding and bring forward a revised budget plan to the Board in the Fall.

## Enrollment Projections

The number of applicants to Ohio University has continued to increase steadily. Applicants for 1998 admission are projected to reach an all-time high, indicating that there continues to be a strong demand for admission to Ohio University. Early analysis also suggests that standardized test scores and high school ranks for students admitted for the fall of 1997 will be at the same high level as last year.

The targeted size of the freshman class for 1997-98 is 3,350. This larger-than-usual freshman class will balance last year's smaller freshman class so as to keep the overall enrollment on the Athens Campus at approximately the 1996-97 level.

# A. Income Estimates for Athens General Program

## Income Estimates

The income sources for the Athens General Program budget are (1) student-based instructional subsidies from the state; (2) student tuition and fees; and (3) other income from investment, indirect cost recovery from grants, contracts, and various miscellaneous sources. The income estimates for the Athens General Program assume the Senate version of the state budget for subsidy estimates and assume a 5% percent increase in student tuition and fees.

State enrollment subsidy for Athens-based students is expected to be $91,300,000 for fiscal 1997-98. This represents an estimated increase of $5,722,000 over FY 1996-97 state instructional subsidy earnings. This increase is due to changes in the state subsidy rates (primarily due to a 3% inflationary adjustment) and changes in the funding of plant operation and maintenance (POM) in the subsidy formulas. Note that the increased POM funding resulted from a change away from square footage to an enrollment basis. This change was phased in over time, and has resulted in the University's receiving above-average increases over the past several years. However, after FY 1998, the University will have achieved its enrollment-based funding level and will not benefit from above average POM increases.

A 5% increase for undergraduate tuition, general fee, nonresident surcharge, and graduate tuition is recommended. One percent of the tuition and fee increase has been earmarked to provide additional financial aid awards and to provide for the 5 percent increases in existing financial aid packages. Student fee revenue for the Athens General Program is estimated to be $96,132,046 for next year, an increase of $6,013,046 over the current year. Quarterly increases will be: $52 for undergraduate tuition, $65 for graduate tuition, $13 for the general fee, and $75 for the nonresident surcharge.

Ohio University ranked 5th in the state in undergraduate resident fees in 1996-97. The lowest among the four residential universities, Ohio University's 1996-97 fees for the year are $305 less than Bowling Green State University, $403 less than Kent State University, and $1,213 less than Miami University. For 1996-97 Ohio University ranked 10th in the state for resident graduate fees with rates comparable to Wright State and Kent State University.

Increases recommended for Regional Higher Education are 4% for undergraduate tuition, general fee, nonresident surcharge, and graduate tuition. However, if Senate levels for the Access Challenge funding are maintained, the increase for Regional Higher Education fees will be reduced to 2.67 %.

A 5% increase for medical education fees -- graduate tuition, general fee, and the nonresident surcharge - is also recommended. The proposed fee schedules for the Athens General Programs, Regional Higher education, and the College of Osteopathic Medicine are presented in Appendices A, B, and C.

Income from other sources is projected at $13,813,828, or an increase of $440,140 over the current year. Major sources of this income include interest income, return on sponsored research grants and contracts, and services provided to the College of Medicine and Regional Higher Education. A summary of projected revenue for the Athens General Program is presented in Table I. Projected revenue for Regional Higher Education is presented in Table III and for the College of Osteopathic Medicine in Table V.

## Table I

## Athens General Program Income

| Source of Income | 1996-97 Revised Budget | 1997-98 Estimated Budget | Increase |
|---|---|---|---|
| **State Subsidy** | **$ 85,578,000** | **$91,300,000** | **$ 5,722,000** |
| **Student Fees** | **$90,119,000** | **$96,132,046** | **$6,013,046** |
| **Other Income** | **$13,373,688** | **$13,813,828** | **$440,140** |
| **TOTAL** | **$189,070,688** | **$201,245,874** | **$12,175,186** |

## B. Expenditure Plan For Athens General Program

### Expenditure Plan

Table II presents the expenditure plan proposed for the Athens General Program for 1997-98. It begins with the adjusted continuing base budgets carried forward into 1998 from the current year, which total approximately $189,070,688. This is the current year continuing budget after adjustments to accommodate the addition of continuing increases funded from the operating reserve during the current year, and the removal of one-time-only spending authorizations.

The new expenditures are presented in a format that tracks the way the budget was formulated. Table II-A reflects the budgetary format that was provided to the Board of Trustees at their March meeting (some numbers have been revised slightly to reflect more recent information). The additional expenditures are then displayed in Table II-B. They are presented in priority order and will be reduced by categories should funding not be at the Senate level.

### Scholarships and Other Fee-Related Expenses

It has been the University's policy to increase scholarship amounts commensurate with tuition increases. Therefore, additional revenue earned from tuition increases is partially offset by additional expenses associated with those increases. In addition, the University has invested additional general fund resources in new scholarships and increased its matching funds for federal financial aid programs.

*Additional Access Grants:* Provides an additional $200,000 in grant dollars to assist underrepresented students.

*Additional Renewable Scholarships*: This funding allows the University to expand the number of renewable scholarships it offers by 20 per year.

*Faculty/ Staff Waivers:* This reflects the estimated amount of additional costs of faculty/staff fee waivers resulting from the 5% fee increase.

*Graduate Student Fee Waivers:* These funds are required to keep graduate tuition waivers equal to the new tuition charges and to reflect changes in the mixture of resident and nonresident students.

*Student Aid—Scholarship Increase*: This provides funding for scholarship increases as well as to fund additional ROTC scholarships and non-resident fees for Cutler Scholarships.

*Student Aid—ICA Increase*: This represents the required increase in tuition, fees, room and board for those current athletes now receiving student aid.

*Scholarship Budget Adjustment*: This funds year three of a four-year commitment to the OU Incentive Grant, provides for University match for federal financial aid programs, provides full-funding for Presidential Scholarships, and provides the tuition increase for Third Century.

*Summer Session Fee Waivers:* This increase is required due to growth in summer enrollment of graduate students who held stipends during the academic year and therefore are eligible for summer fee waivers.

## Required Expenditure Increases

This grouping of expenditure items is associated with changes in the costs of new facilities and increases mandated by law or by the result of contractual agreements. The required expenditure increases total $1,804,601 for 1997-98.

*Bonus and Reclassification:* These funds are required to meet negotiated wage settlements and the continuing funding of the service award bonus system for civil service employees.

*Hourly Rate Employees Wage Increases:* This represents the funding required due to the increased minimum wage for student employees.

*ICA - Gender Equity:* This is the third year of a four-year plan to fund gender equity in the Intercollegiate Athletic program. The plan calls for adding three women's sports over a four-year period.

*New Buildings and Facilities:* These costs are associated with new buildings being occupied and renovated buildings being brought back into use. This includes the rental of space and moving costs associated with the relocation of personnel from Scott Quad to new quarters.

*Payroll Accrual & Miscellaneous Central Pool:* Standard accounting rules require that certain anticipated expenses be accrued when the fiscal year ends. The cost of funding the central pool account for sick leave pay-out has increased due to the increased number of retirements at the university. This account also includes such items as credit card charges, audits, and legal settlements.

*Summer Session Programs:* The summer session enrollment continues to grow, requiring that program budgets be increased. These funds will go to the colleges to teach additional courses and sections of courses in the summer.

*Staff Planning:* Central sources are needed to fund positions that are mandated or receive support from increased activities, such as increased grants and contracts.

## Compensation Increases

*Faculty / Staff Salary Increases:* The recommended salary increases for faculty and staff is 4% for the coming year. Table II-A shows the initial 3.5% increase based on early estimates of revenue. The more recent revenue estimate allows for an additional .5% increase that is shown in Table II-B. There also will be a small pool that will be used only for faculty promotion adjustments that will be administered by the Provost.

*Graduate Stipends Increase:* To parallel the faculty and staff raises, the recommended increase in graduate student stipends is 4 %. Table II-A shows the costs of the 3.5 % increase and the additional .5% increase is included in the salary adjustment line of Table II-B. (In addition, graduate students with fee waivers will have their fee waiver increased by 5% to cover the cost of tuition increases. The fee waiver increase was included in the Scholarship and Fee-Related Expenditure section of this document).

*Health Insurance Increases*: The University's health care costs had been projected to increase by $2.9 million without changes to the plan. However, the changes being made will result in the savings described below. The net $2.2 million in additional costs adds approximately 2% increase to compensation.

*Health Insurance Plan Redesign Savings:* The University is restructuring its health care plan to include three options to address the high rate of increase projected for next year. This restructuring will reduce the amount of new resources needed to make the University's health care program solvent by an estimated $700,000. However, this still leaves the $2.2 million increase for health care, as described above.

*Summer Rate Increase:* Proposed increases for summer teaching rates average 3.5% and amount to $40 per credit hour for professors, $33 for associate professors, $29 for assistant professors, and $25 for instructors.

## Additional Expenditures—Table II-B

*Health Care Premium Offset*: Base funding is provided to allow for a $25 per month increase in compensation to those non-bargaining unit employees who participate in the University's health plans. (The University will negotiate with the union on this matter beginning in July). This amount is equivalent to the family premium in the University's new Preferred Provider Organization (PPO) plan. The intent of the health care premium offset is to soften the transition into employee premiums. This premium offset will begin in January to coincide with the charging of employee premiums for the first time. One-half of the funding will not be needed until FY 1998-99, allowing the funds to be used for one-time only UPAC requests and to allow for funds to be placed in a Provost Reserve for one-time only purposes.

*Addition One-Half Percent Pay Raise:* This represents the additional funds needed to provide for an additional .5 % raise to employees and an additional .5 % increase in graduate stipends to bring the total increase to 4%.

*UPAC Planning Pool*

The University Planning and Advisory Council developed guidelines that requested proposals from University planning units for the five priorities that had been established for the current year. These priorities were (in alpha order):

- Enhance the opportunities for graduate studies and research.
- Enhance the quality of life in southeastern Ohio through increased access to University expertise and resources.
- Enhance the teaching-learning process by ensuring meaningful interaction between faculty and individual students.
- Increase the effective and efficient use of technology.
- Increase undergraduate student involvement in the full range of the mission of the University: research, teaching, and service.

In addition, the guidelines allowed for the funding of University-wide needs that were not included in the above priorities.

The 22 planning units submitted 108 planning proposals totaling more than $5.1 million in requests. UPAC review teams evaluated the proposals and narrowed the number of proposals down to 37 proposals totaling $1.4 million ($1 million base and $400,000 one-time-only). These final 37 proposals were then ranked individually by each member of UPAC and a composite ranking was calculated.

UPAC had established an initial planning pool target amount of $300,000 based on the constrained fiscal environment presented by the Governor's and House budget levels. However, when additional funding became available, it became possible to expand the UPAC Pool so that it totals $723,803 ($239,813 in one-time-only projects and $483,990 in base funding). The proposals recommended for funding are listed in Appendix D.

Graduate Studies, Technology, and Research

A significant portion of the UPAC proposals has been targeted to fund academic infrastructure initiatives related to Graduate Studies, Technology, and Research.

*Graduate Studies:* A high priority that emerged from the UPAC proposals submitted by the Colleges was the need for additional funding for graduate students. Additional funding targeted for increased stipends, and additional fellowship and teaching assistantships were provided to four colleges and the graduate office for a university-wide program.

***Technology:*** In addition to the UPAC proposals, funds have been provided for two additional programmers for computer services and for the updating of general computer labs or computer equipped classrooms.

***Research:*** In addition to the UPAC proposal, funds have been provided for library acquisitions and for repayment of a capital loan for the Konneker Biotechnology Center.

# Table II-A
# Expenditure Plan
# Athens General Program
# 1997-98

| Expense Category | Cost |
|---|---|
| **Continuing Base Budget** | **$189,070,688** |
| **Scholarships & Other Fee Related Expenses** | |
| Additional Access Grants | $200,000 |
| Additional Renewable Scholarships | $84,476 |
| Faculty / Staff Waivers (1%=$24K) | $90,000 |
| GA Waivers (1%=$97k) | $500,000 |
| Student Aid -- Increase Scholarship | $52,670 |
| Student Aid - ICA increase | $116,510 |
| Scholarship Budget Adjustment | $377,370 |
| Summer Session Scholarship Increase | $149,306 |
| **Sub-total —Scholarships & Other Fee Related Expenses** | **$1,570,333** |
| **Required Expenditure Increases** | |
| Bonus and Reclassification | $638,487 |
| Hourly Rate Employees Wage Increase | $244,000 |
| ICA - Gender Equity | $150,100 |
| New Building Costs | $280,756 |
| Payroll Accrual & Misc. Central Pool | $249,958 |
| Staff Planning | $241,300 |
| **Sub-total —Required Expenditure Increases** | **$1,804,601** |
| **Compensation Increases** | |
| Faculty / Staff Salary (FY 1998 1%=1,030k) | $3,605,000 |
| Graduate Stipends Increase (FY 1998 1%=73K) | $255,500 |
| Health Insurance Increases | $2,906,000 |
| Health Insurance Plan Redesign Savings | ($700,000) |
| Special Merit Pool (Represents only Promotion) | $60,000 |
| Summer Rate Increase (1%=20k) | $70,000 |
| **Sub-total —Compensation Increases** | **$6,196,500** |
| **Other Priorities if Funding Becomes Available** | |
| **Sub-total—Other Priorities (See Table II-B)** | **$2,603,752** |
| **Total Expenditures** | **$201,245,874** |

# Table II-B
# Athens General Program
# FY 1997-98 Expenditure Plan
# Other Priorities if Funding Becomes Available

| | | | | |
|---|---|---|---|---|
| 1. | $300 per non-union employee to offset health care premiums. | | | $855,000 |
| | A. Amount needed January to June 1998 | | $427,500 | |
| | B. Additional Base Budget Amount Needed in FY 1998-99 | | $427,500 | |
| | FY 1997-98 One-Time Only Uses for FY 1998-99 Base Budget | | | |
| | UPAC One-Time-Only Projects | $154,629 | | |
| | One-time Only Technology Proposals (UPAC) | $85,184 | | |
| | Provost's Reserve | $187,687 | | |
| | Total One-time Only Funds | $427,500 | | |
| 2. | Additional one-half percent Salary Increase (4 percent total salary increase) | | | $561,000 |
| 3. | UPAC Planning Pool (Additional funds included below in Graduate Studies & Technology) | | | $84,506 |
| 4. | Graduate Studies, Technology, and Research Base Funding | | | |
| | Graduate Studies | | | |
| | College of Fine Arts--Graduate Assistant Stipends (UPAC) | | $48,140 | |
| | College of Communication--Increase in Doctoral Stipends (UPAC) | | $40,000 | |
| | College of Arts and Sciences--Increase in Doctoral Stipends (UPAC) | | $26,600 | |
| | College of Education--Graduate Assistant Stipends (UPAC) | | $59,067 | |
| | University-wide Graduate Fellowships (UPAC) | | $30,500 | |
| | Sub-total Graduate Studies | | $204,307 | |
| | Technology | | | |
| | Additional Programming Support for Computer Services (UPAC) | | $50,326 | |
| | Programming Support for Enhanced Messaging System (UPAC) | | $44,851 | |
| | Additional Programming Support for Computer Services | | $100,652 | |
| | Updating of general computer labs or computer equipped classrooms | | $174,235 | |
| | Sub-total Technology Base Funding | | $370,064 | |
| | Research | | | |
| | Repayment of Capital Loan for Konnecker Biotechnology Center | | $233,875 | |
| | Library Acquisitions | | $195,000 | |
| | Research & Scholarly Activities (UPAC) | | $100,000 | |
| | Sub-total Research Base Funding | | $528,875 | |
| | Total Base Funding--Graduate Studies, Technology, and Research | | | $1,103,246 |
| | Total Base Funding Increase | | | $2,603,752 |

# Regional Higher Education

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

## Income Estimate

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

Regional Higher Education is presenting its budget with two options. Option A assumes that the Access Challenge line item is funded at the Senate levels. Access Challenge provides additional funding to two-year campuses and requires that at least 50% be used to contain tuition increases. Option B assumes that there will be no Access Challenge funding.

Tuition increases for Regional Higher Education are planned to be one percent below the Athens campus under Option B. These tuition increases are lowered by another 1.33% if Access Challenge is funded as assumed in Option A (Senate levels).

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

## Table III

### Income Budget Options
### Regional Higher Education
### 1997-98

| | 1996-97 Original Budget | 1997-98 Option A | 1997-98 Option B |
|---|---|---|---|
| Tuition and Fees | $17,345,000 | $18,488,000 | $18,728,000 |
| Instructional Subsidy | 15,677,000 | 17,355,000 | 16,873,000 |
| Other Income | 476,000 | 500,000 | 500,000 |
| TOTAL | $33,498,000 | $36,343,000 | $36,101,000 |

## Expenditure Plan

The Regional Higher Education expenditure plan parallels the proposed plan for Athens General Programs. The proposed expenditures for 1997-98 are presented in Table IV.

Base expenditures to be carried forward from the current year total $34,273,000. Included in this amount are expenditures funded from the regional campuses and the vice president after removal of one-time only allocations.

### Required Expenditure Increases

Required expenditures include purchased utilities and service contracts, Medicare for new employees, expenses associated with the occupancy of new buildings, bonus and reclassification costs for civil service employees, health plan increases, and central pool accruals.

### Compensation Increases

Both Option A and Option B have a compensation pool that will fund a salary increase of 4%. Also funded are the same $300 health insurance premium offset that will be provided at the Athens campus, and a 3.5% increase in Summer teaching rates.

### Program Planning Pool

*1997-98 Program Planning Pool:* A $350,000 program planning pool containing the approved projects listed in Appendix E are planned to be funded under Option A. In the event that access challenge state funding is not available, or if Ohio University's allocation is smaller than anticipated, the program planning pool funding under option B will decrease to $108,000. In that event, each regional campus will receive approximately 30% of planning pool funding identified below.

# Table IV

## Option A

## Expenditure Plan
## Regional Higher Education Programs
## 1997-98

| Expense Category | Cost | Cumulative Cost |
|---|---|---|
| Continuing Base | $34,273,000 | $34,273,000 |
| Required Expenditure Increases: | | |
| New Building Costs | 160,000 | |
| Medicare | 9,000 | |
| Purchased Utilities | 325,000 | |
| Civil Service Bonus and Reclassification | 18,000 | |
| Payroll Accrual & Misc. Central Pool | 26,000 | |
| Health Benefits | 283,000 | |
| Subtotal | $821,000 | $35,094,000 |
| Income Related Expenditure Increases: | | |
| Student Aid and Educational Benefits | 25,000 | |
| Financial Aid | 70,000 | |
| SB. 140 Funding | 20,000 | |
| Subtotal | $115,000 | $35,209,000 |
| Compensation Increases: | | |
| Health Insurance Premium Offset | 104,000 | |
| Faculty/Staff Salary | 615,000 | |
| Summer Rate Increase | 65,000 | |
| Subtotal | $784,000 | $35,993,000 |
| Program Planning Pool | $350,000 | $36,343,000 |
| Total | | $36,343,000 |

# Table IV

## Option B

## Expenditure Plan
## Regional Higher Education Programs
## 1997-98

| Expense Category | Cost | Cumulative Cost |
|---|---|---|
| Continuing Base | $34,273,000 | |
| Required Expenditure Increases: | | |
| New Building Costs | 160,000 | |
| Medicare | 9,000 | |
| Purchased Utilities | 325,000 | |
| Civil Service Bonus and Reclassification | 18,000 | |
| Payroll Accrual & Misc. Central Pool | 26,000 | |
| Health Benefits | 283,000 | |
| Subtotal | $821,000 | $35,094,000 |
| Income Related Expenditure Increases: | | |
| Student Aid and Educational Benefits | 25,000 | |
| Financial Aid | 70,000 | |
| SB. 140 Funding | 20,000 | |
| Subtotal | $115,000 | $35,209,000 |
| Compensation Increases: | | |
| Health Insurance Premium Offset | 104,000 | |
| Faculty/Staff Salary | 615,000 | |
| Summer Rate Increase | 65,000 | |
| Subtotal | $784,000 | $35,993,000 |
| Program Planning Pool | $108,000 | $36,101,000 |
| Total | | $36,101,000 |

# Medical Education

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

## Income Estimates

In the first year of the 1997-98 biennium, an increase of 4% was projected for the instructional subsidy. This estimation is subject to final legislative action on or before June 30, 1997. State appropriations for the clinical subsidy are anticipated to increase by 3.8%

Tuition income is based on projected medical enrollment and assumes a 5% increase over 1996-97. Enrollment is based on beginning class size of 100 with a total projected enrollment of 415 medical students.

The state appropriations, tuition and fee charges, and other income represent approximately 92% of the college's base budget. The Ohio Board of Regents is analyzing funding formulas for health manpower line items (Family Practice, Primary Care, Gerontology, and Ohio Area Health Education Centers Subsidies). This review has delayed award notifications for 1996-97. Some modifications to the current method of funding distribution are anticipated, which may affect the current fiscal year allocations as well as projections for 1997-98.

In addition to restricted state appropriations, other revenues available to the college include medical practice plan income, state and federal grants and contracts, research awards, and private gifts and endowments. A summary of the projected operating income is presented in Table V.

# Table V

## College of Osteopathic Medicine
## Estimated Operating Income
## 1997-98

| Category | 1996-97 Original Budget | 1997-98 Original Budget | Change |
|---|---|---|---|
| Instructional Subsidy | $11,460,000 | $11,914,000 | $454,000 |
| Clinical Subsidy | 4,399,000 | 4,566,000 | 167,000 |
| Tuition | 4,479,000 | 4,703,000 | 224,000 |
| Nonresident Surcharges | 133,000 | 140,000 | 7,000 |
| Application Fees | 30,000 | 30,000 | 0 |
| MCI | 3,137,000 | 3,000,000 | (137,000) |
| Other Income | 803,000 | 866,000 | 63,000 |
| TOTAL | $24,441,000 | $25,219,000 | $778,000 |

## Expenditure Plan

The College of Osteopathic Medicine's expenditures projections have been developed from an ongoing base of $23,350,000.

Compensation increases are projected with 4% available for salary increases and the remainder required to meet significant increases in health plan costs. Civil service bonuses and employee reclassifications are also included in compensation increases.

In the coming year, the college will begin phased implementation of a state-of-the-art clinical information system which includes an electronic medical record. The data base and management and reporting capabilities of the system provide critical advances in the areas of clinical research, education and service as well as operation efficiencies in the delivery of medical care. In 1997-98 $300,000 has been earmarked for the lease of hardware and software and conversion expenses. In 1996-97 the college adopted a strategic plan, and the 1997-98 Dean's Planning Pool will be used to fund major initiatives associated with the goals and objectives set forth.

Funds available will also permit the addition or replacement of faculty in the areas of greatest need. Table VI summaries the 1997-98 expenditure plan for the base operating budget of the college.

## Table VI

## Preliminary Expenditure Plan
## College of Osteopathic Medicine
## 1997-98

| Expense Category | Cost | Cumulative Cost |
|---|---|---|
| Continuing Base | $23,350,000 | $23,350,000 |
| Compensation Increases | | |
| Civil Service Bonus | | |
| Reclassification | 33,0000 | |
| Health Plan Increase | 494,000 | |
| Faculty/Staff Salary Increase | 503,000 | |
| Insurance Offset | 120,000 | |
| Subtotal | $1,150,000 | $24,500,000 |
| Additional Expenditures | | |
| Program Planning Pool | 150,000 | |
| Clinical Information System | 300,000 | |
| Approved Faculty Positions | 169,000 | |
| Supplies & Equipment, Reserve | 100,000 | |
| Subtotal | $719,000 | $25,219,000 |

# Appendix A

## 5%
## Schedule of Graduate and Undergraduate Student Fees
## Athens General Programs
## 1997-98

| Category | Proposed Increases Quarter | Annual |
|---|---|---|
| Undergraduate | | |
| Tuition | $52 | $156 |
| General Fee | 13 | 39 |
| Nonresident Surcharge | 75 | 225 |
| Graduate | | |
| Tuition | $65 | $195 |
| General Fee | 13 | 39 |
| Nonresident Surcharge | 75 | 225 |

| Category | Actual Quarter | 1996-97 Annual | Proposed Quarter | 1997-98 Annual |
|---|---|---|---|---|
| Undergraduate | | | | |
| Tuition | $1,038 | $3,114 | $1,090 | $3,270 |
| General Fee | 257 | 771 | 270 | 810 |
| Nonresident Surcharge | 1,498 | 4,494 | 1,573 | 4,719 |
| Graduate | | | | |
| Tuition | 1,308 | 3,924 | 1,373 | 4,119 |
| General Fee | 257 | 771 | 270 | 810 |
| Nonresident Surcharge | 1,498 | 4,494 | 1,573 | 4,719 |

## Appendix B

## Option A -2.67%
## Schedule of Graduate and Undergraduate Student Fees
## Regional Higher Education
## 1997-98

| Category | Proposed Increases Quarter | Annual |
|---|---|---|
| Eastern, Chillicothe, Lancaster, Zanesville | | |
| Tuition | $24 | $72 |
| General Fee | 3 | 9 |
| Nonresident Surcharge | 39 | 117 |
| Southern Campus | | |
| Tuition | $23 | $69 |
| General Fee | 2 | 6 |
| Nonresident Surcharge | 1 | 3 |

| Category | Actual Quarter | 1996-97 Annual | Proposed Quarter | 1997-98 Annual |
|---|---|---|---|---|
| Eastern, Chillicothe, Lancaster, Zanesville | | | | |
| Tuition | $ 891 | $2,673 | $915 | $2,745 |
| General Fee | 116 | 348 | 119 | 357 |
| Nonresident Surcharge | 1,454 | 4,362 | 1,493 | 4,479 |
| Southern Campus | | | | |
| Tuition | $858 | $2574 | $881 | $2,643 |
| General Fee | 72 | 216 | 74 | 222 |
| Nonresident Surcharge | 40 | 120 | 41 | 123 |

# Appendix B

## Option B - 4%
## Schedule of Graduate and Undergraduate Student Fees
## Regional Higher Education
## 1997-98

| Category | Proposed Increases Quarter | Annual |
|---|---|---|
| Eastern, Chillicothe, Lancaster, Zanesville | | |
| Tuition | $36 | $108 |
| General Fee | 5 | 15 |
| Nonresident Surcharge | 58 | 174 |
| Southern Campus | | |
| Tuition | $34 | $102 |
| General Fee | 3 | 9 |
| Nonresident Surcharge | 2 | 6 |

| Category | Actual Quarter | 1996-97 Annual | Proposed Quarter | 1997-98 Annual |
|---|---|---|---|---|
| Eastern, Chillicothe, Lancaster, Zanesville | | | | |
| Tuition | $ 891 | $2,673 | $927 | $2,781 |
| General Fee | 116 | 348 | 121 | 363 |
| Nonresident Surcharge | 1,454 | 4,362 | 1,512 | 4,536 |
| Southern Campus | | | | |
| Tuition | $858 | $2574 | $892 | $2,676 |
| General Fee | 72 | 216 | 75 | 225 |
| Nonresident Surcharge | 40 | 120 | 42 | 126 |

# Appendix C

## Schedule of Medical Student Fees
## 1997-98

| Category | Proposed Increases Quarter | Annual |
|---|---|---|
| Medical | | |
| Tuition | $164 | $492 |
| General Fee | 13 | 39 |
| Nonresident Surcharge | 75 | 225 |

| Category | Actual Quarter | 1996-97 Annual | Proposed Quarter | 1997-98 Annual |
|---|---|---|---|---|
| Medical | | | | |
| Tuition | $3,273 | $9,819 | $3,437 | $10,311 |
| General Fee | 257 | 771 | 270 | 810 |
| Nonresident Surcharge | 1,498 | 4,494 | 1,573 | 4,719 |

# Appendix D
# Athens General Programs
# UPAC Planning Pool Summary

Below is a summary of the UPAC Planning Pool proposals that have been recommended for funding. Please note that some proposals contain both one-time only funds and base funding, and have been placed in the category where most of the funding occurs.

## One-Time Only Funding Proposals

Automated Bulk Mail Processing $30,300

This proposal is for the provision of an Automated Bulk Mail Processing Operation for the Mail Services Department. Because of the US Postal classification reform, the current methods used for bulk mail preparation will no longer afford Ohio University the substantial postage discounts that were once received. To obtain the maximum postage discounts available, Ohio University must implement an automated bulk mailing system including the bar-coding of bulk mail. The equipment and student employee position requested in this proposal will provide the foundation for this operation. The total amount of this proposal is $30,300.

Expansion of Transportation for the Disabled/CATCAB Program $38,900

This proposal funds a new vehicle, student wages, and operating support. The transportation for the disabled program (CATCAB) has grown beyond expectations. This proposal will add another vehicle and increase staffing necessary for Summer quarters, both unanticipated expenses. At the present time, those times requiring two vehicles have resulted in a diversion of other student employees and utilization of a sedan or van, neither of which is lift-equipped. CATCAB is currently averaging in excess of 600 transports per month; two months have exceeded 760 transports.

Purchase of New Delivery Truck $23,680

Funding is provided for the purchase of a new delivery truck. The purchase of a new truck for Stores/Receiving Department will provide significant short-term and long-term benefits for the Stores/Receiving Department and the entire university community due to all the down time when the old truck is in the garage. Driving an old vehicle is a health hazard to the employees operating the truck as well as to the students and the Athens community as a whole.

Installation of Cage and Rack Washer in Animal Research Building $23,575

Ohio University's animal facility currently has an animal cage washer which does not meet temperatures required by federal regulations for sanitation and cannot be repaired. It was designed to sanitize small numbers of animal cages, but current needs are for sanitizing large numbers. A washer was obtained from another institution for installation cost only. This proposal is for the $23,575 to install the washer. This action will support any and all faculty and students who use animals in teaching or research. Failure to install the washer could endanger AAALAC, Int. accreditation and could jeopardize future NIH funding sources for animal research.

Upgrade of the Rock/Soil Preparation Laboratory $28,290

In order to give undergraduate and graduate students in geology and environmental science the necessary laboratory skills for research and employment, an equipment upgrade in the rock/soil preparation laboratory is essential. Processing of rock and soil material is a necessary precursor to the determination of chemical and physical properties and the detection of contaminants. Research and employment opportunities for students will be greatly augmented by modern laboratory equipment. The department does not presently possess any of the equipment needed for this purpose.

Educational Testing Materials $24,184

This proposal funds educational testing materials for both graduate and undergraduate instruction. Courses in Reading and Language Disabilities, Special Education, and Counselor Education are specifically designed to instruct students in the administration and interpretation of assessment instruments. These testing materials are also used to provide services to the community at the George E. Hill Counseling and Research Center and the Reading Center in the College of Education by students participating in practica, internship, and laboratory courses. Currently there are insufficient materials. Many of these instruments have recently been revised and updated versions are needed. Replacement materials are also needed.

## One-Time Only Funding Proposals---Technology

Portable Computer Access Training Service $71,934

This funding will provide the division of Lifelong Learning with resources to develop a Portable Computer Access Training Service (Porta-CATS) to serve the businesses and adult students of Ohio with an efficient and cost-effective way of utilizing technology to deliver computer training. This funding will enable the Division to purchase 15 laptop computers and all of the associated hardware and software needed to equip a training center with the flexibility to carry meaningful learning opportunities to a variety of constituencies, in various locations. As matching funds, Lifelong Learning will provide all necessary coordination, support, and training personnel for the service.

News Room Software $13,250

The WOUB (Telecommunications Center) and ACTV-7 (Scripps School of Journalism) news room are using decade-old homemade news scripting software that is barely functional. The software is required to write scripts and create show rundowns. New software that is more user-friendly and has additional features would allow the news room to operate more efficiently. We propose outfitting WOUB News, ACTV-7 News, ACRN News, a School of Journalism classroom, the WOUB-TV and radio master booths and the Telecommunications Center on-line facility with new scripting software. This will improve News Room operations and enable faculty to teach students with a News Room computer system used by many commercial radio and television stations. This would give the students a tremendous advantage when they seek employment after graduation.

## Base Funding Program Proposals

Chinese Faculty Position Upgrade $8,948

This funding upgrades a Chinese faculty position from Group IV (term) to Group I (tenure track). The position will be filled by a person with native or near-native ability in Mandarin; successful language teaching experience; significant promise as a researcher; and a Ph.D. in Chinese Linguistics, Applied Linguistics, Foreign Language Education, or Teaching English as Foreign Language (TEFL). These qualifications have been met by each of our last three Visiting Professors of Chinese. However, stability and commitment must be added to ensure continuous improvement in the Chinese language program.

Student Senate Allocation Increase $5,220

Student Senate serves as the essential representative voice of the nearly 20,000 students at Ohio University. Senate has proven itself effective. However, communicating with its constituents has become increasingly costly. They gain student input, publicize committee positions, and organize 5 offices with over 200 students, on a continual basis. These costs have risen sharply in recent years while the allocation of approximately $20,000 has increased only once since the low enrollment years in the early 1970's. An increase of $5,220 will enable Senate to better involve the large student population in university governance, and enhance the accessibility of the student's voice.

Hearing and Speech Sciences Clinical Instructor Position $28,500

This proposal provides $28,500 to fund 50% of a full time, twelve-month, clinical instructor position in the School of Hearing and Speech Sciences. The position is essential to continuing to offer a high-quality degree program that will meet professional accreditation requirements. Students must have a predetermined number of clinical hours with a variety of clients and in a variety of settings. Clinical instruction and practicum supervision occur in conjunction with delivery of much needed client services. Thus, funding this proposal also benefits southeastern Ohio.

One Additional Police Dispatcher $27,538

This proposal will provide one full-time dispatcher for the Department of Campus Safety. The duties and the complexity of the job (i.e., 911 system, 4 radio systems, fire and intrusion alarms, CCTV, Law Enforcement Automated Data System, Computer Aided Dispatch, emergency telephones, 4 regular telephone lines, etc.) make it critical to have highly trained, experienced dispatchers.

## Base Funding Proposals---Graduate Studies

College Wide Graduate Assistantships Stipend Enhancement $48,140

This funding will enable the College of Fine Arts to enhance its ability to offer quality graduate and undergraduate instruction and creative activity through a increase in Graduate Assistant support. In the last decade, the College of Fine Arts has increased its commitment and ability to provide top quality professional training in the arts. This is especially true at the graduate level. As a result, it competes against top private and public institutions throughout the country in the recruitment of exceptional applicants to our graduates programs. Graduate assistant support for The College of Fine Arts has essentially remained the same since 1984-85. In order to attract top students to our graduate programs, we must offer competitive financial aid packages for exceptionally talented and creative individuals.

Increase in Doctoral Graduate Stipends $40,000

In recent years, top graduate programs in Communication at other universities have substantially increased their funding for doctoral students. At the same time, Ohio University's programs in this field have only been able to give modest financial increases to doctoral students and have not kept pace. As a result, Interpersonal Communication, Journalism and Telecommunications have become largely less competitive in attracting top doctoral students when competing with such Universities as Indiana, Illinois, Pennsylvania, Florida and Wisconsin. An increase of $1,000 in stipend funds for 40 doctoral students is needed to begin to alleviate this situation and ensure the continued national prominence of OU's programs.

Increase in Doctoral Stipends $26,600

Funds are provided to the College of Arts & Sciences to increase stipends for 14 doctoral students from $11,600 to $13,500 for a total of $26,600. The increase in stipends is based on the College of Arts and Sciences approved agreement between the Department of Environmental and Plant Biology and the Department of Biological Sciences for equalizing doctoral stipends. The agreement will allow the two departments to integrate their doctoral programs, and, therefore, comply with the recommendation by the State of Ohio board of Regents doctoral review.

New Teaching Associates for Professional Education $59,067

This funding enables the College of Education to expand teaching, research and service through a triad of partner relationships among at least 10 faculty, 10 Teaching Associates (TA's), and nearly 1000 undergraduate students. The model depends on new priority uses of TA's, while promoting more extensive and effective teaching and learning relationships among the partners. The key is 10 TA's (5 UPAC funded) who will serve in teaching and supervision roles that have previously been filled by part-time faculty whose status could not support the full academic mission of the university. This new arrangement will provide: additional doctoral students with college classroom and leadership experiences; a database for research efforts; a substantial range of new learning, research, and service opportunities for undergraduate students; and better uses of resources for other academic uses within the college.

University-Wide Graduate Fellowships $30,500

This proposal urges a redevelopment of the present system of university-wide graduate fellowships (non-service stipends) on a scale that would make Ohio University minimally comparable to other Research II institutions. The objective is to attract and nurture quality students, who are as vital as quality faculty in surviving the intense scrutiny to which graduate and professional education is to be subjected by the state of Ohio. This funding establishes two new graduate fellowships at $10,000 each, and provides an additional $10,500 to bring the four existing fellowships up from their presently-budgeted $7,900 stipends to $10,000 each.

**Base Funding Proposals---Technology**

Additional Programming Support for Computer Service $50,326

This proposal adds one computer programmer. Increasing effective and efficient use of technology is a major university priority and computer/student academic services offices' goal. Existing problems and needed major initiatives necessitate additional skilled technical personnel. Urgent projects include alternative retirement plans, DARS upgrades, demand analysis, distance learning, SIS enhancements, scheduling, transfer articulation, voice processing applications, and WWW applications.

Programming Support for Enhanced Messaging Service $44,851

This position will assist with continued refinement of the university's electronic messaging infrastructure. The university's central e-mail server and user directory has provided core messaging services for all students, faculty and staff. Continued development is necessary to provide an efficient, robust, full-function messaging environment capable of supporting the many initiatives underway at the university. Specific projects include: improved methods for group messaging, authentication and authorization services, enhanced security and data privacy, and support for shared group interaction. Effective and efficient use of electronic messaging will enhance the interaction between students and faculty, thus improving the teaching-learning process.

**Base Funding Proposal—Research**

Council for Research & Scholarly Activities & New Faculty $100,000

The Ad Hoc Committee for Research, Scholarship, and Creative Activity recommended a reallocation over time of an additional 40% ($800,000) of the total amount of indirect costs recovered on externally-sponsored activities to support the activities of a council and the vice president for research and graduate studies. Funding foci will be on activities to promote and conduct research and the start up costs for new faculty. This funding allows a modest start to this effort to reinvest research indirect cost earnings back into the University's research infrastructure.

# Appendix E

## Regional Campuses

Under Option A, approved projects listed below are planned to be funded. In the event that access funding is not available, planning pool funding under option B will decrease to $108,000. In that event, each regional campus will receive approximately 30% of planning pool funding identified below.

### Ohio University--Eastern Campus

Technology Upgrades $40,000

Funds are needed to upgrade technology for academic programs in areas of institutional delivery and faculty support. Specific items needed include photo enlarger package, TV monitor on a cart, mounted TV monitor,, video projector, projection screens, microphones, VCR monitor, video library, Local Area Network (LAN) file server, and computer equipment.

Library Security System $12,000

This proposal requests funding for a 3M security system to ensure that library materials are safeguarded against theft.

Cultural Arts Activities $8,000

Funds are needed to support cultural arts activities such as poetry readings, guest speaker programming, theatrical performances, and international awareness presentations.

### Ohio University--Chillicothe Campus

Academic Technology Initiatives $64,000

Requested funding in this proposal will be used to purchase equipment that will be used to integrate technology into several academic curricula: medical equipment and computers for the nursing program, a portable multimedia computer to be used for instruction and curriculum design, a Minolta microfilm reader printer to support research endeavors, a computer system upgrade to support fine arts offerings, and a projection unit and audio visual equipment to upgrade the audio-visual room.

Student Service Programs $16,000

This proposal seeks support for two important initiatives that will serve students: 1) a student recruiting and marketing program that will be supported by materials such as new brochures and fliers, advertising using videotape, cable TV advertising and direct mail, 2) a career services program improvement that will consist of additional student employees and automated job information and search equipment.

Instructional and Curriculum Support $15,000

Funds are needed to purchase a dissecting microscope to improve biological sciences lab facilities, and to purchase a digital audio workstation and a digital authoring library to enable faculty to develop and design new curriculum.

Ohio University-Southern Campus

Facilities Upgrades $25,000

This proposal requests funding for safety-walks with ramps for the physically challenged, new campus signage, and new furniture for the campus inner courtyard.

Student Services Enhancements $37,000

This is a request for funds to support student activities by purchasing awards for student recognition, buying a job fair employment data base to support career services, supporting purchasing of brochures, mailing and speaker honorariums to support a Future Teachers of America program, by funding a peer tutoring program, supporting a computerized assessment program for entering freshmen, enhancing library facilities for more convenient and effective student access, and by publishing an alumni newsletter to enable students to tell their story.

Ohio University-Lancaster Campus

Library Cataloging Project $4,000

Funds are needed to support a 1/2 FTE Library Assistant Position to support cataloging of resources for Ohio Link.

Educational Technology Programs $63,000

Funding is requested to purchase videotapes to be used in instruction of courses, several software programs to support technology programs, new printers and chip upgrades in the computer lab, PC's for an interdisciplinary technical resource room and audio-video instructional equipment.

Cultural Programs $10,000

This is a request for funds to purchase a new theater drape and to support a speaker program designed to bring culturally uplifting individuals to campus.

## Ohio University-Zanesville Campus

Recruiting Programs $41,000

Funds are requested to support several initiatives designed to increase campus enrollment: recruitment activities such as red carpet day for high school seniors, area educators luncheon, student leadership programs, area school service programs conducted in high schools, and direct and regular recruiting mailings.

Electronic Media Video Upgrades $15,000

To support the electronic media program, this proposal seeks funding for a component digital switcher, a real time 3-D DVE system with character generator, and 3-D modeling components.

## TUITION AND FEE SCHEDULE FY 1997/98 PART A

## RESOLUTION 1997 -- 1538

**WHEREAS**, Am. Sub. H. B. No. 215 prohibits Boards of Trustees from authorizing instructional and general fee increases of more than four percent in a single vote,

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees authorizes a four percent increase in the instructional and general fee effective Fall Quarter 1997.

## TUITION AND FEE SCHEDULE FY 1997/98 PART B

## RESOLUTION 1997 -- 1539

**WHEREAS**, the Program Planning Report, June 1997, contains program enhancements which were recommended after extensive review, and

**WHEREAS,** the Program Planning Report, June 1997, contains fixed and mandated cost increases, as well as faculty and staff compensation increases, and

**WHEREAS,** the Board of Trustees approved tuition and fee schedule, Part A, and

**WHEREAS,** Am. Sub. H. B. No. 215 requires the Board of Trustees to authorize instructional and general fee increases exceeding four percent, but not more than six percent, by a second vote, and

**WHEREAS,** the Program Planning Report, June 1997, provides for a five percent increase in the instructional and general fee,

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Trustees adopts the following schedules of fees effective Fall Quarter 1997.

OHIO UNIVERSITY
FEE SCHEDULE (PER QUARTER)
EFFECTIVE FALL QUARTER 1997
ATHENS CAMPUS

| | Approved 1996-97 | Proposed 1997-98 | Change |
|---|---|---|---|
| **Full-Time Students** | | | |
| Undergraduate (11-20 hours inclusive) | | | |
| Instructional | $ 1,038 | $ 1,090 | $ 52 |
| General | 257 | 270 | 13 |
| Non-Resident Surcharge | 1,498 | 1,573 | 75 |
| Medical | | | |
| Instructional | 3,273 | 3,437 | 164 |
| General | 257 | 270 | 13 |
| Non-Resident Surcharge | 1,498 | 1,573 | 75 |
| Graduate (9-18 hours inclusive) | | | |
| Instructional | 1,308 | 1,373 | 65 |
| General | 257 | 270 | 13 |
| Non-Resident Surcharge | 1,498 | 1,573 | 75 |
| **Part-Time Hours** | | | |
| Undergraduate | | | |
| Ohio Resident | 125 | 131 | 6 |
| Non-Resident | 274 | 287 | 13 |
| Graduate | | | |
| Ohio Resident | 195 | 204 | 9 |
| Non-Resident | 381 | 399 | 18 |
| **Excess Hours** | | | |
| Undergraduate | | | |
| Ohio Resident | 62 | 65 | 3 |
| Non-Resident | 138 | 145 | 7 |
| Graduate | | | |
| Ohio Resident | 113 | 119 | 6 |
| Non-Resident | 225 | 236 | 11 |

OHIO UNIVERSITY
FEE SCHEDULE (PER QUARTER)
EFFECTIVE FALL QUARTER 1997
REGIONAL CAMPUSES

| | Approved 1996-97 | Proposed 1997-98 | Change |
|---|---|---|---|
| **Full-Time Students** | | | |
| Undergraduate (11-20 hours inclusive) | | | |
| Eastern, Chillicothe, Lancaster and Zanesville: | | | |
| Instructional | $ 891 | $ 915 | $ 24 |
| General | 116 | 119 | 3 |
| Non-Resident Surcharge | 1,454 | 1,493 | 39 |
| Southern: | | | |
| Instructional | 858 | 881 | 23 |
| General | 72 | 74 | 2 |
| Non-Resident Surcharge | 40 | 41 | 1 |
| **Part-Time Hours** | | | |
| Undergraduate | | | |
| Eastern, Chillicothe, Lancaster and Zanesville: | | | |
| Ohio Resident | 93 | 95 | 2 |
| Non-Resident | 238 | 244 | 6 |
| Southern: | | | |
| Ohio Resident | 85 | 88 | 3 |
| Non-Resident | 89 | 92 | 3 |
| **Excess Hours** | | | |
| Undergraduate | | | |
| Eastern, Chillicothe, Lancaster and Zanesville: | | | |
| Ohio Resident | 46 | 47 | 1 |
| Non-Resident | 121 | 124 | 3 |
| Southern: | | | |
| Ohio Resident | 46 | 47 | 1 |
| Non-Resident | 52 | 53 | 1 |

## APPOINTMENT OF A UNIVERSITY TRUSTEE TO

## OHIO UNIVERSITY FOUNDATION BOARD

### RESOLUTION 1997 -- 1540

**WHEREAS**, The Ohio University Board of Trustees and The Ohio University Foundation Board have agreed that three members of the Ohio University Board of Trustees shall be appointed to The Ohio University Foundation board, subject to Board of Trustees action and for a term not to exceed three years,

**NOW, THEREFORE, BE IT RESOLVED** that Ohio University Board of Trustee member Brandon T. Grover be appointed to The Ohio University Foundation Board for a term beginning July 1, 1997, and ending June 30, 2000.

## ELECTION OF OFFICERS AND PRESIDENT

### Election of Chairman

### RESOLUTION 1997 -- 1541

**RESOLVED** that Brandon T. Grover be elected Chairman of the Board of Trustees for the year beginning July 1, 1997, and ending June 30, 1998.

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### Election of Vice Chairman

### RESOLUTION 1997 -- 1542

**RESOLVED** that Gordon F. Brunner be elected Vice Chairman of the Board of Trustees for the year beginning July 1, 1997, and ending June 30, 1998.

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### Election of Treasurer

### RESOLUTION 1997 -- 1543

**RESOLVED** that William L. Kennard be elected Treasurer of Ohio University for the period beginning July 1, 1997, and ending August 31, 1997, and that Richard P. Siemer be elected Treasurer of Ohio University for the period beginning September 1, 1997, and ending June 30, 1998.

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## Election of Secretary

### RESOLUTION 1997 -- 1544

**RESOLVED** that Alan H. Geiger be elected Secretary of the Board of Trustees for the year beginning July 1, 1997, and ending June 30, 1998.

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## Election of President

### RESOLUTION 1997 --1545

**RESOLVED** that Robert Glidden be elected President of Ohio University for the year beginning July 1, 1997, and ending June 30, 1998.

## COMPENSATION FOR PRESIDENT AND EXECUTIVE OFFICERS 1997-98

### RESOLUTION 1997 -- 1546

**WHEREAS,** in executive session in Committee of the Whole there was a review of the performance of executive officers and a presentation of salary recommendations by the President based on this review, and a discussion of compensation for the President.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees authorized the Board-Administration Committee to review with the President the salaries of executive officers and to determine the compensation for the executive officers and the President for 1997-98.

## HONORARY DEGREE AWARD

### RESOLUTION 1997 -- 1547

**WHEREAS,** the University Committee on Honorary Degrees has recommended that Ohio University honor Hillary Rodham Clinton through the conferral of an honorary Doctor of Laws degree, and

**WHEREAS,** the President did confer the honorary degree on Hillary Rodham Clinton at the Saturday afternoon commencement ceremonies June 14, 1997, following the direction of the Board of Trustees,

**NOW, THEREFORE, BE IT RESOLVED** that the degree conferred be affirmed.

### *Hillary Rodham Clinton*

A deep-seated conviction that each of us has the responsibility to give something of ourselves to society has shaped Hillary Rodham Clinton's career in public service.

As our nation's First Lady, Mrs. Clinton has been an ardent and articulate spokesperson for children and families. Author of the best seller, *It Takes a Village*, she won a Grammy earlier this year for the recorded narration of that book. She also has utilized her position in the White House to showcase the performing arts and American cuisine and crafts.

During her husband's first term as President, Mrs. Clinton served as chairperson of the Task Force on National Health Care Reform. The Task Force's primary objective was to improve the current delivery system and ensure that every American has access to high quality affordable health care.

Mrs. Clinton, a native of Chicago, grew up in Park Ridge, Illinois, where she was active in student government, organized food drives, and was inducted into the National Honor society. She was a member of her local Methodist Church's youth group and of the Girl Scouts. (Today, in her role as First Lady, she serves as honorary president of the Girl Scouts of America.) a graduate of Wellesley, Mrs. Clinton earned her law degree from Yale University.

During her 12-year tenure as First Lady of Arkansas, she focused state-wide attention on the importance of education. Mrs. Clinton earned praise for her service as chairperson of the Arkansas Education Standards Committee, which took a leadership role in establishing achievement benchmarks for the state's public schools. She also founded Arkansas Advocates for Children and Families, and established Arkansas' Home Instruction Program for Preschool Youth, which trains parents to work with their children to achieve literacy and school readiness. During this time, Mrs. Clinton worked full-time as a partner in a law firm and managed her home and family. She was named Arkansas Woman of the Year in 1984.

## MEETING DATES FOR SUCCEEDING YEARS

Designation of Stated Meeting Dates for Years Beginning
July 1, 1997 and Ending June 30, 1999

### RESOLUTION 1997 -- 1548

**RESOLVED** that the following dates, which are Friday and Saturday, be designated the stated meeting dates for the year beginning July 1, 1997, and ending June 30, 1999, with committee meetings scheduled the preceding day.

June 25, 26, 27, 1997
October 17, 1997
December 12, 13, 1997
February 6, 7, 1998
April 17 & 18, 1998
June 26, 27, 1998
September 18, 19, 1998
December 4, 5, 1998
February 12, 13, 1999
April 16 & 17, 1999
June 25, 26, 1999

**Commencement**

June 12, 13, 1998
June 11, 12, 1999

**RESOLVED** further that, if conditions dictate, the Board-Administration Committee be authorized to change the date of the stated meeting.

# OHIO UNIVERSITY

June 27, 1997

## CERTIFICATE OF APPRECIATION

presented to

## CHARLES R. EMRICK, JR.

**FOR** *your conscientious dedication to the responsibilities of Board Chairman, 1996-1997;*

**FOR** *your enthusiasm for the University and ideas for its improvement;*

**FOR** *your support of new ventures;*

**FOR** *your commitment of time and talent to expanding the mission of the University;*

**FOR** *your generous personal support of University programs; and*

**FOR** *your consistently pleasant, encouraging demeanor and other personal qualities which have brought you our respect;*

**WE** *affirm our appreciation.*

*Conferred as a Mark of Esteem by the President and the Board of Trustees of Ohio University.*

PRESIDENT

SECRETARY

PATRICIA A. ACKERMAN
GORDON F. BRUNNER
CHARLOTTE C. EUFINGER
N. VICTOR GOODMAN
BRANDON T. GROVER
THOMAS S. HODSON
PAUL R. LEONARD
K. C. MELNIK
M. LEE ONG
KEVIN T. SASSON

## VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, enthusiastically thanked retiring Chairman Charles R. Emrick, Jr. for his outstanding leadership and for the overall "togetherness" he engendered.

Mr. Brunner thanked retired Trustee Charlotte Eufinger for joining trustees in retreat and complimented President Glidden for his work on the mission statement and accompanying plans and strategies.

Mrs. Ong thanked Trustees Emrick and Sasson for their good work and retired Trustee Eufinger for joining the Trustees for the retreat and meetings.

Mr. Hodson thanked the administration for providing media clips about the university and community gathered by University News Services. He noted he appreciated the interest in and ongoing discussion of civility on the campus and was grateful for the president's presentation regarding mission and core values.

Ms. Melnik thank everyone for their support this year and wished them a good summer.

Mr. Sasson welcomed new Vice Presidents Raley and Siemer and wished them well. Not expecting to attend this meeting and saying his good-byes at the last, he commented it seemed like "deja vu all over again."

Mr. Leonard congratulated the students and administration for their efforts to protect Dysart Woods against nearby mining attempts.

Dr. Ackerman congratulated President Glidden and Provost Brehm on a good year. She wished those retiring well, and stated that she enjoyed and appreciated the retreat process.

Mr. Goodman commented on his pleasure in meeting with student groups and his appreciation of the perspective they provide. He wished new Trustee officers Mr. Grover and Mr. Brunner well.

Mr. Grover commented the university is a special place because of its people. He noted, tongue-in-cheek, that with the election of a new chairman and vice chairman, himself and Mr. Brunner, we were now on the right track after being led by attorneys the past four years. Mr. Grover complimented the men's basketball team on an outstanding season.

President Glidden noted that retired University Trustee Charlotte Eufinger is to be elected Vice Chairman of the Ohio University Foundation Board. He thanked trustees for taking time to share in the retreat process and for their assistance with charting the future direction of the university.

Mr. Grover moved approval of a certificate commemorating Chairman Emrick's outstanding service. Dr. Ackerman seconded the motion. Approval was by acclamation. President Glidden then presented a certificate of appreciation to retiring Chairman Emrick.

Mrs. Eufinger, retired Trustee, commented she appreciated the opportunity to meet again with Trustees and to share ideas about the mission and future of the university.

Chairman Emrick thanked Trustees for their support of him and this great university. He welcomed the new vice presidents and encouraged trustees to plan on being here for commencement next year and the following years. He closed by pondering the thought of retiring Student Trustee Kevin Sasson giving the commencement address 20 years hence.

## IX. ANNOUNCEMENT OF NEXT STATED MEETING

Secretary Geiger announced the Board of Trustees will meet next on the Athens Campus, Friday, October 17, 1997, for committee/study sessions and for the formal board meeting.

## X. ADJOURNMENT

Determining there was no further business to come before the board, Chairman Emrick adjourned the meeting at 10:45 a.m.

## XI. BOARD ADMINISTRATION COMMITTEE

Immediately following adjournment of the Board o f Trustees' meeting, the Board Administration Committee met to consider the 1997/98 evaluation and compensation recommendations for the president and executive officers. Committee members present were Chairman Charles R. Emrick, Jr., Brandon T. Grover, and Paul R. Leonard. President Glidden and Secretary Geiger were present.

Chairman Emrick moved to approve the compensation recommendations for executive officers as previously discussed in executive session with President Glidden. Mr. Grover seconded the motion. All voted aye.

Vice Chair Grover moved to set the Fiscal Year 1997/98 salary for President Robert Glidden at $205,000. Chairman Emrick seconded the motion. All agreed.

## XII. 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.

Charles R. Emrick, Jr.
Chairman

Alan H. Geiger
Secretary