

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

Thursday, October 1 and Friday, October 2, 1998

Ohio University, Athens Campus

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF October 2, 1998 MEETING

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EXECUTIVE SESSION

11:45 a.m., Friday, October 2, 1998

McGuffey Hall Trustees Room
Ohio University, Athens Campus

On a motion by Mrs. Romer-Sensky, and a second by Mr. Grover, the Ohio University Trustees resolved to hold an executive session to consider personnel matters under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), litigation or the threat thereof under Section 121.22(G)(3) of the Ohio Revised Code on the 2nd day of October 1998.

On a roll call vote, Dr. Ackerman, Mr. Brunner, Mr. Grover, Mr. Emrick, Mr. Goodman, Mrs. Ong, Mrs. Romer-Sensky and Mr. Walter voted aye. This constituted a quorum. President Robert Glidden and Board Secretary Alan Geiger were present. Legal Counselor John Burns attended part of the session.

Personnel Matters

The issue of how the University conducts its public relations efforts was reviewed. Matters of how we can best accomplish the promotion of the institution and its people and by whom were considered. Trustees asked Vice President Nab to update them on our public relations efforts at the December 1998 meeting.

Real Estate

John Burns reviewed the status of East State Street property lease discussions and noted an agent will be employed to assist with possible negotiations. He announced proposals for the development of student housing on the Hooper Street site would be sought. A written report on redevelopment was received from Thomas Hodson and Trustees asked that he brief them on his efforts at the December 1998 meeting.

Litigation

The trademark issue of Ohio versus Ohio State was reviewed and Trustees opted to stay the course in defense of our protection of OHIO on athletic apparel and in entertainment venues.

I. ROLL CALL

Eight members were present: Chairman Gordon F. Brunner; Brandon T. Grover; Charles R. Emrick, Jr.; Patricia A. Ackerman; N. Victor Goodman; Robert D. Walter, M. Lee Ong, and Jacqueline Romer-Sensky. This constituted a quorum.

Student Trustees Michelle Miller and Eric Roush also attended. This was the first meeting for John Susany, president of the Alumni Board of Directors, who in this role sits by invitation with the Board of Trustees.

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

II. APPROVAL OF THE MINUTES OF THE MEETING OF June 27, 1998 (Previously distributed)

Mr. Grover moved approval of the previously distributed minutes. Dr. Ackerman seconded the motion. All voted aye.

III. COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger reported there were none

IV. ANNOUNCEMENTS

Secretary Geiger stated there were no announcements.

V. REPORTS

Reports were given by Provost Sharon S. Brehm, Vice President for Development and Alumni Relations Leonard Raley, Director of Financial Aid Carolyn Sabatino, and Executive Assistant to the President for Equity William Y. Smith. Copies of the materials presented and distributed to Trustees are included with the official minutes.

VI. UNFINISHED BUSINESS

Secretary Geiger reported no unfinished business.

VII. NEW BUSINESS

Secretary Geiger reported no new business.

A. BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chairwoman Ackerman reported the committee had reviewed and is presenting four resolutions for the Trustees' consideration. Committee members Emrick, Roush, Brunner, and Ackerman offered the resolutions.

On a motion by Dr. Ackerman, seconded by Mr. Emrick , the Trustees voted aye to approve the following resolutions:

- Construction Plans and Specifications and Contract Awards for the Third Floor of the Vernal Riffe Center at the Southern Campus – Resolution 1998 -- 1601
- Construction Plans and Specifications and Contract Awards for Strength Training and Conditioning Facility – Resolution 1998 -- 1602
- Construction Plans and Specifications and Contract Awards for the Renovation and Expansion of Bird Arena – Resolution 1998 -- 1603
- Document Approval for Recreation Facilities Improvements – Resolution 1998 -- 1604

**DOCUMENT APPROVAL FOR THE RENOVATION OF THE
THIRD FLOOR OF THE VERN RIFFE CENTER
AT THE SOUTHERN CAMPUS**

RESOLUTION 1998 --- 1601

WHEREAS, the 121st General Assembly, Regular Session, introduced and approved a capital improvements bill which provided authority for the State of Ohio to establish a Capital Component Allocation line item within the operating budget for capital improvement endeavors on college and university campuses, and

WHEREAS, the State of Ohio has included in the Ohio University operating budget effective with the start of Fiscal Year 1998, a Capital Component Allocation line item for the Southern Campus which contains \$51,840 which, while not guaranteed, is expected to be in the University's operating budget for the next fifteen years, and

WHEREAS, this Capital Component Allocation allows the Regional Campus System to borrow approximately \$525,000 in capital funds which the Southern Campus would like to utilize for the renovation of the space on the third floor of the Riffe Center that was not finished as a part of the building's initial construction, and

WHEREAS, this loan will be backed by non appropriated funds generated by the Regional Campus System, and

WHEREAS, this office in conjunction with representatives of the Southern Campus did interview and hire the firm of Dalton Architects, Inc., a local architectural firm in the Ironton area, to develop construction documents for this renovation project, and

WHEREAS, final plans and specifications have been completed for the renovation of the third floor of the Riffe Center.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does approve the construction documents for the renovation of the third floor of the Riffe Center.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to accept bids and award construction contracts, provided total bids do not exceed available funds.

RIFE9703.RES

Ohio University

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

September 14, 1998

Dr. Robert Glidden
President
Cutler Hall
Ohio University
Campus

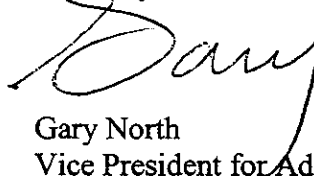
Dear Bob,

John Kotowski has assisted staff at the Ironton Campus with the development of plans to renovate the third floor of the Riffe Center to provide for television studios, radio production space, support space, office space, an interactive classroom, and a digital non-linear learning center.

The plans are finalized. John seeks Board approval and requests authorization to solicit bids and award construction contracts.

I recommend approval.

Sincerely,



Gary North
Vice President for Administration

GN:mmm

gn\pres.ironton

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY
FACILITIES PLANNING OFFICE
Building 19, The Ridges
Athens, Ohio 45701
TELEPHONE: (740) 593-2727
FAX: (740) 593-4081

John Kotowski
Director, Facilities Planning and Construction
E-MAIL: kotowski@oak.cats.ohiou.edu



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

DATE: September 10, 1998

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
AUTHORIZATION TO AWARD CONSTRUCTION
CONTRACTS FOR THE RENOVATION OF THE
THIRD FLOOR OF THE RIFFE CENTER ON THE
SOUTHERN CAMPUS

MEMO:

When the Riffe Center was constructed on the Southern Campus in 1995, there were insufficient funds to finish the third floor space. Instead, the third floor was constructed as a raw unfinished area. The intention or direction taken during the building's development was to put the Campus in a position of being able to capture the third floor and renovate it as quickly as possible after the facility was occupied.

Under the new capital process, institutions are being required to take responsibility for the debt service on capital improvement projects. The State, with the guidance of the Ohio Board of Regents, has established a new line item in each institution's operating budget that is identified or described as the "Capital Component Allocation". The Capital Component Allocation line for the Southern Campus, effective with the FY1998 operating budget, contains \$51,840 that is intended for capital related work at the campus. This amount, although not guaranteed, is anticipated by the campus for the next fifteen years and will be used as the debt service on a bond or loan that will generate approximately \$525,000 in capital funds. Regional Higher Education and the Southern Campus are proposing to use these funds for the third floor renovation at the Riffe Center. Further, Regional Higher Education, in order to not obligate the State of Ohio beyond the current operating budget, will be backing this debt or loan with non-appropriated funds generated by the Regional Campus System.

Page Two
Dr. Gary B. North
September 10, 1998

This project will involve the renovation of approximately 10,000 square feet of space. This space will be upgraded to accommodate the radio, television, and communication programs at the campus. Involved will be the development of television studios, radio production spaces, necessary support areas, some office and office support rooms, as well as an interactive classroom and a digital non-linear learning center.

In conjunction with Regional Higher Education and representatives of the Southern Campus, we have hired an architect, Dalton Architects, Inc., a firm located in the Ironton area, and have developed construction documents for this project. Board of Trustee action is required to proceed with development of the space. To take this next step, I have enclosed for consideration by the Board, at their regular meeting of October 2, 1998, a resolution that seeks approval of plans and specifications for the project and provides authority to award construction contracts, provided total bids do not exceed available funds.

Thank you for consideration of this matter. I will provide a set of plans and specifications for this project the week of September 28, 1998 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/RIFE9703.GBN

enclosure

pc: Dr. James C. Bryant
Dr. Bill W. Dingus
Mr. Richard Park Siemer
Mr. John F. Burns

**DOCUMENT APPROVAL FOR THE CONSTRUCTION OF A
STRENGTH TRAINING AND CONDITIONING FACILITY**

RESOLUTION 1998 - 1602

WHEREAS, the Athletic Department has inadequate facilities for strength training and conditioning and has explored alternatives for modifying the current facilities to better meet its needs, and

WHEREAS, the Department, after careful study, has determined that the best solution is to construct a new facility to the South of the West Grandstands at Peden Stadium which is consistent with the University's Land Use Plan, and

WHEREAS, with the assistance of the Athletic Department, University Facilities Planning has determined that a new facility will cost approximately \$850,000, and

WHEREAS, the Athletic Department has identified planning dollars necessary to hire a consultant for the project, and

WHEREAS, this office, in conjunction with the Athletic Department and Purchasing, has sought interested consultants, interviewed several firms and hired the firm of RVC Architects, Inc. as associate to develop construction documents for the project.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve plans and specifications for the Strength Training and Conditioning Facility.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the receipt of bids and award of construction contracts for the Facility provided the total bids do not exceed the resources the Athletic Department is able to identify for the project.

Ohio University

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

September 14, 1998

Dr. Robert Glidden
President
Cutler Hall
Ohio University

Dear Bob,

John Kotowski has assisted the Department of Intercollegiate Activities with the development of plans to construct a strength training and conditioning facility. The facility will be connected to the west grandstand of Peden Stadium, linking the space of existing locker, shower, and training space. The facility will be 8000 gross square feet in size and is estimated to cost \$850,000. Funding for the facility will be generated through a departmental fund raising initiative.

John seeks approval of the plans and has requested authorization to solicit bids and award a contract.

I recommend approval.

Sincerely,



Gary North
Vice President for Administration

GN:mm
gn\pres.athletics

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY
FACILITIES PLANNING OFFICE
Building 19, The Ridges
Athens, Ohio 45701
TELEPHONE: (740) 593-2727
FAX: (740) 593-4081

John Kotowski
Director, Facilities Planning and Construction
E-MAIL: kotowski@oak.cats.ohiou.edu



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

DATE: September 10, 1998

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS
AND RECOMMENDATION OF CONTRACT
AWARD FOR THE CONSTRUCTION OF A
STRENGTH TRAINING AND CONDITIONING
FACILITY

MEMO:

The Athletic Department in conjunction with this office has been looking at the facilities it has available for its athletes. As a part of the facilities review, the Department has established its critical needs. Near the top of the priority list is the expansion of less than adequate weight room facilities. As the University's Land Use or Master Plan was being developed, the need to expand the strength and conditioning facilities was anticipated and alternatives were explored. In the final analysis, the Plan identified the space to the South of the West Grandstands as the most logical location for this expanded facility.

The Athletic Department has identified the planning funds necessary to develop construction document for a new 8,000 gross square foot facility that is connected to the West Grandstands, linking the new space to the locker room and existing training rooms in Peden Stadium. The cost of this facility will be approximately \$850,000. The Athletic Department has put together a business plan that outlines the Department's ability to pay for this new space.

Page #2
Dr. Gary B. North
September 10, 1998

The 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 October 2, 1998 meeting which seeks approval of construction documents and provides authority to receive bids and recommend award of contracts as long as total bids do not exceed available funding. I will provide you with a set of construction documents early the week of September 28, 1998 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/STCF9801.GBN

Enclosure

pc: Mr. Thomas C. Boeh

**CONSULTANT APPROVAL FOR THE
RENOVATION AND EXPANSION OF BIRD ARENA**

RESOLUTION 1998 --- 1603

WHEREAS, the Ohio University is preparing to renovate Grover Center and when it does, the space at Grover Center that is used for a locker room to support Bird Arena will be unavailable, and

WHEREAS, Campus Recreation and University Facilities Planning have been exploring alternatives to accommodate locker rooms, changing areas, and improved public facilities to better meet the needs of the patrons of Bird Arena, and

WHEREAS, the Division of Campus Recreation and the office of Facilities Planning, after careful study, have determined that the best solution is to construct an addition to Bird Arena and renovate a portion of the existing facility providing the additional space necessary and better integrating what will be constructed, and

WHEREAS, it has been estimated that the project will cost \$800,000 to complete and the Division of Campus Recreation has put together a business plan for the College of Health and Human Services which identifies how the Division will retire a loan for the project, and

WHEREAS, the Division of Campus Recreation, in conjunction with the College of Health and Human Services, has identified planning dollars to hire an architectural consultant to do initial planning work for the Project, and

WHEREAS, this office, in conjunction with the Division of Campus Recreation and Purchasing, has sought interested consulting firms and interviewed those thought to be most appropriate for the Project.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby recommend the firm of Panich, Noel, Dawson and Associates as consultant for the Project.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction plans and specifications for the renovation and expansion of the Bird Arena.

BIRD9801.RES

Ohio University

Vice President for Administration

Cutler Hall 209
Ohio University
Athens, Ohio 45701-2979
614/593-2556

September 14, 1998

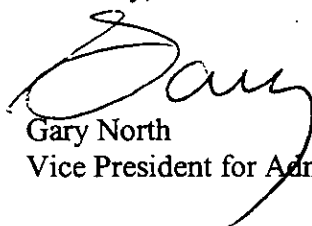
Dr. Robert Glidden
President
Cutler Hall
Ohio University

Dear Bob,

The renovation of Grover Center will eliminate locker and changing space that had been used by patrons of Bird Arena. The Director of Campus Recreation has requested that plans and specification be drawn for locker rooms, concession space, skate rental and storage, an observation area, a ticket office, and administrative space. It is estimated that 4,725 square feet of space will need to be added on the east side of Bird Arena to accommodate this request. Cost is estimated at \$800,000. and will be generated as a part of revenue generation proposed to finance the tennis and golf structures.

I recommend approval of the request to hire an architect and develop plans for construction.

Sincerely,



Gary North
Vice President for Administration

GN:mm

Page Two
Dr. Gary B. North
September 10, 1998

In order that this office and the Division of Campus Recreation may proceed, we are seeking the approval of the Board of Trustees at their regular meeting of October 2, 1998 to hire an Associate Architect to develop construction documents. This office, in conjunction with the Division and Purchasing, went through a selection process that was acceptable to all parties involved to identify an appropriate consultant. As a result of that process, we are recommending that the firm of Panich, Noel, Dawson and Associates be hired. I have enclosed a resolution for consideration by the Board with this memorandum. If I can be of further assistance with this matter, please let me know.

JKK/slw/BIRD9801.GBN

enclosure

pc: Dr. Judith Hubbard Matthews
Mr. Douglas S. Franklin

**DOCUMENT APPROVAL FOR
RECREATION FACILITIES IMPROVEMENTS**

RESOLUTION 1998 --- 1604

WHEREAS, the University is completing work on a ten tennis court complex to the East of the Ping Center on South Green Drive and was preceded by the re-organization of the golf course to accommodate this work, and

WHEREAS, the Division of Campus Recreation would like to make available a portion of the tennis facilities for year around use, would like to improve customer access to the golf course and would like to better be able to administer use of both the golf course and tennis facilities, and

WHEREAS, the Division of Campus Recreation has put together a business plan for the College of Health and Human Services which identifies how the Division will pay back a \$1,200,000 loan which will permit four of the ten tennis courts to be enclosed, allows for the development of a starter/club house for the tennis and golf complex and reorganizes a small segment of the parking to the East of the Ping Center; all of which is consistent with the University's Land Use Plan, and

WHEREAS, the Division of Campus Recreation in conjunction with the College of Health and Human Services has identified the planning dollars to hire a consultant for the project, and

WHEREAS, the University Facilities Planning Office, in conjunction with the Division of Campus Recreation and Purchasing, has sought interested consultants, interviewed several firms and hired the firm of RVC Architects, Inc. as Associate to develop construction documents for the Project.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the plans and specifications for the Recreation Facilities Improvements Project.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the receipt of bids and award of construction contracts for the Recreation Facilities Improvements Project provided total bids do not exceed available funds.

RECR9801.RES

Ohio University

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

September 14, 1998

Dr. Robert Glidden
President
Cutler Hall
Ohio University
Campus

Dear Bob,

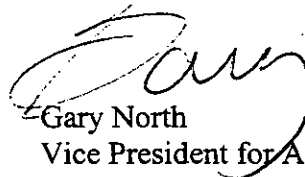
John Kotowski has been assisting the Department of Campus Recreation to finalize plans for the following projects:

- 1) a structure to cover four of the ten tennis courts now being developed east of the Ping Center; and,
- 2) a starter/club house for use in the management of both the tennis courts and the golf course.

The plans are finalized and funding will be provided under a bond issue generated by the Vice President for Finance. Debt Service payment will be made through fees and revenue generated through use of the facilities. John seeks approval of the plans authorization to award contracts for the construction of the two facilities.

I recommend approval.

Sincerely,



Gary North
Vice President for Administration

GN:mm

gn\pres.recreation

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY FACILITIES PLANNING OFFICE

Building 19, The Ridges
Athens, Ohio 45701
TELEPHONE: (740) 593-2727
FAX: (740) 593-4081

John Kotowski
Director, Facilities Planning and Construction
E-MAIL: kotowski@oak.cats.ohiou.edu



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

DATE: September 10, 1998

SUBJECT: APPROVAL OF PLANS AND SPECIFICATIONS AND
RECOMMENDATION OF CONTRACT AWARD FOR
THE CONSTRUCTION OF TWO RECREATION FACILITIES
IMPROVEMENTS

MEMO:

In order to improve recreational opportunities on the Ohio University Campus, the Division of Campus Recreation and this office have been working on the development of two projects. The first is to cover four of the ten tennis courts currently being constructed to the East of the Ping Center. The second is to construct a new starter/club house, also to the East of the Ping Center, that will service both the tennis and golf facilities. The tennis enclosure will be a tent type structure that will have heat to allow the courts to be used year around. The starter/club house facility will improve the Division's ability to administer both the tennis courts and the golf course. It will contain a reception/lounge type space, restrooms and a small concession/sales area. The building will be approximately 2,200 square feet in size. The project will require a small area of the parking to the East of the Ping Center to be modified to improve access to this starter/club house facility.

The project; the tennis enclosure, the starter/club house, and the parking and site improvements; is expected to cost \$1,200,000. The Division of Campus Recreation has developed a business plan for the College of Health and Human Services which identifies how the Division will re-pay a loan to develop these facilities. The College is working with the Vice President for Finance on getting involved in a bond issue that the

Page Two
Dr. Gary B. North
September 10, 1998

University is anticipating in the near future to provide capital funds for this and other projects.

I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of October 2, 1998 which seeks approval of the plans and specifications for this project. This resolution also seeks authority to proceed with the award of construction, so long as total bids do not exceed available funding. I will provide you with a set of construction documents early the week of September 28, 1998 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/RECR9801.GBN

enclosure

pc: Dr. Judith Hubbard Matthews
Mr. Richard Park Siemer
Mr. Douglas S. Franklin

B. EDUCATIONAL POLICIES COMMITTEE

Committee Chairwoman Ong reported the committee met and reviewed matters to come before Trustees. She reported the committee asked that the resolution and materials regarding Major and Degree Program Reviews be deferred until the December meeting. Mrs. Ong indicated the Provost would be clarifying and correcting materials for resubmission.

Mrs. Ong asked, in addition to herself, committee members, Goodman, Romer-Sensky, and Grover to present and offer, for approval, resolutions considered by the committee.

On a motion by Mrs. Ong and a second by Mr. Grover, the Trustees voted unanimously to approve the following resolutions:

- Review of Centers and Institutes 1997/98 - Resolution 1998 -- 1605
- Institute for the African Child - Resolution 1998 -- 1606
- The Sales Certificate/College of Business - Resolution 1998 -- 1607
- Deaf Studies and Interpreting, Chillicothe Campus, Associate Degree in Applied Science - Resolution 1998 -- 608
- Appointment to Chillicothe Campus Regional Coordinating Council - Resolution 1998 -- 1609

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 1997-98 -- 1605

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 1997-98 Reviews of Centers and Institutes, which recommend that the following centers and institutes be continued or terminated as noted:

Academic Advancement Center - Continue

Center for Cooperative Curriculum Development and Partnerships - Continue

Charles J. Ping Institute for the Teaching of the Humanities - Continue

Contemporary History Institute - Continue

Institute for Local Government Administration & Rural Development - Continue

Institute for Telecommunication Studies - Continue

Ohio Coal Research Center - Continue

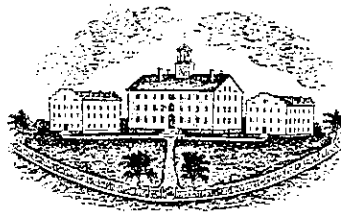
Ohio University Cartographic Center - Continue

Ohio University Insurance Institute - Continue

ORITE/Center for Geotechnical & Environmental Research - Continue

Somatic Dysfunction Research Institute - Continue

Office of the Provost
Cutler Hall
Athens OH 45701-2979



OHIO UNIVERSITY
1804

DATE: September 10, 1998
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm, ^{SSB}Provost
SUBJECT: Centers and Institutes

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

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

SB/jt

Centers and Institutes at Ohio University

The creation of centers and institutes reflects Ohio University's commitment to use its research, educational and service expertise for the development of scholarly and programmatic responses to societal needs, broadly defined. By their nature, these needs are often best met by interdisciplinary efforts and centers and institutes provide a organizational framework for intra- and inter-collegiate activities. They provide an intellectual focus for faculty; a more responsive, inter-disciplinary organization for external sponsors; and a cost effective strategy for the university. Centers and institutes at Ohio University are governed by OU Policy 01.015 which describes the mechanisms for the formation and the regular review.

Intellectual Focus:

It can be said of most fundamental discoveries and most imaginative pilot and demonstration projects that they occur at the point where traditional disciplines intersect □ at the point where information from a number of perspectives provide a rich environment for innovation. Centers and institutes provide a structure which encourages inter-disciplinary collaborations.

Responsive Organizations:

Ohio University's public and private sector partners must deal with challenges and opportunities that do not always fit the university's organization into departments, schools and colleges. These partners ask the university to bring its expertise to their needs. Centers and institutes allow the university to be flexible by organizing its capacity in a manner that is responsive to the challenge posed by its partners.

Cost Effective Strategy:

By bringing faculty with complimentary interests together in a center or institute, the university creates an intellectually-stimulating and externally-responsive organization. It also enables the university to hire support staff including technicians and post-doctoral fellows that serve these multi-disciplinary efforts and avoid the duplication that can occur when work is focused in departments throughout the university.

- ◆ 42% of Ohio University's 1997 external awards went to organized centers or institutes (\$14.3 million of \$34.4 million).
- ◆ The Avionics Engineering Research Center is the oldest, continuous center at Ohio University. Founded in 1964, the Avionics Engineering Center attracts approximately \$3.9 million annually from a variety of sponsors.
- ◆ 54% of Ohio University's 1997 research awards went to organized centers or institutes. Of this total, four centers/institutes attract over 90% of those funds (Avionics Engineering, \$3.9m; Edison Biotechnology, \$2.1m; Transportation & the Environment, \$1.6m; and Corrosion in Multiphase Systems, \$600K).

CENTERS/INSTITUTES
(with dates of review and termination)

Arts & Sciences

Contemporary History Institute - Joan Hoff (1998)
Health & Behavioral Sciences, Institute for - Tom Creer (terminated 1997)
Intelligent Chemical Instrumentation, Center for - Gary Small (2002)
Local Government Administration & Rural Development, Institute for - Mark Weinberg (1998)
Mammalian Recombinant Genetics, Institute of - David Allen (terminated 1993)
Nuclear & Particle Physics, Institute of - Roger Finlay (2001)
Ohio University Cartographic Center - Hugh Bloemer (1998)
Tropical & Geographical Disease Institute - Bill Romoser (2000)

Business

Business Enterprise, Center for - (terminated 87/88)
Consultative Sales, Center for - Barbara Dyer (2002*)
Court Administration, Center for - (terminated 89-90)
International Business Education and Development, Center for - John Keifer (1999*)
Leadership Studies, Center for - (terminated)
Ohio University Insurance Institute - John Reynolds (1998*)

Communication

Communication Studies, Center for - (terminated)
International Journalism, Institute of - Anne Cooper-Chen (2001)
Scripps Survey Research Center - Joe Bernt (2002*)
Telecommunications Center - Carolyn Baily Lewis (2000)
Telecommunication Studies, Institute for - Don Flournoy (1998)

Education

Center for Economic Education - Bill Rader (1998)
Center for Higher Education - Jim Williams (1998)
Center for the Study and Development of Literacy and Language - (2003*)
Center for Cooperative Curriculum Development and Partnerships - Ralph Martin (1998)
Democracy in Education, Institute for - Jean Ann Hunt, George Wood (2002*)
Educational Media Center - (terminated 89-90)
George Hill Center for Counseling & Research - Richard Hazler (2001)

Engineering & Technology

Advanced Materials Processing, Center for - Jay Gunasekera (2001)
Advanced Software Systems Integration, Center for - Charles Parks (2000*)
Auto Identification Education & Research Center - James Fales (1999)
Avionics Engineering Research Center - James Rankin (2000)
Corrosion in Multi-Phase System Research Center - Paul Jepson (1999)
Ohio Research Institute for Transportation and the Environment - Gayle Mitchell (2002*)
Geotechnical & Environment Research, Center for - Gayle Mitchell (1998)
Ohio Coal Research Center - Michael Prudich (1998)
Stirling Technology Research, Center for - William Beale (terminated 1993)
T. Richard and Eleanor K. Robe Leadership Institute - (2001*)

*first review

Fine Arts

Motion Picture Development, Institute of - David Thomas (1999*)

Health & Human Services

Child Development Center - Margaret King (1999)

Health & Human Services, Institute for - Ann Teske (2002)

Osteopathic Medicine

Somatic Dysfunction Research Institute - John Howell (1998)

Research and Graduate Studies

Applied and Professional Ethics Institute - Arthur Zucker (2000*)

Charles J. Ping Institute for the Teaching of the Humanities - Charles Ping (1998*)

Center for Environmental and Public Affairs - Mark Weinberg (2000*)

Empirical Study of Language, Institute for the - Danny Moates (2001*)

O.U. Edison Biotechnology Institute - David Wight (2000)

O.U./Tsinghua University Institute for Genetics and Biotechnology - David Wight (2002*)

Political Communication, Center for - Mark Weinberg (1998)

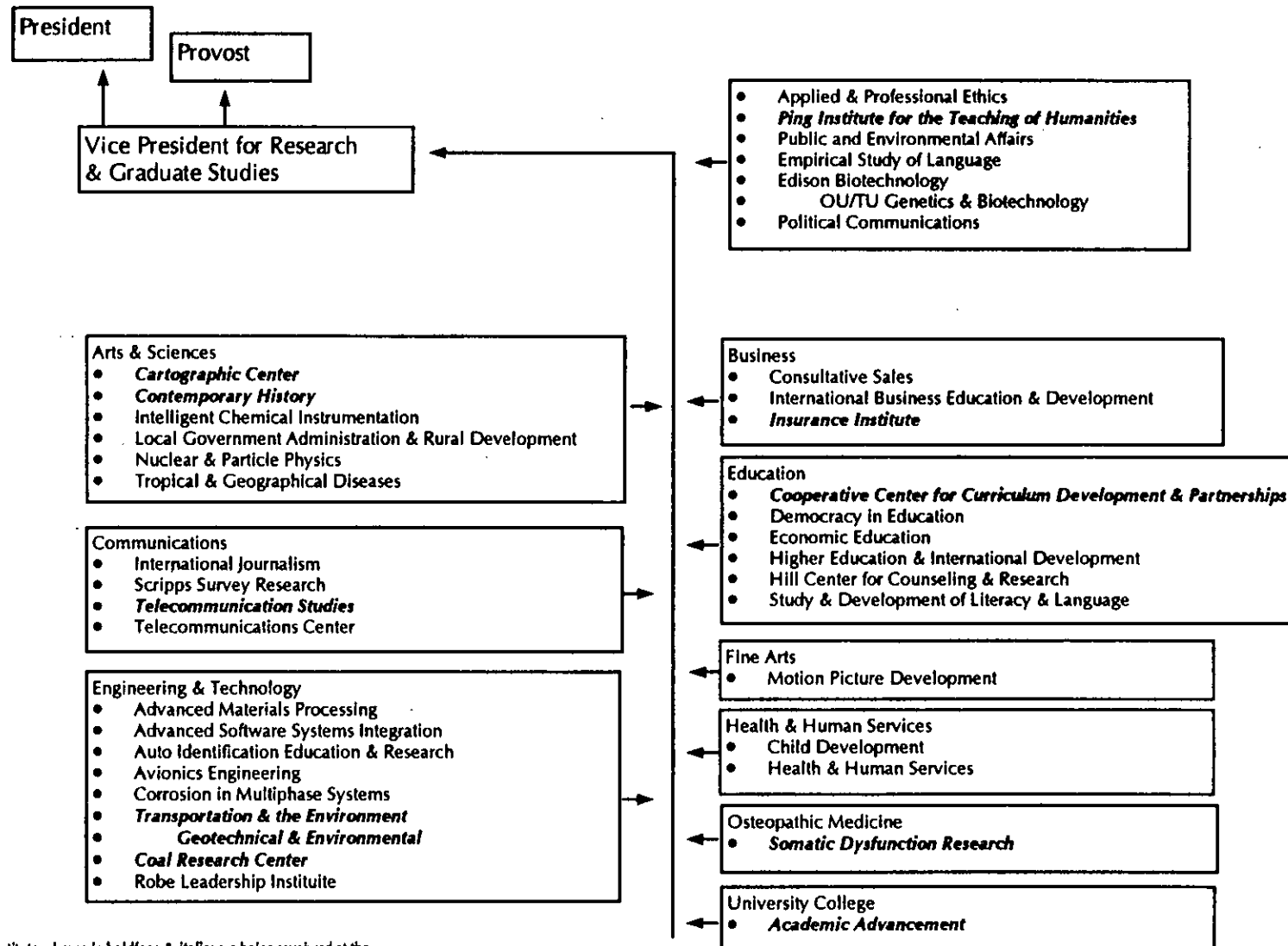
University College

Academic Advancement Center - Carolyn Henderson (1998)

September 15, 1998

*first review

Ohio University • Centers and Institutes



Centers/Institutes shown in boldface & italics are being revealed at the October Board meeting

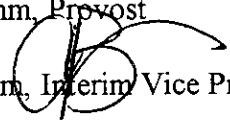
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OHIO UNIVERSITY

DATE: August 28, 1998

TO: Sharon Brehm, Provost

FROM: Carol J. Blum,  Interim Vice President for Research and Graduate Studies

SUBJECT: **Review of Centers and Institutes - 1997-98**

Reviews conducted during 1997-98 included:

- Academic Advancement Center
- Center for Cooperative Curriculum Development and Partnerships
- Center for Economic Education
- Center for Higher Education and International Studies
- Center for Political Communication
- Charles J. Ping Institute for the Teaching of the Humanities
- Contemporary History Institute
- Institute for Local Government Administration & Rural Development
- Institute for Telecommunication Studies
- Ohio Coal Research Center
- Ohio University Cartographic Center
- Ohio University Insurance Institute
- ORITE/Center for Geotechnical & Environmental Research
- Somatic Dysfunction Research Institute

Attached are reports of these reviews and a brief summary. I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations be presented to the Board of Trustees for their action at their October meeting.

rlf
Enclosures

REVIEW OF CENTERS AND INSTITUTES - 1997-98

Academic Advancement Center

Formally established in 1974, the Academic Advancement Center has served to enhance the learning environment for Ohio University's undergraduate students. While initially its mission focused on academically disadvantaged students, today, reflecting the different student body that has emerged since the adoption of selective admission, its services and programs extend the skills of all students by enhancing student retention, success, and graduation through academic support services. Under the College Adjustment Program (CAP), the Supplemental Instruction Program, and Academic Skills Courses, the Academic Advancement Center serves approximately 4000 students each year.

Recommend continuation of the Center.

Center for Cooperative Curriculum Development and Partnerships

The Center for Cooperative Curriculum Development and Partnerships was reactivated in 1992. Its purpose has been to support outreach activities that connect the College with regional schools. Center activities have included working closely with the Southeastern Regional Professional Development Center, the Appalachian Rural Systemic Initiative, and the Coalition of Rural and Appalachian Schools. There are currently nine public schools involved in some form of partnership with the Center (Public School/University Partnerships at Ohio University, university booklet).

The goals of the School/University Partnerships are:

- To improve P-12 education for all students.
- To provide increased field experience opportunities for preservice teachers.
- To create mentoring relationships for preservice teachers to learn with and from experienced inservice teachers.
- To support and encourage ongoing professional development for faculty and administrators in partnership schools and the college.
- To study and learn about effective ways of developing and strengthening partnership relationships.

Recommend continuation of the Center.

Center for Economic Education

One year extension requested by the Dean.

Center for Higher Education and International Studies

One year extension requested by the Provost.

Center for Political Communication

One year extension requested by the Dean.

Charles J. Ping Institute for the Teaching of the Humanities

The Charles J. Ping Institute for the Teaching of the Humanities was created in 1992 to support activities designed to further the teaching of the humanities. The institute was created by action of the Ohio University Board of Trustees as an outgrowth of the University's successful efforts to match the NEH challenge grant to create an endowment to fund the creation of three Distinguished Teaching Professorships in the Humanities. The Ping Institute will continue to promote projects for high school and university faculty on subjects of common interest, the development of new coursework in the humanities for the University's General Education Program, and the identification of activities that will focus attention on the teaching of the humanities at both the college and secondary school levels.

Recommend continuation of the Institute.

Contemporary History Institute

The Contemporary History Institute (CHI) has been very active and visible in the University, organizing regional and topical conferences on themes of interest to a broad audience on campus. This constitutes an important asset to the scholarly atmosphere in the University as a whole, and provides an important vehicle for the greater external visibility of Ohio University. The high profile of the Institute is widely credited with being an important asset to the History Department in the successful 1995 review of doctoral programs by the Ohio Board of Regents.

Recommend continuation of the Institute.

Institute for Local Government Administration & Rural Development

The Institute for Local Government Administration and Rural Development (ILGARD) is one of the University Public Service Organizations (UPSIO) of Ohio University. ILGARD's mission is to assist elected and appointed local and state government officials and nonprofit agencies to improve program performance and value, undertake research projects, increase human resource capacity, and form cooperative partnerships to build an environment that supports private and public sector development. ILGARD serves as an educational laboratory for students and faculty to participate in applied research and technical assistance activities. Its organizational objective is to serve as a national public service model for integrating public service education, training and research.

Recommend continuation of the Institute.

Institute for Telecommunication Studies

The Institute for Telecommunications Studies (ITS) operates within three basic objectives:

- To initiate and seek funding for research, training, development, production or other opportunities which will significantly and meaningfully involve faculty and students of the School in the practice of telecommunications.
- To provide administrative and clerical support in the implementation of research, training, development or production projects involving School faculty and students.
- To promote faculty and student involvement in research and to publicize their activities.

Recommend continuation of the Institute.

Ohio Coal Research Center

The Ohio Coal Research Center was developed in 1965 and continues to act as a nucleus for coal research activities at Ohio University. The OCR has acted as a source of speakers for local service, economic development, and environmental groups as well as a source of speakers for educational activities. All of these activities put a public face on Ohio University's coal-research efforts.

The Center's purpose and objectives include:

- Provide a home for coal-related research at Ohio University.
- Provide a common public "face" for coal-related research at Ohio University.
- Encourage/support research that will enhance the utilization of Ohio coals in both an economical and environmentally responsible manner.

A majority of the research topics under recent investigation at Ohio University have involved reducing the environmental impact of burning Ohio coal for electric power generation. These projects have either involved the removal of the sulfur-containing iron pyrites from the coal before the coal is burned (fine coal beneficiation, selective agglomeration, flotation), the removal of the sulfur dioxide from the flue gas after the coal has been burned (gamma alumina dry scrubbing, limestone/lime dry scrubbing), or the removal of sulfur-containing gases during combustion itself. These "sulfur-removal" research areas have been complemented by topics such as flash carbonization which seek to identify new ways to use coal to produce useful products.

Recommend continuation of the Center.

Ohio University Cartographic Center

The Ohio University Cartographic Center (OUCC) was established in 1969 when Geography became a separate department at Ohio University. The objectives of the Ohio University Cartographic Center are:

- To provide a facility to produce a variety of hard copy or digital maps for individuals or organizations under the supervision of a professional cartographer.
- To serve as a hands-on production center for aspiring Ohio University cartographers.
- To function as a facility to participate in application oriented research in cartography.

In addition, cartography students are strongly encouraged to obtain experience in the center to gain a more realistic appreciation of the field in a genuine cartographic production facility.

Recommend continuation of the Center.

Ohio University Insurance Institute

The Ohio University Insurance Institute is positioning Ohio University at the forefront of professional education in the Ohio insurance industry. In conjunction with the American College of Life Underwriters, the Institute has been offering continuing education for agents throughout the state of Ohio. The Institute is also providing a unique, partially virtual Risk Management Certification Program for hospital risk managers in conjunction with OHIO Insurance Company of Columbus. These and other similar efforts will continue to position Ohio University effectively in the industry.

The primary mission of the Insurance Institute is to provide high quality insurance and financial service programs, related interactive courses featuring "real world" case work, and guest speakers to prepare our students for a meaningful and rewarding career in the financial service industry.

The Insurance Institute will serve as an impartial forum where industry executives can meet in an attractive, professional conference facility to discuss relevant marketing and/or operational procedures or attend seminars and workshops on subjects of mutual interest or for continuing professional education purposes.

Since most major insurance and financial service companies operate nationwide and are increasingly expanding their activities in Europe and the Far East, initial student placement will tend to be within a 500 mile radius of Athens with promotional opportunity almost anywhere in the world.

Recommend continuation of the Institute.

Center for Geotechnical & Environmental Research/Ohio Research Institute for Transportation and the Environment

Ohio Research Institute for Transportation and the Environment (ORITE) is the successor organization to the Center for Geotechnical and Environmental Research (CGER). ORITE was established in 1987. ORITE brings together faculty from several different fields, providing a multidisciplinary approach to solving environmental and transportation problems. The mission of the ORITE is to conduct basic and applied research, enhance graduate and undergraduate programs, and provide service and technology transfer for government agencies, the private sector, and the community. Since it was established in 1987, the Institute has attracted extensive support for research and technology transfer, conducted short courses and workshops, organized national conferences, and provided information and services to the public.

Recommend continuation of the Center.

Somatic Dysfunction Research Institute

The Somatic Dysfunction Research Institute (SDRI) was founded in late 1979 as a means of promoting research into the understanding of the concepts and symptoms which are known to the osteopathic profession as SD. A Board of Visitors, composed of nationally known physicians and scientists from the osteopathic world, was formed and met in October 1982, to review the Institute's plan and offer direction for its future. The Board, while being consulted on an individual basis since, has not met again formally. The Institute continues to function as an umbrella for several research and educational efforts which are aimed at gaining understanding of SD. This includes work in the Somatic Dysfunction Research Laboratory (SDRL), a three-room suite in Grosvenor Hall, under the direction of John N. Howell, Ph.D.

The goal of SDRI is to promote research which better defines the concept of "somatic dysfunction" (SD), its role in health and disease processes, and the effects of manipulative treatment on the course of its natural history. The methods of meeting this goal will vary depending on the individuals involved and research undertaken, but are directed along the following lines:

- To define experimental conditions which may be produced in humans or animals in the laboratory which mimic clinical SD and may be used to study its characteristics in a systematic fashion.
- To better define correlations between visceral and somatic manifestations of disease processes, their interactions and implications for health and disease.
- To investigate the basic physiological process underlying SD.
- To investigate therapeutic approaches to SD and disease processes with somatic manifestations, with special emphasis on the role of manipulative treatment.
- To determine the incidence of SD associated with various illnesses or structural problems.

Recommend continuation of the Institute.




Ohio University

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Office of the Dean

Date: July 14, 1998

To: Carol Blum, Interim Vice President for Research and Graduate Programs

From:  Patricia Richard, Dean, University College, Associate Provost,
Undergraduate Studies

Subject: Academic Advancement Center 1998 Review

As provided for by the review process for centers and institutes, I submit for your consideration the following information and comments to supplement the Academic Advancement Center's self-study and the Review Committee's report.

- **The Center promotes retention and student success**

Both the self-study and the report testify to the Center's critical role in providing academic support services that enhance student retention, success, and graduation rates. The Center serves annually about one quarter of the university's undergraduates, about 4,000 students, many of whom take advantage of several of the Center's programs, and contributes to their learning through courses, Supplemental Instruction, tutoring, computer-based instruction, and advising. Several programs are particularly noteworthy in this regard.

College Adjustment Program

The federally-funded College Adjustment Program (CAP) has consistently exceeded its mandated goals of enhancing the success, retention, and graduation of participating students. Moreover, as our student body's demographic profile has evolved, CAP has become increasingly important to maintaining diversity in our students' academic and their families' economic backgrounds (to qualify for participation in the program students must demonstrate, in addition to academic need, their first-generation college status, low family income, or a disability). More than one-third of participants are members of underrepresented groups. Comparing participants to matched samples of non-participating students reveals significant gains in first to second year retention and in graduation rates for those in CAP. For example, while 60 percent of CAP participants graduate within six years, only 49 percent of the control group do so.

Academic Skill Courses

The AAC boasts similar success in other of its programs. For example, students who take UC 112, College Reading Skills, show a mean gain in reading scores on the nationally-normed Degrees of Reading Power test of over 25 percentile points. Institutional Research studies show that taking UC 110, Learning Strategies, has an enduring effect on improving students' GPAs.

Supplemental Instruction

The report highlights the shift over the Center's thirty-year history from a developmental education focus to an academic support service aimed, as the Center's name reveals, at advancing the skills of all students. No program better exemplifies this shift and the consequent contribution of the AAC to the university than Supplemental Instruction. SI targets high-risk courses, or those with historically high levels of D, F, and W grades, not high-risk students. Institutional Research studies demonstrate that SI attenders, regardless of aptitude, earn higher grades than non-attenders. Not only does SI reduce the number of students who perform poorly or withdraw, thereby allowing for the more efficient deployment of teaching resources, but it also provides the benefits of small, interactive learning environments to large classes, increasing student satisfaction.

• The Center meets students' needs

The report notes the willingness of the AAC as a unit and its individual staff members to address student needs. It also commends the Center for its extensive and long-standing assessment program. These characteristics have enabled the Center to reallocate resources for more effective use, for example redefining a basic skills instructor position to have a technological/computer emphasis and creating an introductory computer skills class.

• The Center secures external funds

As was the case in the previous review, the report applauds the AAC's success in garnering external funds. AAC programs receive about \$250,000 annually in outside support. In a competitive environment, the Center successfully sought a four-year renewal of its Student Support Services (TRIO program) grant last year for CAP.

• Clarification

The table in the report that compares 1992-93 to 1996-97 program, usage, FTE and cost is somewhat misleading because it includes student workers in the FTE figures. While the table suggests a 24 percent increase in FTE, actual staff grew by 13 percent, from 9.5 to 10.77, in that period. The staff increase results primarily from external funds. The Department of Health and Human Services' Center of Excellence grant to the College of Osteopathic Medicine supports the SI director. The grant seeks to increase the number of underrepresented groups in the health professions. SI is now offered in

most of the gateway math and science courses in the pre-med curriculum. UPAC grants also brought new resources into the SI program, allowing for its expansion.

- **Needs**

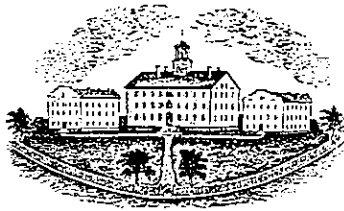
Space

As the report makes clear, space and other resource issues loom large. Most AAC staff offices are currently shared, CAP peer advisors have no private space to meet with individual students, and tutors work with students at tables outside the AAC. Further, the Center would make a logical location for a university testing and assessment center, for the administration of standardized paper-and-pencil and computerized tests, tests for students with disabilities requiring special arrangements, placement testing, test preparation, and the like, but such a facility would require additional space. Addressing these needs in a space-poor environment, especially when easy and non-stigmatizing access for students is essential, is difficult. Nevertheless, solutions must be found.

Staff

Similarly, as the report argues, additional resources to augment student and staff support are needed to meet demand in several AAC programs and to permit better utilization of existing facilities. Specifically, the number of sections of UC 110 does not meet student demand; the introduction of placement based on ACT reading scores is likely to increase the number of students required to take UC 112; current requests for assistance with math exceed capacity to respond; an enhanced writing program will require more writing tutors; walk-in/drop-in service for both placement testing and for tutoring, advocated by the Review Committee, is feasible only with some swing staff capacity. Additionally, resources to staff the Center's learning lab for evening hours would more fully utilize the lab's hardware and software. All these evidence the need to develop new staffing resources.

cc: Carolyn Henderson, Director, Academic Advancement Center
Review Committee Members (Barbara Grover, Kip Howard, Karin Sandell)



OHIO UNIVERSITY

Chubb Hall 120
Athens OH 45701-2979
740-593-4100 phone
740-593-0560 fax

July 9, 1998

Patricia Richard, Dean
University College
Chubb Hall

Dear Dean Richard:

Attached please find the report of the 1998 Academic Advancement Center Review Committee. We enjoyed the opportunity to review the Center and to discuss its programs and services with a variety of people on campus.

We want to acknowledge the wonderful cooperation we received from Carolyn Henderson, Director of the Academic Advancement Center. She met with us on several occasions and provided additional insights which guided us in our work. We also acknowledge the excellent reports provided by the Center's staff. They provided both breadth and scope of services offered.

Finally, we want to acknowledge the cooperation we received from faculty and staff whom we contacted as a part of our review process. We found these individuals uniformly helpful in providing information. Their comments were positive regarding the Center and were validated by other parts of our review process.

We complete our task with new-found respect for the Academic Advancement Center. We believe their services are essential to students at Ohio University. As can be said of other units on campus, the biggest drawbacks are in the area of budgeting and space. The regard people hold for services is a double-edged sword in that meeting the additional needs will require additional staffing. Likewise, to remain as a vital part of the campus and to provide the quality of service needed, space is becoming more of an issue. While solutions to these problems are beyond our scope, you will find that they occur as themes throughout our report.

Finally, we want to thank you for asking us to serve in this capacity and for meeting with us at the outset of our task. We hope that this report will be of assistance to you and also to the Academic Advancement Center. If we can provide additional information or elaboration, please let one of the committee members know.

Sincerely,

Barbara Grover
Associate Professor
Mathematics

N. Kip Howard
Director of Admissions

Karin Sandell, Director
Center for Teaching Excellence

ACADEMIC ADVANCEMENT CENTER EVALUATION

REVIEW PROCESS

The 1998 Academic Advancement Center Evaluation Committee consisted of:

- Barbara Grover, Associate Professor of Mathematics
- Kip Howard, Director of Admissions
- Karin Sandell, Director, Center for Teaching Excellence

The review process consisted of the following:

1. Initial meeting with Dean Patricia Richard and Carolyn Henderson, Director of Academic Advancement Center to review the committee charge and scope of our review.
2. Review a report prepared by Carolyn Henderson detailing current activities, programs and issues facing the Center. The report was accompanied by detailed activity reports prepared by the Center staff.
3. Committee meeting with Carolyn Henderson to clarify information in the report and seek elaboration and clarification on points of committee concern.
4. Contact with on-campus faculty and administrative staff to ascertain areas of strength and areas of concern relating to the Center. These individuals were asked to describe the current contributions of the Center, indicate any areas of concern, and to make suggestions on how the Center can improve its service to students.
5. The committee forwarded its report to Dean Patricia Richard to review its findings.

OVERVIEW

The committee finds that the Academic Advancement provides a very important service function to students at Ohio University, critical to retention and academic success. We recommend the continued support of the Center with consideration given to providing additional resources to expand the current service level.

Among the issues that surfaced during our review are the following:

1. The mission of the AAC has changed from providing developmental services to providing academic support services. This seems appropriate given the nature of the Ohio University student body.

2. Much of the Center's funding is external, from federal support for the College Adjustment Program (CAP, a Department of Education TRIO program) and OU-COM's Center of Excellence grant which supports Supplemental Instruction (SI). While this demonstrates AAC strength, it leaves the Center potentially vulnerable in the support of several of its key programs.
3. Activities of the Center are generally held in high regard by faculty and administrative staff. A common theme we heard was the desire to see expansion of services, especially tutoring and SI.
4. As is common on campus, space is a critical issue. Any expansion of service will require additional space. The committee finds that keeping AAC in a convenient location, easily accessible to students is vitally important to the success of its service mission.

CURRENT AND FUTURE VIABILITY

Since its inception, the Academic Advancement Center has served to enhance the learning environment for Ohio University's undergraduate students. While initially its mission focused on academically disadvantaged students, today, reflecting the different student body that has emerged since the adoption of selective admission, its services and programs extend the skills of all students including the most gifted.

The broad and comprehensive array of programs offered through the AAC provides highly rated services and opportunities to the University's undergraduates. Of the 13 faculty members and staff contacted for this review, all spoke in positive and often glowing terms about their interactions with the AAC. They specifically mentioned the responsiveness of AAC staff to new concerns and needs and its willingness to revise continuing programs and develop new ones. Staff flexibility was also an important attribute mentioned by many of the people we interviewed for this report. Finally, individual AAC staff were praised for providing leadership on campus by initiating discussions on such important issues as enhancing students' learning skills. These uniformly positive assessments of the AAC staff reflect the ability of the staff to assess and meet new needs and adapt to changing demands.

The primary area of concern that surfaced among these individuals, as well as this committee, concerned a need for expanded services and programs, for example, in relation to the University's increased effort to enhance student writing and the concomitant need for writing tutors. Overall, the Academic Advancement Center maximizes its limited resources effectively, meeting a large number of individual student instructional assistance and enhancement needs through its activities. For the future, however, increased demands may exceed those resources and the AAC will be unable to sustain its high level of attention to student needs without increased funding/support.

INDIVIDUAL PROGRAM VIABILITY

Placement Testing

The AAC provides a much-needed service in placement testing, offered to matriculating freshman and transfer students. This service received high marks from those surveyed by the review committee. The one suggestion made to us concerned a perceived need to increase the flexibility of placement testing. Currently, testing is available at the point of matriculation, which necessitates an extra trip to campus for some transfer students. Offering placement testing on a drop-in basis was recommended as a long-term goal by one of our respondents.

Basic Skills Instruction

A large number of students received special instruction in learning strategies and reading through the two AAC courses, UC 110 and UC 112. Credits associated with the former have just been increased to three, reflecting the number of in-class and out-of-class work required of students. Since the course instructors have already been teaching three hours, the credit hour increase requires no increase in staffing.

A smaller number of speed reading courses are offered; this is an important service to students wanting to enhance their college-level reading skills.

While the number of UC 112 sections offered appears adequate to demand, a new policy requiring local students with low ACT scores to take this course will increase demands on the number of available seats in this course.

Tutoring Services

The tutoring operation ranges from group help sessions to individual skills tutoring to referral services for paid tutoring. In the last year for which data were available, over 2,500 student contacts occurred in one or more of the four tutoring services offered through the AAC. While current staff and resources appear adequate to meet the demand for tutoring, the increased Ohio University focus on writing across the curriculum will undoubtedly produce a greater need for writing tutors. Interviews conducted by the review committee resulted in positive evaluations of the current writing tutor program. Those interviewed, however, indicated a need to provide more writing tutoring, ideally through a walk-in service for students. These two factors, the move toward an enhanced writing program, including writing-enriched courses and the perceived need among faculty for a drop-in tutoring service, could necessitate an expanded writing tutor program, which, in turn, would require an increase in service and support.

In addition, selective admissions have brought an increasingly well prepared group of students to the University. Some students who attend the University as a result

of special talents, however, may find themselves less well prepared academically. According to one of our outside interviews, these at-risk students may need more attention paid to them, in order to increase their success and their persistence to degree.

Supplemental Instruction

Close to 4,000 separate visits to SI sessions were recorded in the last year for which data were available. Those individuals interviewed about the SI program were very satisfied with it overall. In particular, they reported that SI leaders are competent and they have found their interactions with the program director satisfactory. Students who attend SI sessions consistently tell professors that the sessions have been helpful and greatly appreciate the fact that this support system exists. Professors find it useful because they can refer students to this service when students come to talk to them about their performance in a course.

Following a theme that emerges elsewhere in this report, the major suggestion offered by this committee and those persons interviewed, involves augmenting services, in this case increasing the number of courses with SI sessions, particularly freshman courses. The committee notes that SI has grown, since the last report, from a halftime professional staff person with 8-9 SI leaders per quarter to two full-time staff with 22 SI leaders per quarter. The number of courses supported has risen dramatically, as has the number of students served.

Learning Center Computer Lab

This unique computer lab goes beyond any other lab on campus by offering assistance in using software and hardware vital to student success. There simply are no other facilities on campus where students can receive individual attention with e-mail, WWW, Internet, word processing software, and so on. In addition, the lab is used by faculty for their classes. In these class sessions, the lab personnel assist the faculty member in providing specific instruction to students. As this facility becomes more widely known, usage could skyrocket. In addition, the lab operates from 8-5 on weekdays during the fall; winter and spring quarters only. For the future, the lab could provide a much-needed service to a wider audience by being open more hours; this, however, would require an increase in support, as well.

College Adjustment Program

The CAP program, funded through a Department of Education TRIO grant, offers a highly valued and successful experience to students. The committee learned that a smaller number of students qualifies for this program than in the past. With changing student demographics, fewer Ohio University students meet program criteria: academic and economic disadvantage, first-generation college status, and/or qualifying disability. This is reflected in the smaller number of current participants compared to the last review report. Interviews with AAC staff and with outside persons revealed that the AAC staff works diligently to locate students who may qualify for this program. The program has

met its federal targets and been renewed for four years. The data presented regarding program outcomes are all very positive and detailed, arguing strongly for the continued viability of this program. The committee's only concern, addressed in the next section, revolved around the availability of grant funding in the future, as this program remains highly dependent upon federal funding.

CURRENT AND FUTURE FUNDING STRATEGIES

Current Funding

The AAC is to be commended for consistently seeking and receiving funding from multiple sources. The budget for 1997-98 of the AAC was supported by the university operating funds (59 %), the federal Student Support Services grant (Department of Education: TRIO; 32%); an 1804 Fund grant for the Learning Center Computer Lab (3%); and a Center of Excellence grant from the Department of Health and Human Services received by the College of Osteopathic Medicine for Supplemental Instruction services (6%). In addition, PACE and Work Study programs support a significant number of staff, although these funds are not a part of the actual budget of the AAC. The Review Committee views the continued funding of the AAC by these agencies over the years as validation of the benefits of the Center's services.

One approach to evaluating the AAC is a cost/benefit analysis. Since such an approach was taken for the last AAC review, it provides an opportunity to monitor the cost efficiency, necessity and use of AAC programs over time. The tables below indicate the costs of the basic services offered by AAC in 1992-93 and 1996-97.

1992-1993 PROGRAM	Number served	Contact Hours	FTE Staff ¹	Program Expenses	Cost per student	Cost per contact hr.
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¹ Includes student staff.

College Adjustment Program (CAP)	332	7175	4.6	\$216,548	\$652	\$30
Basic Skills (other than CAP)	431	12,930	1.5	\$51,000	\$118	\$4
Learning Laboratory	2868	3495	2.5	\$41,269	\$14	\$12
Tutoring (other than CAP)	3196	2485	.5 ²	\$25,046	\$8	\$10
Supplemental Instruction	1350	-----	.5	\$30,601	\$23	-----
Placement Test	3894	-----	.25	\$5,500	\$1	-----
TOTALS	12,071	26,085	9.85	\$369,964	\$31	\$13 ³

1996-97 PROGRAM	Number served	Contact Hours	FTE Staff	Program Expenses	Cost per student	Cost per contact hr.
College Adjustment Program (CAP)	285	6776	5.57	\$222,190	\$780	\$33
Basic Skills (other than CAP)	437	12,645	2.375	\$84,700	\$194	\$7
Learning Laboratory	1429	-----	1.0	\$46,074	\$32	-----
Tutoring (other than CAP)	2537	3434	.9	\$52,883	\$21	\$15
Supplemental Instruction	3892	11,813	2.0	\$113,731	\$29	\$10
Placement Test	3716	-----	.4	\$16,350	\$4	-----
TOTALS	12,296	34,668	12.245	\$535,928	\$44	\$14 ⁴

From these tables, the following observations are made:

- The Review Committee views all the services, except the Placement Test program, as commendably cost effective.
- Although costs per student have increased (42%), costs per contact hour have remained about the same. The 25% increase in FTE, from UPAC awards and the Center of Excellence grant, over the past five years, along with equity adjustments to some salaries, and increased fringe benefits costs, have contributed to the

² This FTE value of .5 differs from the 1.5 value in the 1993-94 Review Committee report because the 1.5 value included a PACE assistant. PACE assistants were not included in the FTE for any of the other programs in 1993-94 or in 1996-97.

³ This value calculated using the total number of dollars spent in programs for which contact hours figures are available (i.e., \$333,863/26085).

⁴ This value calculated using the total number of dollars spent in programs for which contact hours figures are available (i.e., \$473,504/34,668).

increase in cost per student. The committee views the stability of the cost per contact hour as a powerful indicator of the cost efficiency of the AAC.

- The total number of students served has increased slightly (2%) with a substantial increase (33%) in the number of contact hours. Based on the student evaluation data and the tables above, the review committee infers that students find one service valuable and then avail themselves of other services as a result of the initial positive experience.
- The number of students using the Supplemental Instruction Program has increased (+ 188%). Part of this increase results from SI being offered in about 16 courses per quarter in 1996-97 as compared to 5 courses per quarter in 1992-93. Another part of the increase results from including, in the 1996-97 count, students who use SI in several different courses through the year. The 1992-93 count excluded all duplications. The committee views the small increase in the cost per student for these expanded SI services as a significant indicator of financial efficiency.
- The number of students using the CAP program has decreased (-15%). A primary reason for the decrease in CAP students is that fewer students at OU meet the eligibility requirements for CAP. The grant's target number of students has also been decreased. CAP has an excellent record of promoting higher retention and graduation rates among its participants.
- The increase in Placement Test costs triggered some concerns with the Review Committee. The Committee recognizes that the process has become more complex over the past five years. Additional testing administrations for many new specialized groups of students (e.g., in the high school students' post secondary option program) have increased the workload (FTE increased from .25 to .4). In addition, equity salary adjustments contributed to increased costs in this area. However, the 300% increase in per student costs warrants investigation. Current practices should be closely monitored and alternatives to current practices should be investigated. For example, computer adaptive testing has been adopted by the regional campuses for fall 1998 and should be explored as an alternative.

For informational purposes, the Basic Skills program, the Learning Laboratory and Tutoring programs have been listed in the above tables as separate entities. Comparisons between 1992-93 and 1996-97 of the individual numbers within each category for each of these programs are not appropriate. Over the course of the five years, the activities classified under each of these categories has shifted. For example, in 1992-93, some Basic Skills activities, tutoring and workshops as well as computer laboratory activities were classified under the Learning Laboratory category. In 1996-97, only the activities conducted in the Learning Center computer lab were classified under the Learning Laboratory category.

The Review Committee commends AAC for the implementation of an extensive monitoring and evaluation of its services. This scrutiny has resulted in cost-effective

adjustments to its services to meet changes in demands (e.g., some 1-on-1 tutoring sessions by students were discontinued because they were found to be less effective than tutoring by professional staff; general help sessions have been reduced to two courses because of the increase in SI offerings; SI sessions in some courses will be reduced from 4 to 3 sessions per week because attendance at the 4th session was generally low).

Overall, the AAC is using its resources effectively. The committee recommends that all current programs continue to be offered, internal monitoring and analysis of these programs continue, and that the Placement Testing program be reviewed and alternative approaches be sought to address the additional complexities of the process and the increased costs.

Future Funding

With the expansion of responsibilities to provide services for the entire undergraduate population rather than to only those in need of developmental services, the AAC faces a series of challenges. Relevant issues include:

- Comparability and competitiveness of staff salaries;
- Review of tutor salaries necessary to attract competent undergraduate and graduate tutors;
- Support for PACE and Work-Study positions;
- Additional full time instructor position;
- Additional Learning Disability Specialist;
- Learning Center Computer Lab expenses for student wages, upgrades, and maintenance;
- Increase in writing tutoring services as "writing across the curriculum" becomes more pervasive in university courses; and
- Potential changes in placement exam procedures to computerized adaptive testing.

Funds are currently being sought by AAC to support student wages and upgrades and maintenance expenses associated with the Learning Lab. Funding for the other services and the issues listed above continue to be a source of concern for the AAC. Changes in internal incremental funding processes (e.g., UPAC, 1804) produce difficulties in obtaining financial support for programs. The Center for Excellence grant will end in 98-99 and may not be funded for another 3-year period. The Review Committee recommends that the university and AAC devise a systematic plan to obtain funding over the long term. Such a plan is essential to the Center's ability to meet the additional demands and responsibilities that have accrued during the past five years and those that are projected for the future, such as the projected increase in demand for writing tutoring.

SUMMARY RECOMMENDATIONS

Staff: Current

- ❖ We support a comprehensive review of all staff salaries in the AAC to assure comparability and competitiveness. Included in this review should be equity issues relating to 12-month versus 9-month staff.
- ❖ Tutors. The 1994 report noted that low salaries limited the ability to attract undergraduate and graduate tutors. Since this remains the case, we recommend that tutor salaries be viewed as a priority issue and a funding plan should be developed.
- ❖ PACE positions. The Center relies on PACE positions for a number of functions. Three requested positions did not receive funding for 1998-99. We encourage a review of this matter and consideration of alternative funding if PACE money is not available.

Staff: Future

- ❖ We recommend consideration of adding a full-time (9-months minimum) instructor to the AAC staff. Current and anticipated demand for services warrants this consideration.
- ❖ We recommend consideration be given to adding a Learning Disability Specialist on the staff. This person could coordinate (with the Office of Institutional Equity) services provided to students with documented learning disabilities.

Writing Center

Given that writing ability is critical to college and career success, we recommend continued emphasis on writing tutoring and support of the Writing Center as a component of AAC. Many we spoke to applaud this Center service, but the theme of expansion services was repeated often.

Learning Center Computer Lab

The committee recommends continuation of this lab as an integral component of the Center. We find that it provides unique services not available elsewhere on campus. Staff in Computer Services confirmed this. The orientation of the lab is to treat computing as a skill and to instruct students on the basics of computing. The committee recommends further promotion of its services to students and faculty.

Placement Testing

We encourage consideration be given to expand the use of computer-adaptive testing in the placement testing program. Particular attention should be given to long-term cost implications as well as flexibility in testing such a model might provide.

Space

The committee is sympathetic to the space needs of the AAC. While we have no specific recommendations to remedy the situation, we applaud the director's efforts to add space in Alden Library. If this is not feasible, we encourage the director and dean of University College, working with the Space Utilization Committee, to identify alternative space. We urge, however, that any solution keep the Center in a prominent, accessible location on the campus.

Programs

- ❖ We find the decision to move from 2 to 3 credits for UC 110 was warranted given the course expectations.
- ❖ We support expanding the offerings of UC 112 to students with an ACT reading score below 19. We further support requiring students designated as Local Admits (below normal admission guidelines) to take UC 112.
- ❖ Supplemental Instruction (SI). We find this program to be effective for student users. SI received favorable comments from many faculty and administrators with whom we spoke. It seems to be a model well suited to Ohio University. We encourage the Center staff to continue close contact with the academic units. In particular, we encourage close collaboration with the Math Department in serving, especially students in courses above Math 113.

Funding

We recommend the university and the AAC work together to develop a long-term funding plan. Several programs illustrate the issue. We find the CAP program to be of great benefit to students and to the university in terms of access, retention, and academic success. This program is funded under a Special Services grant from the Department of Education. Grant funding will continue for the next three years. We believe it will be important to reapply for funding in the next cycle. We further note the funding AAC receives through the College of Osteopathic Medicine. These funds are used to support SI. Continued support from OU-COM is essential to maintain this service. A funding plan should investigate the means to support these and other programs.

Clarifying Service Mission

The mission of the AAC has changed from the days when its services were primarily in developmental education. The evolution to selective admissions has meant that developmental needs have diminished and been replaced by a general academic support service orientation. We recommend that the AAC continue its emphasis on meeting the service needs of Ohio University students and we recommend that a clear

statement of mission and purpose be a component of Center's communications with its various constituencies.

Campus Awareness

Based on our review of the AAC and its current program emphasis, the committee was impressed with the quality of the staff and services provided. We therefore encourage the director and dean of University College to seek ways to promote the AAC and its services to students, faculty, and staff.

Ohio University

Interoffice Communication

May, 1998

To: Academic Advancement Center 5-Year Review Committee

From: Carolyn Henderson, Director, Academic Advancement Center

CHA

Enclosed please find materials for your review concerning the past, present, and future of the Academic Advancement Center (AAC). As I think you will see, the modest beginnings of academic support services to undergraduate students have developed into services quite essential to students' maximizing their opportunities at Ohio University to develop skills and proficiencies, as well as the confidence necessary, to succeed in current and future learning endeavors. The AAC annually serves well over 4000 students from all colleges. Benefits accrue to those students struggling to remain academically eligible to remain at OU, and on through the spectrum to those high-achieving students looking to further develop their leadership and presentation skills. In this higher education setting where student learning is the bottom line for assessing all academic units, the AAC serves as a valuable compliment to the work of faculty in striving toward that goal.

As you study these pages, please feel free to call on the AAC staff for clarification, or you may wish to meet with us. On behalf of the AAC staff and the students we serve, we thank you for your assistance in completing this review process.

For your reference, the AAC staff:

D. Lee Beard, CAP Counselor
Judy Burns, Secretary
Miriam Coady, Basic Skills Instructor
Jean Cunningham, Tutoring and Testing Coordinator
Betty Hollow, Assistant Director
Sharon Kousaleos, Basic Skills Instructor
Ellen Pettey, Coordinator, Learning Center Computer Lab
Margaret Romoser, Coordinator, Supplemental Instruction
Laura Schaeffer, Assistant Coordinator, Supplemental Instruction
Charles Wilson, Basic Skills Instructor

Cc: Dean Patricia Richard, AAC staff

**ACADEMIC ADVANCEMENT CENTER
REPORT FOR THE 5-YEAR REVIEW COMMITTEE
May, 1998**

In accordance with the guidelines provided for the review of centers and institutes at Ohio University, this report is submitted for consideration.

A. Academic Advancement Center

B. Carolyn Henderson, Director, reports to the Dean of University College

C. Center Purpose and Objectives

1. From the University College's Mission Statement: "Since its inception, University College has been central to Ohio University's commitment to the persistence and success of undergraduates. Through the college's orientation activities, academic and personal advising, transition programs and courses, and other academic support services, University College assists students in adjusting to the university and making sound academic decisions to foster their intellectual growth and development."

Within that context, the purpose of the Academic Advancement Center (AAC) is to assist undergraduate students of Ohio University in meeting their educational goals. This effort is manifested in a variety of services, courses, and programs that develop those skills, understandings, habits and attitudes necessary for academic success. Based in student developmental theory, the staff uses a holistic approach in accepting our student clientele as they are and, using the range of resources available, fostering their growth as students and productive citizens.

2. Program Objectives:
 - a. To identify the needs of undergraduate students in achieving academic success at the college level.
 - b. To provide the means for students to develop basic skill areas—reading, writing, math, and study skills—to levels adequate for college expectations and subsequently for their chosen professional careers.
 - c. To provide course-specific tutoring assistance as broadly as feasible throughout the undergraduate curriculum, using a variety of approaches and techniques.
 - d. To provide the means for students to develop computer technology skills adequate for their academic computing needs.
 - e. To provide comprehensive support services, including academic counseling and advising, for students who are disadvantaged by academic and financial backgrounds, and/or by a disability.

- f. To collaborate with others on campus—University College, the Center for Teaching Excellence, academic and administrative units—in efforts to facilitate student learning.

D. Development of Academic Advancement Center Services and Programs

The Academic Advancement Center's role as the centralized academic support unit at Ohio University has evolved over nearly thirty years. Like other state-supported universities nationwide, OU opened its doors wider throughout the 1960's, welcoming a broader range of students to higher education opportunities. As this "open door" became more of a "revolving door," as institutions saw that access without success was defeating for all, states sought new answers to the retention issue.

As a result, in 1969 the Ohio Board of Regents established funding for academic support services, a budgetary line item called Developmental Education. At Ohio University, University College was designated as the unit responsible for administering these funds. The state funds were used initially for tutoring and a reading lab, with writing and study skills components added in 1972. In 1974 these services moved into new facilities on the first floor of Alden Library as the Student Development Center; in 1981 a new name was adopted—the Academic Advancement Center—to focus more clearly on the academic mission of the center.

The AAC worked with the Departments of English and Mathematics to create and later to administer placement exams beginning in 1976. Although the specific tests and processes have changed, the AAC continues to coordinate and record placement tests, as well as provide training for Precollege and other advisors in their use.

In 1979, the University Curriculum Council approved UC 110, "Learning Strategies," and UC 112, "College Reading Skills," which signaled the change in reading and study skills instruction from one-to-one, lab-based activity to credit-bearing classroom instruction. Since the Board of Regents' Developmental Education funds could not be used for credit-bearing instruction, this also marked the transition to direct University support for the Center.

The Center expanded its role and services in 1979 through a successful proposal for a Student Support Services TRIO grant from the U.S. Department of Education. The College Adjustment Program (CAP) continues to the present time, allowing for a more holistic approach to addressing the needs of new students. CAP combines basic skills development, tutoring, and advising and counseling services to interested students who meet the TRIO eligibility criteria. (Participants must demonstrate academic need in addition to one or more of the

following: first generation college student, low income family, physical or learning disability.)

From 1981-1991, the state gradually withdrew all support for Developmental Education services. These losses were offset by Ohio University through UPAC awards as well as by contributions from the Provost and University College. Consequently, academic skill development, along with other academic support services, continue to be a focus of the AAC.

In 1989, the AAC initiated Supplemental Instruction (SI), a program which teaches the process of learning as well as specific content and targets high-risk courses rather than high-risk students. After two years, the program expanded through 1804 grants, then later a federal grant from the Department of Health and Human Services received by the College of Osteopathic Medicine, and UPAC funding so that trained Student Leaders now deliver group-tutoring to thousands of students in traditionally difficult courses each year.

The AAC staff carefully monitors usage levels of SI as well as the long-established Help Session offerings. These data have led to a reduction in the Help Sessions provided. (Help Sessions differ from SI in focusing on content mastery only. Help Session tutors respond to questions brought to them; SI leaders guide the attendees through directed study.)

The AAC has also modified its curriculum to better serve student needs. In 1987 one-credit options were added for selected topics in UC 110 and 112: 110A "Time Management and Test Taking Skills," 110B "Note-taking from Lectures and Textbooks," 112A "Reading: Comprehending Textbooks," and 112B "Reading: Improving Speed and Vocabulary." In 1991 The Center's proposal to offer UC 110 and 112 on a self-paced, flexible enrollment basis was approved. In the current academic year, adjustments were made in the credit hours for UC 110 to reflect current course requirements, an experimental course called "Academic Computing Skills" was offered to beginning CAP students, and an experimental Video Supplemental Instruction course (VSI) was developed. VSI offers credit to students attending a learning strategies course linked to a historically difficult course. For example, students taking Chemistry 151 enroll in a special section of UC 110 as well. Utilizing previously videotaped lectures for the Chemistry course, the VSI Leader teaches learning strategies typical to a UC 110 course, but using the Chemistry 151 lectures as the foci. VSI is a promising use of credit to assist in students' success in this alternative SI approach.

From 1989-1995, the AAC furnished a program directed at increasing the number and percentage of area students obtaining post-secondary education. The program, Access and Success, began with Ohio Board of Regents funding. It included transition services to students relocating to Athens from regional campuses and fostering matriculation into institutions of higher education by Athens County high school students. The state's funding was terminated in 1992.

After continuing the high school part of the program with 1804 grant funds and other support, the Access and Success program was terminated June, 1995, due to lack of both ongoing funding and centrality to the Center's mission.

Since 1990 the AAC has provided free tutoring services to students with verified disabilities. Although the coordination of special accommodations for disabled students remains with the Office of Institutional Equity, the AAC offers academic support upon request, most often as private course tutors, scribes, or special placement test accommodations.

In response to growing need for undergraduate students' technological proficiency for their academic pursuits and to the availability of technology-based programs for enhancing academic skills, the AAC successfully sought 1804 funds to establish and develop the Learning Center Computer Lab. The lab opened in spring, 1996. The networked computer lab has necessitated staff reallocation. In the usual mode of doing more with less, the center was able to shift an instructional position from half-time to full-time for coordination of the lab. Part-time instructors have been added to meet student demand for UC 110.

E. Current Activities and Status (Data provided reflects activities of the academic year 1996-97.)

Please refer also to the enclosed copies of AAC Staff Reports for the 1996-97 year. While vital data is summarized in this section, the staff reports will provide additional insight, particularly with regard to evaluation activities, such as pre/post test results or student evaluations of tutoring.

1. Placement Testing

- a. The AAC oversees the administration, processing, and permanent recording of placement tests for matriculating freshmen and transferring students. This activity obligates staff for not only Precollege and beginning of quarter testing, but also the testing of special groups, such as Postsecondary Options (SB 140, a state-mandated program allowing academically able high school students to attend state universities) and special summer programs. It also requires ongoing dialogue with Computer Services, Precollege staff, regional campuses, Departments of Math and English, and faculty advisors.
- b. Staff time for placement testing approximates .4 FTE plus student assistance during test periods.

c. Students tested in 1996-97:	3,338	fall quarter
	219	winter
	58	spring
	36	summer session
	<u>65</u>	special groups
	3,716	TOTAL

- d. Costs to the AAC were \$16,350, in addition to support from the Precollege budget.
- e. As a result of placement testing, matriculating students and their academic advisors are able to design class schedules, particularly in the first year, which are conducive to success.

2. Basic Skills Instruction (excluding sections offered exclusively to CAP students)

- a. In 1996-97, the following sections of courses were offered:

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
UC 110 (2 credits)	9	6	6
"Learning Strategies"			
UC 112 (2 credits)	3	2	1
"College Reading Skills"			
UC 112B (1 credit)	-	1	2
"Speed Reading and Vocabulary"			

Maximum class size is set at 16 students per section. Small class size is essential to the success of the courses in reading and learning strategies, in that attention paid to an individual's skill development in an atmosphere of frequent feedback and personal support leads to greater gains in the skills taught.

- b. Staffing for these courses averages 2.375 FTE per year.

c. For 1996-97, enrollments were as follows:	<u>Enrolled</u>	<u>Classroom Contact Hrs.</u>
UC 110 – 2 credits	315	9450
UC 112 – 2 credits	91	2730
UC 112B – 1 credit	31	<u>465</u>
		12,645

- d. Personnel costs of non-CAP classroom instruction for 1996-97 totaled approximately \$ 84,700.

- e. To assess student learning, pre/post tests are administered consistently in both UC 110 and 112.

The AAC instructional staff has developed and modified over the years the instrument used to measure learning in UC 110, reflecting the learning objectives of the course. In 1996-97 the improvement in learning skills shown by this test averaged 20.6 percentage points per student, from an average pre-test score of 69.0% to 89.6% as the post-test average.

The Degree of Reading Power (DRP) standardized test (Touchstone Applied Science Associates, Inc.) shows skills development of students in the reading skills taught in UC 112. Percentile scores compare their reading skills to students' peers nationally. For 1996-97, UC 112 pre-test scores averaged at the 34.8 percentile level; the post-test averaged at the 60 percentile, a mean gain of 25.2 percentile points.

- 3. Tutoring Services (excluding CAP) Extensive data reflecting each of these tutoring service components are included in the quarterly staff reports.
 - a. Components
 - (1) Group help sessions (offered in Chemistry, Civil Engineering, Math, Philosophy, and Physics Departments, based on historical difficulty of courses evidenced through high student demand)
 - (2) In-house private basic skills tutoring (math, writing, reading, and study skills). Staff conduct these sessions, assisted by students trained and supervised to provide tutoring in math and writing.
 - (3) Free private content course tutoring for disabled students, who are verified by the Coordinator of Services for Disabled Students at the Office of Institutional Equity as being in need of special accommodations.
 - (4) Referral service available to any enrolled undergraduate student to private (paid) tutors for content courses.
 - b. Staff consisted of .9 FTE professional staff, 5 PACE assistants, 20 part-time peer tutors, and 112 students approved for private tutoring referrals.

c. For 1996-97:

	<u># Served</u>	<u>Contact Hrs.</u>
Help sessions	644	1,453
In-house basic skills	709	1,580
Disabled students	45	401
Private referrals	<u>1,139</u>	<u>-</u>
TOTAL		3,434

e. Cost of Tutoring Programs \$ 52,883

f. Students attending help sessions or utilizing the referral services to private tutors are requested each quarter to provide assessment feedback regarding their value. This generally very positive information, plus the continuing high demand for tutoring services, particularly in quantitatively-oriented courses, demonstrate the value of the services.

4. Supplemental Instruction

a. SI sessions were offered in 1996-97 in 23 courses in the Arts & Sciences Departments of Biological Sciences, Chemistry, Economics, Mathematics, Physics, and Psychology. These courses were selected based on their high rates of D,F,W grades given and/or their large class size, which inhibits personal assistance. The undergraduate educational experience at Ohio University is enhanced by this program, which combines tutoring in the course content and examining the learning process in small, interactive groups, providing the benefits found in smaller classes while allowing departments to teach more students in an efficient manner.

SI Leaders are selected for their stellar academic backgrounds and their oral presentation skills, then trained to conduct sessions that enable students to learn collaboratively. This University of Missouri--Kansas City innovation in learning has been replicated throughout the United States with great success.

b. Administrative staff time for the SI program is 2.0 FTE professional staff plus 22 student leaders per quarter (average for 96-97).

		<u># Served</u>	<u>Contact Hrs.</u>
c. In 1996-97 attendance at SI sessions totaled:	Fall	1801	5479
	Winter	1420	4124
	Spring	671	<u>2210</u>
	TOTAL		11,813

The SI program offered a total of 1636 sessions in 1996-97.

- d. Cost of Supplemental Instruction was \$113,731: \$39,091 was paid by the Center of Excellence grant in the College of Osteopathic Medicine, and \$74,640 was paid by the AAC.
- e. SI is a popular program with OU students, as evidenced by the number participating. In courses where SI was offered in the fall of 1996, 29% of students enrolled attended at least one SI session. Analysis of collected data demonstrates the effects of SI attendance on classroom performance. In a study done jointly with Mike Williford and Charles Rich of Institutional Research in 1995, enrollees in SI courses of fall, winter, and spring quarters were divided into groups with higher versus lower ACT scores. In all three quarters, for both higher and lower aptitude groups, frequent and moderate attenders of SI had higher grades in the course than did non-attendeers. Furthermore, for each quarter of 1994-95, 5-10 percent more students not attending SI received grades of D,F, or W than the percent of those who attended SI. Reduction in these unacceptable grades results in fewer retaken courses and certainly less frustration for students.

5. Learning Center Computer Lab

- a. Equipment available consists of 16 Power Mac 7500's, 2 Gateway 2000 P5-166's, scanner, printers, digital camera, and computer projector, as well as audio players and video viewers.
- b. Software includes Netscape, Microsoft Word, Excel, Power Point, Adobe Pagemaker, Page Mill, PhotoShop, Typing Tutor, Focus, and Learning Plus. (Focus is career-planning software identical to that used in the Career Services Office; Learning Plus develops students' skills in the reading, writing, and math areas. It is available to all students, but is used primarily by those preparing for the Pre-Professional Skills Test required by many students entering teaching majors.)
- c. Usage levels:

Served in 1996-97

- | | |
|---------------------------|--------------------------------------|
| (1) Individual students | 1001 students made 6790 visits* |
| (2) Group or class visits | 428 students in 38 groups or classes |

*Limited staffing results in students needing to record their own lab visits. As a result, these numbers likely underreport actual usage.

- d. One full-time professional staff supervised 6 students (totaling 1.0 FTE) in the lab, three PACE funded, and three 1804 grant-funded. One student served as the AAC Website manager; another assisted students with Learning Plus; and the others were general lab assistants.
- e. In 1996-97 purchases in hardware, software, and other equipment for the computer lab totaled \$18,350. In addition, \$46,074 was expended in professional and student staff.
- f. Effectiveness of the Learning Center Computer Lab in its first full year of Operation is revealed in its slowly-growing reputation with students and faculty. Careful to keep this lab as a teaching/learning facility and not just another open lab, the coordinator has focused on specific goals. Students should see the lab as a supportive environment in which to learn computing fundamentals as well as a sophisticated facility for their research and production needs. Faculty should see the lab as a special resource for their teaching and their students' learning. Again, the availability of both state-of-the-art equipment and supportive staff make the lab much appreciated by those faculty involved to date.

6. CAP: College Adjustment Program

The U.S. Department of Education's TRIO grant program, Student Support Services, is the primary funding source for CAP. In addition, Ohio University contributes in-kind the director's time, the facilities, work/study and PACE student assistance, and other contributions. Enclosed with this report is a copy of the 1996-97 annual report sent to the U.S. Department of Education. The report demonstrates the effectiveness of CAP in reaching its program objectives.

Central to the CAP program are the goals of retention and graduation for participating students. 89% of 1996-97 participants remained enrolled at Ohio University through the end of the year. Of that year's first-year students, 72% returned for the second year, compared to 66% who returned of an identified control group. (Each year's participating cohort is matched with non-participants using ACT or SAT scores, age group, gender, race, matriculation quarter, and family income level and/or receipt of financial aid.) While 60% of former participants had graduated from Ohio University after six years, only 49% of the cohort's control group had graduated. CAP clearly makes a difference in the success rates of disadvantaged students.

a. Components

- (1) Basic Skills Instruction: UC 110 "Learning Strategies" and/or UC 112 "College Reading Skills". Beginning in 1997, CAP freshmen could also elect UC 169F "Academic Computer Skills."

(2) Free private tutoring in content courses

(3) Intensive academic advising and counseling. In addition to required advising during each preregistration period, CAP students frequently visit their CAP advisor's office for ongoing assistance with a range of academic or personal concerns. The full-time Counselor is also available for ongoing consultation; the Counselor trains and supervises 6-7 Peer Advisors, undergraduate students who are liaisons with the students. Frequent contact enables troubling issues and problems to be identified and referrals made early on. Academic progress is monitored through the quarter for all participants, but those students on academic probation are required to see the Counselor or the Graduate Assistant on a weekly basis. The Counselor's office also coordinates bonding activities, such as a quarterly newsletter and occasional social or cultural enrichment events.

b. Staff: 4.6 FTE plus peer advisors at .97 FTE and student tutors as requested.

c. Students served and contact hours

The grant specifies that 275 students are to be served by CAP each year. In recent years, approximately 100 of those served are first year students and the remaining are continuing undergraduates, not yet seniors. Upon achieving senior status, students must leave CAP to work more closely with faculty advisors from their departments.

	<u># Served</u>	<u>Contact Hrs.</u>
UC 110	71	2130
UC 112	30	900
Private tutoring	150	678
Advising/Counseling	<u>285</u>	<u>3068</u>
Non-duplicative TOTAL	285	6776

d. Program Cost for 1996-97 was \$179,690 contributed by the TRIO grant, plus approximately \$42,500 contributed in-kind by the university.

7. Other collaborative and outreach efforts

a. Participation in the life of the University.

The AAC staff is fully engaged in the life of University College and of the University in a number of ways, including participating in: Administrative Senate, University College staff meetings, representation at the Deans/Directors/Chairs meetings, various standing committee appointments, recruiting activities of the Admissions Office, faculty advisor training, University Academic Advising Council, advising of Undecided University College students, college focus groups (Vision, Advising, Technology, Student Training), college curriculum committee, Committee for Writing

Across the Curriculum, various committees of the COM's Center of Excellence, Teacher Education Council, and commencement activities.

b. Collaboration with faculty and staff.

In addition to these formal means of engaging in the university's work, all staff members have networks of faculty and staff contacts whereby information and expertise is shared. For example, tutoring and SI programs can operate well only with knowledge and support of faculty in the involved departments. Staff members who advise students regularly solicit and share curricular and procedural information with departments throughout the campus.

A number of programs in other units seek advice from center staff and services for their students. Names of approved tutors are sought by the Athletic Department to enable more efficient methods of connecting athlete to tutors. Students receiving tutoring through the LINKS program obtain referrals through the AAC. Reinstated students in the College of Health and Human Services attend two workshops at the AAC to assist in their academic recovery. CAP administrators consult with deans' offices regarding participating students' status. The Offices of Judiciaries and Residence Life occasionally seek information of AAC services that may facilitate student achievement and retention. Faculty and staff from the academic community refer students to the AAC to determine eligibility for CAP in hopes of improved performance and therefore retention. Similarly, the AAC refer students to other offices, such as Career Services or Counseling and Psychological Services to assist students in solving problems in their lives. Staff members also contribute to and participate in programs offered through the Center for Teaching Excellence.

c. Presentations to campus groups.

Some outreach/liaison efforts result from invitations from faculty or offices. In 1996-97 staff made 75 presentations to classes or other student groups, contacting 1,126 students. Presentations may focus on general information about services of the AAC, or they may focus on specific topics like time management, note taking, exam preparation, memory, speed reading, writing skills, financial aid search, and use of the computer lab. Outreach efforts are also made to other campus retention programs, such as PEP (Pre-Engineering Program), Excel and ERP (early reinstatement programs for academically dismissed students in University College and Health and Human Services respectively), and the Summer Enrichment Program (sponsored by the College of Osteopathic Medicine). AAC staff have assisted newer staff from these retention programs to become acclimated to the university and student services, as well as helped them provide academic advising to their new students. Striving jointly with other units on campus, the AAC contributes significantly to the current high retention rates among Ohio University students.

- d. PACE-funded positions for the AAC in general and for SI specifically focus on conducting public relations activities. Using all available media options, these students continually attempt to inform and remind student, faculty, and staff audiences of Center services. Other students in PACE positions have also established and continue to add to the AAC web site.

F. Anticipated future activities in the next five years.

1. **Increased use of computer technology throughout the Center.** Already pervasive in many ways, computer use will continue to alter approaches to everything we do, from integration into courses, to communications, to record-keeping and program assessment, research and information-gathering. As a result, computer acquisitions and upgrades continue on an annual basis somewhere in the center, including staff offices, reception area, computer lab, and classrooms, which are now wired for computer presentations.
2. **Continuing curricular evaluation and planning to address the needs of matriculating students.** Beginning with summer session, 1998, UC 110 "Learning Strategies" will award three credits rather than the current two credits. This change reflects the expansion of topics covered and the increased expectations of students in recent years. In addition, the AAC plans a number of new curricular initiatives, including the following:

UC 169F, "Academic Computing Skills," was offered for the first time during fall quarter, 1997, to CAP students only, as part of the approved program activities in the new four-year cycle of the TRIO grant. This one-credit course was well-received by the 33 students enrolled in this introduction to facilities, software, and networking. UC 169F prepared students for the uses of computer technology in their coursework, including using email, listservs, writing or presentation software. A proposal to make the course permanent will be submitted in the coming year to the Curriculum Council. Expansion to more sections and to other than CAP students will be assessed.

Video Supplemental Instruction, or VSI, is a concept finding success on other campuses, and in the trial stage at Ohio University. VSI incorporates the learning assistance strategies of SI, using videotapes of regular course lectures to do in-depth analysis of lecture information along with group collaboration in problem-solving activities. In winter, 1998, a small group of students earned two credits (using the UC 110 number) for attending VSI sessions. Each was also enrolled in Chemistry 151. This innovative teaching and learning strategy will be attempted again in the fall of 1998; plans are underway to submit a course proposal for VSI (not limited to Chemistry) in the next year.

While OU's student profile is strong, each year more than 300 students are admitted with lower than usually accepted performance indicators, e.g. those with special talents, children of alumni, or graduates from the local area (must be admitted under open admissions law). To improve their likelihood of success, students in the "local admit" group with an ACT Reading score of lower than 19 will be required to take UC 112 "College Reading Skills," beginning in the fall of 1998. Those students meeting the regular admissions standards but with lower than 19 ACT Reading score will be strongly encouraged to take UC 112.

The AAC staff is interested in critical thinking as an activity essential to academic success and life preparedness for all students. Plans are being formulated to prepare activities in this area. Of particular interest is developing critical thinking in Web research. Recognizing the unregulated growth of Web-based information, the staff is anxious to prepare guidelines for critically assessing this information. These guidelines would be available to students or to faculty wishing to incorporate them into teaching plans.

3. **Student assessment activities.** Student assessment includes placement testing of entering students, standardized exams (local or national) used to qualify students for specific majors or for graduate programs, learning disabilities testing, academic skills diagnosis, and classroom testing in special circumstances.

The AAC staff believes that the university would benefit from an assessment center that is centrally-located and campus-wide in its orientation. Both the Dean of University College and the Provost express support for the concept in recognition of the need for such a center on campus. A committee of the AAC staff is currently studying the feasibility of this venture, including computer-based testing, in light of staffing, funding, space and other issues.

4. **Program assessment activities.** The AAC has consistently maintained records for each of its programming areas on a quarterly basis. (See enclosed quarterly reports from 1996-97.) Even though not required by the university's recently established assessment program, the AAC has long seen assessment as an essential part of the annual planning process. The staff use the information generated to direct resources efficiently and effectively.
5. **Need for adequate space.** Perhaps like many other units, the AAC is in dire need of additional and good space. Alden Library is an excellent location because of its centrality, its academically-oriented mission, and, in general, its high quality environment. However, we have inadequate office spaces. At present, 7 of the 10 offices are shared, either by two staff or by one staff and 1-7 students supervised by that staff. The computer lab cannot become the envisioned assessment center without expansion. Student advisors have **nowhere** within the AAC to conduct a private conversation, and tutors have no facility within which to work with their students. As a result, they occupy a substantial area of library

space on the first floor on a daily basis. (The library has been a most gracious host over the years!) Storage and work space are also at a premium.

To function well at the current level of programming, the AAC needs three to four additional offices, as well as eight to ten tutoring cubicles. The anticipated assessment center would be feasible, of course, only with a sizeable addition of laboratory space.

G. Funding commitments and needs.

1. 1997-98 sources of funding for AAC endeavors include the following:
 - a. OU operating funds - \$377,959.
 - b. Student Support Services grant (CAP support) - \$201,827.
 - c. 1804 Fund for the Learning Center Computer Lab - \$15,861.
 - d. Center of Excellence grant, sponsored by the College of Osteopathic Medicine, funded by the U.S. Dept. of Health & Human Services - approximately \$40,000 this year.
 - e. PACE and Work-Study programs. Although not bringing actual dollars to the AAC, these student work programs are invaluable sources of staffing, allowing the center to stretch actual dollars far beyond what would otherwise be feasible. In the current year, the Center employs 10 PACE students and 5 Work-Study students.
2. The AAC staff recognizes a number of programming areas where additional funds would enhance service to students. While additional foci for financial concern will undoubtedly arise in the next five years, these are our primary concerns for the near future:
 - a. Support for the Learning Center Computer Lab. Currently two efforts are underway to secure additional and more permanent funding for student wages and for upgrades and maintenance expenses associated with the lab. Additional software is also needed to support the content areas, including the possibility of a library of CD's that accompany many textbooks. Awarded 1804 Fund money has sustained this lab, with operating funds added from the AAC, since its inception. If upgrading expenses continues to be funded at the individual department level, new funding sources will be necessary to keep pace with technological developments. And, if the lab is to broaden its accessibility to students, i.e. expanding its hours of operation beyond 8-5 Monday through Friday, additional staff time and/or student wages are essential.

- b. Teaching capability sufficient to student need and demand. While test scores of recent incoming classes suggest better academic preparation among first year students, the need and demand for UC 110 in particular has not diminished. Need for developing study strategies is self-reported on the ACT Profile of incoming Ohio University students; of the 1997 class 32% indicated need for such assistance as is found in UC 110. Roughly speaking, that translates into a thousand potential consumers in a freshman class, far more than the 315 enrolled during 1996-97. Analyzing unmet course demand is not possible using the current TRIPS registration process. However, it is the considered reflection of Precollege staff that UC 110 was not an available course option to roughly 25% of those students registering for fall, 1997. Therefore, it is strongly believed that additional sections of this Learning Strategies course could be filled, particularly in fall quarters. Incidentally, AAC Instructors developed with the Office of Institutional Research a study of the effect of UC 110 on student performance. Since the course is designed for and primarily enrolls students with academic backgrounds less competitive than the general student body, mean GPA's needed to be adjusted to make valid comparisons regarding the course's effectiveness. After ACT scores were controlled for, the report shows that "the UC 110 group GPA goes from lower than the rest of the freshmen to higher than them in terms of GPA. This supports the idea that the UC 110 training had a lasting effect."

And, as discussed in the previous section, demand for additional sections of UC 112 may increase now that it will be required of entering students with low ACT Reading scores.

- c. Additional funds to augment tutoring services. Writing tutoring is an area of great concern. As the university's program for infusing writing across the curriculum develops, the current severely limited capacity to offer writing tutoring services will be insufficient.

A second area of concern regarding tutoring services is mathematics. Requests for assistance with math courses outpace any other subject by far and exceed our abilities to respond. Records show that requests each quarter for referrals to private math tutors are roughly triple that of the second most popular tutoring area. In addition, in-house math tutors provided free are usually fully scheduled with students a week in advance. These tutors are not provided in some math courses, and in severely limited quantities in others, due to limited funds.


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Office of the Dean

To: Carol Blum, Vice President for Research and Graduate Studies

From: James L. Heap, Dean 
College of Education

Re: Center for Cooperative Curriculum Development and Partnerships

Date: September 2, 1998

Attached you will find the five year review for the Center for Cooperative Curriculum Development and Partnerships. The evaluation team chaired by Dr. Keith Whitescarver is commended for the thorough review that is carried out. Also, Dr. Keith Hillkirk is applauded for the work that he did in developing the Center by bringing in \$7,000,000 in grants to the College that supported the Center activity.

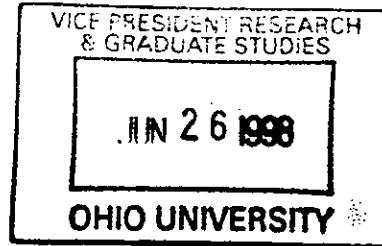
Cc: James Heap
Ralph Martin
Keith Whitescarver

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Office of the Dean



To: Carol Blum, Vice President for Research and Graduate Studies

From: Karen J. Viechnicki, Interim Dean

Re: Center for Cooperative Curriculum Development and Partnerships

Date: June 23, 1998

Attached you will find the five year review for the Center for Cooperative Curriculum Development and Partnerships. The evaluation team chaired by Dr. Keith Whitescarver is commended for the thorough review that it carried out. Also, Dr. Keith Hillkirk is applauded for the work that he did in growing the Center by bringing in \$7,000,000 in grants to the College that supported the Center activity.

We request that the Board of Trustees move to change the name of the center to the Center for Partnerships. This was a recommendation that was made in the last five year review but not carried out by the former dean. The new name clearly identifies the center's mission within the professional learning community of the College of Education and the school districts in southeastern Ohio. Also, it aligns it with the new NCATE standards and the work of the Holmes Partnership which is a nationally recognized teacher education reform effort in which the College is actively involved.

Thank you for your consideration.

cc: James Heap
Keith Hillkirk
Ralph Martin
Keith Whitescarver

Review of the Center for Cooperative Curriculum Development and Partnerships

**College of Education
Ohio University
Athens, Ohio**

June 9, 1998

Review of the Center for Cooperative Curriculum Development and Partnerships

Introduction

The charge of the committee was to provide sufficient information to allow for a thorough review of the Center for Cooperative Curriculum Development and Partnerships. The evaluation took place on May 19 - 21. The committee was guided by the University's "Procedure for the Review of Centers and Institutes" (1997). The committee relied upon several recent reports to conduct the review along with financial data provided by the Dean's Office. The key resources were: *Center for Cooperative Curriculum Development and Partnerships Review* (1993); *Report of the Task Force on Centers* (1997); *Correspondence from the Office of Records Management* (May 4, 1998); *Report of the Partnership Task Force* (May 29, 1997); and the *Self-Study of the Center* (Hillkirk, 1998). Document analysis was complemented by discussions with the Director of the Center as well as several faculty and partnership participants.

The purpose of this review was to determine the extent to which the Center for Cooperative Curriculum Development and Partnerships is viable. "Viable" was interpreted to include several concepts. The first is the extent to which the Center is connected to the mission and vision of the College of Education. The second is whether or not the Center is functioning and developing adequately and somewhat independently. The third concept is sustainability; can the Center garner the support and resources necessary to sustain itself into the future? With those concepts providing the context, this report addresses the current viability of the center, current funding strategies, future funding strategies, and the future viability of the Center. The report concludes with recommendations regarding support for the Center.

Current Viability

The Center for Cooperative Curriculum Development and Partnerships was reactivated in 1992. Its purpose has been to support outreach activities that connect the College with regional schools. Center activities have included working closely with the Southeastern Regional Professional Development Center, the Appalachian Rural Systemic Initiative, and the Coalition of Rural and Appalachian Schools. There are currently nine public schools involved in some form of partnership with the Center (Public School/University Partnerships at Ohio University, university booklet).

The goals of the School/University Partnerships are :

1. To improve P - 12 education for all students.
2. To provide increased field experience opportunities for preservice teachers.
3. To create mentoring relationships for preservice teachers to learn with and from, experienced inservice teachers.
4. To support and encourage ongoing professional development for faculty and administrators in partnership schools and the college.
5. To study and learn about effective ways of developing and strengthening partnership relationships.

The scope of the Center's work has been extensive. Each of the seven school partnerships is somewhat unique, but all partnerships exemplify the expressed mission of the College: "creating new educational practices, evaluating their impact and sharing their results with the community at large."

Four types of scholarship activity have come from partnerships created by the Center. College of Education faculty have published eight major articles and presented over a dozen juried papers to regional and national audiences. Three doctoral dissertations have been completed and others are in progress pertaining to some aspect of partnership work (See Appendix A for a list of publications). Masters students in the Rural Principal's Program have written theses in partner schools. Teacher action research is ongoing in each of the partner sites. In addition, more than seven million dollars in grants has come to the College since 1992, as a direct result of partnerships.

The resources used to compile this report indicate that the Center partnerships are central to the mission of the College. Speaking to the viability of the Center, the *Report of the Partnership Task Force* (May 29, 1997) indicated that all those involved with partnerships "... should be proud of the work they are doing." The report suggests that the partnerships be promoted and that personnel at both Chauncey and Cleveland Partnerships be increased since both partnerships are "extremely important." The *Report of the Task Force on Centers* (January, 1997) indicates that the strength of the Center is its ability to generate external funding.

Current Funding Strategies

The Center for Partnerships is following a three-pronged strategy for acquiring funds. First, the College of Education and Ohio University provide money to support tuition scholarships and some of the administrative costs of the center. Second, grants from the Ohio Department of Education support the bulk of the center's programs. Finally, private foundations provide funds that enhance the quality of the partnerships.

The success of this strategy is unmistakable. During the past five years the Center generated grants totaling more than 3 million dollars.

A close look at revenue generation during the 1997-98 school year helps to clarify the scope of the Center's efforts. During the year, the Center received a total of \$1,064,461 from five sources: the College of Education, Ohio University, the Ohio Department of Education, the Annenberg Foundation, and the Martha Holden Jennings Foundation. In addition, the center received in-kind contributions from the public schools participating in the college-school partnerships.

The College of Education provided \$79,000 to the center during the year. The college's contributions included:

- \$5,000 for 3-9 accounts for communication, travel, meeting, and other related costs
- \$62,000 to fund 25 quarters of tuition scholarships that provided ongoing professional development for partnership school teachers
- \$12,000 to support a full tuition scholarship and a monthly stipend for a graduate assistant assigned to work with the Center director

Ohio University made a two-year commitment to provide \$218,000 in matching tuition scholarships beginning in the 1997-98 school-year. In this first year \$109,000 in tuition scholarships was provided to the Center.

The bulk of the funding for the Center in 1997-98 came from the Ohio Department of Education, with whom the Center Director has an excellent working relationship. The Department of Education gave grants in excess of \$800,000 to the Center. A grant of \$200,000 supported Southeastern Regional Professional Development Center, an additional \$200,000 supported the Appalachian Rural Systemic Initiative, \$122,500 supported a Praxis III Pilot grant, and \$300,000 came to the Center from a Goals 2000 grant.

Foundations contributed a relatively modest amount of money, \$53,961, to the Center during the current school year. The money from these sources proved valuable, however, in enhancing the quality of the partnerships.

Future Funding Strategies

The Center plans on continuing its three-pronged strategy of acquiring funds. The center will received two grants from the Ohio Department of Education that total \$450,000. The Martha Holden Jennings Foundation is providing a grant of \$13,300 to enhance links between partnership schools and area museums. The College of Education is committed to a continuation of scholarship support, but will no longer sustain administrative costs as a line item. It is expected that one-time-only monies will be used instead. In addition, Ohio University has pledged further support for tuition scholarships.

Potential Viability

Ohio University's College of Education has joined national and state efforts to create partnerships between schools and institutions of higher education. The goal of these endeavors is to link the best practices of schools to the best practices available in preparing future educators. Even though the partnerships in which the Center participates are relatively recent innovations, some view the college's collaborations favorably and regard them as important aspects of the overall program of the college. Most notably, the 1995 National Council for Accreditation of Teacher Education (NCATE) "Board of Examiners Continuing Education Report" cited as an exemplary practice, a practice substantially exceeding the expectations of NCATE standards, the "outreach efforts" of the College of Education--efforts that include the collaborations and school/college partnerships.

The activities of the Center impact a surprisingly large number of individuals. Fifteen professors, roughly 30 percent of the faculty of the College of Education, participate in school/college partnerships as do 75-100 student teachers every year. Teaching fellows are placed in every high school in Athens County. Approximately 4,700 public school teachers and over 58,000 school children in southeastern Ohio are served by the partnerships funded through the Center.

Recommendations

Based on our review of the Center's activities and accomplishments over the past five years, we recommend increased support for the center. The Center provides an important conduit for funding initiatives while furnishing valuable services to educators in southeastern Ohio. The evaluation team also recommends the following:

1. The name of the Center should be changed to the Center for Partnerships.
2. Some effort should be made to secure permanent funding for the Center. Currently there is a substantial reliance on "soft" money to support partnerships. Given enough lead time and a long range plan, the College may be able to submit a request for matching funds from the University.
3. The Evaluation Team urges the center to increase efforts to seek support from private foundations. School-college partnerships are at the center of many education reform efforts, and thoughtful proposals are likely to be well-regarded by these funding agencies. Consider collaborations with faculty in other colleges, such as Arts and Science, to enhance chances that such funds can be secured.
4. The Evaluation Team urges the center director to continue to forge links with others in the College of Education who seek funding for partnerships. The ATCO Partnership and Learning Community Link, for example, would seem to naturally fall under the Center for Partnership's umbrella.
5. In making decisions on promotion, tenure, and salary, the College should reward partnership work. If probationary faculty are to work in partnerships, then the work should contribute to their tenure prospects, not endanger them. (For guidance see, Boyer, E. L. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton: Carnegie Foundation for the Advancement of Teaching, 1990.)
6. With the recent reorganization of the College of Education, centers no longer report directly to the Dean's office or to a center coordinator. The Evaluation Team feels communication between centers can be valuable, and we urge the creation of a council or committee or ensure that all center directors in the college continue to be apprised of each other's activities.
7. We recommend that there be continuous assessment of the impact of the Center and each school partnership to determine the extent to which teaching, scholarship and preparation have been enhanced.

Appendix A – Publications Connected with Center Activities

Articles

Conrath, S. and Hillkirk, K. (Spring, 1998). A day in the life of a professional development school. Professional Development Newsletter, 1-6.

Hillkirk, K. and Skinner-Morris, S. J. (1996). Teacher perceptions of the CARE program. ERIC ED# 393844.

Hillkirk, K., Chang, B. R. Oettinger, L. A., and Villet, C. (1998). Supporting ongoing professional learning in rural schools. The Rural Educator, 19 (3), 20-24.

Hillkirk, K., McMath, J., Reeves, B., Singleton, M., and Smith, W. (1994). An experiment in teacher preparation: Teacher education for civic responsibility. Teacher Education Quarterly, 21 (3), 47-57.

Hillkirk, K., Singleton, W., Hunt, J. A., Mason, B., Mingus, V., and Richardson, C. (1996). School-university partnerships in a rural context. ERIC ED# 401248.

Murray, S. and Hillkirk, K. (1996). Moving a small, rural high school toward self-renewal. Journal of Staff Development, 17 (3), 46-50.

Sheak, C. (Fall, 1996). Kindergarten “put-ups:” Reflections on action research. Democracy and Education, 11 (1), 40-43.

Book Chapters

Hillkirk, K. (1994). Teaching for democracy: Preparing teachers to teach democratically. In J. M. Novak (ed.), Democratic Teacher Education: Programs, Processes, Problems, and Prospects. Albany: SUNY Press.

Dissertations

Conrath, S. (1997). A study of innovation in a professional development school. Ohio University.

Murray, S. (1996). A study of implementation of cooperative professional development. Ohio University.

Oettinger, L. A. (1998). A case study of an emerging partnership. Ohio University.

Appendix B – Members of the Review Committee

Keith Whitescarver, Chair

Assistant Professor, Department of Educational Studies, Ohio University

Bernard J. Badiali

Chair, Department of Educational Leadership, Miami University

Shelly Conrath

Principal, The Plains Elementary, The Plains, Ohio

Glenn Doston

Associate Professor, Department of Counseling and Higher Education,
Ohio University

William Smith

Associate Professor, Department of Teacher Education, Ohio University

Ohio University

Fritz J. and Dolores H. Russ
College of Engineering and Technology

Department of
Chemical Engineering

June 11, 1998

To: Dr. Carol Blum, Interim Vice President for Research and Graduate Studies

From: Ping Review Committee, Dr. Stephen Hays and Dr. Nicholas Dinos



The committee for the review of The Charles J. Ping Institute for the Teaching of the Humanities met with Dr. Ping, Director of the Institute, on May 15, 1998. The discussion centered around the questions which you asked us to consider when reviewing any Institute and was based, in large part, on the self review document submitted by Dr. Ping. The meeting was cordial and constructive.

Results:

a. Evaluation of Current Viability of the Institute

The Institute was established in 1992 and, thus, is still, essentially, in its late formative stages. The growth of the endowment has been gratifying and, with its early conservative management, has produced an annual income sufficient to create a 25% contribution to Dr. Tom Carpenter's salary. The position of the Director, a group of three Distinguished Professors, and a cadre of three Fellows, in addition to professional administrative staff is paid for from the President Emeritus Fund. Therefore, the fiscal viability of the Institute is not in doubt.

The mission of the Institute is to promote and assist the teaching of Humanities at both the University and High School levels. Several projects directed to those ends have already been put into practice and the early results are encouraging. For example, Professor Alan Booth, in concert with three graduate students, and with the effort as well of the Contemporary History Institute, created a curriculum module on the Decision to drop the Atomic Bomb on Hiroshima in 1945, using the actual governmental position and background documents available to decision makers at the time. This module was tested with half a dozen groups of high school students and teachers. The results were positive and other curriculum modules are being developed.

Another project is the development, by Professor Thomas Carpenter of five undergraduate classical humanities courses dealing with the ancient world and which includes not only the usual texts but archeological specimens as well. These courses will impact the University's offerings, not only for Classics majors, but for many other students' experiences in General Education.

Yet another project was a series of workshops on the use of computers in the teaching of languages. This project was directed by Professor Lois Vines and, again, generated very positive responses.

Thus, from the standpoint of demonstrated actions and good results, the Institute has, in its brief existence, shown vigor and relevance. The evidence is strong for the viability of the Institute,

both in stated mission, but, more to the point, its actual functioning. The turnover in personnel (Dr. Booth will be leaving at the end of the next Academic year; Dr. David Stewart has retired and will no longer be a Fellow; the new appointment of Dr. Ann Jellison and Dr. Dean Macwilliams as Fellows is a natural evolution and, as the Institute matures, will no doubt be a regular event.

In conclusion, the evidence is strong that the Institute is viable and there is no evidence that this might reverse. The contrary likelihood, of growing strength, is far more likely.

B. Evaluation of Current Funding Strategies

The Ping Institute was established by the Trustees as a function supported by an Endowment and by some infusion of general University funds in the form of partial support of one of the Distinguished Professorships. The current funds in the endowments exceed \$1,900,000. At present levels of function of the Institute, these monies are sufficient for the pilot instructional materials programs and other developments. Although the endowment may grow over the years, the current management of these funds, both through University policies and from the Director's actions, has been such that not all money available in each of the last several years has been expended and the income available each year has grown because of the carry-forward. According to the Director, the funding and income have now reached the level where the "buildup" phase is now over and funds will be expended to create new opportunities for pilot programs and a variety of other initiatives, some of which are listed in the Director's review (Section F. The Next Five Years.)

The committee believes that the policies used for the last several years were wise, and the plans for the future are based on solid resources and demonstrated capabilities.

C. Evaluation of Future Viability

The future viability of the Institute depends on at least three things: (1) The energy and creativity of the people involved; (2) The funding and resources available; and (3) the support and enthusiasm of the Faculty and Administration of Ohio University.

(1) The energy and creativity of the people involved is impressive and bodes well for the future. The Institute is viewed as an evolving structure with a definite and defined mission but with great flexibility in articulation and structure. This seems a constructive formula for interesting and vigorous effectiveness in both the University and High School context. The Scholars and Fellows have been chosen carefully and appear to be a mutually supporting mix of interests and functions. The intentions of the various people appear to have a kind of intellectual fecundity which is likely to create and implement interesting ideas.

(2) The funding and resources available are described by the Director as sound and sufficient for the near future. The General fund currently supports the Institute only by contributing 75% of Professor Carpenter's salary. For this modest expenditure, the General Education Program is receiving a great boost of energy and expertise. This boost is likely to reshape positively a considerable portion of Ohio University's humanities offerings for the next decade. Another way of stating the same thing is that the financial contribution and status of the Ping Institute has leveraged an ordinary Humanities position into an endowed chair, a prominent and effective force for curricular development. We have every reason to believe that this kind of cooperation (Between the Institute and the General Fund) will remain beneficial into the foreseeable future and that the General Fund support of a Ping Professor at the current level will continue.

(3) A more elusive factor to gauge is the support of Faculty and Administration. The Director has stated that the Administration is strongly in support of the Institute and there is no evidence which would suggest the contrary.

The support of the Faculty will be evident when the initiatives of the Institute are received creatively and warmly, and if people around the University and in the High Schools show interest and energy in becoming involved. The evidence thus far suggests that there is considerable interest and

enthusiasm for the Institute, its goals, and its programs. At the University, the Philosophy and Classics Departments are already involved and more will follow as programs supportive of them become known. The Classics Department's enthusiastic response to Professor Carpenter's arrival in completely redesigning its Humanities General Education curriculum is just the sort of goal that the founders of the Ping Institute hoped to achieve.

There is every reason to expect that the Institute will continue to be a catalyst for innovation in other humanities programs as time goes on.

D. Evaluation of Future Funding Strategies

As stated above, the funding growth of the Endowment has been rapid and enthusiastic. Given the adequacy of the endowment's income production, future growth of this nature is unlikely and, indeed, not needed for a while. It is not clear what strategies for future funding may be implemented. Grants from Academic and Governmental sources might be a factor, but, for the present, there is no critical pressure for seeking such Endowment growth. It is evident, however, from the discussions that this topic is not casually dismissed and energy and time, as required, are being invested in future strategies.

E. Recommendations

The committee strongly recommends that the Charles J. Ping Institute for the Teaching of the Humanities be continued and encouraged. For the present, no additional funding will be required, but it is also true that no current funding should be diminished or taken away.

The Institute is one element of the process by which the University renews itself and enhances its sense of what it's about. In a time when the voices of a reductionist vocationalism are strong, it is useful to have a well-run and strong structure like the Institute to speak of the meaning of the Academy and to encourage and assist the public educational system to help define and revitalize itself as well.

Ohio University

Charles J. Ping
President Emeritus and Trustee Professor of Philosophy and Education
Executive Director, Cutler Scholars Program
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COPY

DATE: April 17, 1998

TO: Members of Ping Institute Review Committee
Nicholas Dinos, Chair
Stephen Hays
Rachel Hostetter Smith

FROM: Charles J. Ping

SUBJECT: Self-Study Report for Five-Year Review of the
Charles J. Ping Institute for the Teaching of the Humanities

Enclosed is the Self-Study Report for the Five-Year Review of the Ping Institute for the Teaching of the Humanities. The document includes information requested under item 2 of the "Procedure for the Review of Centers and Institutes." If you would like additional information, please let me know.

Carol Blum, Interim Vice President for Research and Graduate Studies, suggests that the committee may wish to meet with me as director of the Ping Institute. I am not teaching this spring and have several out-of-town trips already on my schedule; thus, the only dates I will be available during the next couple of months are April 29 and May 15. I hope one of these dates will be possible for the committee. If not, one or more of the professors and fellows of the Ping Institute could represent me in a meeting with the review committee.

I appreciate your willingness to participate in this review of the Ping Institute and look forward to working with you in the preparation of your report.

CJP:rp

cc: Carol Blum
Ping Professors and Fellows: Alan Booth, Thomas Carpenter,
Samuel Crowl, and Lois Vines

FEB 18 1998

Ohio University

Procedure for the Review of Centers and Institutes

1. The dean or vice president to whom the center/institute reports and the director will select an appropriate committee (not less than three members) to conduct an institutional review. Individuals directly associated with the center/institute generally will not serve on the committee. One member of the committee should be from outside the planning unit. In some instances, the committee could include outside experts.
2. The center/institute director will be responsible for the preparation of a self-study document for review by the committee. This document should include:
 - a. center/institute name;
 - b. group (and current director) responsible for its operation;
 - c. center/institute purpose and objective(s);
 - d. brief history;
 - e. current activities and status including
 - 1) number of faculty and students participating and/or served;
 - 2) how objectives have been met;
 - f. anticipated future activities including changes in, or expansion of, the center's/institute's objectives for the next five years, if appropriate; and,
 - g. funding commitments and needs. Sources of funding (current and future) showing the amount provided by the university and outside sources for each of the past five years should be included in the report.

The report should provide sufficient information to allow for a thorough review. The report should not exceed ten pages, excluding appendices. The committee may request additional information.
3. The review committee report shall include:
 - a. evaluation of current viability of center/institute
 - b. evaluation of current funding strategies
 - c. evaluation of potential future viability
 - d. evaluation of future funding strategies
 - e. recommendation regarding increased support, continuation at current level, reduction or elimination of the center/institute.
4. The self-study report and the review committee recommendations are to be submitted to the dean. The dean will forward the report to the vice president for research and graduate studies with his/her recommendations and responses.
5. After the review is complete and reports filed, a summary report will be prepared by the vice president. The dean will be apprized of the summary report and its recommendations. Following a response by the dean, the vice president's report and recommendations will be submitted to the provost and president.

The Charles J. Ping Institute for the Teaching of the Humanities

Self-Study Report for First Five-Year Review April 17, 1998

A. Name

The Charles J. Ping Institute for the Teaching of the Humanities

B. Group Responsible for the Operation of the Ping Institute

The professors and fellows associated with the Ping Institute are responsible for its operation:

(1) Distinguished Teaching Professors in the Humanities:

Alan R. Booth, The J. Richard Hamilton/Baker and Hostetler
Professor of Humanities and Professor of History;

Lois D. Vines, The James S. Reid/Standard Products Company
Professor of Humanities and Professor of Modern Languages;

Thomas H. Carpenter, The Charles J. Ping Professor of Humanities
and Professor of Classics;

(2) Fellows:

Samuel Cowl, Trustee Professor of English

J. David Stewart, Trustee Professor of Philosophy

(3) Director of the Ping Institute:

Charles J. Ping, President Emeritus and Trustee Professor of
Philosophy and Education

C. Purpose and Objectives

The Charles J. Ping Institute for the Teaching of the Humanities was created in 1992 to support activities designed to further the teaching of the humanities. The Ping Institute is primarily funded by a restricted endowment established by friends of the University, University trustees, and Ohio University Foundation trustees who together more than matched the three-to-one challenge grant awarded Ohio University by the National Endowment for the Humanities in 1990.

The endowment income provides salary supplements for three distinguished teaching professors as well as modest honorariums for several fellows of the Ping Institute. According to the terms of the

endowment, funds can also be used for projects such as library acquisitions, teaching colloquia, curriculum revisions, and summer workshops for high school humanities teachers. In its broadest outline, the Ping Institute exists to promote the teaching of the humanities at the University and in high schools across the region and state.

D. History

The institute was created by action of the Ohio University Board of Trustees in 1992 as an outgrowth of the University's successful efforts to match the NEH challenge grant to create an endowment to fund the creation of three Distinguished Teaching Professorships in the Humanities. Such professors were to be chosen based on their records as outstanding teachers, their commitment to the humanities, their work in curriculum development, their participation in the University's General Education Program, and their willingness to share their ideas with fellow college and high school teachers.

The NEH grant stipulated that two of the professorships were to be filled with candidates from within Ohio University; the third was to be selected from candidates identified in a national search. As pledges and gifts for the endowment were realized and income gradually became available, three professors were named. In 1994, Alan R. Booth from the Department of History was selected as the J. Richard Hamilton/Baker and Hostetler Professor of Humanities and Lois D. Vines of the Department of Modern Languages was selected as the James S. Reid/Standard Products Professor of the Humanities. Later that year Samuel Crowl of the Department of English and J. David Stewart of the Department of Philosophy, coauthors of the original grant proposal to the NEH, were named as the first Fellows of the Ping Institute. The national search to fill the third professorship extended over two academic years and culminated with the appointment in 1997 of Thomas H. Carpenter as the Charles J. Ping Professor of the Humanities. Professor Carpenter, a noted classicist and art historian of the Classical Period, came to the University from Virginia Tech.

E. Current Activities

The professors and fellows of the Institute meet regularly throughout the academic year to discuss publications and issues related to the humanities and the teaching of the humanities. The faculty have been involved in a number of projects since the Ping Institute became operational in 1994.

One very exciting project was a joint effort between the Contemporary History Institute and the Ping Institute to create teaching materials to serve high school and college students. Professor Alan Booth

of the Ping Institute worked with three doctoral students in history. All three of the students have been high school teachers and have a zeal for the task of developing materials to teach history more effectively. A pilot curriculum module was presented to the National Council for History Education, and this module (the decision to drop the atomic bomb on Hiroshima in 1945) then was tested with a half dozen groups of high school students and teachers. The curriculum uses actual reports and studies that were in the hands of the decision makers in 1945 and encourages students not just to read about history but to be caught up in making historical decisions. Other curriculum modules on major issues and turning points in United States history are being developed in order to provide a year-long course supplement.

Another area of activity is directed to high school language teachers. A series of workshops on the use of computers in the teaching of language, led by Professor Lois Vines, has generated very positive responses.

Professor Thomas Carpenter is involved in the development of a series of five undergraduate classical humanities courses dealing with the ancient world. The basic structure of all five courses revolves around a common set of questions. The first two courses focused on Athens, Greece, and Rome, Italy, and incorporated not only written texts but also archaeological remains.

The professors and fellows are also involved in an effort to initiate a dialogue on teaching and humanities curriculum among Ohio University faculty in the humanities and between University faculty and other teachers of humanities. Periodic discussions over breakfast or lunch draw together the Ping Institute faculty and humanities faculty who are new to Ohio University.

F. Next Five Years

The Ping Institute will continue to promote projects for high school and university faculty on subjects of common interest, the development of new coursework in the humanities for the University's General Education Program, and the identification of activities that will focus attention on the teaching of the humanities at both the college and secondary school levels. Activities which may be undertaken, as funds permit and interests dictate, include:

- continued discussions within the Institute and with a broader circle of Ohio University faculty on topics and issues in the humanities;
- colloquia devoted specifically to help humanities professors improve the teaching of the humanities;
- public forums and conferences that bring to campus nationally recognized figures who can contribute to the discussion of the role of humanities at Ohio University, in education, and in public life;

- development of freshman seminars in the humanities designed to engage curious and motivated new students in major themes and issues in the humanities in a discussion format;
- involvement of more faculty by naming a number of additional fellows to help expand the scope and reach of the Ping Institute. High school teachers in the humanities may also be considered for appointment as fellows.

Next fall the Ping Institute will sponsor a workshop on classical and modern versions of the Antigone story which will bring together university and high school teachers from classics, modern languages, English, and history. The workshop will be held on campus and will feature a performance of Sophocles' *Antigone* by the School of Theater as well as discussions and presentations by faculty of the Ping Institute.

Professor Carpenter has proposed an interim session study abroad program on ancient Rome: Development of a City from the Eighth Century B.C. to the Fourth Century A.D. The course will be jointly sponsored by the Classics Department and the Ping Institute.

The Ping Institute is also considering the possibilities of creating a summer workshop for high school teachers modelled after the successful NEH program of seminars for such teachers which have been held at campuses around the country over the past ten years.

G. Funding

The Ping Institute is funded by earnings from two Ohio University Foundation endowment accounts. To supplement the endowment earnings, the University annually provides approximately 75 percent of the salary and benefits of the Charles J. Ping Professor of the Humanities. In addition, the salaries of the director and support staff of the Institute as well as office space and equipment are paid from the account which funds the Office of the President Emeritus.

The principals of the two endowment accounts total nearly \$1.9 million and earned \$80,000 in Fiscal Year 1997 for expenditure in 1997-98. Since the annual income stream has been limited in these first years of operation, the projects undertaken by the Ping Institute have been of relatively modest cost. As income increases, plans are being made to expand the number and scope of activities (see list of possible activities under Section F). It is expected that spending over the next five years for activities sponsored by the Ping Institute will be less conservative than in its first five years.

Attachment 1 shows the balances of the two endowment principal accounts and Attachments 2-5 show earnings and expenditures for each of the four fiscal years the Ping Institute has operated.

Appendices

- I. *Ohio University Board of Trustees Resolution 1992-1257*
Creation of the Charles J. Ping Institute for the Teaching of the Humanities
- II. *Ohio University Board of Trustees Resolution 1993-1277*
Approval of Operational Guidelines for the Charles J. Ping Institute for the Teaching of the Humanities

Charles J. Ping Institute for the Teaching of the Humanities

Ohio University Foundation Endowment Accounts

Acct #92-91-5121 (pooled) and Acct #91-92-5121 (non-pooled)

Financial Statement for Fiscal Years 92, 93, 94, 95, 96, 97, 98

(July 1, 1991 through March 31, 1998)

Endowment Principal (sum of pooled and non-pooled accounts)

Additions in FY 1991-92	\$275,325	
Balance at end of FY 92		\$275,325
Additions in FY 1992-93	\$797,257	
Balance at end of FY 93		\$1,072,582
Additions in FY 1993-94	\$169,104	
Balance at end of FY 94		\$1,241,687
Additions in FY 1994-95	\$143,043	
Balance at end of FY 95		\$1,384,729
Additions in FY 1995-96	\$224,556	
Balance at end of FY 96		\$1,609,285
Additions in FY 1996-97	\$281,282	
Balance at end of FY 97		\$1,890,567
Additions in FY 1997-98 (year to date)	\$4,116	
Balance as of March 31, 1998		\$1,894,683

Because totals were calculated before the amounts shown were rounded to whole dollars, sums may be appear to be incorrect by \$1 (plus or minus).

Charles J. Ping Institute for the Teaching of the Humanities

Ohio University Grant Spending Account 39-01-8433

Financial Statement for Fiscal Year 1994-95

(July 1, 1994 through June 30, 1995)

Fiscal Year 1994-95:

Available for Expenditure in FY 95 \$53,936

Expenditures in FY 1994-95:

Projects:

Language Workshop 298

Search for Charles J. Ping Professor 156

*Personnel:**

Salaries/Benefits for Ping Professors and Fellows 23,568

*Miscellaneous:**

Library Acquisitions/publications 896

Stationery/Business Cards 578

Total Expenditures for FY 1994-95 \$25,495

Balance at end of FY 1994-95 (carried forward to FY 1995-96) **\$28,441**

*The salaries of the director and support staff of the Institute and many general office supplies and expenses are paid by the Office of the President Emeritus.

Because totals were calculated before the amounts shown were rounded to whole dollars, the sum of some columns may be appear to be incorrect by \$1 (plus or minus).

Charles J. Ping Institute for the Teaching of the Humanities

Ohio University Grant Spending Account 39-01-8433

Financial Statement for Fiscal Year 1995-96

(July 1, 1995 through June 30, 1996)

Fiscal Year 1995-96:

Balance at end of FY 1994-95	\$28,441
+ Earnings	<u>52,678</u>
Available for Expenditure in FY 1995-96	\$81,119

Expenditures in FY 1995-96:

Projects:

History Curriculum Project	2,058
Language Workshop	626
Search for Charles J. Ping Professor	8,740
(includes advertisements and travel/entertainment of candidates visiting campus for interviews)	
Mentoring of New Humanities Faculty	101

*Personnel:**

Salaries/Benefits for Ping Professors and Fellows	24,126
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*Miscellaneous:**

Library Acquisitions/meetings	48
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Total Expenditures for FY 1995-96	<u>\$35,698</u>
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Balance at end of FY 1995-96 (carried forward to FY 1996-97)	\$45,421
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*The salaries of the director and support staff of the Institute and many general office supplies and expenses are paid by the Office of the President Emeritus.

Because totals were calculated before the amounts shown were rounded to whole dollars, the sum of some columns may be appear to be incorrect by \$1 (plus or minus).

Charles J. Ping Institute for the Teaching of the Humanities

Ohio University Grant Spending Account 39-01-8433

Financial Statement for Fiscal Year 1996-97

(July 1, 1996 through June 30, 1997)

Fiscal Year 1996-97:

Balance at end of FY 1995-96	\$45,421
+ Earnings available for Expenditure in FY 1996-97	<u>\$72,316</u>
Available for Expenditure in FY 1996-97	\$117,737

Expenditures in FY 1996-97:

Projects:

Language Workshop	305
Search for Ping Professor	5,161
Mentoring, Teachers of Record	32
Research Assistant, Vines	304

Personnel:*

Salaries/Benefits for Ping Professors and Fellows	23,905
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Miscellaneous:*

Library Acquisitions/meetings/postage	281
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Total Expenditures for FY 1996-97	<u>\$29,988</u>
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Balance at end of FY 1996-97	\$87,748
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*The salaries of the director and support staff of the Institute and many general office supplies and expenses are paid by the Office of the President Emeritus.

Because totals were calculated before the amounts shown were rounded to whole dollars, the sum of some columns may be appear to be incorrect by \$1 (plus or minus).

Charles J. Ping Institute for the Teaching of the Humanities

Ohio University Grant Spending Account 39-01-8433

Financial Statement for Fiscal Year 1997-98

(July 1, 1997 through June 30, 1998)

Fiscal Year 1997-98:

Balance at end of FY 1996-97	\$87,748
+ Earnings for Expenditure in FY 1997-98	80,671
+ Salary Supplement from General Fund	<u>68,000</u>
Available for Expenditure in FY 1997-98	\$236,419

Expenditures/Commitments in FY 1997-98:

Projects:

Language Workshop 9/13/97	1,270
Antigone Workshop, Fall 1998	2,500
Moving Expenses (Carpenter)	4,331
Mentoring, New Faculty	1,000
Research Assistant (Vines)	696

*Personnel:**

Salaries/Benefits for Ping Professors & Fellows	114,000
History Dept instructors to replace Alan Booth	6,000

*Miscellaneous:**

Library Acquisitions	400
Misc. expenses, T. Carpenter	600
Computer, T. Carpenter	3,016
Misc. Expenses/Supplies	200

Total Commitments/Expenditures for FY 1997-98 \$134,013

Projected Balance at end of FY 1997-98 **\$102,406**

*The salaries of the director and support staff of the Institute and many general office supplies and expenses are paid by the Office of the President Emeritus.

Because totals were calculated before the amounts shown were rounded to whole dollars, the sum of some columns may be appear to be incorrect by \$1 (plus or minus).

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

INSTITUTE FOR TEACH OF THE HUMANITIES AND PROFESSORSHIPS
RESOLUTION 1992 -- 1257

WHEREAS, the National Endowment for the Humanities has awarded Ohio University a challenge grant of \$300,000 to support teaching in the humanities, and

WHEREAS, the challenge grant calls for \$900,000 in matching funds to be raised from private sources to create an endowment currently totaling \$1.4 million, and

WHEREAS, John D. Drinko, attorney and senior partner for the Cleveland firm of Baker and Hostetler, extended a further challenge of committing resources of \$600,000, providing \$300,000 be gained from Ohio University sources, and

WHEREAS, through the effort of Alan Riedel, chair of the Foundation and close friend of Mr. Drinko, over \$400,000 has been pledged from members and former members of the trustee boards of Ohio University, The Ohio University Foundation and from alumni and friends.

NOW, THEREFORE, BE IT RESOLVED that the trustees of Ohio University accept the endowment of \$1.4 million or more when fully funded and approve the creation of the Charles J. Ping Institute for the Teaching of the Humanities.

BE IT FURTHER RESOLVED that the three endowed professorships to be associated with the Institute will be named The Charles J. Ping Distinguished Teaching Professorship of the Humanities; the J. Richard Hamilton/Baker and Hostetler Distinguished Teaching Professorship in the Humanities; and The James S. Reid/The Standard Products Company Distinguished Teaching Professorship in the Humanities.

OHIO UNIVERSITY DEVELOPMENT INTEROFFICE MEMO

JUL 10 1992

Date: July 10, 1992

TO: Dr. Alan Geiger, Secretary to the Board of Trustees

FROM: Jack G. Ellis, Vice President for Development

SUBJECT: To establish the Charles J. Ping, Institute for the Teaching of The Humanities and Professorship

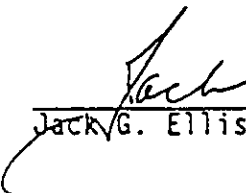
A grant application, co-authored by Dr. David Stewart and Dean Samuel Crowl, was submitted to the National Endowment for the Humanities and approved by the NEH in a national competition in the amount of \$300,000. As a challenge grant, the \$300,000 from the NEH would be available to help fund and endow three professorships at Ohio University providing \$900,000 was raised from other private sources.

As a result of a personal and professional relationship between Mr. Alan Riedel and attorney John D. Drinko, Senior Partner of the firm, Baker and Hostetler of Cleveland, Mr. Drinko extended a further challenge. Mr. Drinko stated he would guarantee \$600,000 from personal and other sources providing Mr. Riedel, the University Board and Foundation Board of Trustees or others, committed \$300,000.

Through the collective efforts of Mr. Riedel, Dr. Wil Konneker, Dr. Jeanette Grasselli Brown and my office, over \$300,000 was quickly pledged to meet the first NEH calendar date of July 31, 1992.

Mr. Drinko has subsequently fulfilled his commitment by documenting and guaranteeing the \$600,000 within the specified NEH payment period.

Therefore, the attached Resolution is offered to the Board of Trustees in consideration of the NEH Challenge Grant.



Jack G. Ellis

JGE:ds

Mr. Emrick presented and moved approval of the resolution. He asked that the complete guidelines be incorporated by reference. Ms. Turoczy seconded the motion. The motion passed.

**OPERATIONAL GUIDELINES FOR THE CHARLES J. PING INSTITUTE
FOR THE TEACHING OF THE HUMANITIES**

RESOLUTION 1993 -- 1277

WHEREAS, the Ohio University Board of Trustees did at their October 10, 1992, meeting formalize the creation of an institute for the teaching of the humanities, and

WHEREAS, at this same meeting the Board of Trustees named the institute the Charles J. Ping Institute for the Teaching of the Humanities, including the naming of three endowed distinguished teaching professorships.

NOW, THEREFORE, BE IT RESOLVED that the Trustees accept the operational guidelines as the basis for founding and function of the Charles J. Ping Institute for the Teaching of the Humanities.

The Charles J. Ping Institute for the Teaching of the Humanities

Guidelines for Operation

The Charles J. Ping Institute for the Teaching of the Humanities was established by the Ohio University Board of Trustees on October 10, 1992. The funding base for this endowed institute is a grant from the National Endowment for the Humanities and a three-for-one match from non-federal funds. The National Endowment for the Humanities grant and the match provide a permanent endowment of over \$1.4 million, with earnings to be used to support the Ping Institute for the Teaching of the Humanities and three distinguished teaching professorships in the humanities. In addition to salary supplements, funds from the endowment can be used to support such institute projects and activities as library acquisitions, teaching colloquia, curriculum revisions, and summer workshops for high school humanities teachers.

Definition

The institute will follow the definition of humanities embodied in the act that established the National Endowment for the Humanities. The humanities include, but are not limited to, the study of the following disciplines: history, philosophy, languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics, comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Distinguished Teaching Professorships

Two internal appointments will be made to honor outstanding teachers currently on the Ohio University humanities faculty. The third distinguished teaching appointment will be made to fill a vacancy in a senior faculty appointment in one of the disciplines described by the definition of the National Endowment for the Humanities. Departments will be invited to submit nominations and supporting documentation to the president for review and the preparation of a recommendation to the Board of Trustees.

The three endowed distinguished teaching professorships will be named as follows: The Charles J. Ping Professor of Humanities; The James S. Reid/The Standard Products Company Professor of Humanities; The Jay Richard Hamilton/Baker and Hostetler Professor of Humanities. Normally, the three will be based in different departments or schools. Each faculty member appointed will carry both a departmental title and the distinguished teaching professor title. Income from the endowment will provide a supplement to the departmental salary line and will be separate and independent of that base and regular adjustments.

Criteria for the distinguished professorships awarded internally will include but will not be limited to the following: contributions to the General Education Program of the University; awards for teaching – University Professorships, college teaching awards, provost's special teaching awards, teaching enhancement awards; new course development, especially interdisciplinary courses emphasizing the humanities; levels of activity in teaching general courses for a broad range of students; participation in the University teaching colloquium or other similar programs at the college level; mentoring of fellow teachers and other activities to encourage effective teaching, such as conducting seminars or giving public presentations on teaching. The individual hired from outside the University will be expected to meet similar criteria plus criteria determined to be relevant by the departmental selection committees. Academic units will be invited to submit credentials of candidates for regular faculty appointment as possible candidates for distinguished teaching professorships.

Appointment

Appointment as a distinguished teaching professor in the humanities will be made by the Trustees upon the recommendation of the president. A nominating committee, appointed by the president and chaired by the provost and consisting of the deans of University College and the College of Arts and Sciences, three senior humanities faculty, and two students in their final years on campus, will submit nominations and supply documentation to the president. The numbers of nominees in each case shall be at least three times the number of vacancies.

Institute Activities

The three distinguished teaching professors in the humanities will choose one from among their number to serve a three-year renewable term as director of the institute and will make joint decisions about the expenditure of discretionary funds from endowment income. The institute endowment will support other activity as determined by the distinguished teaching professors. The activities may include, for example, such projects and activities as:

Library acquisitions. Funds can be used to enhance library holdings in the distinguished teaching professors' areas of interest.

Curriculum Revision. To allow the institute to support curricular change in the humanities, funding can be allocated for use by the distinguished teaching professors for travel to conferences, purchase or production of teaching materials (videotapes, slides, other media), or activities that will enrich the teaching of humanities. Modest amounts of these funds may be used for purchase of equipment for the professors' use in teaching.

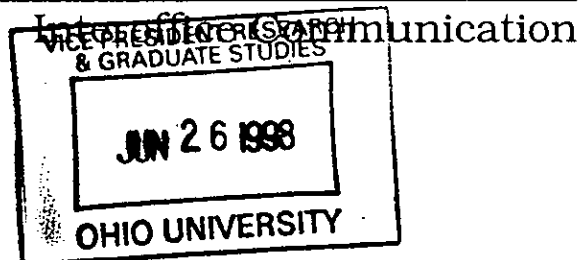
Teaching Colloquium. Modeled on the University-wide colloquium sponsored by University College, the institute may on occasion organize a colloquium devoted specifically to humanities professors to help them improve the teaching of the humanities.

Summer Workshop for High School Humanities Teachers. Based on the highly successful summer seminars for high school teachers developed by the NEH, the institute may design and organize summer workshops for high school humanities teachers on significant texts and on teaching strategies to engage high school students in talking and writing about the ideas central to our heritage.

Public Forums. As funds permit, the institute may, from time to time, support a conference on the teaching of the humanities that may include bringing to campus a nationally recognized figures who can contribute to the discussion of the role of humanities at Ohio University, in education, and in public life.

01/15/93 rpro

Ohio University



DATE: June 24, 1998

TO: Carol J. Blum, Interim Vice President for Research and Graduate Studies

FROM: James Stewart, Interim Dean, College of Fine Arts

SUBJECT: Charles J. Ping Institute for the Teaching of the Humanities

I have reviewed the self-review and the review committee's documents regarding the Charles J. Ping Institute for the Teaching of the Humanities.

From the documents provided to me, it would appear that the institute is viable and functioning as intended. I think it is particularly significant that the institute provides innovative ways through workshops, etc. to assist local teachers in making humanities-related courses more interesting and challenging. It would appear from the reviews submitted that these endeavors will be expanded, and so they should.

It is impressive that the institute has adequate funding from sources other than the university to continue its mission. I hope that external funding continues and is increased.

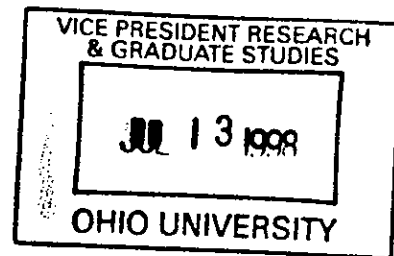
It was noted that the institute is utilizing a performance of "Antigone" by the School of Theater in fall as part of a workshop experience. I would suggest that, as the Ping Institute develops, the College of Fine Arts be included in an expanded role beyond that of providing performances for discussion. The College of Fine Arts has multiple disciplines that are not studio based--e.g., comparative arts, screen writing, play writing, and discipline-based historical studies. These disciplines are an integral component of humanities instruction and should play a more significant role in the institute's future planning.

In conclusion, the Ping Institute appears to be viable and should be continued. However, as it grows in stature, it needs to embrace other humanities-related disciplines in order not to be narrow and exclusive. Certainly, future reviews of the institute need to reflect more inclusion.

College of Arts and Sciences
Wilson Hall, College Green
Athens OH 45701-2979
614-593-2850 phone
614-593-0053 fax



OHIO UNIVERSITY



To: Carol J. Blum, Interim Vice President for Research and Graduate Study

From: Leslie A. Flemming, Dean, College of Arts and Sciences /CAF

Date: July 7, 1998

Subject: Five Year Review of Contemporary History Institute

I hereby submit to you the findings of the review committee for the Contemporary History Institute (CHI). Having read both the CHI's self study and the report of the internal review committee, I am pleased to recommend continuation of the CHI.

As you know, the CHI has recently experienced another change in leadership. I have recently appointed Professor Joan Hoff, a nationally and internationally visible member of the History department, to be the director of the CHI. With Hoff's appointment, I believe we are in a good position to address some of the concerns raised by the review committee.

I agree that timely assessment of student progress in the program is essential. I will also ask Dr. Hoff to consider whether students in MAIA program are likely prospects for the CHI program. The issues the committee raises concerning faculty participation in the CHI are those that almost all interdisciplinary programs face, which we will need to address more broadly in the College of Arts and Sciences. Concerning faculty retirements, I am devising a method of ensuring that the needs of this and other interdisciplinary programs are taken into account in the college's staffing advisory process. Concerning space issues, the needs of the CHI will continue to be part of the college's space planning process.

I believe Dr. Hoff shares my desire to see the CHI access external funding. I will encourage her to seek out possible grants. CHI's needs for private funding will be part of the college's planning for the upcoming capital campaign.

The CHI has rendered a distinct service to the university, the college, and the History department in the ten years of its life. I am happy to recommend and plan for its continuation.

C: Joan Hoff, Director, Contemporary History Institute
Bruce Steiner, Chair, Department of History

REVIEW OF THE CONTEMPORARY HISTORY INSTITUTE

June 18, 1998

I. Preliminaries.

After review of the Self-Study document from the Contemporary History Institute, the review committee met with members of CHI for an hour-long session of questions and general discussion. The review committee subsequently met a number of times to discuss findings and request additional information from CHI. This report was elaborated considering the information available to us. The sections below follow the suggested guidelines for the review process, and address students, funding and faculty issues.

II. Current and potential viability of the Institute.

The CHI has been very active and visible in the University, organizing regional and topical conferences on themes of interest to a broad audience on campus. This constitutes an important asset to the scholarly atmosphere in the University as a whole, and provides an important vehicle for greater external visibility of Ohio University. The high profile of the Institute is widely credited with being an important asset to the History Department in the successful 1995 review of doctoral programs by the Ohio Board of Regents.

The Institute continues to serve students at all levels, providing a certificate in Contemporary History, and implementing a number of graduate courses in the area. The Institute works in collaboration with the graduate programs in the Departments of History, Political Science and Economics, and the School of Journalism, as well as with the Honors Tutorial College at the undergraduate level. The Institute supports typically ten students per year on a Research Assistant Fellowship, with approximately fifty students involved in the program at various levels at any given time.

It is also clear to the review committee that the inter-departmental interactions of faculty and students fostered by CHI contribute to the overall academic environment. Apart from providing possible multi-disciplinary studies and important new perspectives to students involved in CHI activities, the Institute facilitates scholarly collaborations among faculty in different departments.

Following the changes in the global political situation, and the accompanying economic problems, the CHI has adapted its course and seminar offerings to study these changes and analyze situations, all in the framework of a sound historical context. As the CHI understands its area of expertise and interest to be quite broad, it has been able to follow developments not only in Europe and with the traditional cold war participants, but also in areas such as Southeast Asia

and Central America. In this regard, we should point out that this Review Committee is satisfied with the measures taken by CHI to broaden their areas of interest beyond Cold War studies (as the 1993 review indicated).

The upcoming new CHI Director would need to provide strong leadership to maintain the strength of the program. As much of its success would depend on the recruitment of well-prepared students, it is important that strong efforts be made to continue attracting the best students. This is especially true after the departure of its founding director (Prof. John Gaddis), a highly visible figure in the discipline (who left at the end of the 1996-97 academic year). This is an important challenge for the new director.

III. Current and anticipated funding strategies.

The CHI was singularly successful in attracting a major grant from the MacArthur Foundation in 1987 and then renewed in 1991, for a total of \$750,000. Although this grant has now run to completion (as of June 1998), the University has added \$100,000 to the annual discretionary budget of the CHI to compensate for this loss of external support. The total annual budget of the Institute from University sources is now at over \$180,000, in addition to a number of tuition waivers for graduate students supported by CHI funds (currently at about \$57,000 per year). This level of commitment from the University allows the Institute to be on sound financial ground to pursue its activities.

Moreover, CHI has been able to attract a number of well-funded endowments, providing additional sources for the support of Research Assistant Fellowships, a substantial library acquisitions budget (about \$40,000), and other miscellaneous expenses.

In 1992, CHI obtained a five-year grant from the US Information Agency to support a program of faculty and student exchanges between Ohio University and the University of Leipzig. This program provided for a strong level of exchange activities and valuable international relationships.

Since the USIA Leipzig grant, CHI faculty has applied unsuccessfully for grants from the National Endowment for the Humanities, and the Pew Charitable Trusts. As explained to this committee, their plans for future external funding are expected to be focused on requests for specific activities (conference and seminar series), rather than for general support of the Institute, as in the past. CHI will also focus on special fund requests during the next University endowment campaign.

IV. Concerns and recommendations.

Student issues.

The Review Committee requested additional information on graduation rates and overall records for MA and Ph.D. students. Although some of this information was made available to us, it would seem that no systematic follow-up of student graduation and history is maintained. This is a task complicated somewhat by the multi-departmental nature of the Institute students,

but it should be followed more closely. Given the information we possess, it would appear that graduation rate for CHI students is close to 60%. This might be reasonable for Ph.D. level, but somewhat low for MA students. The reasons for this are unclear to us, and we recommend that CHI looks further into this problem.

It is also evident that in some cases graduation comes only after a rather long period (well over five years) of studies. The faculty in CHI is aware of this overly prolonged apprenticeship process and is concerned as well. The faculty in CHI believe, nevertheless, that students graduate and succeed at a level better than the national average (as supported by exemplary anecdotal evidence). More systematic follow-up of students would be desirable to better assess and address the situation.

As CHI continues its inter-disciplinary activities, the committee would like to encourage facilitating participation from students in departments other than those traditionally involved. Clear overlap of interests would occur with faculty and students in the School of Telecommunication (through their MA on developmental studies), and CHI could perhaps actively recruit students from this and other departments and schools to further enhance its talent pool.

Faculty issues.

The CHI Director has identified an issue with which the Review Committee concurs and fully supports: There is no incentive and/or reward mechanism for faculty to participate in CHI activities apart from his/her own department's. This is especially germane for faculty in departments other than History, the center of gravity of CHI. The committee would suggest that a departmental release-time mechanism be offered for faculty teaching CHI courses in addition to their usual departmental teaching duties. Perhaps a system of small financial rewards to departments could be established, funded by the CHI budget or other sources, similar to the Tier III course incentives.

It is also important that the needed planning for the upcoming wave of faculty retirements in History and other affiliated departments be cognizant of the needs and plans of CHI, in order to keep the strong faculty profile they currently enjoy. The new Director, in collaboration with the Dean, should perhaps enter in discussions with department and school chairs, to guarantee that CHI needs are known and taken into account when staffing decisions are made.

Space needs.

CHI faculty indicated an important need for space in their home at Brown House. While several faculty are housed there, and a single room serves as seminar and classroom venue, they have expressed a desire for renovation of the third floor in that building. The Review Committee sympathizes with their request, as indeed their facilities appear crowded and rather inappropriate. We encourage the administration to find means for the allocation of funds for this renovation.

Future funding.

As expressed above, CHI has been very successful in securing both external grants (general operating and task-specific), as well as contributions to named endowments. It appears, however, that the CHI faculty is not inclined to continue pursuing external grants, except when they refer to one-time activities (i.e., specific seminars or conference series). As the funds from

external agencies appear to be aimed in different directions, their assessment of the situation may indeed be accurate.

However, as the University funding may not keep up with inflation and or the need to offer sizeable Research Assistant Fellowships increases, it would seem important that CHI continue to attempt securing RA monies from external sources. This Review Committee would encourage them to continue these important attempts, as we believe that CHI is well placed to be an attractive Institute for the pursuit of grants. This would also justify further the important University investment in CHI activities.

V. Committee Composition.

John Bender, Professor, Philosophy

Vibert Cambridge, Associate Professor, Telecommunications

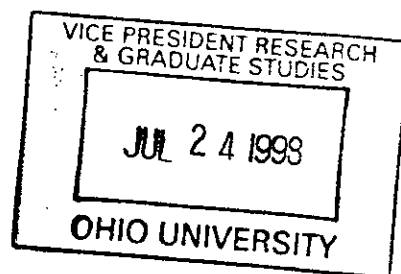
William Condee, Associate Professor, Theater

Sergio Ulloa, Professor, Physics and Astronomy — Review Committee Chair



OHIO UNIVERSITY

Interoffice Communication



Date: July 23, 1998

To: Carol J. Blum, Interim Vice President for Research and Graduate Studies

From: Leslie A. Flemming, Dean, College of Arts and Sciences /CAF

Subject: Attachment to the Five-Year Review of Contemporary History Institute

Please attach the enclosed document to the report of the five-year review committee for the Contemporary History Institute (CHI). The comments by Professor Pach, Former Director of CHI, provide relevant information and a standard of comparison for questions raised by the review committee regarding the assessment of student progress in the program.

- c: Joan Hoff, Director, Contemporary History Institute
Bruce Steiner, Chair, Department of History
Sergio Ulloa, Chair, Review Committee
Chester Pach, Department of History

Contemporary History
Institute

Brown House
University Terrace
Athens OH 45701-2979
740-593-4362 phone
740-593-0097 fax



OHIO UNIVERSITY



16 July 1998

Roger Rollins
Associate Dean
College of Arts and Sciences

RE: Report of the Five-Year Review Committee for the Contemporary History Institute

Dear Roger:

Thank you for the copy of the Five Year Review Committee's report on the Contemporary History Institute. I want to thank the members of the committee for their work, and I appreciate their suggestions for improvement.

I would like to comment, as former director, on two errant conclusions in the report—those listed under "Student Issues" on pages 2-3. The committee concludes that the graduation rate for Contemporary History Institute students appears to be "close to 60%," a figure that it considers a "problem," especially for M.A. students.

The graduate rate is actually 75.7 percent for all students who have been accepted into the Institute from academic years 1988/89 through 1996/97. (Students in the class for this past academic year were excluded from this calculation, as we would not expect any in M.A. or Ph.D. programs to have yet completed their degrees.) If we consider only those students who entered the Institute in the last five years—the period covered by the review committee's report—the graduation rate is 80.8 percent, again excluding those in the most recent class. (Please see attached Table 1.)

The graduation rate for Ph.D. students in the Institute is 63.2 percent; for M.A. students, it is 78.3 percent; for undergraduates in the Honors Tutorial College, it is 88.9 percent. I have excluded from these calculations Ph.D. and M.A. candidates, students who are still actively pursuing their degrees. Since several Ph.D. students are close to finishing dissertations—there are three defenses scheduled for the fall—the graduation rate for Ph.D. students is likely to increase.

It is instructive to compare the CHI graduation rate for Ph.D. students with national averages. As you will see from the attached article from *The Chronicle for Higher Education*, 50 percent of doctoral candidates fail to complete their degrees. Not only is the CHI graduation rate for Ph.D.s significantly higher, but it also includes attrition *before* students attain candidacy, thus making it all the more impressive.

Surely, the graduation rate for CHI students is no cause for concern. Instead, it should be

a source of great satisfaction.

The Review Committee also expressed concern about graduate students in the Institute completing their degrees "only after a rather long period (well over five years) of study" and by doing so, serving "an overly prolonged period of apprenticeship." The committee provided no standard for evaluating what constitutes overly long training, something that I would have thought absolutely necessary for its conclusion to have validity.

I have sought such a standard of comparison, and I have found one in the data provided by the National Research Council. In the attached copy--reprinted from *The Chronicle for Higher Education*--you will see that the NRC compiled data for all recipients of the Ph.D. in 1995. There is every reason to expect that data for recipients of the Ph.D. in other recent years would be roughly similar.

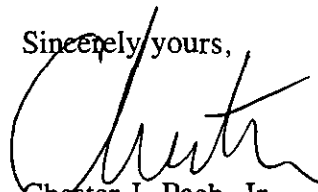
The NRC found that the median number of years registered as a graduate student for Ph.D. recipients in 1995 was:

- 7.2 years, all fields
- 8.4 years, arts and humanities
- 7.5 years, social sciences

The median number of years for the twelve CHI students who have completed their Ph.D.s is 6 years. (See Table 2.) Obviously, that figure is less than the median for social sciences, arts and humanities, and for all fields. Again, there is no problem, but further proof that the CHI students are doing significantly better than their peers at completing their degrees in expeditious fashion.

I hope you will pass along this information to Dean Flemming and to the other administrators who read the Review Committee's report, as it corrects conclusions that are clearly inaccurate.

Sincerely yours,



Chester J. Pach, Jr.

Associate Professor of History

XC: Sergio Ulloa

TABLE 1
CHI Student Graduation Rates

<u>Year/Degree Program</u>	<u>Finished Degree</u>	<u>Did Not Finish</u>	<u>Degree Candidate[#]</u>
1988/89-All Students	9	5	0
1988/89-Ph.D.	3	3	0
1988/89-M.A.	4	2	0
1988/89-B.A.	2	0	0
1989/90-All Students	9	1	0
1989/90-Ph.D.	3	0	0
1989/90-M.A.	4	1	0
1989/90-B.A.	2	0	0
1990/91-All Students	7	0	2
1990/91-Ph.D.	2	0	2
1990/91-M.A.	5	0	0
1991/92-All Students	8	2	4
1991/92-Ph.D.	2	2	4
1991/92-M.A.	5	0	0
1991/92-B.A.	1	0	0
1992/93-All Students	2	5	2
1992/93-Ph.D.	1	1	2
1992/93-M.A.	1	3	0
1992/93-B.A.	0	1	0
1993/94-All Students	8	1	3
1993/94-Ph.D.	1	0	3
1993/94-M.A.	6	1	0
1993/94-B.A.	1	0	0

1994/95-All Students	4	4	5
1994/95-Ph.D.	0	1	3
1994/95-M.A.	4	3	2
1995/96-All Students*	4	0	5
1995/96-Ph.D.	0	0	4
1995/96-M.A.	4	0	1
1996/97-All Students	5	0	5
1996/97-Ph.D.	0	0	2
1996/97-M.A.	3	0	3
1996/97-B.A.	2	0	0
<i>1988/97-All Students</i>	<i>56 (75.7%)</i>	<i>18 (24.3%)</i>	<i>26</i>
<i>1988/97-Ph.D.</i>	<i>12 (63.2%)</i>	<i>7 (36.8%)</i>	<i>20</i>
<i>1988/97-M.A.</i>	<i>36 (78.3%)</i>	<i>10 (21.7%)</i>	<i>6</i>
<i>1988/97-B.A.</i>	<i>8 (88.9%)</i>	<i>1 (11.1%)</i>	<i>0</i>
<i>1993/97-All Students</i>	<i>21 (80.8%)</i>	<i>5 (19.2%)</i>	<i>18</i>
<i>1993/97-Ph.D.</i>	<i>1 (50%)</i>	<i>1 (50%)</i>	<i>12</i>
<i>1993/97-M.A.</i>	<i>17 (81.0%)</i>	<i>4 (19.0%)</i>	<i>6</i>
<i>1993/97-B.A.</i>	<i>3 (100%)</i>	<i>0 (0%)</i>	<i>0</i>

*Those students who are actively pursuing degrees, including those who are now writing dissertations or theses.

*One Ph.D. student transferred to Yale at the end of AY 1996/97 to accompany John Gaddis and is not counted in this table or in calculations of graduation rates.

Table 2
CHI Ph.D. Students

<u>Student</u>	<u>Began Ph.D.</u>	<u>Finished Ph.D.</u>	<u>Years to Completion</u>
Sweeney, Michael*	9/93	6/96	3
Sanders, Marion	9/91	6/95	4
Taaffe, Stephen	9/91	11/95	4.5
Franklin, Kathy Rogers*	9/88	6/93	5
Catton, Philip	9/92	6/98	6
McWilliams, Alvida*	9/89	6/95	6
Nash, Phillip	9/88	11/94	6.5
Craig, Howard Campbell	9/88	6/95	7
Hall, Michael	9/89	6/96	7
Lu, Soo Chun	9/90	8/97	7.25
Sonntag, Mark	9/90	3/96	7.75
Broschious, S. David	9/89	11/97	8.5

*Ph.D. in journalism. (All other Ph.D.s in history.)

CHI STUDENTS

1988-89

Anderson, John Ph.D, DNF
 Craig, Howard Campbell Ph.D., 6/95
 Franklin, Kathy Rogers, Ph.D., 6/93 (J)
 Goins, Paul E., BA, HTC, 6/89
 Hallows, Gilbert-Ph.D., DNF
 Lavoie, Brian F., MA, 11/90
 Moser, John, B.A., HTC, 6/89
 Nash, Phillip, Ph.D., 11/94
 Rosendorf, Neal, M.A., 6/91
 Rountree, Larry, Ph.D., DNF
 Schneider, Gregory, MA, 3/92
 Smith, Derrick, M.A., DNF
 Wang, Hongying, M.A., 8/90
 Whitehurst, Stanley, M.A., DNF

1989-90

Bradford, Philander S., M.A., 11/93
 Broschious, S. David, Ph.D., 11/97
 Curp, Timothy David, M.A. 8/91
 Hall, Michael, Ph.D., 6/96
 Hawk, Morris L., B.A., HTC, 11/90
 Long, Alecia P., M.A., 8/91
 McWilliams, Alvinda, Ph.D., 6/95 (J)
 Powell, Jonathan S., M.A., 8/92
 Rivard, Catherine, M.A., DNF
 Van Hook, James C., B.A., HTC, 6/90

1990-91

Boggs, Luther Miles, M.A., 8/97
 Brogi, Alessandro, M. A., 6/92
 Kahng, Gyoohyoung, Ph.D. candidate
 Lu, Soo Chun, Ph.D., 8/97
 Merta, Edward L., M.A., 8/92
 Ponce, Pearl T., M.A., 8/92
 Schmidt, Oliver, M.A., 6/93
 Sonntag, Mark, Ph.D., 3/98
 Van Dijk, Ruud, Ph.D. candidate

1991-92

Dawson, Chester, BA, HTC, 3/92
 Fahey, William, M.A., 8/93
 Howell, Lisa, Ph.D., DNF
 Johnson, Ryan, Ph.D. candidate
 Kaufman, V. Scott, M.A., 11/94
 Lowery, Michael, Ph.D., DNF
 McIlwain, Jeffrey, M.A., 11/94
 Paulson, Ronald, Ph.D. candidate
 Paulson, Svetlana, M.A., 8/94
 Ruhl, Michael, Ph.D. candidate
 Rushay, Samuel, Ph.D. candidate
 Sanders, Marian, Ph.D., 6/95
 Schumacher, Frank, M.A., 6/93
 Taaffe, Stephen, Ph.D., 11/95

1992-93

Catton, Philip, Ph.D., 6/98
 Clinton, Richard E., Ph.D. candidate
 Crafton, William Mark, M.A., DNF
 Cramer, Deborah, Ph.D., DNF
 Fansler, Katherine R., M.A., DNF
 Lundy, Brent T., Ph.D. candidate
 Poppe, Wilfried, M.A., 3/95
 Schoeny, Steven R., B.A., DNF
 Stepp, Michael, M.A., DNF

1993-94

Absher, Katherine, M.A., DNF
 Dziak, Douglas, M.A., 11/95
 George, Jason, M.A., 3/96
 Haberski, Raymond, Ph.D. candidate
 Lee, Yong Suk, M.A., 8/95
 O'Reilly, Mark, M.A., 8/95
 Paddon, Eric, Ph.D. candidate
 Remy, Steven, M.A., 6/96
 Rodehaver, James, B.A., HTC, 6/94
 Selverstone, Marc, Ph.D. candidate
 Sweeney, Michael, Ph.D., 6/96 (J)
 Walters, Michael, M.A., 6/98

1994-95

Cliff, Joël, M.A. candidate
 Davis, Todd, M.A. 8/96
 Donarski, Jeffrey, M.A. candidate
 Eaton, Petra, M.A., DNF
 Honohan, Matt, Ph.D. candidate
 Lutz, Jennifer, M.P.A., 8/96
 Matson, Tim, M.A., 3/96
 O'Connell, William, Ph.D., DNF
 Radulovich, Nenad, M.A., DNF
 Scully, Sean, M.A., DNF
 Smith, Mary, Ph.D. candidate
 Suri, Jeremi, M.A., 8/96
 Woods, Jeffrey R., Ph.D. candidate

1995-96

Burns, John, Ph.D. candidate
 Coker, Jeffrey, Ph.D. candidate
 Fannin, Tracy, M.A. candidate
 Friedman, Michael, M.A. 8/97
 Gloin, Kevin, Ph.D. candidate
 Knott, Michael, M.A., 3/98
 Luthi, Lorenz, Ph.D. (transferred to Yale)
 O'Connor, Kevin, Ph.D. candidate
 Østergaard, Ellen, M.A. 6/97
 Westrick, Janet, M.A., 11/97

1996-97

Foster, Blair, M.A. candidate
 Gardner, Dominic, M.A., candidate
 Hagerman, Bonnie, M.A., 8/98
 Hale, Korcaighe, Ph.D.
 Hansen, Ann Elisabeth Laksfoss, M.A.,
 11/97
 Schrager, Jennifer, B.A., HTC, 6/97
 Smith, Michael, Ph.D.
 Van Pilsum, William, M.A. candidate
 Weber, Claudia, M.A., 6/98
 Winkler, Jonathan, B.A., HTC, 6/97

1997-98

Bach, Morten, M.A.
 Burns, Robert, M.A.
 Daiker, Matthew, M.A.
 Eissler, Robert, Ph.D.
 Ferrell, Michael Alex, M.A.
 Flynn, Matthew, Ph.D.
 Fries, Jamie, M.A.
 Giltz, Preble, B.A., HTC
 Girard, Philippe, M.A.
 Roka, Les, Ph.D.
 Storr, Juliette, Ph.D.

KEY:

DNF-Did not finish
 (J)-Ph.D. in Journalism
 (All other Ph.D. degrees were in history.)

The Chronicle of Higher Education

The Chronicle of Higher Education

Date: March 14, 1997

Section: The Faculty

Page: A10

FOOTNOTES

Dissertation Examines Attrition Rate in Ph.D. Programs

Barbara E. Lovitts was demoralized after dropping out of two Ph.D. programs, but she knew she wasn't alone. So she enrolled in a third program, writing her dissertation on the sociological aspects that cause about 50 per cent of all doctoral candidates to quit.

Dr. Lovitts earned her degree last semester from the University of Maryland at College Park. She titled her dissertation "Leaving the Ivory Tower: A Sociological Analysis of the Causes of Departure From Doctoral Study."

While the academic job market has booms and busts, Dr. Lovitts says, the attrition rate in Ph.D. programs has been steady since the 1950s, showing "a deeply entrenched problem" in graduate education.

She talked to professors and dozens of Ph.D. students in 18 departments at two research universities. She examined the varying attrition rates among disciplines and between departments in the same discipline.

Dr. Lovitts found that students who failed to complete their doctoral programs were likely to have had little interaction with others in their departments. People who dropped out were less likely to have had teaching or research assistantships than their peers who earned degrees.

She completed her dissertation with the help of a \$95,000 grant from the Alfred P. Sloan Foundation.

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Title: Dissertation Examines Attrition Rate in Ph.D. Programs

Published: 97/03/14

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The Chronicle of Higher Education

The Chronicle of Higher Education

Date: June 14, 1996

Section: Personal & Professional

Page: A25-26

Characteristics of Recipients of Doctorates, 1995

Median number of years registered as a graduate student

All fields(1)	7.2
Arts and humanities	8.4
Business and management	7.2
Education	8.2
Engineering	6.4
Life sciences	7.0
Physical sciences	6.9
Social sciences	7.5
Professional fields(2)	8.2

Source: "Summary Report 1995," National Research Council

Note: Figures may not equal 100 per cent because of rounding

1. Includes degree categories not listed separately
2. Excludes business and management, which is listed separately

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The Chronicle of Higher Education

The Chronicle of Higher Education

Date: June 14, 1996

Section: Personal & Professional

Page: A25-26

Characteristics of Recipients of Doctorates, 1995

Median number of years from bachelor's degree to doctorate

All fields(1)	10.9
Arts and humanities	12.0
Business and management	12.1
Education	19.9
Engineering	9.1
Life sciences	9.5
Physical sciences	8.4
Social sciences	10.5
Professional fields(2)	15.3

Source: "Summary Report 1995," National Research Council

Note: Figures may not equal 100 per cent because of rounding

1. Includes degree categories not listed separately
2. Excludes business and management, which is listed separately

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Self-Study Document

A. Center/Institute Name: Contemporary History Institute

B. Current Director: Chester J. Pach, Jr., Acting Director; John Lewis Gaddis, Director (on leave, 1992-93)

C. Institute Purpose and Objectives: The Institute's purpose is to provide a unique program of education that aims at using historical knowledge and thinking to improve understanding of contemporary issues. The Institute offers an interdisciplinary course of study whose goals are to: 1) focus careful attention on the post-1945 era, and particularly on newly released documentary and other primary sources that can enrich our understanding of that period; 2) examine on a more selective basis those aspects of pre-1945 history that provide a context within which to understand recent events; and 3) encourage historical consciousness as an analytical tool with which to evaluate the present and make judgments about the future.

D. Brief History: The Institute was founded in 1987 with funds from the 1804 Fund. During its first year of existence, the Institute was awarded a five-year grant for student fellowships and other activities from the John D. and Catherine T. MacArthur Foundation, as well as an Eminent Scholar Award from the Ohio Board of Regents. In fall 1988, the Institute welcomed its first class of students and in each subsequent year has admitted approximately twelve to fifteen students. The Institute awards ten fellowships in the amount of \$10,000 or \$8,500. Usually five are awarded each year and are renewed for a second year, provided the student holding the fellowship does satisfactory work.

The Institute is centered in the Department of History, but it also draws faculty and students from the departments of Economics and Political Science, the School of Journalism, and the Honors Tutorial College. The Institute currently has twenty-three faculty associates.

The Institute itself does not grant degrees, but instead offers a certificate in Contemporary History, which serves as an adjunct to the M.A. and Ph.D. degrees in history, the M.A. degrees in economics and political science, the M.S. degree in journalism, and the Ph.D. degree in mass communications (journalism sequence). The Institute's certificate also can be earned in connection with a four-year Honors Tutorial College bachelor's degree in one of the participating departments. A student receives the Institute's certificate after satisfactorily completing a sequence of seminars and tutorials focusing on the content, methodology and potential applications of contemporary history and after writing a thesis or dissertation on some aspect of that subject which also meets the requirements of the student's degree-granting department.

As part of its program of education, the Institute has regularly brought to campus distinguished speakers to meet with students in seminars and to deliver public lectures. Among those who have visited campus since 1988 are: President Jimmy Carter; George F. Kennan; Paul

Kennedy, professor of history at Yale University; Walter Isaacson, senior editor of Time magazine; Paul Fussell, professor of English at the University of Pennsylvania; Don Oberdorfer, senior correspondent for the Washington Post; Jack Matlock, former U.S. ambassador to the Soviet Union; Geir Lundestad, director of the Norwegian Nobel Institute; and Wang Jisi of the Institute for International Affairs, Peking University.

The Institute has also sponsored or cosponsored several conferences since academic year 1988-89. These have included: "Central America" (November 1988); "China and the Cold War" (September 1989); "Changes in Europe" (September 1990); "Nuclear Weapons and Cold War Statesmen" (September 1991).

E. Current Activities and Status: The Institute is currently offering its required sequence of interdisciplinary courses to its fifth class of students. Also during this academic year, it welcomed its sixth visiting international fellow, Yoshimitsu Miyakawa, of the University of Nanzan in Nagoya, Japan, who was on campus from April 1992 through March 1993. The Institute sponsored two conferences this year. The first, "Ohio and the Nation: The Next Two Years," (December 4-5, 1992), brought some twenty members of the Ohio General Assembly to campus to attend sessions on "State Finance," "Ohio Health Care Problems," and "Ohio Education Problems." The second, "The Washington Connection: The University in the World of Washington; Getting a Job, Surviving and Thriving in Washington," featured four individuals with academic training who are working, or have worked, as policy analysts, lobbyists, or congressional staff aides, to discuss the relationship between their academic training and their work in the nation's capital. During the past year, the Institute has sponsored or cosponsored many prominent speakers, including: Richard Pipes, professor of history at Harvard University; Mary Matalin, deputy manager of the 1992 Bush presidential campaign; Michael Beschloss, best-selling historian and CNN commentator; John Charmley, Churchill Memorial Professor of History at Westminster College; Thomas J. R. Kent, International Editor, Associated Press; Emily Rosenberg, professor of history at Macalester College; Kathleen Blee, professor of sociology at the University of Kentucky; and Robert Mueller, deputy director, National Security Agency.

F. Anticipated Future: The Institute has admitted twelve students to its sixth class of students, who will begin study on campus this fall. We anticipate that we will continue our program of interdisciplinary education, with appropriate modifications as necessary, much as we have since the creation of the Institute.

The Institute has secured a grant of \$125,000 from the United States Information Agency to establish a liaison with Leipzig University, situated in what was formerly East Germany. Using these funds, the Institute will hold seminars in contemporary history for fifteen Leipzig faculty members and advanced graduate students during summer 1993 and summer 1994. There will also be exchanges of individual faculty members between the two institutions beginning in academic year 1993-94.

Professor Gaddis has submitted to the Pew Charitable Trusts a proposal for a grant of

\$50,000-\$75,000 to defray costs of an Institute conference in Spring 1994 on "Science, the Social Sciences, and Contemporary History." Based on the results of that conference, additional proposals might be submitted to Pew or other foundations to support fellowships or course development in the application of the sciences of chaos and complexity to the teaching of recent history.

There is also the possibility of the creation of a chair in peace studies linked to the Contemporary History Institute through funding from the John and Elizabeth Baker Peace Studies Endowment.

G. Funding Commitments and Needs: The Institute currently receives \$36,000, plus the salary of the Institute secretary (\$33,000), from the College of Arts and Sciences for operating expenses. From the operating budget, \$10,000 is used to pay the travel expenses and honoraria of guest speakers. An additional \$10,000 is used for various conference expenses, thus leaving little money for the office expenses of the Institute. Beginning on 1 July, the College of Arts and Sciences has made available \$5,000 to pay for travel expenses in connection with research of Institute students and junior faculty.

Beginning in fall 1991, the John T. and Catherine D. MacArthur Foundation provided a five-year grant of \$500,000, available in annual increments of \$100,000. The MacArthur Foundation stipulates that such funds be used primarily for fellowships and other student-related activities.

In 1989, the Ohio University Foundation created two permanent endowments for the Institute from unrestricted alumni bequests. The John F. Klinder Endowment (initial amount \$500,000) supports student fellowships, and the Edna Jacobsen Endowment (initial amount \$560,000), supports library acquisitions.

Additional funding will have to be found to support student fellowships once the MacArthur grant expires at the end of academic year 1996-97. Such funding might come from: 1) a grant from one or more other foundations, roughly equivalent to what MacArthur has provided; 2) enhancement of the existing Klinder Endowment; or 3) the creation of new endowments for student fellowships, perhaps specifically targeted toward students working in certain areas.

The Ohio Board of Regents awarded the Institute \$500,000 in 1988 under its Eminent Scholar Program toward the creation of an endowed chair in Contemporary History. In order to make it possible to fill this position immediately, the Ohio University Foundation matched this amount, and in 1990, Dr. Alfred E. Eckes, formerly of the U.S. International Trade Commission, joined the OU faculty. It is still necessary, however, to find the necessary funding to reimburse the OU Foundation for its contribution to this chair.

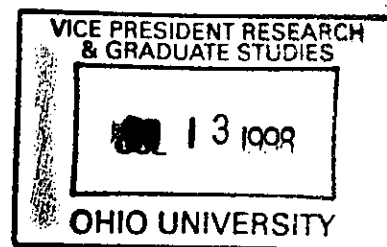
The John and Elizabeth Baker Peace Studies Endowment, which was transferred to the

Institute in 1992, supports a range of university-wide activities in the field of peace studies. Among the projects it supports is a fellowship in the amount of \$8,500 for an Institute student. The Endowment's current principal is \$654,000.

College of Arts and Sciences
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OHIO UNIVERSITY



To: Carol J. Blum, Interim Vice President for Research and Graduate Study

From: Leslie A. Flemming, Dean, College of Arts and Sciences /LAF

Date: July 7, 1998

Subject: Five Year Review of ILGARD

I hereby submit to you the reviews of the Institute for Local Government Administration and Rural Development (ILGARD). I am pleased to concur with the reviewers' assessment of ILGARD as a vital and successful unit, and with their recommendation that it be continued.

The very success of ILGARD since its last five-year review has raised significant issues for the external and internal reviewers. The two most important of these issues are the level of internal budgetary support; and academic integration and structure. Other important issues include providing for continuing leadership for ILGARD; overall strategic planning for ILGARD within the college and university context; and the relationship of ILGARD to the Center for Public and Environmental Affairs, and especially to the private funding anticipated for the CPEA.

Mark Weinberg and I have already had preliminary conversations about most of these issues. Following the conclusion of this review, he and I will develop a planning process, so that we can address these issues more concretely. My intention is that we have a plan completed for ILGARD (and CPEA) by the end of the coming academic year.

C: Mark Weinberg, Director, ILGARD

Ohio University

Interoffice Communication

TO: Roger Rollins, Associate Dean, College of Arts & Sciences

FROM: Five-Year Review Committee for Institute for Local Government Administration
and Rural Development (ILGARD)

John Garske (Ch.), Psychology
Christine Mattley, Sociology and Anthropology
Margaret King, Human and Consumer Sciences

DATE: June 25, 1998

SUBJECT: Report of Committee Evaluation

ILGARD is a well-established public service and research unit of Ohio University. Its contributions to the Appalachian Region of Ohio and to the University are significant and unique. The viability and funding are strong at present and even more promising in the near future. It has experienced rapid growth during the past five years and it appears that it will continue.

A discussion of our conclusions and recommendations follows.

Current Viability

The committee feels that the Institute for Local Government Administration and Rural Development is a valuable asset for Ohio University in two primary ways. First, it provides a vehicle for Ohio University to be of unique, highly effective service for the 29-county Ohio Appalachian Region. Second, it supports Ohio University's educational mission by providing opportunities for research and service-based learning for students and faculty.

As articulated in ILGARD's self-study, it is the University's public service organization (UPSO). Its mission is to assist elected and appointed local state government officials and nonprofit agencies to improve program performance and value, undertake research projects, increase human resource capacity, and form partnerships to build an environment that supports private and public sector development. ILGARD also serves as an educational laboratory for

students and faculty to participate in applied research and technical assistance activities. The fundamental mission of ILGARD hasn't changed since the last five year review, but its responsibilities and workload have broadened. Most notably, in 1994 ILGARD started to provide research and staff assistance to the Appalachian Delegation of the Ohio General Assembly and was designated by the state to develop a State Policy Partnership with the Governor's Office on Appalachian and the Appalachian Delegation.

Service. ILGARD is now the second largest University Public Service Institute in the state as measured by total income. Its income has grown 60 percent yearly since fiscal year 1993 and this growth is reflected in not only its revenues, but its increased number of projects, partnerships, contracts and grants. Clearly the services provided for the 29 county Ohio Appalachian region are tremendously valuable. ILGARD's continued success is in great part attributable to their philosophy of public service rather than the imposition of university expertise and service needs upon the region. ILGARD's self-report delineates the many projects successfully undertaken to help communities develop their policy and technological capacities.

Partnerships. ILGARD has been extremely successful in building partnerships and collaborations both within the university and externally. Moreover, ILGARD's membership in (and the coordinating institution of) the Ohio Board of Regents' Rural University Program is extremely important because it provides the basis for many collaborative projects with other universities. Within the University ILGARD is involved in a broad range of projects that facilitate much needed and quite rewarding inter-disciplinary research.

Education. ILGARD supports the educational mission of the university in several important ways. First, faculty and students work with ILGARD staff, government and non-profit clientele on public service projects. Students are thus provided with valuable internship and service-learning experiences. Second, 3-4 Master's level students use data generated by ILGARD for their theses each year. Third, ILGARD provides financial support for students; 5-6 Graduate Assistantships and 5-6 PACE student position per year. Finally, ILGARD works with the Honors

Tutorial College and involves 5-6 students per year with community service learning projects. All of these activities allow students to apply their academic coursework in applied settings, garnering valuable experiences and acquiring new skills.

The committee feels that the above factors combine to define ILGARD's strong viability. Especially important are its membership in and leadership of RUP, its strong commitment to providing quality services for the 29-county area, and its commitment to supporting the educational mission of OU.

Future Viability

Although the external reviewers suggested that viability is contingent upon several circumstances that could change easily and without warning, this committee sees the future viability of ILGARD as very strong indeed.

Service. ILGARD has a history of providing high quality services to its clientele and all indications are that these services are in ever greater demand. The list of current projects and grants through 2002 (provided in the ILGARD self-study) demonstrate that they are not only viable but demands for its services are rapidly increasing. Paradoxically, the regional needs for ILGARD's expertise and services might very well supercede its ability to provide them.

Partnerships. Mark Weinberg and his management group have developed strong partnerships between ILGARD and the Ohio Appalachian region, the State of Ohio, other universities, and public service organizations and we have no reason to believe that these relationships would change. In fact, clearly, the leadership team has already been strategically thinking about the future of ILGARD's partnerships and collaborations. They have well-defined initiatives for the future; the provision of applied research and technical assistance to Human Services Departments, the expansion of the partnership with the Urban Center and Levin College of Urban Affairs at Cleveland State University, the development of a CPEA/ILGARD applied research and technical assistance program with the Ohio Public Children Services Association, expansion of the Ohio University Legislative Seminar with the Contemporary History Institute.

Education. The future viability of the educational component of ILGARD is likewise promising. Since the last review ILGARD's collaboration with other units of Ohio University has increased and the direct student involvement has grown substantially. The leadership team has a strong commitment to providing an educational laboratory for students and faculty to participate in applied research. Again, the list of current grants through 2002 (provided in the ILGARD self study) demonstrate the future viability of this area. Finally, the leadership team recognizes the challenges facing higher education (particularly in the areas of university linkages to state and local government as well as the role universities should play in state and regional service) and their strategies and initiatives addresses these concerns.

Current Funding Strategies

The ILGARD budget derives from three sources, two external and one internal. The primary external funding source is a state appropriation called Rural University Projects, a legislative program intended to support applied research and technical assistance to regional governmental clientele. The second external source consists of a potpourri of contracts and grants, most small, with little in the way of indirect funds and overhead support. This second source is growing rapidly, projected to increase by about \$170,000 in FY '99.

The third source of funding is the operating budget provided by the University. These funds are tied primarily to student assistantships and scholarships; they appear fixed and cannot be restructured. In the past three years they have shown little increase, and constitute a small and decreasing fraction of ILGARD's revenues.

ILGARD's current strategies for external funding are sound. The funding for the Rural Universities Projects has increased threefold over the past five years and grants and contracts appear to be increasing at an even more rapid rate. As external funds have increased and University funds have remained flat the proportion of external support has increased accordingly. Since these external revenues do not by and large provide sufficient indirect monies for needed administrative and staffing support, ILGARD finds itself, somewhat ironically, in a position of

contracting for projects that are difficult to service. There is an emerging gap between ILGARD's operating needs (administration, staffing and space) and infrastructure support.

Future Funding Strategies

Future funding strategies, and the issues associated with them, are an outgrowth of the current funding scheme described above. During the next five years, external funding should remain strong and continue to increase. State appropriation funds, via the Rural Universities Projects, have remained constant in absolute terms and grown at a rate of 60 percent per year. The initiatives taken by ILGARD's administration are increasingly yielding many grants and contracts. Much of this money is already secured for upcoming years. Much of the rapid growth in this area is likely to continue and probably accelerate as ILGARD continues to provide unique services and expertise to the local governments of the region.

While the prospects for external funding are very promising, ILGARD will likely face the same budgetary dilemma as it does presently. Since external sources of funds have not provided sufficient support for administrative overhead and likely will not in the future, ILGARD will face a worsening shortfall of needed operational support. This scenario will likely threaten ILGARD's ability to secure future grants and contracts and to provide the required services and expertise. The result might likely be a constriction of growth, a deterioration in quality and organization strain. This possible scenario will negatively impact its broader educational mission to the University community as well.

The success of future funding strategies for external support appears to require a significant increase in internal support for operations, management and program development. As noted above, the University's support has been level in recent years. Such enhanced budgetary support seems to be easy to justify in terms of facilitating external funding, providing continued public service to the region and enhancing the distinctive educational and research opportunities that ILGARD provides to the University community.

Recommendations

The following recommendations are offered in the context of our committee's positive evaluation of ILGARD's development and performance since its last review. During this time period, it has evidenced sustained growth and productivity in terms of its funding, services to its constituents and clients, and contributions to the didactic and scholarly endeavors of the University community. These accomplishments are substantial and laudatory, and reflect the vision and dedication of Mark Weinberg, the director, his management group and the staff of ILGARD. ILGARD appears to have carried out its mission with distinction.

The following recommendations, in our view, should enhance and strengthen ILGARD's continued development and planned initiatives.

1. The University should consider increasing its direct budgetary support to ILGARD. The University's funding has been steady with very little increase during the past five years, while ILGARD's external monies and operations have expanded dramatically.

An increase in University financial support seems justified to us for two reasons. First, the primary nature of the monies that ILGARD generates externally are tied to the State's Rural University Projects and a large number of small grants and contracts from public sector sources. While these revenues are growing rapidly with concomitant workloads and responsibilities, these funding sources do not typically provide sufficient overhead and indirect funds to provide the necessary expansion of staff and administration like large, federal and private grants do. Second, present University support is restricted primarily to graduate assistantships and student support. Combined, the resultant underfunding has left ILGARD with insufficient management and staffing for its burgeoning influx of service projects.

While the needed staff support can be detailed by Mark Weinberg, it appears that newly funded administrative positions in Operations and in Development and Leadership are necessary. An increase in the minuscule support for a clerical position also seems appropriate.

2. We strongly believe that ILGARD needs to be better integrated into the academic programs of the University. The service-learning opportunities and research databases that ILGARD provides to a large number of graduate and undergraduate students are unique and outstanding. Yet faculty involvement is unsystematic, with the exception of Mark Weinberg's presence, and the significant contributions of ILGARD's public service and research are not as impactful or visible within the University as they might be.

Ideally, the integration of ILGARD into a School of Public Affairs or similar academic unit, as recommended by the External Review Committee, would provide the needed academic integration. But our committee is not certain that this is either feasible or the best route, given the strong support provided by Arts and Sciences over the past decade and the excellence that ILGARD has attained. Whatever administrative structure is best, we strongly endorse changes that will enhance and integrate the role that ILGARD plays in the academic mission of the University.

3. While the space for ILGARD's operations have expanded substantially since the last review, support for further expansion deserves attention. Potential space problems appear to be looming in light of new projects and grants that are in the beginning phases. The difficulties in funding space derive from the insufficient overhead monies and limited university budgetary support that has restricted staffing adversely.

4. As ILGARD continues to grow, so do the complexities of the evaluation process. The Committee recommends that future internal review committee be given more time to complete their task. Three months is a good estimate.

The Committee would be glad to provide additional information or consultation upon request.

EXTERNAL REVIEW OF ILGARD

Submitted by External Review Committee:

Professor Mary Ellen Mazey, Wright State University

Professor Michael R. Smith, University of North Carolina at Chapel Hill

ILGARD is an incredibly successful public service unit at Ohio University. Its current viability is self-evident and so we will address that issue only briefly. Instead, we will focus more of our attention on the future of ILGARD and share our thoughts about how it might become even more successful.

Evaluation of Current Funding Strategies

As indicated in the 5-year review self study document, ILGARD's funding has grown dramatically in the last year. ILGARD has a diverse revenue base that includes appropriation funding from the State of Ohio budget, grants, and contracts. These outside sources of funding have risen by 60 percent a year over the past five years, but the university revenue base has remained relatively constant—it was \$133,337 in FY 1993 and is projected to be \$177,040 in FY 1999. The university base was increased by 24% to support ILGARD's initiative with the Appalachian Delegation, not for general operating support. Therefore, university funds for operational, management support have been flat compared to the outside funding increase of 60 percent.

The report states that the operating funds for management support for the last five years have remained frozen while in the same time period "the organization has grown by 300 percent." One would conclude that the management support has far from kept pace with the unit's growth, and it is quite remarkable that ILGARD has been able to flourish without additional management support and an increase in core university funding to support this large increase in external funding. This management support is even more important because much of the external funding does not generate indirect costs, which if they were available, would provide resources for management support. However, many of these externally funded projects generate funds to deal with critical issues in the Appalachian region that Ohio University must serve.

With the continual devolution of the federal government, local and state governments and the nonprofit sector will increasingly be called upon to serve more functions. They, in turn, will look to higher education, and in this case Ohio University, to assist them in restructuring their roles and meeting the demands. If Ohio University is to perform this role, it will be dependent upon building on the outstanding track record of ILGARD, and this means determining the amount of core university financial support that should be given to management support for ILGARD.

ILGARD's strong external support is demonstrated in the fact that the Ohio Board of Regent's Rural Universities program has tripled in funding over the past five years. This growth speaks to the reputation of the work of the institute and the support for this work particularly with the Ohio Legislative Assembly. If this growth is to continue, then the Ohio University must address how the growth can be supported administratively.

Evaluation of Current Viability

The mission of ILGARD is ambitious and broad—assist government officials and nonprofit agencies in improving program performance and engage in activities that support private and public sector development. The five-year self study demonstrates that ILGARD has steadily increased the number and complexity of important projects that further its mission. We will not mention the range of projects because they are listed in the self-study. Instead, we offer the following observations about the distinctive ways in which ILGARD has fulfilled its mission—the values it has brought to its work—as a means of considering its current and future viability.

Commitment to Service. ILGARD has developed a strong and deep commitment to public service, especially for the 29-county Ohio Appalachian region. Of course one would expect a public service unit to care about service, but ILGARD has an exceptional commitment that is evident in all of its staff and students. The leadership team of Mark Weinberg, Mike Finney, Pat Dewees, and Marsha Lewis has created a culture that produces high quality work to meet the practical needs of local officials. There is a profound respect for public officials that came through in all of our site visit conversations. The focus is on helping officials in ways consistent with ILGARD's mission, as opposed to aggressively pursuing contracts in an effort to grow solely for the sake of growth. This attitude is reflected in the long-term relationships that ILGARD has built with local communities and their officials. It is further reflected in the emphasis on building the capacity of local communities to help themselves rather than on creating a dependency on ILGARD.

Collaboration and Partnerships. It is popular for universities and their public service units to talk about the importance of building partnerships, but it does not happen nearly as much in practice. ILGARD offers a model for building relationships to carry out projects that otherwise would not take place. The self-study is replete with examples of partnerships—some on the Ohio University campus and some with other colleges and universities. ILGARD is working with the Urban Center at Cleveland State University on one project, for example, and it is working with eight different universities to create Ohio GIS-Net. ILGARD is also working on projects involving many on-campus units, including the College of Osteopathic Medicine, the Center for Geotechnical and Environmental Research, the Center for Community Service, the College of Business, and the School of Communication Systems Management. ILGARD should be commended for facilitating such a broad range of interdisciplinary work—collaboration is hard and time consuming. ILGARD has demonstrated to its colleagues and partners

that it offers expertise and a supportive environment for engaging in high quality public service.

Extensive Use of Students. ILGARD has successfully integrated a wide range of university students into its activities, which is remarkable given that it is not directly connected to an academic department. In 1998 approximately 40-50 students will work with ILGARD—about 75% are graduate students and 25% are undergraduates. We met with four students who illustrate the range of academic disciplines among the students at ILGARD. In addition to an MPA student, they were graduate students in Geography and Environmental Studies, along with an undergraduate in Political Science. Mark Weinberg does an excellent job of networking with his faculty colleagues on campus to provide their students with practical learning opportunities. It is important to note that the emphasis at ILGARD is on providing students with a meaningful and enriching educational experience rather than simply giving them a job. While the students contribute to ILGARD's public service mission, ILGARD supports the educational mission of the university. All of the graduate students in our meeting also described how their experience at ILGARD had given them a major advantage in the job market.

The factors just mentioned—commitment to service, partnerships and collaboration, and the extensive use of students—contribute to the present viability of ILGARD. At the same time, however, it is important to recognize that its viability is contingent on several circumstances that could change easily and without warning.

Evaluation of Future Funding Strategies

An evaluation of future funding strategies is, of course, linked to the current funding as previously described. The first and most important factor for the university to consider is to increase the management support for ILGARD. Since ILGARD is viewed as a model for public service research, education, and training, then it is critical for the university to provide the needed management support that is necessary to continue its growth. The .2 FTE clerical support for ILGARD that has remained unchanged over the last 10 years must be increased to at least a 1.0 FTE. Additional administrative support for ILGARD should be reviewed with the Director and a request should be supported.

Since the line item support through the Rural Universities program has increased dramatically over the past five years, the question becomes the degree to which these funds should or could be used for the management support. However, given the demand for ILGARD's public service work, these funds are needed to support the programmatic efforts. Therefore, with the current total funding of approximately \$1.5 annually, the university's investment in management support will, in all likelihood, increase ILGARD's ability to garner external support.

We have been extensively involved in administering these types of outreach centers, and our experience indicates that as successful projects are completed, then ILGARD will increasingly be called upon to undertake new work. Such work is viewed as a win/win situation because the university's visibility and accountability are enhanced while

students and faculty benefit from the applied research and service work academically while garnering extramural funding.

A failure to provide the necessary administrative support will result in burnout and ultimately it will threaten the high quality of ILGARD's work. One possible response might be to limit the growth of ILGARD, but that would be a mistake. There is no abstract optimum size for a public service unit—instead, the most important questions are whether the unit is doing work consistent with its mission and whether there is adequate infrastructure to support that work. ILGARD has a broad public service mission and a wide range of activities that fit within its mission. ILGARD over time might choose to focus its work on more closely related activities, but its ability to be more selective cannot reasonably occur without a solid base of stable funding from the university.

Evaluation of Future Viability

It is impossible in a brief site visit to develop a comprehensive and sophisticated understanding of a program and its academic context, and so some of our observations about ILGARD inevitably are impressionistic and untested. We hope that our combined experience in the field of university public service gives us sufficient understanding and insight to raise questions that at a minimum deserve further consideration.

We believe it is important for Ohio University to institutionalize the work of ILGARD by finding some way to involve other faculty members in developing and carrying out its mission. A fundamental strength of ILGARD is its connection to faculty and students on campus through the hard work of Mark Weinberg, its excellent director and a faculty member in the Political Science Department. His contact with other faculty members as a peer encourages their participation and the participation of their students—he also is largely responsible for developing many of their collaborative relationships with external partners.

Other faculty members must have a similar institutional commitment to ILGARD for it to remain successful within the university and in the community. It will require more than a temporary affiliation by faculty members with ILGARD or the Center for Public and Environmental Affairs (CPEA) to work on projects. Much of ILGARD's academic relationship to the university is tied personally to Mark Weinberg, and the operation will become much less viable if that faculty connection is lost. This is not a criticism of the other excellent public service professionals at ILGARD, but none of them have the academic appointments necessary to continue connecting ILGARD's service mission to the university's larger mission.

This is the right time to enhance ILGARD and move it to a higher level of accomplishment. It is prepared to become an even stronger force for social improvement through increased public service, and it also is poised to increase its impact on traditional scholarship—teaching and research that reaches more students within the university. The university should insure ILGARD's future viability by strengthening and institutionalizing its academic connection to other faculty members.

ILGARD should be connected to a freestanding academic unit that combines many of the public affairs disciplines represented in its different public service projects. It is difficult to see ILGARD reaching its ultimate potential while located within an academic unit like the College of Arts and Sciences. This is not a criticism of the College—Dean Leslie Fleming and Associate Dean Roger Rollins appreciate ILGARD and they are supportive. That is not the issue.

ILGARD needs to attract faculty members who are primarily committed to its mission, which means academic appointments within a unit more closely connected to public service and with a greater emphasis on practical scholarship than is likely within the College. There should be full-time appointments to the new unit, which could be an independent center or a school of public affairs, and those could be supplemented with joint appointments to other related academic units. A freestanding academic unit would make it easier to recruit well-qualified faculty members in disciplines related to public affairs, and it would offer a strong marketing advantage in recruiting talented graduate students. Faculty members we met during our visit also supported the creation of an independent model. The university should work closely with Mark Weinberg as he makes the natural transition from ILGARD to a freestanding public affairs unit, which may be an evolution of CPEA or a new public affairs school. This action would demonstrate the university's high-level commitment to this enhanced public policy program and it would have a better opportunity to compete for resources.

Recommendations

The strength of ILGARD is its outstanding director and the strong reputation he and his staff have built with their successful projects. The unit appears to have no weaknesses. The good relations ILGARD enjoys not only in the 29-county region it serves, but also with other units on campus attest to its ability to continue building on its work. We offer the following general recommendations as a way of improving ILGARD and related activities in the field of public affairs and public service at Ohio University.

1. In order to accomplish future growth, ILGARD must have more administrative and clerical support. In addition, the allocation of space for potential future growth should be supported by the university administration. The precise nature of this additional support should be based on a recommendation from Mark Weinberg in light of this report. We believe that the university at a minimum should provide one additional administrative support FTE for ILGARD.
2. With added financial and capital support, the university is strongly urged to consider a new administrative structure for ILGARD. We have not had the time to conduct a comprehensive study of ILGARD and other closely aligned activities at Ohio University, and we also do not have a perfect understanding of the overall organizational structure. It probably is beyond the scope of a five-year review to

make a final and detailed proposal for such a reorganization, and it certainly is not possible for outside reviewers.

We would strongly encourage consideration of a School of Public Affairs that contains ILGARD, but it would also contain other academic programs such as the Master of Public Administration and possibly the environmental science degrees. The university needs to support Mark Weinberg in developing a more integrated approach to public affairs through CEPA or a new school. It also must work with him as he identifies another faculty leader to continue the excellent service tradition of ILGARD within this new structure. The new unit would have a core faculty and joint appointments with faculty from other departments such as social work and geography. The faculty appointments are important to maintaining the academic connections and credibility for ILGARD if Mark Weinberg should ever be recruited away from Ohio University.

Both the academic and outreach mission of the university would be enhanced with the visibility of such a unit. There are organizational models on other campuses in which faculty members have their academic appointments directly to a public service unit. The Institute of Government at Chapel Hill has full-time tenure-track faculty members who teach MPA students and who provide service to public officials. A similar model is found at Cleveland State University's College of Urban Affairs, which is the base unit for the Urban Universities Program as ILGARD is the administrative unit for the Rural Universities Program.

OHIO UNIVERSITY
5 YEAR REVIEW SELF STUDY DOCUMENT
FOR THE
INSTITUTE FOR LOCAL GOVERNMENT ADMINISTRATION AND RURAL
DEVELOPMENT (ILGARD)

Spring 1998

a. CENTER/INSTITUTE NAME

Institute for Local Government Administration and Rural Development (ILGARD)
#143 Technology & Enterprise Building - The Ridges
Ohio University
Athens, Ohio 45701 (740) 593-4388
<http://www.ilgard.ohiou.edu/>

b. GROUP (AND CURRENT DIRECTOR) RESPONSIBLE FOR OPERATION

Director and Management Group	Mark L. Weinberg, Professor of Political Science Michael Finney, Patricia Dewees, Marsha Lewis
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The Director of ILGARD reports to the Dean of Arts and Sciences and an external advisory committee (Appendix 1) made up of public and private sector leaders who provide long-term planning guidance to the Director and consultation to staff on technical projects. Because of the nature of the unit's activities, the Director of ILGARD also works closely with the Assistant to the President for Legislative Affairs.

c. CENTER/INSTITUTE PURPOSE AND OBJECTIVES:

ILGARD is the university public service organization (UPSO) of Ohio University. ILGARD's mission is to assist elected and appointed local and state government officials and nonprofit agencies to improve program performance and value, undertake research projects, increase human resource capacity, and form cooperative partnerships to build an environment that supports private and public sector development. ILGARD serves as an educational laboratory for students and faculty to participate in applied research and technical assistance activities. Our organizational objective is to serve as a national public service model for integrating public service education, training and research.

This public service model involves:

- Provision of services within partnerships

ILGARD products and services are provided within the framework of cooperative partnerships with our customers. ILGARD has built long-term public/private sector partnerships in the 29-county Ohio Appalachian Region and with the State of Ohio, other universities and major public service organizations. For example, ILGARD coordinates the Mayors' Partnership for Progress -- a coalition of local officials from cities and villages in 11 counties in Southeastern Ohio. The Mayors' Partnership for Progress provides a vehicle for continuous dialogue between ILGARD and the communities in the Partnership region. These partnerships also extend to the Appalachian Delegation of the Ohio General Assembly, Governor's Office of Appalachia, Corporation for Ohio Appalachian Development, Appalachian Human Service Directors Association, Ohio Township Association and Ohio Municipal League

- Application of faculty and student expertise within an organizational framework set up to deliver products and services to the State, smaller governments and non-profit organizations

Students and faculty work with ILGARD staff and government and non-profit customers on public service projects. ILGARD is structured to work with smaller entities, develop long term partnerships with communities, build their policy and technological capacities, operate in a political environment and assure product and service quality. ILGARD operates under a customer service orientation to project work rather than imposing University expertise and service needs upon the state and region. Faculty and students respond to the external requests and agendas of our clients that in turn drives the focus of our work. This method of conducting business ensures that the customer's needs are always viewed as a top priority and that those needs are satisfactorily addressed by ILGARD.

- Determination of applied research and technical assistance needs in the State and region

The ILGARD research, training and development agenda is set through specific project requests made by members of the Ohio General Assembly, elected state and local officials, local business and non-profit leaders, and others. Selected leaders from these groups serve on the ILGARD Advisory Committee.

- Participation in statewide university networks

ILGARD is a member institution of the Ohio Board of Regents' Rural Universities Program (RUP) created by the Ohio General Assembly in 1985. The program includes Miami University and Bowling Green State University, with Ohio University serving as the coordinating institution. Ohio University also oversees a regional ILGARD office at Shawnee State University. RUP works closely with the Urban University Program through Ohio GISNet. ILGARD is the co-leader on major state projects, such as Legislative Redistricting and Certified Public Management Training, with the Urban Center and Levin College of Urban Affairs at Cleveland State University.

d. BRIEF HISTORY

The Ohio University Board of Trustees created ILGARD in 1981. Housed in the College of Arts and Sciences, the Institute drew on the expertise of faculty and students from Political Science and Geography. Dr. Weinberg was the founder and has served as director since its inception. In June of 1995, Ohio University reorganized its public affairs effort by creating the Ohio University Center for Public and Environmental Affairs (CPEA). ILGARD is the public service unit of CPEA. CPEA also includes four faculty innovation research groups, Environmental Science, a CPEA Undergraduate Scholars Program, Senior Policy Fellows Program and the Executive Leadership Institute. Dr. Weinberg founded and directs CPEA as well as the Political Science MPA program.

A key event in the Institute's development came with the creation of the Rural Universities Program (RUP) in 1985 by the Ohio General Assembly. RUP and the Urban Universities Program are the major statewide public service programs of the Ohio Board of Regents. Ohio University's leadership in drawing up the RUP legislation and securing permanent funding was crucial to the success of the program. Today, the program includes Miami University, Bowling Green State University, and Ohio University with Ohio University serving as the lead institution. Ohio University also oversees a satellite center at Shawnee State University that was added by the General Assembly in 1990.

In 1989, ILGARD became, by statute, the research and development arm of the Governor's Office on Appalachia. In 1994, ILGARD started to provide policy research and staff assistance to the Appalachian Delegation of the Ohio General Assembly and was also designated by the State to develop a State Policy Partnership with these two entities.

e. CURRENT ACTIVITIES AND STATUS INCLUDING: NUMBER OF FACULTY AND STUDENTS PARTICIPATING AND OR SERVED; HOW OBJECTIVES HAVE BEEN MET

ILGARD is now the second largest University Public Service Institute (UPSIO) in the State as measured in terms of total income. Total income has grown an average of 60 percent per year since fiscal year 1993. This growth in resources has been important as it allows Ohio University to increase the amount of public service it conducts for the State and region and enhance the reputation of the University in this area.

This growth is reflected in the increased number and complexity of projects, strategic partnerships, grants and contracts. ILGARD involves staff, faculty, students and alumni in applied research and technical assistance projects. There are 14 contract staff and one civil service position. About 10-15 faculty consultants and 50 students from across the University will work with ILGARD during the 1998 fiscal year. Student, faculty and public official participation rates have increased by over 200 percent during this time period. We have added contract staff through increased the use of faculty spouses in line with the University's dual career policy. Appendix 2 lists the current staff of ILGARD.

The projects fulfill the objectives of ILGARD to assist local and state elected and appointed officials to improve program performance and value, undertake research projects, increase human resource capacity, and form cooperative partnerships to build an environment that supports private and public sector development. Projects are organized into one of two product and service groups, Management Advisory Services and Information Technology and Data. Students apply academic coursework knowledge while learning new skills when engaged in project work at ILGARD. They undergo an extensive orientation program at the beginning of every academic year to prepare them for their assignments and their work with our customers and staff. Current projects are listed in Appendix 3.

More importantly, ILGARD's current status is best exemplified by its projects, partnerships and core competencies.

A sample of projects and partnerships

- ILGARD and the Urban Center at Cleveland State University have worked with the Ohio Legislative Services Commission and Secretary of State to develop computer data and geographic information systems for the State and County Boards of Elections legislative redistricting.
- ILGARD has worked with the Ohio University College of Osteopathic Medicine and Mayors Partnership for Progress on MAGICnet, a program that brings small communities and health facilities onto the World Wide Web.
- ILGARD collaborated with Ohio University's Center for Geotechnical and Environmental Research, on noise barrier effectiveness in the I-71 corridor. This project received national recognition from the Transportation Research Board, a unit of the National Research Council.
- ILGARD worked with the National Business Incubation Association and Southern Technology Council of the Southern Growth Policies Board to produce the definitive work on technology incubation best practices in the United States.
- ILGARD is working with the Ohio Department of Natural Resources, Ohio and US Environmental Protection Agencies and local partners including Rural Action to develop a Monday Creek Management Plan.
- ILGARD is working with the Ohio University Center for Community Service, Hocking College and Honors Tutorial College on numerous student and faculty community service learning projects.

Core Competencies - ILGARD is a market leader in:

- community and environmental geographic information systems

The Rural Universities Program (RUP) is now an Economic Development Administration University Center Consortium. ILGARD's component of this program is Community Geographic Information Systems (GIS). We developed a new Community and Environmental GIS lab with funds from the Ohio Board of Regents and plan to integrate the function of the new lab with the GIS needs

of local governments and non-profit organizations. ILGARD is a leader in application of GIS to public policy and community needs.

- survey research and use of large data sets

ILGARD has many years of experience with managing large data sets and conducting survey research for the purpose of impacting state-level policy. Some recent examples include the *Fall 1997 Socioeconomic Study of Ohio's Wildlife Areas for the Ohio Department of Natural Resources, Division of Wildlife*. This research effort distributed 15,000 surveys in 23 Ohio wildlife areas to determine what impact Ohio's wildlife areas have on local economies. Five thousand returned surveys were analyzed and results are expected to play a role in future state funding decisions for the Department of Natural Resources. ILGARD has recently completed a ten county survey research project for the Area Agency on Aging. This entailed conducting 1,000 telephone surveys with older Americans in the ten counties. Questions were asked to determine the types of assistance they require in order to remain in independent living situations. If respondents were receiving assistance, surveyors documented what individuals and/or organizations provided those services.

ILGARD is currently engaged in a study of Ohio's solid waste districts in response to an Ohio General Assembly request for research. The study will examine the impact the recently implemented solid waste legislation has had on municipalities. This effort includes surveying over 2,500 state and local governmental entities that are involved in solid waste policy, analyzing their responses, and reporting findings to the Ohio General Assembly.

This year, Information Technology and Data Services staff also completed a voter-redistricting project conducted for the Ohio Legislative Service Commission. In this project, ILGARD suggested revised voter precinct lines based on census data for 58 of Ohio's 88 counties. This included extensive use of Geographic Information Systems (GIS) technology including digitizing and map making. Our hardware capabilities runs the gamut from 3 Unix computers to 40 Windows 95 PCs, 6 Windows NT stations, 2 HP plotters, 3 digitizing tablets, CD-ROM writer, flatbed scanner, and a vast array of office and GIS software.

ILGARD has completed numerous survey research studies in the past that relied on employer cooperation and involvement. We are currently working on a regional wage and benefit survey that will collect information from all manufacturers in a 15-county area in SE Ohio. The information will be used by economic development professionals at the county and regional level to market available industrial sites.

- collaboration training and facilitation

ILGARD provides comprehensive project evaluation services to government and nonprofit organizations. Services may include assessment of program/project effectiveness, design of program objectives, self-evaluation mechanisms or the development of benchmarking indicators. ILGARD staff often partner with university faculty to provide evaluation services, thereby offering a broad range of topic expertise - from health care to telecommunications to the environment.

Two examples of recent evaluation projects are the Even Start Family Literacy Program, and A Consumer Controlled Network of Support and Its Implications for a Model of Recovery in Fairfield County (FMHCG). The Even Start Family Literacy Program in Belmont County combines existing services, such as Adult Basic Literacy Education and Head Start, with parenting skills programs provided by Even Start, to offer a comprehensive program to meet the literacy development needs of families. As evaluator, ILGARD is responsible for assisting in the design of appropriate program objectives and evaluation mechanisms, conducting regular site visits and providing ongoing technical assistance, preparing an evaluation report at the end of the project year, and assisting in the development of a family literacy "product." This product is a training seminar designed to teach inter-agency collaboration to member agencies of the Belmont County Interagency Council and the Even Start Advisory Committee.

A Consumer Controlled Network of Support and Its Implications for a Model of Recovery in Fairfield County is the research component of an Ohio Department of Mental Health program called The Recovery Initiative. This initiative funds consumer-run mental health projects in Ohio. ILGARD's evaluation research is examining the relationship between mental health consumers' (mentally ill persons in recovery) involvement in the consumer run organization and the resulting impacts on those persons overall recovery from mental illness.

f. ANTICIPATED FUTURE ACTIVITIES INCLUDING CHANGES IN, OR EXPANSION OF, THE CENTER'S/INSTITUTE'S OBJECTIVES FOR THE NEXT FIVE YEARS, IF APPROPRIATE

ILGARD's approach to strategic "management" is exemplified by a recent article in the Harvard Business Review which states that "companies that enjoy enduring success have core values and a core purpose that remain fixed while their business strategies and practices endlessly adapt to a changing world."¹ This statement describes ILGARD's approach to the future. Several major strategies and initiatives include:

Strategy

ILGARD's strategic approach for the next five years will be part of the overall strategy for CPEA. CPEA's strategies include

- Individual research competencies are developed in Innovation Research Groups following an innovation model
- A Civic Leadership focus toward students through public affairs education, research and service

¹James C. Collins and Jerry I. Porras, Building Your Company's Vision, Harvard Business Review September/October 1996, pp. 65-77.

- Alumni involvement through CPEA's Executive Leadership Institute (ELI), Fellowships, Residency and Valuation programs
- Area focus – under-served public and nonprofits to broader regional and national focus with ILGARD as core unit
- An integrated company approach through integrated center programs - example – same customer can obtain training at the Executive Leadership Institute (ELI), assistance from ILGARD, research from innovation groups, degrees integrated with ELI, etc. Maintain a flexible organizational structure and procedures from start up to avoid “silos.”

Selected Major Initiatives

- A major expansion of welfare reform activities through a project with the Ohio Department of Human Services (ODHS) and Appalachian Human Service Directors. This project would make ILGARD a major player in the provision of applied research and technical assistance to Human Services Departments during this era of welfare reform.
- Expansion of our current strategic partnership with the Urban Center and Levin College of Urban Affairs at Cleveland State University. This initiative will include development of an Ohio Certified Public Management Program through the UUP and RUP programs in partnership with the Ohio Department of Administrative Services. We also plan to develop with ODHS a “human services” GIS system.
- Development of a CPEA/ILGARD applied research and technical assistance program with the Ohio Public Children Services Association
- Expansion of the Ohio University Legislative Seminar with the Contemporary History Institute

g. FUNDING COMMITMENTS AND NEEDS. SOURCES OF FUNDING, CURRENT AND FUTURE, SHOWING AMOUNT PROVIDED BY THE UNIVERSITY AND OUTSIDE SOURCES FOR EACH OF THE PAST FIVE YEARS.

Funding Commitments

Information on funding commitments is presented in the following tables, Income History FY 1993-1999, ILGARD Grant Accounts Fiscal Years 1997-2002 and ILGARD Grant Accounts Fiscal Years 1993-1996.

The data in these tables demonstrate that ILGARD has grown dramatically during the last five years. ILGARD's annual average growth rate as measured in total revenues is 60 percent per year. Second, this growth has come from increases in appropriation funding and grants and contracts. The University's share of public service funding has remained constant in absolute terms and has declined dramatically as a percentage of support for public service. Third, the revenue base for ILGARD is more diverse now than five years ago.

Funding Needs

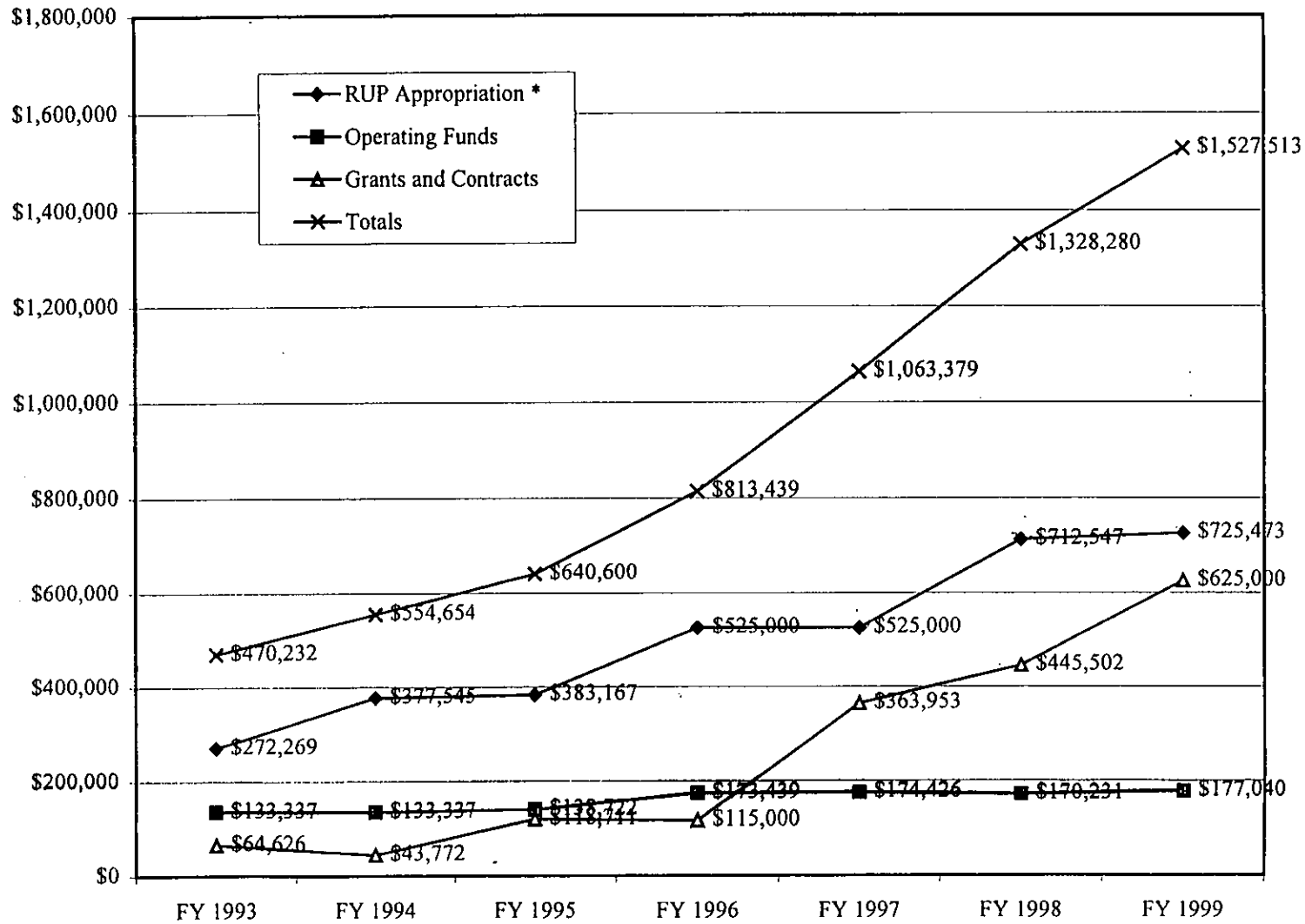
Operating funds for management support has remained frozen for the last five years through the organization has grown by 300 percent and is a model state program for integrating public service research, education and training. The ability to manage growth and continue to increase external support for University public service is threatened by a lack of basic funding for management support in the area of operations including budgeting, human resources, grants management and development. Public service grants and projects do not generate large amounts of indirect overhead return for Ohio University. It is these funds that are normally available to provide additional management support to a research center. The University only funds .2 FTE in clerical support for ILGARD, a level of support unchanged for the last 10 years.

Ohio University faces important challenges in the area of public service and university linkages to state and local government. The environment for higher education is changing rapidly. Also, during this decade, the state has increased its expectation of the role the University should play in state and regional service. Finally, the devolution of power from the federal and state governments to local governments and non-profit organizations and massive changes in technology present a challenging public service environment for the University.

Other universities are gearing up their efforts in the area of public service. For example, Ohio State University's Ohio Care's program is modeled in part on ILGARD's approach to public service. OSU is investing heavily in this program and restructuring its Extension Service. To maintain and increase Ohio University's lead in this area, significant additional management, program and development support is needed. Since faculty and students are actively involved in the public service activities of ILGARD, this additional investment is justified not only in terms of public service to the state and region and the University's reputation in this area, but as an investment in educational programming. The University strategic investment in ILGARD has by any standard, provided significant value and returns to Ohio University.

TABLES GO HERE

Income History FY 1993 - 1999



ILGARD Grant Accounts Fiscal Years 1997 - 2002[illegible]

ILGARD Grant Accounts Fiscal Years 1993 - 1996

Acct. Numbe	Grant Name	CUFS ?	Start Date	End Dat	Total Amount	Match Amt.	Balance	Closed ?									
34-04-9310	Rural Universities Project	Yes															
00-04-0316	ILGARD A&S	Yes															
01-04-0317	ILGARD Rotary	Yes															
Estimate of Grant Funding by Fiscal Year																	
									FY 1993		FY 1994		FY 1995			FY 1996	
34-04-????	Solid Waste District GIS Mapping		1/1/90	9/30/92	\$ 10,000.00			Yes	93	\$ 916.33	No	\$ -	No	\$ -	No	\$ -	
227-114-0316	Access & Success in Southeast Ohio		3/1/91	9/30/92	\$ 15,000.00			Yes	93	\$ 2,379.31	No	\$ -	No	\$ -	No	\$ -	
34-04-9870	Ohio Environmental Protection Agency		9/2/91	2/28/93	\$ 41,218.00			Yes	93	\$ 18,344.27	No	\$ -	No	\$ -	No	\$ -	
34-04-2800	Ohio Appalachia Development Plan		5/1/92	12/31/92	\$ 9,207.00			Yes	93	\$ 6,914.64	No	\$ -	No	\$ -	No	\$ -	
34-04-????	Ohio Dept. of Development		6/24/92	10/30/93	\$ 8,000.00			Yes	93	\$ 5,910.93	94	\$ 1,975.71	No	\$ -	No	\$ -	
34-04-9912	Environmental GIS Research Program		7/1/92	9/1/92	\$ 20,000.00			Yes	93	\$ 20,000.00	No	\$ -	No	\$ -	No	\$ -	
34-04-2960	Tri-County Community Action Agency		10/15/92	9/30/93	\$ 6,000.00			Yes	93	\$ 4,427.35	94	\$ 1,572.65	No	\$ -	No	\$ -	
34-04-2936	Zanesville-Muskingham Co. Port Authority		12/1/92	2/26/93	\$ 1,620.00			Yes	93	\$ 1,620.00	No	\$ -	No	\$ -	No	\$ -	
34-04-8797	Ironton Lawrence Co. Area Community Action O		5/7/93	8/15/93	\$ 6,000.00			Yes	93	\$ 3,267.33	94	\$ 2,732.67	No	\$ -	No	\$ -	
34-04-8801	Highland Co. Community Action Org.		6/9/93	12/31/93	\$ 4,600.00			Yes	93	\$ 491.26	94	\$ 4,108.74	No	\$ -	No	\$ -	
34-04-2002	National Environmental Training Center		6/14/93	12/31/93	\$ 4,200.00			Yes	93	\$ 355.22	94	\$ 3,844.78	No	\$ -	No	\$ -	
34-04-2138	Ohio Commission on Dispute Resolution & Confl		9/1/93	6/30/94	\$ 5,000.00			Yes	No	\$ -	94	\$ 5,000.00	No	\$ -	No	\$ -	
34-04-8898	Athens County Commissioners		10/30/93	5/1/94	\$ 5,000.00			Yes	No	\$ -	94	\$ 5,000.00	No	\$ -	No	\$ -	
34-04-2003	Three Rivers Corp.		10/31/93	2/15/94	\$ 2,000.00			Yes	No	\$ -	94	\$ 2,000.00	No	\$ -	No	\$ -	
34-04-2012	City of Wellston		11/15/93	9/1/94	\$ 1,000.00			Yes	No	\$ -	94	\$ 783.51	95	\$ 216.49	No	\$ -	
34-04-2078	Shawnee State University		12/15/93	1/15/94	\$ 1,000.00			Yes	No	\$ -	94	\$ 1,000.00	No	\$ -	No	\$ -	
34-04-2086	Cleveland State Univ/Ohio Board of Regents		4/1/94	6/30/94	\$ 15,754.00			Yes	No	\$ -	94	\$ 15,754.00	No	\$ -	No	\$ -	
33-04-9037	Cornell University/ARC		7/25/94	12/19/95	\$ 12,869.00			Yes	No	\$ -	No	\$ -	95	\$ 8,554.25	96	\$ 4,314.75	
34-04-2175	Ohio EPA		8/1/94	6/30/95	\$ 34,042.00			Yes	No	\$ -	No	\$ -	95	\$ 34,042.00	No	\$ -	
34-04-2240	OU Osteopathic Medical Center, Inc.		8/15/94	10/1/94	\$ 7,000.00			Yes	No	\$ -	No	\$ -	95	\$ 7,000.00	No	\$ -	
34-04-2242	Buckeye Hills Hocking Valley Regional Develop		8/16/94	2/28/95	\$ 1,000.00			Yes	No	\$ -	No	\$ -	95	\$ 1,000.00	No	\$ -	
34-04-2290	Office of Housing & Community Partnerships		10/1/94	2/28/95	\$ 11,730.00			Yes	No	\$ -	No	\$ -	95	\$ 11,730.00	No	\$ -	
34-04-9079	Ohio Dept. of Development/Governor's Office of		10/1/94	6/30/95	\$ 17,590.00			Yes	No	\$ -	No	\$ -	95	\$ 17,590.00	No	\$ -	
34-04-9387	Athens AIDS Task Force		12/1/94	6/30/95	\$ 10,000.00			Yes	No	\$ -	No	\$ -	95	\$ 10,000.00	No	\$ -	
34-04-9280	Aspen Institute		1/1/95	6/30/95	\$ 20,000.00			Yes	No	\$ -	No	\$ -	95	\$ 20,000.00	No	\$ -	
34-04-9177	Community Action Commission of Belmont Coun		1/2/95	9/1/95	\$ 2,500.00			Yes	No	\$ -	No	\$ -	95	\$ 1,851.85	96	\$ 648.15	
34-04-9329	Hopewell Special Education Regional Resource C		2/16/95	4/20/95	\$ 1,727.00			Yes	No	\$ -	No	\$ -	95	\$ 1,727.00	No	\$ -	
34-04-9335	National Business Incubation Association		3/3/95	6/2/95	\$ 1,000.00			Yes	No	\$ -	No	\$ -	95	\$ 1,000.00	No	\$ -	
33-04-9562	Ohio Dept. of Health		5/15/95	6/30/95	\$ 4,000.00			Yes	No	\$ -	No	\$ -	95	\$ 4,000.00	No	\$ -	
34-34-9195	Central Appalachian Network	Yes	7/1/95	6/30/97	\$ 10,000.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 4,993.16	
33-04-9565	Ohio Dept. of Health		7/1/95	8/31/95	\$ 6,687.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 6,687.00	
34-04-9739	Fairfield County Common Pleas Court		11/1/95	4/1/96	\$ 28,829.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 28,829.00	
34-04-9834	Athens County Commissioners		12/15/95	3/10/96	\$ 12,098.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 12,098.00	
34-04-2703	Econ Impact/Ohio Recreation Ac	Yes	12/26/95	8/31/97	\$ 57,157.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 17,472.38	
33-04-2704	ACENet /US Dept of Commerce	Yes	1/1/96	12/31/96	\$ 5,000.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 2,486.34	
33-04-2704	Eval Sirat/Res-Nil Telecomm	Yes	1/1/96	12/31/96	\$ 5,000.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 2,486.34	
34-04-2729	Athens Family & Children First Council	Yes	2/5/96	3/15/96	\$ 1,500.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 1,500.00	
34-04-9443	CORE Student Survey & Database	Yes	4/1/96	11/30/96	\$ 11,940.85			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 4,453.35	
34-04-9393	Ohio's Elections/Nex Cent Ph1	Yes	4/18/96	12/31/97	\$ 244,422.00			Yes	No	\$ -	No	\$ -	No	\$ -	96	\$ 29,032.47	
										\$ 64,626.66		\$ 43,772.05		\$ 118,711.59		\$ 115,000.94	

Appendix 1 – ILGARD Advisory Committee – January 1998

Co-Chairs, ILGARD Advisory Committee

The Honorable Thomas Johnson, State Representative, Ohio House of Representatives

The Honorable Nancy Chiles Dix, State Senator, Ohio Senate

Committee Members

Dinah Adkins, Executive Director, National Business Incubation Association

Dennis Bigler, Director, Public Services, City of St. Clairsville

Joan Beardmore, Warren Township Clerk, and President, Ohio Township Association

James Bryant, Vice Provost Regional Higher Education, Ohio University

Jolynn Barry Butler, Commissioner, Public Utilities Commission of Ohio

The Honorable John Carey, State Representative, Ohio House of Representatives

Patricia Clonch, Executive Director, Greater Lawrence County Chamber of Commerce

Robert J. Gall, Attorney, Mollica Gall Sloan & Sillery

Jeffrey A. Finkle, Executive Director, National Council for Urban Economic Development

Oren Henry, Vice President, Federal Home Loan Bank of Cincinnati

The Honorable Larry Householder, State Representative, Ohio House of Representatives

M. Fil Line, Jr., Senior Associate, DBS Associates

Roger McCauley, Executive Director, Corporation for Appalachian Development (COAD)

Peter McGeoch, Assistant Director, Ohio Department of Administrative Services

Robert Meeder, President, SPEDD, Inc.

Dan Neff, Director, Governor's Office of Appalachia

The Honorable Robert Ney, Representative, U.S. House of Representatives

John Payne, Vice President, A.G. Edwards and Sons

The Honorable Michael Shoemaker, State Senator, Ohio Senate

The Honorable Joseph Sulzer, State Representative, Ohio House of Representatives

James R. Tilling, Chief of Staff, Ohio Attorney General's Office

Michael M. Van Buskirk, Executive Director, Ohio Bankers Association

Pam Vander Ark, Assistant Director, Alumni Relations, Ohio University

Appendix 2 - Organization for Fiscal Year 1998 as of March 1, 1998

- **Management**

Director and

Management Group

Operational Groups

Mark L. Weinberg
Michael Finney, Pat Dewees,
Marsha Lewis
Ad hoc

- **Support Services Group**

Communications Manager

Public Services Associate-JOUR

Computer Graphics and Design-VISCOM

Information Systems Manager

Secretary

Student Office Assistant-REC

Student Office Assistant-MIS

Terry Murphy
Rob Fanjoy
Dan Murphy
Don Weekley
Daleen Dotson
Geoff Ross
Ronda Swanson

- **Product and Service Groups**

Information Technology and Data Group

Staff

Associate Director for

GIS Specialist

GIS Specialist

Research Associate

Students

Public Service Associate-INST

Public Service Associate-GEOG

Public Service Associate-GEOG

Public Service Associate-MSES

Public Service Associate-MPA

Public Service Associate-MSES

Student Research Assistant-ACCT

Student Research Assistant-GEOG

Michael Finney
Fred Calef III
Monika Puscher
Sara Boyd

Mike Montgomery
Amanda Kudla
Doug Molineu
Matt Raymond
Kerry Myford
Ramakrishnan Alagan .
Konrad Kuschnerus
Christy Sheeran

Management Advisory Services Group

Associate Director for

Assistant Director for

Project Manager

Health Policy Associate

Research Associate

Project Manager

Policy & Management Specialist

Research Associate

Patricia Dewees
Marsha Shook Lewis
Kim Cutlip, at Shawnee State
University
Susan Isaac
Leslie Johnson
Stephanie Howe
GOA/Delegation
Scott Miller

Public Service Associate-MPA
Public Service Associate-MPA
Public Service Associate-MPA
Public Service Associate-MPA
Public Service Associate-MSES

CPEA Undergraduate Research Scholar-ES/PBIO
CPEA Undergraduate Research Scholar-POLS
CPEA Undergraduate Research Scholar-INCO
CPEA Undergraduate Research Scholar-ES/PBIO
CPEA Undergraduate Research Scholar-ENG
Student Research Assistant-S W

Jeff McKinney
Kristen Ritter
Ken Kidd
Melissa Webb
Michelle Kaczor

Jennifer Dean
Allison Friedrich
Jennifer Irwin
Cory Sica
Nathaniel Tawney
Teresa Hept

Appendix 3 - 1997/98 - Selected Project Descriptions

Management Advisory Services

1. A Consumer Controlled Network of Support and Its Implications for a Model of Recovery

Client: Fairfield Mental Health Consumers Group (FMHCG)
Funding partner: Ohio Department of Mental Health (ODMH)
Staff contact: Patricia Dewees

Project description: This project is the research component of an ODMH program called *The Recovery Initiative* that funds consumer-run projects in Ohio. This research examines the relationship between consumers involvement in the organization (FMHCG) and these positive outcomes: a) an increase in consumers quality of life and self-esteem; b) an increase in consumer's social support system and problem solving resources; and c) a reduction of stigma in the community. The research also examines the extent to which consumers are able to create and sustain their own self-help organization. Research from *Recovery Initiative* projects will inform the Ohio Department of Mental Health for future direction in funding consumer-run projects, programs and services.

2. Evaluation of grant project, A Comprehensive Strategy to Use Community Networking to Revitalize Distressed Rural Region.

Client: Appalachian Center for Economic Networks (ACEnet)
Funding partner: W.K. Kellogg Foundation
Staff contact: Patricia Dewees

Project description: This is an evaluation research project examining the outcomes of a strategy to:

- use a community network (Southeastern Ohio Regional FreeNet-SEORF) to link micro-firms to high value markets;
- encourage firms and resource organizations to foster collaboration through computer technology;
- develop a youth entrepreneur program to provide the community with computer skills training; and
- use computer communications and computer skills training to enable community-based micro enterprise programs around the nation to work collaboratively and learn from each other.

Research from this project will support the expansion and usefulness of community networks in accomplishing the goals set out in the project. It will inform policy makers about the most effective interventions for telecommunication strategies for a rural region.

3. An Evaluation of Appalachian Access: Improving Access to Health Care and Education in Appalachian Ohio (An AmeriCorps Program)

Client: Ohio University and Its Center for Community Service and all Partner
Organizations of Appalachian Access
Funding partner: The Corporation for National Service
Staff contact: Patricia Dewees

Project description: This evaluation report examines the impact of the Appalachian Access Program at 22 sites throughout the 31 counties of Southeast Ohio. Twenty-eight AmeriCorps members work on the community service goals of the programs in six areas: The Childhood Immunization Program, HealthCorps, Appalachian Access & Success Ready to Learn, ChildCare Resource Network and Senior Companions. The mission of the overall program is to meet human and educational needs of low-income residents by increasing access to education and health care resources in Ohio Appalachia.

Appalachian Access is part of a network of over 25, 000 members in 430 programs in the nation and over 28 programs in the state of Ohio. The evaluation research reports on effectiveness of national service in meeting pressing community needs.

4. Central Appalachian Network (CAN)

Funding partner(s): The Aspen Institute, The Claude Benedum Foundation, the
W.K. Kellogg Foundation, and the partner organization of CAN
Staff contact: Patricia Dewees/Marsha Lewis

Project description: ILGARD is both a founding member and a steering committee member of CAN which currently includes non-profit development organizations, policy organizations, government agencies, and philanthropic foundations, all committed to sustainable rural development, local self-reliance, and respect for diversity. CAN includes partners from West Virginia, Kentucky, Virginia and SE Ohio. Some CAN goals include:

- building flexible partnerships in order to share resources and overcome isolation;
- implementing communication technology in order to work smarter, stimulating learning among members of the network and increasing network membership; engaging in research to identify locally-based, innovative economic development models and sharing success stories with the network, and examining issues related to sustainable economic development in rural areas historically dependent on resources extraction by outsiders. Quarterly meetings of the entire Central Appalachian Network (CANTank) are scheduled throughout 1997, and two action groups of CAN are currently in place, the sustainable forest economies group and the agricultural product marketing group. ILGARD also manages the CAN ListServ.

5. Wellness Block Grant Consulting and Evaluation

Client: Athens, Fairfield and Highland Counties
Funding partner: Ohio Family and Children First Councils
Staff contact: Patricia Dewees/Susan Isaac

Project description: This evaluation service is designed to assist local County Family and Children First Councils establish risk factors and benchmark indicators of teen pregnancy in order to evaluate the effectiveness of local pregnancy prevention programs funded through the Wellness Block Grants of Ohio Family and Children First Councils.

Rural Southeastern Ohio counties are able to conduct the level of evaluation research needed to receive state funding for their programs.

6. Monday Creek Watershed Restoration Project -- Comprehensive Watershed Management Plan

Client: Monday Creek Watershed Restoration project partnership of local, state and federal agencies and organizations and partners.

Funding partner: U.S. EPA Regional and State Planning Branch of the Office of

Staff contact: Patricia Dewees/Scott Miller

Policy,

Project Description: ILGARD will facilitate the development of a comprehensive watershed management plan for the partners of the Monday Creek Watershed Restoration Project. The plan will be based on a comparative risk model that encourages public input, and active dialogue between technical/scientific groups and community groups. The project reports will be disseminated nationally as a model of rural, Appalachian community-based environmental management.

7. Jackson County Comprehensive Plan, 1996

Client: Jackson County Planning Commission

Staff contact: Kim Cutlip, Marsha Lewis

Project description: ILGARD, in cooperation with the Ohio Valley Regional Development Commission, updated the Jackson County Comprehensive Plan of 1968. The 1996 plan and accompanying map book provide the county with a description of its physical and social infrastructure, as well as a perspective on major trends and issues. Representatives of various county agencies served on committees that helped shape the format and provided agency/citizen input throughout the development of the plan.

ILGARD collected data from county agencies, municipalities, townships, and school districts, as well as regional, state, and federal data sources. This yearlong project provides an extensive overview of the county, including graphs, maps, and tables. The plan details the:

Physical infrastructure:

- natural physical environment
- land use
- forest resources
- agriculture
- minerals and their extraction
- transportation, environmental, utilities and telecommunications infrastructure
- buildings

Social infrastructure:

- county economy and fiscal status
- population trends

- social services
- health services
- educational resources

This plan will be utilized by county officials and planners for a variety of purposes, many of which may impact the overall economic development of the county. Jackson County is in the process of implementing a countywide geographic information system (GIS) and the maps prepared for the comprehensive plan can be transferred in digital format to the county's new GIS system.

8. City of Wellston Marketing Assistance Project

Client: City of Wellston, Ohio
 Funding partner: Appalachian Regional Commission (for MAGICNet segment)
 Staff Contact: Marsha Lewis

Project Description: ILGARD and the Ohio University College of Business are collaborating on a project to assist the City of Wellston in planning to market the community to potential business and industry entrants. The assistance package consists of the development of a two-year marketing plan by Associate Professor Dan Innis and students in his capstone marketing class. After the plan is finalized, ILGARD will work with city and county officials to implement some of the plan's recommendations, such as developing a marketing brochure. The city is also a participant in MAGICnet, ILGARD's Appalachian Regional Commission-funded project to develop a WWW presence and Internet training for local communities.

This assistance package will assist the City of Wellston in their proactive approach to community and economic development. The project is innovative, in that it brings together ILGARD, the Ohio University College of Business, and various local, regional, and state officials to the table to work together on ideas and solutions. Since Wellston is a small city with the typical challenges that all small communities in this region are facing, the project is a model for future collaborations.

9. Even Start Program Evaluation

Funding partner: U.S. Department of Education/Ohio Department of
 Staff contact: Marsha Lewis

Project Description: ILGARD is the evaluator for *Even Start*, a collaborative family literacy project in Belmont County. The project combines existing services such as Adult Basic Literacy Education, Head Start, and parenting skills into a comprehensive program to meet the literacy development needs of families. As evaluator, ILGARD is responsible for assisting in the design of appropriate program objectives and evaluation mechanisms, conducting regular site visits and ongoing technical assistance, preparing an evaluation report at the end of the project year, and assisting in the development of a family literacy product, which is a collaboration training seminar for the Belmont County Interagency Council and the Even Start Advisory Committee.

The Even Start Program is still in a demonstration phase, and information on program outcomes and impact is important for future statewide planning of family literacy initiatives.

10. Comprehensive Data and Voice Network and Applications Project for the City of Gallipolis

Client: City of Gallipolis
Funding partner: City of Gallipolis
Staff contact: Marsha Lewis

Project Description: ILGARD, working with faculty from Ohio University's J. Warren McClure School of Communication Systems Management, will complete a Comprehensive Data and Voice Network and Applications plan for the City of Gallipolis.

The project includes:

- 1) a needs and requirement analysis to identify the current needs of city offices regarding shared equipment, data, and communication systems;
- 2) a hardware and software procurement plan;
- 3) an implementation and training program to ensure that the new system fully utilized.

Planning for appropriate information and communications technology is difficult for smaller local governments with no systems management staff. This project utilizes the expertise of faculty and students from Ohio University and can be used as a model for other communities who are dealing with rapidly changing technology issues.

11. Village Sourcebook

Client: Partnership between Rural Universities Program and Ohio
Staff contact: Marsha Lewis

Project Description: The Rural Universities Program (RUP) and the Ohio Municipal League (OML) are collaborating on an agreement to facilitate statewide municipal technical assistance services. The first project from this relationship will be the development of a comprehensive village manual to be used by village officials in Ohio. The manual will be developed by ILGARD, other RUP members, and OML staff, with input from an advisory group composed of village officials.

With design and content development assistance from village officials throughout Ohio, this sourcebook will be a valuable reference guide for village officials, particularly for newly-elected officials, and will enhance the assistance already provided by the Ohio Municipal League, the Ohio Auditors Office, and other agencies that work with municipalities.

12. Central Appalachian Network Facilitation

Client: A five-state network of state agencies, community-based
Funding partner: Kellogg Foundation
Staff contact: Patricia Dewees/Marsha Lewis

Project Description: Central Appalachian Network (CAN) is in the process of expanding an innovative regional economic development network. Community-based organizations from Kentucky, West Virginia, SE Ohio, Virginia, and Tennessee have joined with representatives of state development programs, private funders, and ILGARD to explore networking strategies for community development in Appalachian communities experiencing long-term poverty. Current action groups include an agricultural marketing group, a sustainable wood products group, and a

research/natural resources assessment group.

CAN is committed to multi-state collaboration focused on community-based economic development to build a healthy regional economy. The best practices and new knowledge that develop from networking and joint projects can be applied throughout the region.

13. Municipal Goal Setting/Team Building Program

Staff Contact: Marsha Lewis/Patricia Dewees

Project Description: ILGARD and other Rural Universities Program (RUP) institutes are currently developing a program of goal setting and team building assistance services for small cities and villages in Ohio. The program will be offered in conjunction with the Ohio Municipal League. RUP institutes will direct the program, utilizing both staff and local government officials as consultants.

This project provides an affordable method for officials in small cities and villages to access technical assistance in developing goals and objectives.

14. Rural Health Research Partnership

Client: Ohio University

Staff contact: Susan Isaac

Project description: ILGARD has continued to build its role in stimulating research in support of rural health needs and concerns. This role began in 1995 with the formation of the Rural Health Research Partnership. This Partnership, between the College of Arts and Sciences and the College of Health and Human Services, served as a steering committee to foster multi-disciplinary research that addressed rural health needs, especially in Appalachian Ohio.

The 1997-1998 RHRP activities include:

- Publication of an annotated directory of Ohio University faculty and staff with research interests relevant to rural health issues. The directory was distributed to the listed faculty to promote interdisciplinary contact.
- Establishment of an in-house list serv to enable interested staff and faculty to communicate via e-mail.
- Begun development of a core database that is already being used by a variety of university and community entities in support of planning and grant writing efforts. Currently in the system are data on death rates, births and birth outcomes, teen pregnancy, hospitals, nursing homes, selected communicable diseases, and Medicaid expenditures.

Currently, the RHRP has moved into another phase of development. ILGARD personnel are contacting a variety of health care providers in the southeastern Ohio area to collect perspectives on 1) what types of research would be most helpful to them, and 2) what data files would be most useful for ILGARD to house and maintain in support of their planning and needs assessment activities.

15. Ohio Osteopathic Training Information System

Client: Ohio Centers for Osteopathic Regional Education (CORE)
Staff contact: Susan Isaac

Project description: ILGARD, in cooperation with the Ohio University College of Osteopathic Medicine, designed and pilot-tested an information system designed to address three broad questions regarding Osteopathic education and practice in Ohio.

1. What is the role of Medicaid and Medicare in the support of Osteopathic graduate medical education?
2. What is the role of the Osteopathic graduate education program in providing care for vulnerable populations, especially Medicaid and Medicare eligible persons, uninsured, and persons in otherwise under-served areas, such as rural communities?
3. What is the role of the Osteopathic education system in meeting Ohio's needs for primary care physicians?

In addition to the data desired to address the above questions, the project was to begin development of a professional tracking system that would follow Osteopaths from first contact in Ohio (medical school, internship, residency or practice) and track locations and practice patterns. This system would enable the CORE program to ascertain its effectiveness in training physicians to meet identified Ohio needs and demands of the changing health care system.

In late 1995, the ILGARD project team leaders met with the CORE leadership to identify data needed to begin answering these questions and developing the tracking system. The data listing was developed into a survey form that was distributed to CORE hospitals in January 1996. Data collected was analyzed, along with information collected from additional sources.

A final report summarizing the data and making recommendations on the establishment of a permanent information system was presented to the CORE in fall of 1996. Discussions are underway regarding possible further development of information systems for the CORE.

16. ILGARD Management Advisory Services: Professional Development and Management Training

Client:

Funding Partner:

Staff contact: Patricia Dewees/ Terry Murphy/Marsha Lewis/ Kim Cutlip

Project description: ILGARD provides a variety of professional development and training services to our customers. The following schedule illustrates the range of 1997 programs:

Profession development training is designed to meet specific needs of customer groups, in addition to building professional capacity in the state and region.

Information Technology and Data Group

17. Economic Impact of Ohio Wildlife Area Recreation Activities

Client: Ohio Department of Natural Resources (ODNR), Division of Wildlife

Funding Partner: Ohio Department of Natural Resources

Staff Contact: Michael Finney

Project description: ILGARD is conducting an extensive survey of the recreational use and economic impact of state-owned wildlife areas. This research will quantify the primary and secondary economic impacts of wildlife areas on surrounding areas throughout the state. ILGARD is managing all aspects of the survey, including the development of the survey instrument, distribution of the survey, and data input. To date, over 15,000 surveys have been distributed in 23 wildlife areas throughout the state. Once the survey is completed, ILGARD will do a statistical analysis to provide a demographic profile of wildlife area users and Ohio University economics professors, Kay Doroodian and Roy Boyd, will analyze the data using an economic impact model.

18. Preparing for Ohio's 2000 Redistricting

Client: Ohio Legislative Service Commission

Staff contact: Mike Finney, Fred Calef

Project description: Pending legislation in the Ohio General Assembly will require all precinct boundaries to conform to census features in order to facilitate the reapportionment and redistricting process in Ohio after the year 2000 Census. ILGARD is working with Cleveland State University's Northern Ohio Data and Information Service (NODIS) to create updated digital election precinct maps for every county in the state based on the most recent precinct boundaries. These electronic maps will be compared to the 1990 block maps to analyze the changes necessary to make the precinct boundary coincide with the Census block boundaries.

ILGARD is responsible for 58 of the 88 counties. ILGARD has set up a computer center dedicated specifically for this project and has 10 students working.

19. St. Clairsville Geographic Information Systems (GIS)

Client: City of St. Clairsville, Ohio
Funding partner: Rural Universities Program, U.S. Economic Development
Staff contact: Mike Finney

Project description: ILGARD is creating a digital database for the City of St. Clairsville. The database will contain at least lot-line data digitized from existing plat maps, waterlines and valves, fire hydrants, sewer lines and manholes, and house outlines. The digital database will be used to better inventory the city's infrastructure and eventually allow city managers to make more informed decisions. ILGARD will also provide training to St. Clairsville city officials on the use and implementation of GIS and desktop mapping solutions as well as provide limited on-site MapInfo software development.

20. Ohio GIS-Net

Client: Ohio GIS-Net
Funding partner: Ohio Board of Regents Investment Fund
Staff contact: Mike Finney, Fred Calef

Project description: ILGARD, in collaboration with Cleveland State University, University of Akron, Wright State University, Youngstown University, Kent State University, University of Cincinnati, University of Toledo, and Ohio State University, is working to build state-of-the-art geographic information systems (GIS) capacity to support a wide variety of research ranging from pure to applied science, where researchers help to solve community problems and the community provides the laboratory for research and instruction. GIS technology is an important resource in state and local economic development efforts, building and maintaining public infrastructure, and in addressing environmental issues.

ILGARD is using its expanded GIS capacity to:

- train students, staff, faculty, and state and local officials;
- provide geographic information systems for local communities, such as St. Clairsville and Nelsonville; and
- support other ILGARD projects and university researchers.

21. Belmont County Community Needs Assessment Survey

Client: Community Action Commission of Belmont County, Inc.
Staff contact: Mike Finney

Project description: ILGARD has computerized and analyzed the Belmont County Community Needs Assessment survey in order to help the agency focus the efforts of 14 social service agencies. The project included developing the survey database, entering survey data into a computer database, writing and running the statistical program, providing a written report detailing survey results, and presentation of the report to the client.

22. Medical and Government Internet Coalition Network (MAGICnet)

Client: Appalachian Regional Commission (ARC)
Funding partner: Appalachian Regional Commission (ARC)
Staff contact: Mike Finney, Fred Calef

Project description: The creation of MAGICnet will increase access to computer-based communication technologies for local government officials and health care providers in rural Southeastern Ohio. The one-year demonstration project will create a partnership between the Ohio University College of Osteopathic Medicine (COM) and ILGARD, and local government officials in 11 counties, including mayors, service directors, city managers, municipal emergency services, as well as, private health care professionals providing primary care services in underserved rural areas.

ILGARD will work with local governments in communities throughout the 11 county area to achieve three primary goals:

- **provide access to local services, state resources, and global connectivity via the Internet;**
- **establish a community-based network that will provide local governments and health care professionals with access to on-line information, databases, bulletin boards, and communications via electronic mail, as well as the ability to develop World Wide Web (www) home pages; and**
- **Provide the training, technical, and educational resources necessary to develop and maintain such a network by the participants.**

**23. Monday Creek Watershed Restoration Project:
Geographic Information System (GIS)**

Client: Monday Creek Watershed Restoration Project
Staff contact: Mike Finney, Fred Calef

Project description: ILGARD is providing the equipment, expertise, and staff necessary to create the Monday Creek GIS. The GIS is necessary to provide an advanced data analysis tool to study the impact and restoration requirements of the extensive abandoned underground surface and coal mining systems in the watershed.

The GIS contains layers of:

- political boundaries (County and Township lines, municipal boundaries)
- streams and lakes
- roads
- extent of underground mines with mine sections and shaft information
- extent of surface mines
- land belonging to National Forest or State Wildlife areas
- railroad tracks (existing and abandoned)
- USGS quadrangle sheet boundaries
- 100-year flood plain
- Monday Creek watershed boundary

Project description: A GIS map template has been developed to standardize and ease the creation of a series of maps. Maps are being generated on a regular basis to assist in grant writing, to provide public information, and for general restoration efforts, including identifying sites with the worst pollution. Using GIS technology, the collaborative efforts of various government agencies, academia, and local residents are moving the Monday Creek Watershed toward reestablishing a healthy ecosystem.

24. City of Nelsonville Geographic Information System (GIS)

Client: City of Nelsonville, Ohio
Funding partner: GIS-Net
Staff contact: Mike Finney

Project description: ILGARD is creating a series of digital planning base-maps for the city of Nelsonville. The digital database will contain lot line data digitized from existing plat maps. The digital database will be used to develop a set of maps which the city zoning board will use to begin the process of citywide zoning. Once the commission has determined current land use and recommended appropriate zoning, the digital database will be updated to reflect these changes and new maps reflecting the proposed zoning will be produced.

In the long term, this digital database may be incorporated into a geographic information system (GIS) which the city officials would use as a planning and facilities management tool. ILGARD will also provide training to city officials on the use and implementation of GIS and desktop mapping.

25. EDA University Center

Client: U.S. Department of Commerce, Economic Development Admin.
Staff contact: Michael Finney/Marsha Lewis

Project Description: ILGARD, along with the Center For Governmental Research and Public Service (CGRPS) at Bowling Green State University and the Center for Public Management and Regional Affairs (CPMRA) at Miami University are functioning as an EDA University Center to assist in providing economic development technical assistance to local governments, non-profit agencies, and businesses throughout Ohio.

The three universities are using a consortium approach, with each university concentrating on a different aspect of economic development assistance. ILGARD's area of concentration in the University Center consortium is economic development assistance via a geographic information systems (GIS) initiative. ILGARD is focusing on building the capacity of local governments through access to and use of GIS data. The program includes: 1) direct technical assistance to local governments for improvement of economic development, environmental compliance, planning, public works management, and problem solving skills through access to data with the use of desktop GIS; and 2) research assistance for modernizing antiquated record keeping techniques and inefficient methods of updating maps and data.

26. Athens Police Dept./Domestic Violence

Client: City of Athens
Staff contact: Mike Finney, Sara Boyd

Project description: ILGARD will provide the Athens Police Department with a computerized information database system on perpetrators of domestic violence.

27. Mapping Projects

ILGARD uses its GIS expertise to provide detailed maps to various local governments and non-profit organizations. Recent mapping projects include:

ACENet: location of all client businesses in a 15-county area

Athens County Board of Education: location of all schools, covering five school districts in Athens County

National Business Incubation Association: location of all member business incubators in the United States

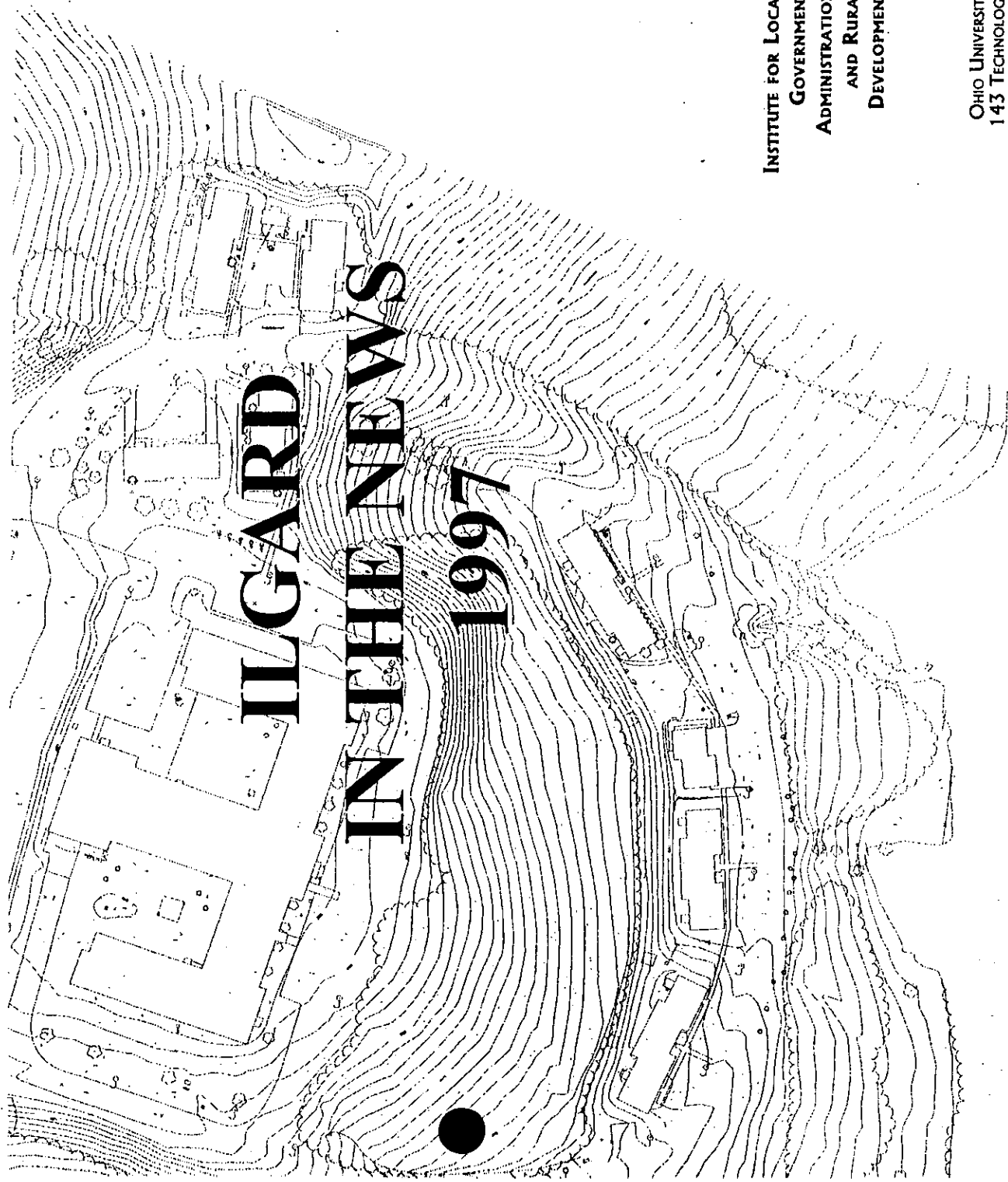
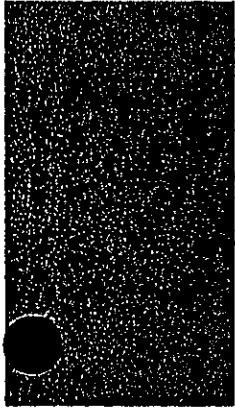
Regional Planning Commission: map of proposed new Athens to Nelsonville bike path

Ohio House, Senate, and Congressional districts in the State of Ohio

Census tract maps: created on a county by county basis showing census tracts, major roads, cities, and villages. Used to answer queries about census tracks.

ILGARD

APPENDIX 4



INSTITUTE FOR LOCAL
GOVERNMENT
ADMINISTRATION
AND RURAL
DEVELOPMENT

OHIO UNIVERSITY
143 TECHNOLOGY
8X ENTERPRISE BUILDING
ATHENS, OHIO
45701-2979

When jobs left town, OU came in

By Eileen Dempsey
Dispatch Staff Reporter

WELLSTON, Ohio — In an area of southern Ohio already fraught with high unemployment, this city lost its pants when the Kuppenheimer Men's Clothiers trouser factory laid off its work force.

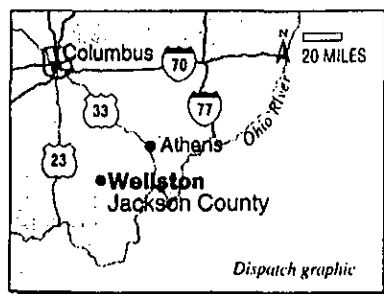
Nearly a year later, Wellston still is recovering from the staggering loss.

"We lost about 100 jobs," Mayor Edgar "Butch" Hayburn said. "That doesn't sound like much for a city the size of Columbus, but for a place the size of Wellston, that's quite a jolt. It hurts."

However, things are looking up for Wellston — population 6,000 — thanks to a marketing plan recently completed by a group of Ohio University business students.

They worked on the report with OU's Institute for Local Government Administration and Rural Development.

The marketing plan for Wellston includes potential uses for industrial sites and ways to promote the community by advertising in trade journals, site selection magazines and on billboards. The marketing report suggests telemarketing or packaging companies would be suit-



able fits for the Jackson County city.

After Kuppenheimer closed, Hayburn and Sherrie Lanier, Jackson County's economic development director, scrambled to find an industry to fill the void. But they couldn't do it on their own, Lanier said.

That's when Lanier and state Rep. John A. Carey Jr., R-Wellston, contacted the Institute for Local Government Administration and Rural Development, which is part of the OU Center for Public and Environmental Affairs, to assist in developing a plan to promote the area.

"The timing was just perfect, and it was a godsend for our organization," Lanier said. "We are a small county, and we didn't have the extra money to hire a consultant."

The institute employs eight people who work with OU faculty and about 30 undergraduate and gradu-

ate students. It provides technical assistance, training and research reports on environmental, human resource, health, housing, education and technology issues.

As part of a 10-week class project, six OU students met with Hayburn, Lanier and other officials to figure out a marketing strategy for Wellston, about 80 miles south of Columbus on Rt. 93.

Their report, which the community is using to market itself, suggests focusing on community strengths that would make it attractive to industry, like the fact the city does not have an income tax.

Unemployment rates in Jackson County hover at 10 percent, more than twice the state's unemployment rate. That means workers are readily available, the report stated.

The marketing plan also touted the now empty 36,000-square-foot Kuppenheimer building on 3.97 acres of land as a prime location for manufacturing or light industry.

"Wellston should actively promote itself as a safe and affordable community which is strategically located in southeastern Ohio," the report stated.

The report also suggested more than a dozen possible advertising slogans, including "Welcome Home to Wellston," "Wellston: Quality

Life, Quality Price," and "Wellston: Try It, You'll Like It."

As far as Hayburn is concerned, he likes what he has seen from the report, although no new industry has moved in because of it.

"It's been very good for us," Hayburn said. "We've just had some feelers out, and we know that something good will happen. It's just a matter of timing."

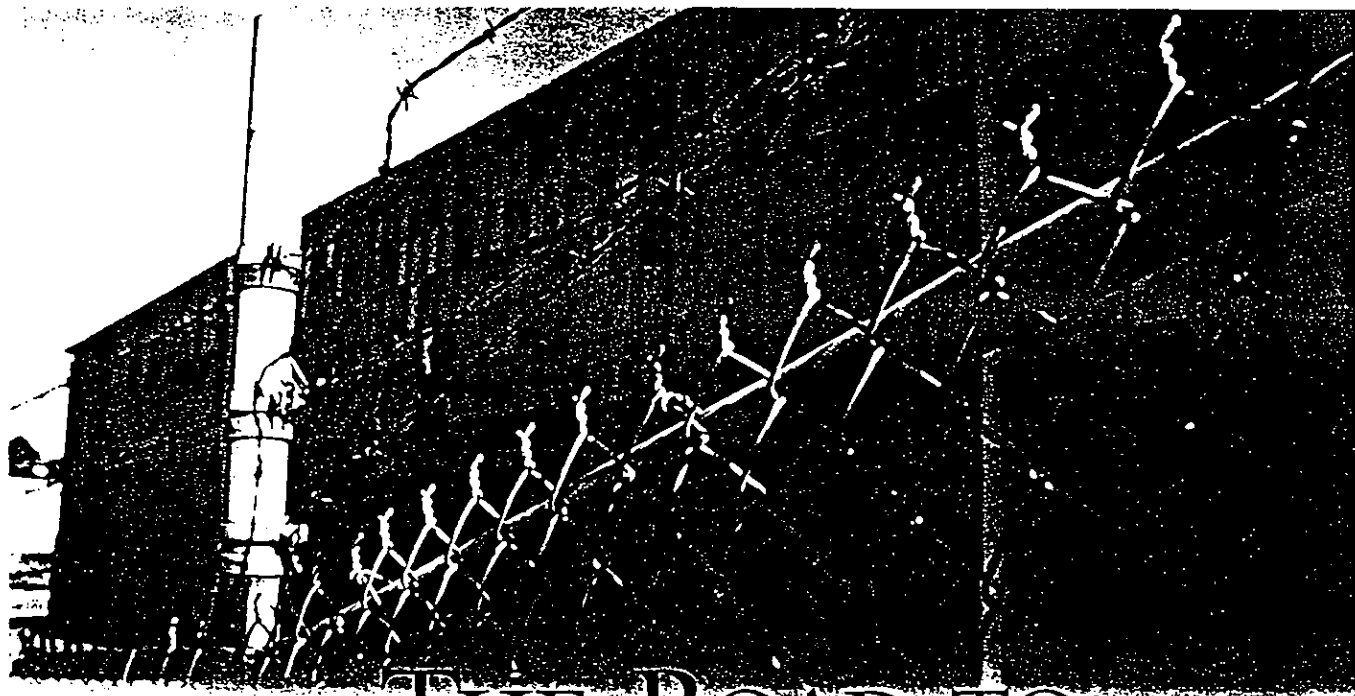
The institute serves Ohio's 29 Appalachian counties, from Belmont to Clermont counties, spokeswoman Terry Murphy said.

The organization has created a comprehensive development plan for Jackson County. It also is writing a "village source book" — a reference guide for municipal officials across the region, particularly newly elected ones.

And the institute also is in the process of creating detailed, computerized maps of St. Clairsville and Nelsonville.

"We just help local, regional and state officials function better and provide the expertise of the university," Murphy said. "Ohio University has an obligation to the communities in the area to reach out and offer what assistance we can."

For information on the institute, call 593-4388, or visit its Web page at www.ilgard.ohiou.edu



THE ROAD TO WELLSTON

Researchers, students, and civic leaders rebuild a model of small-town America

TEXT BY BILL ESTEP, PHOTOGRAPHY BY RICK FATICA

Wellston, Ohio, is not unlike other small towns of 6,000 people in middle America. Six traffic lights direct visitors through downtown business district lined with as many empty as occupied storefronts. Numerous American flags wave in the breeze, and the town's lone movie theater, The Louvee, recently began showing first-run movies on its two screens.

Then there are the vacant buildings and factories that have become an all-too-familiar characteristic of many small towns around the country. The majority of the 30,000-square-foot McNally building, once a bustling coal mining equipment company, has remained unused since the plant closed more than a decade ago. In October 1996, the Kuppenheimer Men's Clothiers plant was added to the list of empty spaces when the company closed its doors.

It didn't make it easier for the 150 people who worked at the Kuppenheimer plant or Wellston city officials that the company's closing, which followed bankruptcy proceedings, wasn't a surprise. The plant — affectionately called The Pants Factory by locals — had operated as a clothing manufacturer for 60 years, and its demise was a blow to Jackson County, a picturesque area 30 miles southwest of Athens where unemployment stands at 8.5 percent, well above the state average.

"Any time a small city loses a manufacturing plant, it hurts," says Wellston Mayor Edgar Hayburn, a 69-year-old ex-county sheriff. His wife, Betty, retired from Kuppenheimer several years ago after 42 years on the job. "It was a jolt. The bad part is we had quite a

few workers who had to start over, where that job had been their livelihood for years and years. Quite a few found jobs and many are at the University of Rio Grande involved in job retraining.

"But with a lot of these people, the closing devastated their lives. You're talking about people who are four or five years away from retirement and wondering what's going to happen to them."

After Kuppenheimer folded its tent, Hayburn says, Wellston officials "rolled up their sleeves to try and sell the city" by attracting new businesses to fill its two most glaringly empty

city-owned buildings. One local politician, State Representative John Carey, a former mayor of Wellston, went a step farther and called Ohio University's Institute for Local Government Administration and Rural Development (ILGARD), seeking assistance in developing a strategy to promote the area's available business space, which includes a planned 300-acre industrial park south of Wellston.

ILGARD, part of the College of Arts and Sciences and the state-funded Rural Universities Program, provides technical

assistance for Southeastern Ohio communities through projects involving mapping and computer training, project consultation and evaluation, and strategic plans. Both Carey and Jackson County Economic Development Director Sherrie Lanier had worked with ILGARD before on projects.

Marsha Lewis, a project coordinator for ILGARD, traveled to Wellston to meet with city and county officials in late 1996.



Small-town America: Six traffic lights direct visitors through the downtown business district of Wellston.

Afterward, she contacted Dan Innis, associate professor of marketing in Ohio University's College of Business. Innis teaches Marketing 463 — Marketing Strategy — the "capstone" course for undergraduate marketing majors in the College. Innis' class normally breaks into small groups of four to six students and develops marketing plans for businesses. Student groups often choose projects involving large product lines such as Tide or Nike that include little or no contact with company officials.

The Wellston project was different. Innis took a personal interest in his six-member student team developing a marketing strategy for the city by joining Lewis in meeting with officials in mid-January. Then the students went to work, contacting city and county leaders and management at companies in Jackson County. When Kuppenheimer packed its bags, Wellston was left with Pillsbury, a food processing plant on the outskirts of town that employs 1,200 people; Refco, a cement manufacturer with 29 employees; and Frick-Gallagher, a metal producer that employs 150. Goodyear Tire and Rubber, Luigino's pasta producers, and Merrilat Industries cabinet makers employ another 2,000 people in the nearby city of Jackson.

The students made a formal presentation of their findings to officials in Wellston in late March, and a final copy of their marketing plan was delivered to officials in June. Lanier and her marketing committee of the Jackson County Economic Development Board wasted little time taking action based on the student recommendations. "The committee is taking the report and proactively going after the firms they recommended and the types of businesses that would offer the best opportunity for Wellston," Lanier says. Preliminary phone calls to prospective companies over the summer were expected to be followed by a direct-mail campaign of promotional materials.

In what Innis terms a "unique" strategy, the students contacted plant managers at existing businesses in Jackson County to ask what types of companies they'd like to see relocate in and around Wellston. Officials at several companies suggested that a corrugated packaging firm would be a valuable asset for the region. The business class' marketing plan listed contacts at six successful packaging companies that might be interested in calling Wellston home. The marketing plan suggested the Kuppenheimer building "may be ideally suited for a small packaging firm."

The students' report indicated that a customer service company — a mail-order house, catalog company, or one that processes coupons — might be attracted to the McNally building. Wellston officials have asked T.J. Justice, the governor's economic development representative in the area, to search the state's database for possible firms that match those types of businesses.

The students believed that the other piece to Wellston's economic development puzzle involved advertising and developing a marketing brochure. As a result, ILGARD officials working with Lanier hoped to complete a two-color brochure for Wellston by this fall. Lanier says the piece also will be redeveloped as a county-wide brochure. The brochures will highlight companies that have made investments in the county; the area's quality of life, including its low crime rate; recreational activities; and the area's attractive scenery along state Route 32, also known as the Appalachian Highway.

"Once our (marketing) committee gets into things, we hope to do more planning and possibly shift some more money into marketing and then look at some of the students' other ideas, including billboard advertising," Lanier says.

Time to plan projects is hard to find for people like Mayor Hayburn, Lanier, and other officials who wear multiple hats in small-town America. That's why the students' work and their marketing plan proved to be a welcome asset to Wellston's

business portfolio. Lanier and State Representative Carey point to the project as an example of a successful university-community collaboration.

"My office includes myself and a part-time secretary who we share with the Chamber of Commerce," says Lanier. "I work on everything from downtown renovation plans to plans on running a sewer line out to the industrial park. So there is not a lot of time to be proactive.

"We needed direction on what kind of firms we should go after, what kind of firms we should focus on, and how we could do it. And we wondered how we could afford to do all that. The students provided support and ideas for what kind of businesses we should go after. Why waste our time going after a food processing plant if that's not what we want?

"This collaboration worked real well, to have included the involvement of the city, county, state government, and the university. There were a lot of people involved that provided a good service to this city and this area."

"I think the students did real well on the project," Hayburn says. "When you take young people like that, they're very energetic and they've got intelligence to go with it. It was wonderful to work with these young people at Ohio University and see their commitment to do something good for the communities in the area."

Abigail Buller, a student project team leader and June graduate of Ohio University, says researching and developing the marketing plan was a valuable learning experience because it had real-world implications. "I'm pleased I had an opportunity to do it," she says. "It did give us a taste for what a real-world marketer might do."

"The students learned how difficult it can be to work on a real product," Innis says. "The fictitious products that other students do are a lot easier — you're not really involved with a client in the game you're playing.

"In this case, they weren't playing. This was real, and they had a client who really cared about what they were doing. I think that created more pressure. But that's the pressure we feel in the real world, and I think that was a benefit for the students." ▲

To learn more about research in the College of Business, visit the college's Web site at: <http://www.cob.ohiou.edu/>. To learn more about area projects at ILGARD, visit the institute on the Web at: <http://www.ilgard.ohiou.edu/ilgard.html>.

Bill Estep is assistant director for periodicals for University News Services and Periodicals.



Sign of the times: an abandoned building a few blocks from downtown Wellston.

Students create marketing plan for county

WELLSTON — Ohio University business students have completed a marketing plan to help Wellston and Jackson County attract new companies.

The plan recommends marketing the area's quality workforce, its strategic location and accessibility to transportation, its affordability and the community support for new enterprise.

When Kuppenheimer Men's Clothiers closed its Wellston plant last fall, laying off 150 workers, local officials led by State Rep. John Carey and Jackson County Economic Development Director Sherrie Lanier contacted OU's Institute for Local Government Administration and Rural Development for assistance in developing a plan to promote the area's available industrial space.

Daniel Innis, associate professor of marketing, assigned six senior undergraduate students to the project. They met with officials earlier this year and then researched what promotional efforts other areas of the country use to attract business and what criteria companies look for when relocating.

"They tried to understand what is important to companies when they select a site, what other cities and states are doing to attract development and how Wellston fits into that," Innis said.

The marketing plan included potential uses for Wellston's available industrial sites and ways to promote the community, including trade journals, site-selection magazines and publishing a brochure about the area's attributes.



MARKETING STUDY — Present when a marketing study was presented to Wellston and Jackson County officials are, from left, seated, Sherrie Lanier, county economic development director; Melissa Fitch of the mayor's office; and City Auditor Doug

Glass; and standing, student Hafizah Alman, teacher Daniel Innis, and students Abigail Buller, Heather Sawyer, Rob Weber, Andrew Thomas and Lori Touretz.

"This project is part of the city and county's proactive efforts to attract employers offering good-wage jobs to the area," said Lanier.

The Jackson County Development Board committee will obtain a list of companies potentially suitable for

the industrial sites and approach them about coming to the area. Suggestions for possible companies included telemarketing or packaging, among others.

The OU institute will help Wellston and the county meet their mar-

keting goals and also will work with the city to develop a World Wide Web site on the Internet, according to project coordinator Marsha Lewis.

"We get a lot from the region and we should give a lot back," Lewis said.

This collaborative model of university-community participation typifies the institute's approach to community problem solving, Lewis said.

It recently completed a comprehensive development plan for Jackson County.

Marketing Push For Region, County

By RANDY HEATH
Times Writer

They want to tell the world about Southern Ohio, and now they have a potent tool to assist them in their quest.

Two new booklets, one a 16-page guide to Southern Ohio and the economic opportunities available, and the other a market plan for the city of Wellston, were unveiled on Wednesday by representatives of the many groups who put the booklets together.

The marketing initiative involves a 16-page, four-color insert in the June, 1997 issue of *Site Selection Magazine*, an international publication for corporate real estate executives and business owners. The initiative was made possible through a partnership between county and

Please See **MARKETING**, Page 3



Photo By Randy Heath

Local and state officials were proud to show off their marketing efforts on behalf of Jackson County during a Wednesday news conference. Pictured from left to right are Dr. Daniel Innis of Ohio University, Director Betty McManaway of the Jackson County Department Of Human Services, OSU/Jackson County Economic Development Director Sherrie Lanier, Executive Director Julie Laughlin of the Ohio First Frontier Fund and Director T. J. Justice of the Governor's Regional Office Of Economic Development.

MARKETING: Local Area Promoted

Continued From Page 1

state development and human services offices.

Jackson County was one of 14 counties to participate in the project, which focused on the available labor force in Southern Ohio.

Site Selection Magazine, with a circulation of 40,500, is used as a location assistance tool by its readers and is the official publication of the International Development Research Council (IRDC) of which the state of Ohio is a member.

The cost of the marketing is being shared by the Ohio Department Of Development's First Frontier Fund and the Department Of Human Services. The mission of the First Frontier Fund is to help Ohio's rural and Appalachian counties market themselves to companies interested in expansion or relocations, with the ultimate goal of creating more jobs in these counties.

At the same time, Jackson County Economic Development officials also unveiled their new marketing plan and the first draft of a new county brochure. The plan and the brochure are part of another cooperative effort between the OSU/Jackson County Economic Development Office, the city of Wellston, Ohio University, the Institute for Local Government and Rural Development (ILGARD), the Governor's Regional Economic Development Office and State Representative John Carey's office.

In addition, economic development officials also announced that county economic development and

site information are also available through the Internet on Jackson County's website, Jacweb. Demographics, site and building information, pictures and maps can all be accessed.

Local officials hailed the announcements as positive steps forward for Jackson County and South-eastern Ohio as a whole.

"Since 1991, there has been a screaming need for marketing all over Ohio," said T. J. Justice of the Governor's Office of Economic Development. "With this 16-page booklet, we felt there was a better chance of a positive impact by marketing the region as a whole rather than a specific area."

Justice feels the cooperative effort between such agencies as the Ohio Department Of Development, Department Of Human Services and economic development offices can have national significance for Ohio.

Betty McManaway, the director of the Jackson County Department Of Human Services, said her agency was pleased to be a part.

"Human Services has been drastically changing for some time," she commented. "We now deal with self-sufficiency and jobs and in that regards, the jobs have to be there."

Dr. Daniel T. Innis of Ohio University said the marketing effort by ILGARD will give Wellston and Jackson County "a different perspective in marketing to the outside world".

Thursday, June 26, 1997 *Jackson Times*
Vol. 2 Issue 75 35c

Belmont County program gives residents an 'even start'

MARTINS FERRY - A General Education Development (GED) practice test before him, 21-year-old Richard Van Curen ignores the conversations going on around him as he pays attention to the teacher reviewing his answers.

Earning the equivalence of a high school diploma is important to Van Curen because he knows the consequences without one.

"I'd probably be at a dead-end minimum wage job," he admitted.

Van Curen has been preparing to take the test for some time and is now in the home stretch thanks to a Belmont County program called Even Start, located at St. Myer Terrace Apartments in Martins Ferry.

A demonstration project for Belmont County created by federal legislation and funded by a grant from the Ohio Department of Education, Even Start is designed to alleviate barriers of continuing adult education by providing transportation to the program site and making day care available to participants.

Adults enroll voluntarily or may be referred by an outside agency, such as the Department of Human Services, located in the same complex.

There are four basic components of Even Start: education of the parent, Parent and Child Time (PACT), parenting skills and child education, said program coordinator Susan Stobbs and parent educator Letty Coast.

Even Start's goal is to take a comprehensive approach improving parent literacy and parenting skills while improving the preparation for children entering school and encouraging parents to participate in their child's education.

Since its inception in September, about 30 children and 16 adults have participated in Even Start. To be eligible, adults must live in Belmont County and have a child under age 7.

Parents participate in the program at the Even Start site four days each week. They take Adult Basic and Literacy Education

(ABLE) classes twice a week and spend two days in parenting sessions, job skills classes and PACT time. Topics include nutrition, cooking, budgeting, communication, child behavior modification, resumes, interviewing and raising awareness of agency help in the county.

Children ages 3-5 in Even Start are enrolled, if eligible, in Head Start, also located at St. Myer.

PACT sessions are held in the Head Start classroom and emphasize play interaction and listening to children. Coast also conducts PACT time in homes for parents, such as Van Curen, whose child is not eligible for Head Start. Home visits typically incorporate age-appropriate activities for the entire family such as making play-doh and playing games. The goal, said Coast, is for parents and children to spend quality time together.

An advisory council made up of more than a dozen area agency and organization representatives takes an active role in helping Even Start meet its goals and objectives and is reviewing the program to ensure its missing is being fulfilled, said council chairman Gary Obloy.

Obloy is also chief administrator of the Community Action Commission of Belmont County, Inc., the administrative entity for Even Start.

The Institute for Local Government Administration and Rural Development (ILGARD) at Ohio University is responsible for Even Start's evaluation.

"We are helping develop the evaluating mechanisms for the program such as the way the program tracks progress," said evaluator Marsha Lewis, a public management and policy specialist for ILGARD. "We will provide ongoing technical assistance and will complete the evaluation report at the end of this project year."

The length of the program varies for each individual. The goal of those attending ABLE classes is to earn a diploma and find a job. That's one thing most Even Start participants have in common.

Carolyn Tice, faculty associate with ILGARD and chair of the Department of Social Work, is also involved with the program. She noted that Even Start is significant for several reasons.

"It builds on a foundation of literacy and effective parenting skills," she said. "Parents, children and agencies are encouraged to collaborate around issues of education at the community level."

She also explained that Even Start's location "fosters a network of services related to housing, child care and public assistance."

ILGARD is designing training materials and a training program on interagency collaboration that will be used in Belmont County. It will also serve as a model for other counties.

Even Start has joined with ABLE instruction from the Mid-East Ohio Vocational School District to provide GED and basic skills instruction.

In addition to referrals, the Department of Human Services also offers six hours of job skill instruction each week and makes day care available to participants. The Belmont Metropolitan Housing Authority provides Even Start's office and classroom space and aids in recruitment.

The Community Action Commission also provides the program with a van for transporting participants. Special programs, such as a nutrition workshop offered by the Ohio State University Extension are also a segment of Even Start.

Stobbs said that services such as providing transportation to the Even Start site and making day care available also help people participate in the program.

Even Start's staff is not only establishing a foundation of trust with clients, but is also finding crucial support from key community leaders.

Martins Ferry School Superintendent Steve Kish, who is a member of the advisory council, said Even Start is a positive program for parents and their children.

"Anything we can do for our



ABOVE, Even Start participant Richard Van Curen reviews his answers on a GED practice test with ABLE instructor John Vickers as Letty Coast, the program's parent educator looks on.



AT LEFT, Even Start member Ed Cole and his nine-month-old daughter spend quality time together in PACT sessions at his home once monthly.

young is a positive (thing) and I appreciate the fact that we are doing this," Kish said.

Coast said that Even Start's

clients also receive praise and efforts to boost their self-esteem.

A peer-tutoring effort, now in the planning stages, was initiated

after participants expressed interest in spending more time working toward their GED certificates.

Wheeling, WV

The Intelligencer

April 1, 1997

Even Start Helps In Small Steps To Big Achievements

By DANIEL TYSON
The Intelligencer Staff

Richard Van Curen of Martins Ferry knows the importance of obtaining his General Equivalency Diploma.

The 21-year-old ignores conversations as he intently listens to his teacher as she reviews the answers to a practice GED test.

Without earning the equivalency of a high school diploma, Van Curen believes he would "probably be at a dead end minimum wage job."

Van Curen has been preparing to take the test for some time and is now in the home stretch thanks largely to a Belmont County program called Even Start.

The program for Belmont County was created by federal legislation and funded by a grant from the Ohio Department of Education.

Even Start is designed to alleviate barriers such as transportation and day care faced by men and women who want to take a small step toward a big achievement.

Adults' enrollment is voluntary, or they may be referred by an outside agency for the comprehensive program.

Program coordinator Susan Stobbs said Even Start has four different components: education of the parent, Parent and Child Time (PACT), parenting skills and education for the child.

"Even Start's goal is to take a comprehensive approach improving parent literacy and parent skills while improving the preparation for children entering school and encouraging parents to participate in their child's education," said Stobbs.

Since its inception in September, Stobbs said, about 30 children and 16 adults have participated in Even Start.

"To be eligible, adults must live in Belmont County and have a child under age seven," she said.

Parents participating in Even Start meet four days a week. They attend Adult Basic and Literacy Education (ABLE) classes twice a week, and they spend two days in parent sessions, job skills classes, and PACT time.

Participants learn job skills at parenting workshops discussing topics such as nutrition, cooking, balancing a budget as well as how to write resumes and the proper way to interview for a job, said Letty Coast, parent educator.

Children ages 3-5 in Even Start are enrolled, if eligible, into a Head Start program, said Coast.

She said PACT also conducts home visits for parents who cannot attend traditional classes.

"Home visits typically incorporate appropriate activities for the entire family such as making play-dough and playing games. The goal is for parents and children to spend quality time together," said Coast.

The program is monitored by more than a dozen agencies and organiza-

tions.

Evan Start is evaluated every year by the Local Government Administration and Rural Development (ILGARD) at Ohio University.

Each individual progresses at his or her own rate, said Stobbs.

"The length of the program varies for each individual. The goal of those attending ABLE classes is to earn a diploma and find a job. That's one thing most Even Start participants have in common. They all have an interest in working toward their GED or improving their basic skills," she said.

Carolyn Tice, an associate at ILGARD said Evan Start is significant for several reasons.

"It builds on a foundation of literacy and effective parenting skills. Parents, children and agency are encouraged to collaborate around issues of education at the community level," she said.

She said Even Start also "fosters a network of services relating to housing, childcare and public assistance."

Among the agencies Even Start has partnered with is the ABLE instruction program from the Mid-East Ohio Vocational School District that provides GED and basic skill instruction.

"We work well together. The adults learners are usually self-motivated. They realize it's a second chance, and they want to do better," said ABLE Coordinator John Hamilton.

In addition to referrals, the Department of Human Service also offers some hours of job skill instruction each week and makes daycare available to participants. The Belmont Metropolitan Housing Authority provides Even Start's office and classroom space and aids recruitment. The Community Action Commission also provides the program with a car for transportation, said Stobbs.

Ohio University Eastern also offers courses such as nutrition workshops.

"Even Start's staff are not only establishing a foundation of trust with clients, they are also finding crucial support from key community leaders," said Stobbs.

Steve Kish, a member of the advisory council and superintendent of Martins Ferry City Schools, is elated about Even Start.

"Anything we can do for our young is a positive, and I appreciate the fact that we are doing this," he said.

Coast noted that praise and boosting self-esteem are a large part of the program's success.

An example is found in a peer tutoring effort, now in planning stages, that was initiated after participants expressed interest in spending more time working toward a GED," she said.

For more information about the program, call Stobbs at (614) 633-6028 or (614) 633-8964.

ohio university today.

summer 1997

FOR ALUMNI AND FRIENDS OF OHIO UNIVERSITY

Campus & Community

Glidden says
concerned about the
fact that there "are people in Athens
County who don't feel comfortable
with the university" or setting foot on campus.

"A lot of people are almost afraid to come onto a college campus and that, to me, is a problem. We are a public university and we are here to serve everybody. You'd like everyone in our region to feel comfortable with the university and comfortable with the campus," Glidden says. "I believe overcoming that is more of an obstacle than any local issue."

Glidden points to the university's Kids on Campus program, children's programs at the Kennedy Museum of American Art, artists-in-residence Lark Quarter's chamber music concerts and Bobcat athletic events as examples of community outreach efforts that break down barriers between the campus and region. And then there are Ohio University's five regional campuses throughout Southeastern Ohio that are "looked on very favorably by their communities," Glidden says.

"We do a lot in the area of community outreach," Glidden says. "University Relations has arranged for the marching band to play at area schools. And we invite school kids, school teachers and others to campus for an endless number of programs throughout the year."

"We will continue to find ways to get regional families on campus, to introduce them to their university," says Adrie Nab, the university's vice president for university relations. "We have major

Both city and campus officials point to the university's Institute for Local Government Administration and Rural Development (ILGARD) as standing tall in helping fuel development in the region. ILGARD provides technical assistance for area communities through a variety of projects, including mapping and computer training, project consultation and evaluation, and strategic plans.

In 1996, ILGARD worked with the Ohio Valley Regional Development Commission to update Jackson County's comprehensive physical and social infrastructure plan, and it is assisting in the development of a digital mapping system for Athens County.

ILGARD also is the coordinating entity for the 11-county Mayor's Partnership for Progress, a nonprofit organization designed to promote economic development, and it works with Glidden's office to sponsor a series of Presidential Leadership Forums for business leaders in the region. Forum speakers have discussed topics ranging from technology advances to funding development.

"The leadership forums have been a very positive development, because they've brought people together, provided information and helped us focus and analyze how we can cooperate as a region," says Gall of the Athens Area Chamber of Commerce. "Let's face it: Athens is not exactly the center of the universe. It's a rural community in Southeastern Ohio that is not incredibly accessible, and Ohio University is a great resource. If the university can assist us in having cooperative discussions, I think that's great. And the university has played that role."

STATE OF THE UNIVERSITY ADDRESS

NOVEMBER '97, *Outlook* ♦

shared
focus

...objective
...therefore, the
...undergraduate experi-
...ent to educational excellence
...on the individual learner. Ohio
...y has long been committed to providing a
...rior undergraduate experience. That experience,
of course, has much to do with residential life on the
campus as well as activities in the classroom and
laboratory. In our zeal to improve the efficiency of
the learning process, we must not neglect the needs
and interests of the individual. While it is challenging
— in fact, impossible — to focus on individuals in
every activity at a university of our size, nevertheless,
we must be certain that no Ohio University student
graduates with the feeling that he or she is just a
number.

♦ **Emphasize distinctiveness in graduate education through program focus at the advanced graduate level and creative approaches to master's education.** During the recent statewide review of doctoral programs by the Ohio Board of Regents, Ohio University fared very well, certainly in part because our doctoral programs

♦ **Connect university with community by integrating service and learning.** Ohio University has a remarkable record of providing service to its surrounding community while at the same time providing learning opportunities for students. An increasing number of faculty — now more than 35 in 25 different departments — are engaging in service learning in appropriate disciplines, assigning to students service roles that not only provide valuable learning opportunities but also aid the community. Likewise, units such as ILGARD (the Institute for Local Government Administration and Rural Development) link students with research projects that serve local governments and other agencies directly, providing learning experiences for both undergraduate and graduate students.

These core mission statements do not take Ohio University in new or fundamentally different directions, nor are they particularly unique. But there is good reason to spell them out clearly, especially as we strengthen and enhance them. Moreover, these mission statements also focus on what we believe is important for our university for the immediate future. They provide a framework upon which to build strategies and more specific action plans that will keep the university moving forward toward higher levels of achievement.



NEW NETWORK — Taking a look at equipment that links Coolville to a newly created computer network are, from left, Mike Finney of the Institute for Local Government Administration and Rural Development, Mayor Russell Day, Dan Neff of the Governor's Office of Appalachia, and Brian Phillips of the Ohio University College of Osteopathic Medicine.

OU-COM network will link health-care providers

Local governments and health-care providers will get more access to computer-based technologies through a new network that goes online this month in 11 Southeastern Ohio counties.

The network is being created by the Ohio University College of Osteopathic Medicine and the Institute for Local Government Administration and Rural Development. The project received a \$77,000 grant last fall from the Appalachian Regional Commission.

To date, 21 communities are participating, including Zaleski, Rio Grande, Gallipolis, Pomeroy, Middleport, Coolville, Nelsonville, Albany, Coalton, Wellston, Oak Hill, Jackson, Belpre, Marietta and Logan.

Eighteen physician offices are currently participating.

Eventually there will be 25 governmental sites and 20 physician/health-care provider participants. Computers in the physician and governmental offices will be linked to the World Wide Web via local commercial Internet service providers.

The Institute for Local Government Administration and Rural Development will work with communities to develop Web pages to highlight their cities, encourage economic development and provide information to citizens.

Physician offices will have full access to the Internet, which includes thousands of medical education and clinical resources from

major universities and hospitals.

Electronic mail also will be part of the network.

"The new rural technology infrastructure being built in Ohio is leveling the playing field for rural communities, health-care providers and government officials — allowing them to compete with their urban counterparts," said Brian Phillips, medical college director of information technology.

According to Dr. Barbara Ross-Lee, dean of the medical college, "This technology can start to address and minimize the challenges of professional and geographic isolation for rural physicians — a major barrier to recruiting and retaining primary care physicians in underserved areas."

The new network is called Medical and Government Internet Coalition Network — or MAGICnet.

In addition to the creation of MAGICnet, the medical college recently received a \$326,000 grant from the U.S. Department of Agriculture for the development of a rural health information system.

The grant is funding a complete video teleconferencing system and installation of distance learning centers in five Southeastern Ohio counties, allowing health-care professionals to share information — although the network's primary use is to provide continuing medical education for health-care workers across Southeastern Ohio.

MAGICnet goes on line

Another concrete block has been mortared into the foundation of Ohio's rural technology infrastructure as a new computer network — called the Medical and Government Internet Coalition Network (MAGICnet) — went online on Sept. 11 in 11 southeastern Ohio counties.

The network is being created by the Ohio University College of Osteopathic Medicine (OU-COM) and the Institute for Local Government Administration and Rural Development (ILGARD) through a \$77,000 grant received last fall from the Appalachian Regional Commission (ARC). The network is designed to increase access to computer-based technologies among local governments and health-care providers in Southeastern Ohio.

OU-COM and ILGARD have worked closely for the past year with the 11-county Mayors' Partnership for Progress region to create the new network.

To date, 21 communities are participating in MAGICnet: Beaver and Waverly in Pike County; Zaleski in Vinton County; Rio Grande and Gallipolis in Gallia County; Pomeroy and Middleport in Meigs County; Coolville, Nelsonville and Albany in Athens County; Coalton, Wellston, Oak Hill and Jackson in Jackson County; Athalia in Lawrence County; New Matamoras, Belpre and Marietta in Washington County; New Boston and Portsmouth in Scioto County; and Logan in Hocking County. Eighteen physician offices are currently participating.

Full implementation will eventually create 25 governmental sites and 20 physician/health-care provider participants. The computers in the physician and governmental offices in these communities will be linked to the World Wide Web via local commercial Internet Service Providers.

Through MAGICnet, ILGARD will work with communities to develop web pages to highlight their cities, encourage economic development and provide more information to their citizens. Physician offices will have full access to the Internet, the world wide computer network that includes thousands of medical education and clinical resources from major universities and hospitals. Electronic mail (e-mail) will establish an instantaneous communication network, providing physicians and governmental officials alike with a tool to create local and regional information networks.

"The new rural technology infrastructure being built in Ohio is leveling the playing field for rural com-

"The new rural technology infrastructure being built in Ohio is leveling the playing field for rural communities, health-care providers and government officials—allowing them to compete with their urban counterparts."

Brian Phillips
OU-COM director of
information technology

munities, health-care providers and government officials—allowing them to compete with their urban counterparts," said Brian Phillips, OU-COM director of information technology.

"This technology has turned OU-COM into a leader in distance learning and is helping move technology forward to improve the lives of southeastern Ohioans," Phillips continued. "We're simply sharing our resources with a much larger audience."

According to Barbara Ross-Lee, D.O. dean of OU-COM, "This technology can start to address and minimize the challenges of professional and geographic isolation for rural physicians — a major barrier to recruiting and retaining primary care physicians in underserved areas. Videoconferencing and on-line rural networks can help provide the information and training support which is so important to today's health-care providers."

"Economic development is a complex equation involving basic infrastructure, workforce education and training, entrepreneurial capital, local leadership and many other factors," said Jesse White, Jr., federal co-chairman of the Appalachian Regional Commission. "But without healthy people, everything collapses — nothing else matters. The ARC is proud to be a partner in the effort to improve the quality and accessibility of health care for residents of rural Appalachian Ohio."

"MAGICnet will not only link the villages and small cities to state and global resources but it also builds the capacity of these small local governments to inform citizens and thereby better serve their communities," said



The Medical and Government Internet Coalition Network (MAGICnet) went online this month in 11 southeastern Ohio counties including Pike County. The network is being created by the Ohio University College of Osteopathic Medicine (OU-COM) and the Institute for Local Government Administration and Rural Development (ILGARD) through a \$77,000 grant received last fall from the Appalachian Regional Commission. Taking a look at MAGICnet's site in the village of Coolville offices are Mike Finney (left), associate director of ILGARD; Russell Day, mayor of Coolville; Dan Neff, director of the Governor's Office of Appalachia; and Brian Phillips, OU-COM director of information technology. To date, MAGICnet site participants include 21 local government offices, 18 individual physician offices and two University Osteopathic Medical Center sites in Nelsonville Square and Coolville.

Michael Finney, associate director of ILGARD. "We're excited about working with the villages and cities to help them develop and maintain a presence on the World Wide Web."

"We're thrilled to have the opportunity to use the information superhighway as a resource for problem solving and meeting village needs," commented Donald Wothe Jr., mayor of the Village or Rio Grande. "Our World Wide Web site will help connect us to the community, the region and beyond."

MAGICnet dovetails with OU-COM's pioneering OhioNE (Osteopathic Network of Excellence) system — operational since January — which links OU-COM, its 14 CORE (Centers for Osteopathic Regional Education) teaching hospitals throughout Ohio, and other institutions across the country. OhioNE's data-based component — called COREnet — is an academic, multi-media computer network that delivers data-based medical and curricular information on-line via the Internet to students, interns and residents at CORE sites. OhioNE's second component, a videoconferencing network, provides real-time, two-way

video network communication between any number of university and CORE hospital sites.

In addition to the creation of MAGICnet, OU-COM recently received a \$326,000 grant from the U.S. Department of Agriculture for the development of a rural health information system, called Southeast Ohio Health Education Network (SOHEN). The grant is funding a complete video teleconferencing system and installation of distance learning centers in five Southeastern Ohio counties, which will allow health-care professionals to share information — although the network's primary use is to provide continuing medical education for health-care workers across Southeastern Ohio.

The majority of this new funding is geared toward improving access to information by allied health professionals and government officials in rural Southeastern Ohio. New partnerships between OU-COM, private foundations and the state and federal government have made the creation of this information infrastructure possible.

BUSINESS

MAGICnet Goes On Line In 11 Southeastern Ohio Counties

Another concrete block has been mortared into the foundation of Ohio's rural technology infrastructure as a new computer network, called the Medical and Government Internet Coalition Network (MAGICnet), went online in September in 11 Southeastern Ohio counties.

The network is being created by the Ohio University College of Osteopathic Medicine (OU-COM) and the Institute for Local Government Administration and Rural Development (ILGARD) through a \$77,000 grant received last fall from the Appalachian Regional Commission (ARC).

The network is designed to increase access to computer-based technologies among local governments and health-care providers in Southeastern Ohio.

To date, 21 communities are participating in MAGICnet including Coalton, Jackson, Oak Hill and Wellston in Jackson County and Zaleski in Vinton County.

The computers in the physician and governmental offices in the participating communities will be linked to the World Wide Web via local commercial Internet Service Providers (ISPs).

Through MAGICnet, ILGARD will work with communities to develop web pages to highlight their cities, encourage economic development and provide more information to their citi-



Submitted Photo

ILGARD and OU-COM staffers happily look on as the new MAGICnet computer-network service recently went on line in Athens. The network will serve 11 area counties, including Jackson and Vinton.

zens. Physician offices will have full access to the Internet, the world wide computer network that includes thousands of medical education and clinical resources from major universities and hospitals. Electronic mail (e-mail) will establish an instantaneous communication network, providing physicians and governmental officials alike with a tool to create local and regional information networks.

In addition to the creation of MAGICnet, OU-COM recently received a \$326,000 grant from the U.S. Department of Agriculture for the development of a rural health information system, called Southeast

Ohio Health Education work. The grant is funding complete video teleconferencing system and installation of distance learning centers in five Southeastern Ohio counties, which will allow health-care professionals to share information.

The majority of this new funding is geared toward improving access to information by allied health professionals and government officials in rural Southeastern Ohio. New partnerships between OU-COM, private foundations and the state and federal government have made the creation of this information infrastructure possible.

NORTH COUNTRY LOCAL GOVERNMENT NEWSLETTER

Serving the needs of Northern New York local governments in Clinton, Essex, Franklin, Jefferson, Lewis and St. Lawrence Counties

Vol. 1, No. 1

September 1997

Part III: Cooperative Practices Elsewhere - Ohio

(compiled by Marsha Lewis, Institute for Local Government Administration & Rural Development)

Ohio University's Institute for Local Government Administration and Rural Development (ILGARD) serves as an applied research and technical assistance center for Ohio Appalachia and the state. To ensure that programs and services are those most needed by local governments and development organizations, ILGARD partners with a variety of groups in the region and state. These partnerships allow ILGARD to better serve communities and organizations by increasing opportunities for joint projects and by facilitating the sharing of resources and information.

One relationship that illustrates the impor-

tance of these connections is ILGARD's work with the Mayors' Partnership for Progress, a group of city and village mayors from 11 counties in Southeastern Ohio. The Partnership ensures a voice for Appalachian Ohio at state and national levels.

ILGARD signed an agreement with the Partnership to provide research and technical assistance, including meeting coordination and facilitation, training opportunities, and applied research. State and federal officials regularly attend the monthly meetings of the partnership.

Some activities of the Partnership include:

- Meeting with Ohio General Assembly members to discuss the economic development implications of proposed annexation reform.
- Participating in a round table discussion on FORUM, a public affairs program, produced by Ohio University Public Television, to discuss common problems facing Southeastern Ohio cities and villages.
- Meeting with the Ohio Municipal League's Director of Research, to discuss important issues affecting economic development in the region, such as proposed annexation reform and increasing the speed limit on the Appalachian Highway.
- Meeting with the chief of the Ohio EPA Southeast District Office, to gather information on new initiatives affecting municipalities and discuss issues regarding the relationship between municipalities and the Ohio EPA.

One big success of the ILGARD/Mayors' Partnership for Progress relationship is a program called MAGICnet (Medical and Government Internet Coalition Network).

ILGARD and Ohio University's College of Osteopathic Medicine (OU-COM) received funding from the Appalachian Regional Commission to upgrade the technology infrastructure in this rural region of the state. The network is designed to increase access to computer-based technologies among local governments and health-care providers in Southeastern Ohio.

Cities, villages (some as small as 350 people) and health care sites are receiving some combination of computers, Internet access and WWW page development assistance. Full implementation will eventually create 25 governmental sites and 20 physician/health-care provider participants.

Through MAGICnet, ILGARD will work with communities to develop web pages to highlight their communities, encourage economic development and provide more information to their citizens. Physician offices will have access to the Internet, which includes medical education and clinical resources from major universities and hospitals. Electronic mail will establish a communication network, providing government officials and physicians with a tool to create local and regional information networks.

"The new rural technology infrastructure being built in Ohio is leveling the playing field for rural communities, health-care providers and government officials, allowing them to compete with their urban counterparts," said Brian Phillips, OU-COM director of information technology.

"MAGICnet will not only link the villages and small cities to state and global resources, it also builds the capacity of these local governments to inform citizens and better serve their communities," said Michael Finney, associate director of ILGARD. "We're excited about working with the villages and cities to help them develop and maintain a presence on the World Wide Web."

Mayors of the small cities and villages in Southeastern Ohio's Appalachian region must work to provide services with few resources. In many ways, these local officials must be more innovative than their counterparts in wealthier areas. Opportunities such as MAGICnet provide solutions. Seven of the villages and three of the medical sites did not even have a computer until the MAGICnet program was implemented. The grant provided funding for equipment for those sites.

ILGARD will continue to work with MAGICnet participants to provide computer training, WWW page development assistance, and to set up listservs to facilitate networking and information-sharing. ILGARD will also work to expand the network. Keeping in touch with the needs of local governments is what keeps ILGARD an important and viable public service institute for the region.

For information about ILGARD or the Mayors' Partnership for Progress, contact Marsha Lewis, Assistant Director, Management Advisory Services, ILGARD, 143 Technology and Enterprise Building, Ohio University, Athens, OH 45701. (614) 593-1435. E-mail: lewis@ilgard.ilgard.ohiou.edu ■

CYBERx

Technology is transforming medical care and education

Technology's explosion continues to make Southeastern Ohio smaller and smaller.

Rural America and Appalachia have been a little behind the rest of the nation when it comes to communications, medicine or technology. Information is slow to traverse the ridges and valleys of the region, to reach those most isolated.

Now, thanks to more than \$600,000 in grants awarded to Ohio University's College of Osteopathic Medicine, physicians and government officials across Southeastern Ohio are going on-line, joining the country's technology boom.

"We are providing these small towns with the training and tools to compete. This evens the playing field," said Mike Finney, associate director of the Institute for Local Government Administration and Rural Development.

Video teleconferencing efforts are giving rural doctors easier access to critical information.

"This technology can start to address and minimize the challenges of professional and geographic isolation for rural physicians - a major barrier to recruiting and retaining primary care physicians in underserved areas," said OU-COM Dean Barbara Ross-Lee.

Cooperative efforts between the college, private groups and state and federal agencies are focusing on the birth of a modern information infrastructure in the region and throughout the state. The technology is being used for distance learning efforts, making OU-COM a leader in the field.

"Our foremost goal is to provide continuing medical education to all allied health professionals and administrators in Southeastern Ohio," said Brian Phillips, OU-COM director of information technology.

OhioONE, or the Osteopathic Network for Excellence, links OU-COM and its 13 CORE, Center for Osteopathic Regional Education, sites in Ohio with other medical facilities across the nation via real-time, two-way videoconferencing between the university and the CORE sites.

Through OhioONE, students, interns, residents and faculty at different sites can converse during basic science and clinical tutorials, case study presentations and discussions, physical examinations and guest lectures. Students and faculty can even talk to a physician who is engaged in surgery.

COREnet is an academic computer network that delivers data-based medical and instructional information via the Internet to students, interns and residents at the 13 CORE sites.

COREnet puts on-line the OU-COM curriculum, OU's Health Science Library, OhioLINK, the World Wide Web, and national databases such as MEDLINE and AIDSLine.

"COREnet has enhanced my medical education by allowing me to find up-to-the-minute research information and to access the Internet," said D.O. intern Chris Dougherty.

But the continuing education of the region's doctors also is vital to its well-being.

"OhioOne and COREnet represent the future of medical education," Phillips said. "The innovative partnerships between public and private resources allow the college and the CORE to deliver to deliver unparalleled educational opportunities..."

The college's Area Health Education Center coordinates continuing education activities for physicians, nurses and allied health professionals.

The Southeast Ohio Health Education Network, a rural health information system designed for physicians and nurses, was created with a \$326,000 grant from the U.S. Department of Agriculture. The network consists of a complete video teleconferencing system and installation of distance learning centers in five counties.

The five sites are at OU-COM, in public libraries in McConnelsville, Coshocton and Waverly, and at the Southeast Ohio Emergency Medical Services training facility in Gallipolis.

Brentwood Foundation in Cleveland provided a \$130,000 grant to OU-COM to purchase distance learning equipment and create a distance learning training and research facility in Northeast Ohio.

The project is designed to conduct teleteaching workshops, helping medical educators to effectively use teleconferencing technology in lectures and board reviews.

A \$77,000 grant from the Appalachian Regional Commission is being used to teach the residents region to use the technology. The program, MAGICnet, is aimed at increasing access to computer-based technologies among local governments and health-care providers in rural Ohio.

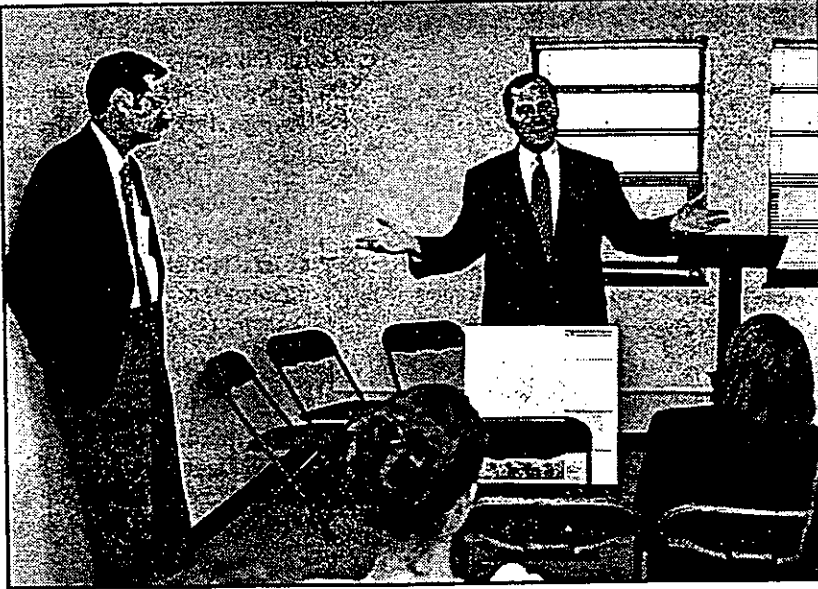
"The ARC grant connects communities, medical facilities and doctors to the Internet and provides them with the training and tools to enable them to use the Internet for research purposes," Finney said.

MAGICnet will provide 14 area communities with the technology to create web pages to highlight their cities and encourage economic development. The program is a cooperative effort between OU-COM, ILGARD and the 11-county Mayors Partnership for Progress region.

"Economic development is a complex equation involving basic infrastructure, workforce education and training, entrepreneurial capital local leadership and many other factors," said Jesse L. White Jr., federal co-chairman of the ARC.

"Without healthy people, everything collapses, nothing else matters," White said.

regional news in brief



AUDITOR VISITS — State Auditor Jim Petro answers questions about the auditor office's role during a recent visit with Ohio University students and staff at the Institute for Local Government Administration and Rural Development. The state auditor's office completes financial, management, performance and compliance audits on nearly 4,000 state and local government agencies each year.

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



Outlook

A FACULTY AND STAFF PUBLICATION APRIL 1997

Faculty and staff

PATRICIA DEWEES, Institute for Local Government Administration and Rural Development, wrote "Environmental Management in the Nineties: Using the Right Tools," which she presented at The Western Center for Environmental Decision Making in San Antonio, Texas.

MARK WEINBERG, Institute for Local Government and Rural Development, presented "Networking with the Client — The Special Case of Small Governments" at the directors' meeting of the Southern Consortium of University Public Service Institutes at Mississippi State University in Biloxi.



ILGARD Workshops Train Clerks in Computer Technology

On April 19th, township clerks from across the state recently attended an informative, hands-on Microsoft Works training workshop sponsored by the Institute for Local Government Administration and Rural Development at Ohio University. The one-day "Building Computer Competency" session introduced fifteen township clerks to word-processing, spreadsheets and databases with emphasis on letters, memos and

minutes.

"We learned a great deal and were given a good experience," claimed workshop participant Martha Durst, a clerk for Olive Township in Meigs County.

The next introduction to Microsoft Works will be held July 12. Clerks more familiar with the software had the opportunity to attend a more advanced computer workshop on June 21st, which

will be repeated on September 20 at Ohio University (9 a.m. to 4 p.m.). The workshop offers a more in-depth exploration of word-processing, spreadsheets and databases.

"These workshops are central to ILGARD's mission of building capacity in local governments," notes Pat Dewees, ILGARD's associate director.

For more information or to register, call Terry Murphy at (614) 593-9797.



Ohio University student lab assistant, Christine Brown, helps Donna Jago, township clerk for Ames Township in Athens County, with some of the computer processes learned in a recent Microsoft Works workshop, sponsored by ILGARD. Clerks will have additional opportunities to participate in these workshops on July 12 and September 20. (photo courtesy of University News Services)

Computer Training Opportunities

Is one of your New Year's resolutions to improve your computer skills? One of my goals for 1997 is to become more proficient with Microsoft Works. If you are anything like me, time is a precious commodity and there just never seems to be enough. Knowing where and how to start can be the toughest part.

In early 1996, I met with Margaret Thomas, an instructor at Ohio University and the staff of Ohio University's Institute for Local Government and Rural Administration (ILGARD), and together we assessed the need for additional Microsoft Works training oppor-

tunities for UAN clerks. The Ohio Township Association, in cooperation with ILGARD, sponsored three "Building Computer Competency" workshops last year. These one-day training sessions for Microsoft Works were specifically designed for UAN clerks and were held on Saturdays on the Ohio University campus in Athens, Ohio.

I had the opportunity to attend one of the workshops and came away more convinced than ever that training is the key to having Microsoft Works work for us. Attending the workshop gave me a "jump start." This one-day, hands-on training session solved the "getting



Joan L. Beardmore
OTA President

started" problem as it helped me focus on those important computer skills which have made my job easier. Yes, it was a commitment of time, but the ben-

Continued on next page

BUILDING COMPUTER COMPETENCY

SATURDAY WORKSHOPS FOR TOWNSHIP CLERKS

INTRODUCTORY WORKSHOPS

This workshop is for clerks who have little or no computer experience or do not use Microsoft Works on a daily basis. Participants will be introduced to word processing, spreadsheets and databases with emphasis on letters, memos, and minutes. *Choose one date:* Saturday, April 19, or Saturday, July 12

ADVANCED WORKSHOPS

This workshop is for clerks who are familiar with Microsoft Works and use it on a daily basis. This workshop will offer a more in-depth exploration of word processing, spreadsheets and databases. *Choose one date:* Saturday, June 21, or Saturday, September 20

FOR MORE INFORMATION, CALL TERRY MURPHY AT (614) 593-9797. WORKSHOPS ARE SPONSORED BY ILGARD, A MEMBER OF THE RURAL UNIVERSITIES PROGRAM, AND THE OHIO TOWNSHIP ASSOCIATION.

PRESIDENT'S MESSAGE

Continued from previous page

efits have far outweighed the time spent. I enjoyed spending the day with other UAN clerks as we were able to share experiences and help one another. Charlotte Nichols, my close friend and neighboring clerk who was a participant in 1996, says, "I attended all three of the Building Computer Competency Workshops and found them personalized and constructive. Margaret Thomas is an experienced instructor who understands the needs of UAN clerks and has customized the workshops to meet those needs."

Whether you want to develop a template for meeting minutes or design a spreadsheet to track cemetery plots or road materials, I encourage you to attend ILGARD's Building Computer Competency Workshops. The dates for the 1997 Saturday workshops are listed on the preceding page.

The introductory workshop is for clerks with little or no computer experience. You'll be introduced to Microsoft Works word processing, spreadsheets and databases with emphasis on letters, memos and minutes. The advanced workshop provides a more in-depth exploration of Microsoft Works word processing, spreadsheets and databases. For more information or to register, call Terry Murphy at ILGARD, (614) 593-9797.

The Auditor of State's office is planning to offer training classes again at the UAN training center in Columbus on weekdays. Their schedule is not completed as of this writing, but UAN clerks will be notified of the training dates.

I believe I can say the 1997 OTA Winter Conference was a success. The attendance was great, the enthusiasm inspiring, and the weather was cooperative for our lobbying event at the Ohio Statehouse on Wednesday afternoon. There is an article elsewhere in the

magazine, but I would be remiss if I did not thank everyone who helped with the conference. The Conference Committee worked diligently with Mike Cochran, Hersh Atkinson and myself, and the cooperation paid off.

Dan and I want to thank all those we talked with concerning his health problems and all who showed tremendous support and encouragement after I shared Dan's "miraculous healing" during the opening session on Thursday morning. I received a letter from Sam Rutigliano, head football coach of Liberty University and former Cleveland Browns coach, who was one of our speakers on Thursday morning. He said, "It was truly a wonderful experience to be with OTA ... I was excited about speaking to OTA as I sat there and witnessed what you are all about." We now have a new friend of township government.

Hope you are having a good winter! ♥

The Messenger, Athens, Ohio — Monday, June 23, 1997

Institute hosting workshop for clerks

The Institute for Local Government Administration and Rural Development at Ohio University is sponsoring a computer workshop for township clerks July 12.

The introduction to Microsoft Works includes word processing, spreadsheets and databases with emphasis on letters, memos and minutes.

Clerks more familiar with the software can attend an advanced computer workshop Sept. 20.

For information or to register, call Terry Murphy at 593-9797.

Interactive broadcast will focus on drinking water

Top water experts to discuss protection

Community leaders and citizens can take an active role in ensuring their water supply is protected by watching a live satellite broadcast to Ohio University's six campuses and Shawnee State University Wednesday from 2:30 to 4 p.m.

The interactive broadcast, "Tools for Drinking Water Protection," will present information on how decision makers such as water utility staff, environmental health officials, town planners, natural resource staff, elected officials, community leaders and citizens can protect drinking water sources.

Produced by the League of Women Voters Education Fund and the Public Broadcasting System and sponsored locally by the Institute for Local Government Administration and Rural Development, the program will feature successful case studies of water protection programs that illustrate strategies for similar plans at the local level.

The country's top water quality experts will discuss ways to form, implement and maintain water protection programs by setting goals, involving key people and creating awareness.

Following the broadcast, an expert from the Ohio Environmental Protection Agency will be available for a question-and-answer session, focusing on strategies local groups may implement to ensure acceptable water quality.

The broadcast can be viewed from 2:30 to 4 p.m. in Copeland Hall room 007 and at branch campus locations.

To register at one of the regional

campuses, contact Daleen Dotson at ILGARD, 593-4388. The registration deadline is Monday.

GRASSROOTS CLIPPINGS

Monthly Newsletter of the Ohio Township Association - March 1997

CLERK INFORMATION

Computer Workshops



The Institute for Local Government Administration and Rural Development is sponsoring introductory and advanced computer workshops for clerks.

Introductory workshops are for clerks with little or no computer experience or those who do not use Microsoft Works on a daily basis. Topics include: word processing, spreadsheets and databases with emphasis on letters, memos and minutes. This course is available Saturday, April 19 or Saturday, July 12, 1997.

The advanced workshops are for clerks who are familiar with and use Microsoft Works on a daily basis. Topics include: an in-depth exploration of word processing, spreadsheets, and databases. This course is available Saturday, June 21 or Saturday, September 20, 1997.

Workshops will be held from 9 a.m. to 4 p.m. at Ohio University in Athens, Ohio. Cost per workshop is \$35. For more information, call Terry Murphy at (614) 593-9797.

Bywords in Health

The Newsletter of the Miami Valley Health Improvement Council

The Athens News
Dec. 4, 1997

Monday Creek group meets tonight

As part of their ongoing public outreach efforts, the Monday Creek Restoration Project (MCRP) will hold a meeting tonight at 7 in New Straitsville, Perry County.

Anyone interested in the area's natural resources is encouraged to attend the meeting, which will be held in New Straitsville's municipal building. The meeting is the second of three such sessions designed to determine issues of concern to local residents and landowners, and to discuss action strategies for solving problems identified by the MCRP group.

At the project's first meeting, held Nov. 20 in Buchtel, a wide variety of issues were addressed, including flooding, mine drainage, logging, sewage, oil and gas wells, and environmental education. The MCRP will use this information to pursue its goal of restoring the water quality of the watershed to a more natural state than currently exists.

The MCRP, a local non-profit partnership-based group, consists of area residents and representatives of more than 15 other agencies.

It will use information from these public meetings to write a management plan to help guide its future projects in the Monday Creek Watershed.

The management plan project is a joint effort between the Institute for Local Government Administration and Rural Development (ILGARD) at Ohio University and Rural Action, which currently coordinates the MCRP.

For more information on the project or the upcoming meeting, contact Scott Miller at 593-0827.

Rural Health Development: Keeping Health Care Dollars at Home

- Heather Calesaric, Primary Care and Rural Health Program, Ohio Department of Health

- Susan Isaac, Institute for Local Government Administration and Rural Development at Ohio University

Heather Calesaric and Susan Isaac noted that communities can have structures in place for addressing health care needs. A collaborative effort can mobilize for action and work toward sustainability. There are several keys to success including:

- Create an open and credible process with broad-based community participation to develop and continue needs assessment.
- Create a diverse coalition with the power to implement its recommendations.
- Remove barriers and obstacles to people being self-empowered.
- Produce specific recommendations, some of which can be implemented almost immediately.

A long list of possible collaborative activities for health systems development was presented. This list included initiatives to coordinate services, develop a resource center, coordinate joint grant proposals, coordinate on needs assessment, develop a services directory, and publish a community newsletter.

● *Curing the Monday Creek Blues*

Communities Come Together to Clear the Waters

Story by Lowell Kempf

Photos by Sarah Wigdalski

That could be clean water," says Marsha Wickle of the U.S. Forest Service. "There's no reason for this, no sense in it all." She looks down at a stream of water bubbling into a hole in the ground. The hole sucks the water into the abandoned coal mines lining the hills of Majestic Mine in Athens County.

The water coughs from a grate covering the mine's entrance, the last stretch of Monday Creek before it reaches the Hocking River. "We had an engineer out here last spring," Wickle says. "He was a tall, skinny guy. He stepped into that and he was up to his knees in an instant. It's pretty deep."

Monday Creek's problems may be deep, but Wickle is just one of many people willing to wade in and make a difference.

Concerned citizens have joined to make Monday Creek healthy again. They yearn to overcome a century of problems. Grassroot organizations have joined with federal agencies to fulfill this mission. Yet, Cleaning Monday Creek will be a formidable task.

Further back in the woods, a clean stream pours into a hole in the clay.

Through the hole, the water joins with Monday Creek in the Majestic Mine, becoming part of the pollution that flows from the mine entrance. Around the hole, huge earth mounds form a 10-foot ditch into which the stream flows.

"That's caused by subsidence," Wickle explains. "Originally, we thought that we needed a chemical solution but a graduate student spent some months examining it. Turns out that this is an engineering problem." The problem, she says, can be treated far easier and cheaper than they had

and the work will solve an obvious problem. A chemical solution would cost much more. The Majestic Mine makes up only a small portion of Monday Creek, a problem which will cost more than that to reclaim. The communities around Monday Creek prefer that price, though, to living with a polluted creek.

Although the Environmental Protection Agency annually lists Monday Creek as one of the 10 worst water problems in Ohio, the creek is not the only polluted stream in Southeast Ohio.

What makes Monday Creek different is the Monday Creek Restoration Project. A group of citizens are making it the prototype for stream restoration throughout Appalachia.

Creeks have influence beyond their beds, connecting to the ground water supply and branching into tributaries. One creek affects hundreds of square miles of watersheds covering multi-county areas and requiring multi-county responsibility.

Monday Creek flows through Perry, Hocking, and Athens counties collecting contamination from mining areas along the way. Small towns in the watershed are working towards solutions. When all com-



Orange foam forms around a drainage pipe that has to be regularly replaced because the water dissolves it.

originally imagined.

Wickle explains how the water can be cleaned by redirecting the stream to the surface, as it used to flow. The earthworks will cost roughly \$150,000

munities join in the fight, it makes each problem easier to solve. Every resident who gives a little money, goes out into the creek to collect trash, or sits on a township ecological board helps bring solutions to the problems closer.

Monday Creek inherits its problems from the area's coal mining history. The creek, named by surveyors for the night they camped by it in the 18th century, has served settlers with water and fishing since pioneers arrived in Ohio. Evidence of Indian settlements dating back to 1000 A.D. indicates people lived along the waterway for more than a thousand years. The Industrial Revolution, however, transformed the creek into a severe pollution problem.

Companies have mined the Monday Creek valley for any available natural resource, from lumber to coal. The earliest coal mines can be traced to the 1860s, long before any government restrictions existed. After World War II, coal mining methods included full scale strip mining from the surface.

The mining companies tore up the landscape and recontoured the land, redirecting and damming streams. The companies dumped the coal and dirt from the mines they couldn't use outside the mines, which built up hillsides called gobpiles.

Water flows through old mine tunnels and soaks into gobpiles, becoming acidic and polluted. Some mines have been closed for more than a century but the sites continue to pollute Monday Creek.

"The acidity of the water ranges from a pH of four down to a low of 2.4," says Mary Stoertz of Ohio University's geography program. She sits in her office, surrounded by photographs and maps of Monday Creek and charts of the watershed's pollution levels. Stoertz serves as one of the project's university liaisons and technical advisers, as well as one of its spokespersons. "Fish and most plants can't survive a pH lower than six. It's kind of like lemon juice. To put it in gritty words,"

Stoertz continues, "You can take a can of soda pop, put it in the stream, and a week later it will be gone because it will dissolve. The water has nothing living in it except for microbes. I have a friend, Steve Warsley, who was doing a study in a tributary. He scared a fish out of the tributary into Snowfork, which is part of Monday Creek. The fish sat there for about five minutes,

turned around, and swam right back, between his legs, to get back to the tributary. Fish don't do that."

The Monday Creek Restoration Project began in 1994 when Pam Stachler, a graduate student at the time and now hydrologist for the Forest Service, led a group of teenagers in a water-quality survey of Snowfork Bend.

Although Tri-County Community Action Agency had her conduct the work to encourage teens to perform community service, these water measurements served as the catalyst for several local agencies and organizations to become involved with Monday Creek.

Stachler's attracted the attention of Rural Action, a grassroots nonprofit organization for rural development. Mary Ann Borch, a member of Rural Action, had worked with watershed areas in Ohio before and was interested in finding a watershed needing improvement in Southeast Ohio.

She heard about federal funding plans for acid-mine cleanup and saw Monday Creek as a project that would address both goals. Late in 1994, she called a meeting of interested parties, and they founded the restoration project.

Old methods of restoring watersheds include dropping pulverized limestone and sodium hydroxide in the water, which neutralizes acid, raising the water's pH level so it can support life.

This, however, only addresses the symptoms of pollution, not the source. Acidic water continues to flow from upstream and the cleansed water travels through more gobpiles and mines. The expensive acetylene materials must be dumped into the water at a constant rate.

Researchers have been exploring longer-lasting and lower-maintenance solutions that involve biological resources, such as natural marshlands that clean water. "Oxygen is needed for the reactions to take place that contaminate the water," Stoertz says. "Marshes are low-oxygen environments."

If the water goes through enough



Turquoise water flows through stained banks at the Essex Mine.

marshland, it gets clean. The project plans to force the headwaters through a limestone drain into deep pools. The pools will help the particles floating in the water settle.

Then channels will redirect the water through marshlands. The system will be expensive, but it will clean the creek and require little maintenance. These plans require detailed knowledge of the watershed, covered by another part of the project.

In another office, Fred Calef III surrounds himself with maps far different than Stoertz's. Part of the Institute for Local Government Administration and Rural Development, Calef maps Southeast Ohio, including Monday Creek. "It's part of GIS, the new method of creating maps on computers," Calef says. "In the old days, maps were only place names and streets. What we're doing is all the information, all kinds, about an area and layering it into one map."

The GIS department compiles this information for the Monday Creek Project. A normal map would just tell where the creek runs. What the department creates with GIS contains the most current information: the exact pH level of a certain part of the creek, location of a log jam, the depth of mine

Dear Mike Finney, Terry Murphy & Fred Calif ,

Feb 4, 1997

Many Thanks for taking us on a tour at ILGARD. It was very interesting for both the Cub Scouts and the Leaders. Thanks also for letting us make some maps. We really appreciate your time and effort.

Sincerely,
Cub Scout Pack 71
West Elementary
Karl Harnish, Cub Master.

It was fun ~~Forrest~~

thank you Steven

Andy Fox Den 1

Forrest Gard

Steven Nash

Tim Chiki

Ronan McNulty

Peter Harnish

Clayton Trout

Craig Young Ely

I like My map very much!
Andy Fox

The maps were cool!

Ronan

fun it was fun
it was making the maps.

Clayton

Peter K Harnish

tunnels. The restoration Project needs this information for their planning. Calef makes sure they have it.

Along Monday Creek, researchers gather the information Calef needs. "I think it's disgusting to look at," says Bryan Overly, a graduate student in Ohio University's environmental studies department. He and his friend, Jay Stotz, are taking readings on the water flowing from the Essex Mine.

Out of a pile of rocks, a small waterfall cascades, offering the overpowering smell of sulfur. The rocks and logs in the water are covered with a white film resembling old paint. A murky cloud turquoise milk floats in the water.

"We think that white stuff is an aluminum-eating bacteria," says Stotz. "They're planning on putting a quick drop tube on this spot."

He describes a tube containing limestone gravel that the water constantly turns up. That will cut down on the aluminum building up on the limestone the way it would if the water just ran over a layer of gravel.

"The problem is that this microbe seems to thrive in fast moving water," says Stotz. "See how it's the worst

where the stream runs the fastest? I think they'll need something else." Tests such as those Stotz is conducting reveal knowledge the restoration project needs in order to come up with viable solutions.

For the first time in decades, Monday Creek has money in vested in research and cleaning the creek. Borch has received government grants. There is at least \$500,000 in grant money now behind the project and more is coming. However, researchers estimate the total cost will reach more than \$50 million for the entire project.

Plans for the money focus on the Rockrun Gobpile, near the headwaters of Monday Creek in the northern part of Hocking County. The gobpile, also known as Seven Chimneys, due to the local brick-making industry, sits next to beautiful streams spider-webbing the countryside.

Black peaks of coal gravel stretch upwards 80 feet. Huge gullies cut into the slopes, flooding whenever it rains. Although the streams that run through the gobpile look clear, they possess the lowest pH level in Monday Creek.

This summer, the face of the

Rockrun Gobpile will change. The Monday Creek Restoration Project's plans include covering the gobpile with soil that can support life and leveling the slopes so erosion won't eat away the hills. Experts estimate it will cost \$500,000, but the work will clean one of Monday's Creek's ugliest problems.

"Really, we must think we're super-human," says Wickle, looking at the Gobpile, "thinking we can change all this. It's really egotistical of us. But, there are so many of us behind this who want to see this area change. A lot of us will be retiring in twenty years. We can make a difference and see it by then."

All along Monday Creek, people are coming together to make a difference. Modern techniques backed by hard work and eager hands will do their best to overcome a century of abuse within the next 30 years.

Life can return to the watershed. The Monday Creek Restoration Project intends to make this a reality. People remember their great grandfathers catching fish in Monday Creek, and they dream of their grandchildren doing the same.

Friday, May 30, 1997

Students plan to promote industry

OU College of Business students recently completed a marketing plan to attract new companies to Wellston and Jackson counties.

After researching promotional efforts in other areas and meeting with economic development officials, six OU students recruited by the university's Institute for Local Government Administration and Rural Development suggested a plan to promote the area's available industrial space.

The students' plan recommends marketing the area's quality work force, strategic location and accessibility to transportation, affordability and the overwhelming community support for new enterprise.

Trade journals, site-selection magazines and a brochure promoting the area's attributes are among the student's suggestions to interest businesses in development in the area.

The students will help the counties meet their marketing goals through telemarketing and will assist in creating a World Wide Web site.

regional news in brief

The Messenger, Athens, Ohio — Tuesday, Nov. 18, 1997

Cartography computer course to be held

The Institute for Local Government Administration and Rural Development will hold a three-day workshop at Ohio University to teach about computer software used to create maps.

The workshop, which will be held in ILGARD's computer lab at The Ridges from 9 a.m. to 5 p.m. Dec. 8-10, is aimed at city managers, planning professionals, service directors, engineers, school transportation directors and those who work with spatially referenced data and maps.

To register, call Terry Murphy at 593-9797.

Workshop will focus on map software

A three-day workshop next week at Ohio University will teach participants about computer software used to create maps.

The Institute for Local Government Administration and Rural Development's workshop will examine the software program MapInfo for Windows. It will be held in the institute's computer lab, 294 Building 20 on The Ridges, Monday through Wednesday next week.

The workshop is aimed at city managers, planning professionals, service directors, engineers and those who work with spatially referenced data and maps, according to ILGARD Associate Director Michael Finney, the course's instructor.

To register, contact Finney at 593-4389.

Athens Messenger
4-1-97

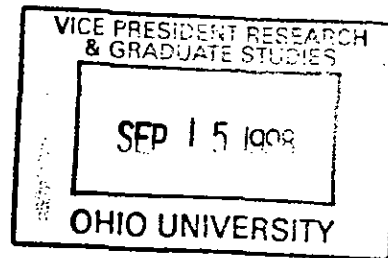
Ohio University

College of Communication

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Radio-TV Communication Building
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Office of the Dean



TO: Carol Blum, Interim Vice President for Research and Graduate Studies

FROM: ^{KAC} Kathy A. Krendl, Dean, College of Communication

RE: 5-Year Review of the Institute for Telecommunications Studies

The attached review of the Institute for Telecommunications Studies endorses continuation of the Institute and presents a series of recommendations for shaping its future. I am pleased to support the committee's conclusions.

The Committee's recommendations include establishing a formal advisory board that will facilitate the Institute's efforts to involve faculty in research projects, attract outside funding, and focus on opportunities directly related to its goals and objectives. In addition, the recommendations note the need to articulate a focused mission for the ITS and a clear set of guidelines for faculty involvement in the ITS. These steps toward formalizing processes and goals for the ITS would represent important steps. The director, Professor Don Flournoy, has generously offered support and administration for a number of projects, however, a clear definition of the Institute's role in facilitating research and a discussion of the types of research it is intended to serve would encourage better integration of the unit.

Providing support for fostering research will require additional resources. The committee notes the need for budgetary processes that will clearly demonstrate the cost effectiveness of the ITS. This is an agenda item that the advisory board, working with Professor Flournoy, should address.

The ITS has great potential to support research within the School of Telecommunications and across the College of Communication. I look forward to working with Professor Flournoy and the School director, Professor George Korn, to formalize the role of the ITS in facilitating research. I strongly recommend its continuation.

Five Year Review of the Institute for Telecommunications Studies

*School of Telecommunications
Ohio University*

*Report of the Review Committee
July 1998*

*Submitted to
Kathy Krendl, Dean
College of Communication*

Review Committee and Process:

The following review committee was named by Kathy Krendl, Dean of the College of Communication, to conduct the five-year review of the Institute for Telecommunications Studies (ITS):

Jean Ann Hunt, Coordinator, Institute for Democracy in Education
Vibert Cambridge, Director, Communication and Development and Associate Professor,
School of Telecommunications
Phyllis Bernt, Associate Dean, College of Communication, and Professor,
School of Communication Systems Management

The committee received and reviewed the self-study report completed by Professor Don Flourney, ITS director. The committee asked Dr. Flourney for further information and clarification through a series of eleven questions. Dr. Flourney responded to these questions. The committee considered these responses and the self-study report in submitting the following report.

Evaluation of Current Viability of the Institute:

The ITS has been a significant resource to the School of Telecommunications with little or no overt funding. The director receives release time for only one class and there is no specific budget for the Institute. The fact that the ITS continues to operate with such limited funding speaks to the energy and commitment of the director. The ITS director has taken the ITS into important areas in the field, specifically international communication and advanced technologies.

Evaluation of Current Funding Strategies:

The prior reviews of the ITS have both noted that the Institute costs the University very little and generates great benefits despite this fact. The committee agrees with the prior review committees that the ITS more than pays its own way. It is not clear, however, what level of funding the ITS could generate if it had more resources with which to work. It is also not clear, because there is no specific budget for the ITS, and its expenses are covered by the School of Telecommunications, exactly what the costs incurred by the ITS actually are. The allocation to the ITS of a specific budget would certainly help in establishing the actual costs involved in the ITS and perhaps would also provide more resources for ITS activities.

Evaluation of Potential Future Viability:

The ITS has been a viable entity for many years because of the energy and commitment of its directors, who have been willing to do much with few resources. There is no reason to believe that the ITS cannot continue as a viable entity under the current structure; however, the potential of the ITS may be maximized by expanding its resources and its governance. As Dr. Flourney points out in his response to the committee's questions, the ITS is in a bit of a lull at this moment. A few of the Institute's most recent projects were not successful in acquiring funding. The committee believes that this is a temporary

situation. This lull may also be an indication of a need for more resources and a more structured approach to setting the agenda for the Institute.

Evaluation of Future Funding Strategies:

The ITS has been fortunate in having energetic directors to maintain the momentum of the Institute and to do so with no specifically allocated 3000-9000 funding and with release time from only one class per year. This approach has been successful; the ITS has brought in grant money and has completed many valuable projects. The ITS could, the committee believes, accomplish more with more resources.

Recommendation:

The committee strongly recommends that the ITS continue. The Institute has accomplished a good deal and has used very few University resources to do so. The ITS could continue in its current structure and with its current funding approach and continue to be an asset to the School of Telecommunications.

The committee recommends, however, that the School of Telecommunications consider making some changes in the funding approach and governance mechanism of the ITS. The committee recommends that the ITS consider the following steps:

- Establishing a formal advisory board for the ITS. The ITS is to be commended for its outreach to other units in the College of Communication and in the University. The committee recommends that this outreach be formalized by including representatives from other units in the College and across campus on this advisory board. The function of the advisory board would be to assure that the goals and objectives of the ITS are being. The advisory board would review and rank projects to determine priorities and to assure that projects are in keeping with the ITS mission.
- Formalizing the procedures governing the interaction between faculty and the ITS. Such procedures would clarify the responsibilities of the ITS and the responsibilities of the faculty seeking to work with ITS.
- Providing more resources to the ITS. A defined budget would provide a mechanism for measuring the costs involved in the ITS and therefore a clearer way of measuring the cost/benefits involved.
- Focusing the ITS. A focused mission would provide a way to target activities and prioritize projects.

The committee offers these recommendations as suggestions for maximizing the great potential that the ITS offers to the School of Telecommunications and to the University community. The ITS has accomplished much and, the committee believes, with added resources and more formalized structure, can accomplish a great deal more.

Postnet	Date	# of pages
Fax Note R7873	8/31/9	
To	BONNIE VAIL	
Fax	30379	
From	JANET	
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Ohio University

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FEB 10 1998

February 9, 1998

Kathy Krendl, Dean
College of Communication
CAMPUS

Dean Krendl:

Enclosed is the Director's Report of the Institute for Telecommunications Studies, up for Five Year Review this Spring 1998.

This document outlines 1) ITS purpose(s), 2) history, 3) reporting authority, 4) principal activities, 5) future activities, and 6) funding commitments and needs. The document has been reviewed by the Administrative Committee of the School and circulated to the TCOM faculty for suggested changes, additions or deletions.

I stand ready to meet with the Review Committee to discuss any matters related to the Institute or this document.

Sincerely,


Don M. Flounoy, Prof.
Director, Institute for
Telecommunications Studies

cc. George Korn, Director

1998 SELF-STUDY DOCUMENT
INSTITUTE FOR TELECOMMUNICATIONS STUDIES
Don Flournoy, Director

SCHOOL OF TELECOMMUNICATIONS
George Korn, Director

Purpose: The Institute For Telecommunications Studies operates within three basic objectives:

1. to initiate and seek funding for research, training, development, production or other opportunities which will significantly and meaningfully involve faculty and students of the School in the practice of telecommunications;
2. to provide administrative and clerical support in the implementation of research, training, development or production projects involving School faculty and students, and
3. to promote faculty and student involvement in research and related and to publicize their activities.

History: Initiated in the 1960s as the Broadcast Research Center, the name was changed in 1983 when the School changed its name from Radio-Television to Telecommunications. In 1998, the School of Telecommunications has established itself as one of the top 10 academic programs in the United States, a School with a strong international orientation. The research and development activities of ITS are intended to support and enhance the School's expanded mission.

Activities: Listed below are some of the projects undertaken by the ITS since September 1990, when Don Flournoy was appointed its director:

RESEARCH PROJECTS

Computer Communication: Ph.D. candidates Max Grubb and Tsutomu Kanayama (1997-98) are conducting survey research entitled "Computer Mediated Communication: A Comparative Study" funded by the

International Communication Foundation of Japan. The study examines how people in the U.S. and Japan use the Internet.

Telecommunications Convergence: In 1997, Don Flournoy with TCOM graduate student Tom Scott initiated a research project on the Last Mile problem of telecommunications, the situation created by broadcast, cable, satellite, telephone, computer and utility company signals all converging on the home at the same time, which is causing frustration for consumers and confusion among program and service providers.

Their article "The Last Mile: Where Telecommunications Traffic Slows to a Crawl" has been accepted for publication in the 1998 ANNUAL REVIEW OF COMMUNICATIONS, Chicago: International Engineering Consortium; their proposal entitled "How Telecommunications' Last Mile Problem Relates to Broadcasters" has been submitted under the NAB 1998 Research Grants for Broadcasting; and the proposal "Access to On-Line Homes of the Future by Digital (DTV) Broadcasters" was submitted to the OU Research Committee in January 1998.

News Research: In 1987, Robert K. Stewart, Scripps School of JLSM, and Don Flournoy, TCOM, initiated an updatable video news archive and program of research on CNN World Report, the world's first international newscast and global news exchange. Over ten years, Flournoy and Stewart have been invited to make numerous presentations of their research to the CNN International Affiliates and World Report conferences held annually in Atlanta.

Funded by the Ohio University Research Committee (OURC), the Bush Research Center, the Schools of Journalism and Telecommunications, and by Turner Broadcasting, the CNN research has involved many graduate students and faculty producing at least a dozen papers, seven published articles and two books. The two books are: Don Flournoy, CNN WORLD REPORT: TED TURNER'S INTERNATIONAL NEWS COUP, London: John Libbey Media, 1992; Don Flournoy and Robert K. Stewart, CNN: MAKING NEWS IN THE GLOBAL MARKET, Luton: John Libbey Media, 1997 (Forward by Jimmy Carter). (See <http://its.ohiou.edu/cnnbook>)

Along with JLSM faculty members Robert Stewart and Anne Cooper, Don Flournoy and two TCOM graduate students took part in an update of the

landmark 1978 IAMCR/UNESCO study of global news led by the University of North Carolina. The ITS part of this worldwide (1995-96) project was to conduct content coding and analysis of a scientifically derived sample of the video news program CNN-International.

In a major research project funded by the Canadian Consulate, Guido Stempel, Director, Bush Research Center, Don Flournoy, ITS Director, and JLSM/TCOM students examined coverage of Canada in the U.S. press and television. Data collection, analysis and reporting of findings (1991-1993) resulted in the widely-distributed monograph **MEDIA IMAGES OF CANADA: U.S. MEDIA COVERAGE OF CANADIAN ISSUES AND U.S. AWARENESS OF THOSE ISSUES**, several papers and articles. The presentation of the research findings were covered by an article and editorial in **THE GLOBE AND MAIL**.

Satellite Communications: The ITS was engaged in an important project for NASA during 1993-95. In a partnership between the Ohio University Colleges of Engineering and Communication, the Huntington National Bank and NASA, a series of tests were carried out on the capabilities and performance of NASA's new all-digital Ka-band satellite.

Don Flournoy served as Project Manager of the "Disaster Recovery, Backup and Communications Augmentation Experiments Using NASA's new Advanced Communication Technology Satellite" and Hans Kruse, COMT, was Principal Investigator. Significant involvement of undergraduate TCOM, COMT and ENT students. Numerous presentations were made to NASA, to Huntington National Bank, and to professional conferences such as the IEEE and the AIAA. Several articles were published; more than one video was produced.

Since the ACTS satellite was a breakthrough technology in wireless digital communications in a new frequency band, Ohio University participation got (and still gets) a lot of press play. The ITS helped to coordinated public relations for the project with HNB, NASA and Ohio University media services, including writing press releases, conducting interviews and providing video documentation. In 1994, the ITS received a grant from Ohio University Experimental Education Fund to support TCOM students in production of NASA video and animation.

Technology Applications in Education: An \$800,000 proposal entitled

“Affordable Integrated Education Technology for Underserved Populations,” was submitted to the U.S. Department of Commerce (TIIAP) in 1995 in cooperation with the University of Tennessee-Knoxville. The purpose was to translate capabilities of the NASA ACTS satellite to applications in distance education. The proposal was not funded.

A \$100,000 planning proposal was submitted in 1995 to the National Science Foundation entitled “High Performance Electronic Communications Infrastructure for Distance Education.” This ITS-initiated project was intended to integrate mass delivery of instructional materials via satellite with innovative low-cost options for management of multimedia within computer-equipped schools connected to the Internet. This proposal was not funded.

In 1995, the ITS sponsored a three-hour teleconference originating in Athens in conjunction with a “Technology and Distance Education” conference being held in San Jose, Costa Rica. In addition to two-way Multicast Backbone (MBone), Internet (CUSeeMe), Sharevision and PictureTel presentations using telephone lines, the multi-site satellite conference was distributed live to North and Central America and to South America, Africa and Europe. The director of the OU School of Nursing exchanged distance teaching materials and techniques via Sharevision and satellite-based PCs with her counterpart in Costa Rica. The teleconference was managed by Marvin Bowman and Keith Newman of the TCOM Center with technical assistance from Hans Kruse, COMT, and Shawn Ostermann, Computer Science. Approximately 100 Ohio University faculty, students and staff were involved in planning, implementing and publicizing this complex project.

International Education: With the Center for International Studies and the Modern Languages Department of Arts and Sciences, the ITS in 1993 wrote a proposal for a two-year grant entitled “Language Proficiency and Internationalization: An Institutional Strategy” designed to help TCOM and other schools internationalize their curriculum, implement study abroad, and internship programs and encourage student participation in the undergraduate international certificate program of CIS. The Title VI (U.S. Department of Education) proposal was funded at \$98,000. Only

six of these were awarded in the U.S. The grant was renewed in 1995 for an additional two years.

In 1992, the Library Resources Division of the USIA commissioned a 200-title annotated bibliography entitled "Communications/Mass Media Books: A Core List for Eastern European Media Persons and Students." The ITS was paid for the service.

"A Survey of TV Viewing Habits of Indonesians in the USA" was conducted by the ITS in 1992 for TVRI, the national TV network of Indonesia. The survey was used as a way to guide TVRI purchases of American TV programs at the time privatization of TV was introduced in Indonesia. TCOM students were involved in the design and implementation of this survey. Since the TCOM school had several highly placed graduates working at TVRI, no charges were assessed for this work.

Wilmar Kanyango, Ph.D. candidate, carried out dissertation research in 1991-92 on "The International Advertising Practices of American Companies" under the direction TCOM faculty member Vibert Cambridge. Dr. Cambridge conducted his own surveys on the topic "Immigration and Multicultural Broadcasting in the United States" with funding from the O.U. Research Committee and aided by the ITS.

In 1991, under the auspices of the ITS, TCOM Professor Josep Rota did a survey of Latin American communications scholars with Ph.D. student Elizabeth Lozano. The project led to one book chapter, one journal article and four co-authored papers. In 1992-93, with Clemencia Rodriguez, Joe Rota conducted a survey of international communications scholars which resulted in three papers. In 1992, Joe Rota and graduate student Mahmood Hammood conducted a study of uses/perceptions of the mass media and national identity by Palestinians living in the Middle East, Europe and the USA. The ITS-assisted project was funded by the Frederick Ebert Foundation of Germany. A dissertation and several papers resulted.

Audience Research: During 1992 and 1993, Karin Sandell, TCOM, conducted studies under contract to the Better Business Bureau of Central Ohio entitled "Audience and Client Perceptions of the Role and Value of the BBB." These projects funded and trained undergraduate students

to conduct survey research in the polling of past, present and potential members of the Better Business Bureau. The ITS provided assistance to Sheva Farkas, TCOM, for several audience research studies she and her undergraduate students conducted during 1991 and 1992 for clients of WTAP-TV, WXYX-radio and other stations.

DEVELOPMENT AND TRAINING PROJECTS

Rural Regional Development: TCOM faculty member Sandra Sleight-Brennan authored COUNTDOWN TO THE MILLENIUM, a \$1 million 1997 proposal to the U.S. Department of Commerce (TIAP), in cooperation with Rural Action, to bring multimedia technology and training into communities of the Appalachian region. Although highly ranked in the competition, the project was not funded and is being revised for resubmission in 1998. In the meantime, she has proceeded on a more modest basis under support of the 1804 Fund. Discussions are underway with the Appalachian Regional Commission and the Ohio Arts Council has in January 1998 agreed to contribute \$25,000 and some computers toward implementation of this important project.

In 1997, in cooperation with the College of Education and Athens County School Superintendent's office, a \$5.4 million Technology Innovation Challenge Grant proposal was written to the U.S. Department of Education. The CIVIC SOLUTIONS PROJECT was designed to partner Ohio University and the public schools of an eight country region in developing a community-based problem solving curriculum. TCOM faculty members Don Flournoy and Norma Pecora assisted in the writing of this grant. The grant was not funded and probably will not be resubmitted.

International Media Development: The ITS initiated and managed four major projects (1992-1997) aimed at journalists, media officials, media associations, university instructors and students in Estonia, Latvia and Lithuania. In cooperation with the International Media Fund, the USIA, the VOA, and the U.S./Baltic Foundation, TCOM/JLSM School faculty, TCOM Center staff and graduate/undergraduate students helped strengthen the independent media in each country, put into place training centers in the national universities and carried out a schedule of training in-country and in the USA. Representatives of U.S. media associations, such as CNN, NAB,

PBS, NCTA and RTNDA, were included on the Ohio training/development teams. Don Flournoy served as Project Director with considerable help from TCOM faculty Joe Richie, Jeff Redefer, Charles Clift and Roger Good, graduate student Max Grubb, undergraduate Emile Pormen, TCOM Center radio director Tim Myers and JLSM faculty member Marilyn Greenwald.

As a result of the success of the Baltic projects, the VOA funded Master degree training at Ohio University for four media professionals (1993-1997) from Estonia and Lithuania and the Soros Foundation is currently funding a media professional from Russia.

The ITS was involved in several training and development projects targeted to Africa. A three-month training program for two Malagasy radio broadcasters was arranged during the summer 1994. TCOM professor Vibert Cambridge provided a distance teaching consultancy to Eritrea in 1994. He initiated relationships with Howard University aimed at cooperatively delivering media training and curricular assistance to Africa electronically. Meetings were held with the USIA and a satellite video conference linked O.U. and Howard in 1995. Don Flournoy travelled to Angola to provide journalist training for state radio, TV, press and news agency personnel in 1994. The Angolan Minister of Information, Henryk val Neto, was hosted in Athens in 1995 and a relationship was established between the Angola National Library and Ohio University.

In the Summer 1991, the ITS managed, with the help of TCOM faculty and students, a training program for 16 young African leaders in radio and television under sponsorship of the USIA and the Delphi International Education and Training group of Washington D.C.

OTHER ACTIVITIES

Ohio Multimedia Laboratory: The ITS was involved (1993-1996) in an effort to establish a Multimedia Laboratory which would serve as a University-wide center for research, training and electronic publishing. A core group of about 20 faculty members and staff met over a two-year period to devise a strategy of implementation, to visit media center sites and write proposals. In March 1995, the Ohio Multimedia Lab was designated a national New Media Center by Apple, Sony, Kodak and partners.

Although the OMML design team spent a lot of time giving “cyber-university” and “Electronic Classrooms of the Future” presentations to the Board of Trustees and others, and UPAC awarded \$40,000 continuing support for maintenance of the Lab, the project failed to earn the confidence and support of the University administration.

ITS Electronic Journal: A successful proposal was written to the University Pace Committee (1996-97) leading to the hiring of a Webmaster for the School of Telecommunications. The TCOM web page is now up and running. An ITS Web Site (www.tcomschool.ohiou.edu/its) has been established which we hope will soon become the home of the refereed electronic journal on **ADVANCED TECHNOLOGIES OF TELECOMMUNICATION**. A \$25,000 proposal to support this goal was turned down in the first round of the University’s Technology Initiatives Grants (TIG) Committee, with encouragement to resubmit. A dozen monographs, in the form of highly-readable telecom technology analysis papers, which have been prepared for the International Telecommunication Union (ITU), are already posted on this site as a pilot effort.

Future: Clearly, there is a lot more research, creative and scholarly activity and outreach going on in the School of Telecommunications than this report acknowledges. The faculty are free to use the ITS or not. In the future, the Director will seek to do a better job of informing the Faculty of the on-going activities of the Institute and involving them wherever possible. The ITS will continue to look for ways to link with other departments within the University and within the larger community to keep our students and faculty involved in the practice of research, development and training.

Funding: The ITS operates with no space, equipment, secretarial staff or budget, other than that designated for instructional purposes with the School.

Staffing: Other than the Director, who is given a compensatory one-course release each academic year, the ITS has no staff of its own. The ITS Director reports directly to the School Director and indirectly to the faculty.

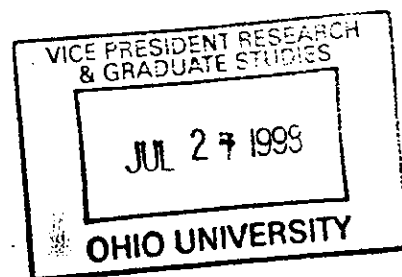
Submitted Fall 1997

Ohio University

Fritz J. and Dolores H. Russ
College of Engineering and Technology

July 23, 1998

Dr. Carol Blum
Interim Vice President for Research
and Graduate Studies
Research and Technology Center 120
Ohio University



RE: 5-Year Review of Ohio Coal Research Center

Dear Dr. Blum:

Attached is the 5-year Review report of the Ohio Coal Research Center. The review was conducted by a committee of three Ohio University faculty members knowledgeable about the conduct of research and the operation of research centers.

I was awaiting the committee's report with anticipation. I had been concerned about the recent level of research activities of the Center and its potential for future revitalization. As you read the report, you will see that the review committee expresses the same concern about the viability of the Center as I had. However, I was pleased to read that the review committee also shared my optimism that the future may bring better times for the Center.

Shortly before my arrival at Ohio University as Dean of the Russ College of Engineering and Technology, the Ohio Coal Research Council concluded that after 5 years, the day-to-day management of the State's annual funding for coal research should be moved from Ohio University to Ohio State University. It is my understanding that this decision was based partly on a desire by the Council to "distribute" the burden of the administration of the annual research program and partly on an unwillingness at that time of those in the College to continue the administration of the state-wide research program. However, following the change of College administration, there seems to be a renewed interest on the part of Russ College to once again assume the responsibility of administering the statewide program. I have had an informal discussion with the director of the Ohio Coal Research Council about moving the research program administration back to Ohio University, and it appears that the Council is willing to consider that move at the end of the current 5-year period of administration by Ohio State University and upon receipt of a request from Ohio University to once-again assume that responsibility.

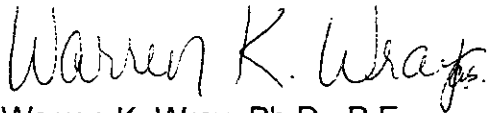
It should be noted that the principal subject of the research associated with this center—coal—has little broad-based interest except in the industry or from state governments of coal-producing states. Thus, until the cost of energy—specifically oil—increases to the

FAXED

point where coal is once again competitive, there will be negligible increased interest in using additional amounts of coal as an energy source and little interest in increasing the amounts of funding devoted to coal research. It should also be noted that the Coal Council's funding guidelines require that recent years' funding levels be included in the process whereby funding allocations are made for the next year. Following the relocation of the program administration from OU to OSU, the OU funding dropped precipitously and this reduced level of funding has subsequently affected the annual research amounts awarded to OU.

I concur in the findings of the committee that Ohio University needs to maintain a coal research presence. Consequently, I endorse the committee's recommendation that the Ohio Coal Research Center be granted continued status as a research unit of the Department of Chemical Engineering in the Russ College of Engineering and Technology with its next review to be performed in 2003.

Sincerely yours,

A handwritten signature in cursive script that reads "Warren K. Wray". The signature is written in dark ink and is positioned above the printed name.

Warren K. Wray, Ph.D., P.E.

Dean and Cruse Moss Professor of Engineering Education

Atch: Report

Zp3/wkw/as/5-year review OCRC



Jared A. Butcher, Jr.

Ohio University

Department of Chemistry

Ohio University

Clippinger Laboratories

Athens, Ohio 45701-2979

College of Arts and Sciences

May 29, 1998

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Dr. Jerrel R. Mitchell

Assoc. Dean for Research & Graduate Studies

331 Stocker Center

Ohio University

Athens OH 45701

Dear Dr. Mitchell:

The attached memo constitutes a report concerning the status and prospects for the Ohio Coal Research Center at Ohio University.

The committee consisted of Drs. Khairul Alam, Bob Judd, and myself. We consulted the Ohio Coal Research Center Self-Study document, attached, and met with Dr. Michael Prudich in his capacity as director. The discussions following those meetings are summarized in the report we have produced.

On behalf of Drs. Alam and Judd, I hope you will accept our report. Should you find that there are points that require further elaboration, please feel free to contact me at the numbers contained in the heading and I will convene the group to address your concerns.

Sincerely yours,

Jared A. Butcher, Jr.

Assoc. Prof. Chem. (organic)

This memo constitutes a report concerning the five-year review of the Ohio Coal Research Center at Ohio University. Five areas pertaining to the Center were evaluated: (a) the current viability, (b) the current funding strategy, (c) the potential for future viability, (d) future funding strategies, and (e) prospects for continuation. In short, the Ohio Coal Research Center has recently passed through a difficult period in which faculty participation and funding reached an all-time low, but there are sufficient indications that the Center will recover to justify its continuation for the next five years.

CURRENT VIABILITY

There is some concern that a Center composed of just one member does not meet the criterion of a Center. At present, Drs. Prudich and Bayless are the only active participants. This is an improvement over the low point at which Dr. Prudich was the sole participant, but it is significantly less involvement than in the past. At the same time, the funding level of about \$100,000 per year for the last five years is consistent with a stable funding environment. The involvement of Dr. Bayless is an encouraging development since roughly 70% of his effort concerns coal combustion, and that interest is likely to lead to continued participation in the center. Other faculty who were involved in coal research have moved to other areas. The fact is that interest and funding in fuel-related areas such as coal research is understandably linked to economic fluctuations in the fuel sector of the economy. The presence of the Ohio Coal Research Center ensures retaining a structure that can be developed into a significant effort when opportunities in fuels research arise. Thus, while weak, the Ohio Coal Research Center remains viable at the present time.

CURRENT FUNDING STRATEGY

The modest level of funding presently in evidence is obtained from one source: the Ohio Coal Research Council. Although this has been the traditional source of funds for members of the consortium, it is money derived from political sources, and it is sensitive to variations in economic conditions. Likewise, the managers of that agency are sensitive to the needs of on-going research and tend to fund at levels calculated from the weighted average of funding from previous years. This formula has a downward tendency. The current funding strategy for the Center would therefore appear to need diversification.

POTENTIAL FOR FUTURE VIABILITY

Coal is an important resource in southeastern Ohio. The political aspect of coal, coal research, funding for coal research, and the like is of equal or greater importance than the short-term track record. When the emphasis shifts from oil to coal, the Ohio Coal Research Center at Ohio University will achieve added importance. The prospects for viability in the future are quite good. Certain improvements would make the future brighter. These include expanding the faculty involvement in coal research. Research tends to follow funding, but it would seem to be of critical importance to increase faculty involvement in anticipation of increased fuel funding opportunities. In short, a one-man center is not viable where a nucleus of three or four faculty member is viable.

FUTURE FUNDING STRATEGIES

As mentioned in the paragraph on current funding, the Ohio Coal Research Council has provided substantial funding to members of the Ohio Coal Research Center. This source will surely remain the principal source for funding in the future. The downward tendency of the formula used to calculate funds from that source is a point of concern. Clearly, other sources — EPA, DOE, and even NSF — must be approached. The funding statistics from these other sources indicate that many tries may be needed before funding is acquired. Therefore, significant numbers of coal related proposals must be one criterion for evaluating this Center in the future. Publications and related publicity, while of secondary importance, should be encouraged if only for the purpose of improving the prospects for funding in the future funding strategies.

PROSPECTS FOR CONTINUATION

There are political costs associated with disbanding the Ohio Coal Research Center at Ohio University. To continue to do as they have done in the last five years will not be good enough. No vision is expressed in the documents provided. Having no significant faculty involvement limits the vision, but having a strategy or plan for the future would seem to be imperative at this time. Clearly, funding at current levels is not adequate to justify continuation of the Center indefinitely. If faculty involvement is increased, then the vision will establish itself, funding levels will rise, and the prospects for continuation are bright. If one of the above is not true, then the prospects dim. It would seem that the loss of Dr. Savage was a serious blow to the Center. It is therefore recommended that efforts be made to incorporate current faculty: Drs. Chen and Young, having interests in coal/air pollution, into the center; and, if the opportunity should arise in Chemical Engineering, a new faculty member should be hired who has declared coal to be a research area of concentration. The short-term priority advocated in this document should consist of involvement of faculty from the Department, from the College and from other Colleges on campus. The intermediate priority is to establish a vision for the Center and to make numerous applications to large numbers of agencies as well as the Ohio Coal Research Council. Their footprint is too small and their role is too important to let them go on this way.

Ohio Coal Research Center
(OCRC)

Self-Study

March 23, 1998

Department of Chemical Engineering
Ohio University
Athens, OH 45701

A. Center/Institute Name

Ohio Coal Research Center (OCRC)

B. OCRC Participants

Michael E. Prudich, Professor of Chemical Engineering and Director of OCRC

David J. Bayless, Assistant Professor of Mechanical Engineering

Wen-Jai Russell Chen, Associate Professor of Chemical Engineering

C. Center/Institute Purpose and Objectives

The Ohio Coal Research Center exists in order to:

- (1) Provide a home for coal-related research at Ohio University.
- (2) Provide a common public "face" for coal-related research at Ohio University.
- (3) Encourage/support research that will enhance the utilization of Ohio coals in both and economical and environmentally responsible manner.

D. Brief History.

Ohio's coal fields represent a rich natural resource which can potentially be of great economic benefit to the people of Ohio. However, the high sulfur content of most Ohio coals currently make them both economically and environmentally unattractive. Acid rain legislation and proposed stricter particulate emissions limits (PM_{2.5}) have further restricted the burning of high-sulfur Ohio coals. Research currently underway at Ohio University seeks to remove the economic and environmental constraints from the utilization of high-sulfur Ohio coals.

Concern for the increased utilization of Ohio coal is a long-standing interest at Ohio University. As early as 1965, the Ohio University Board of Trustees confirmed this interest by establishing the Ohio Coal Research Center at Ohio University. Ohio University was one of four charter members of the Ohio Coal Research Laboratories Association (disbanded in 1984). Ohio University was designated the lead/managing institution in Phase #1 (1988-1995) of a four university consortium (Ohio University, University of Cincinnati, Case Western Reserve University, the Ohio State University) formed to research enhancement techniques for dry flue gas scrubbing.

A majority of the research topics under recent investigation at Ohio University have involved reducing the environmental impact of burning Ohio coal for electric power generation. These projects have either involved the removal of the sulfur-containing iron pyrites from the coal before the coal is burned (fine coal beneficiation, selective agglomeration, flotation), the removal the sulfur dioxide from the flue gas after the coal has been burned (gamma alumina dry scrubbing, limestone/lime dry scrubbing), or the removal of sulfur-containing gases during combustion itself. These "sulfur-removal" research areas have been complemented by topics such as flash carbonization which seek to identify new ways to use coal to produce useful products.

Recently, our coal-related environmental work has been extended to include the removal of air toxics (metals, volatile organic compounds, chlorinated compounds, dioxins) and ultrafine particles (PM2.5) from flue gases. Proposed PM2.5 restrictions will change the nature of coal-related research in the near future. These regulations will re-emphasize particulate control. To respond to this future need, OCRC investigators are already in discussion with companies such as McDermott Technologies Incorporated and Research Cottrell to investigate techniques to radically change the nature and operation of electrostatic precipitators.

Ohio University has been fortunate enough to have several industrial participants involved with its coal research over the years. Examples of companies that have sponsored or participated in research with the Ohio University coal program include Arco Petroleum and Columbia Chase Corporation/ Alternate Energy Group. Researchers associated with the OCRC have consulted with American Electric Power and have engaged in electrostatic precipitator work with both Research Cottrell and McDermott Technologies, Incorporated. Ohio University has participated in the development of a dry limestone flue gas scrubbing system along with ETS, Inc. of Roanoke, VA. ETS has recently (1997) received a Letter of Intent from China Steel (Taiwan) to supply one LEC unit each for three 50MW coal-fired boilers at China Steel's Kaohsiung steel mill.

The coal research program at Ohio University has a commitment to turn out trained engineers as well as to produce research results which will lead to higher utilization of Ohio coal. The coal research program has, over the past decade, produced over 17 Master's degree graduates and three doctoral graduates. Currently, there are five Master's degree students and one doctoral student working in the area of coal research. Undergraduate students in various engineering disciplines are also involved in the coal research effort.

The coal research program is housed in the new Stocker Engineering and Technology Center. Currently, coal research occupies more than 2800 square feet of laboratory and pilot plant space in Stocker Center as well as a four story, 18'x18' research tower attached to Stocker Center. This space includes a fully-equipped coal analysis laboratory and a fluidized-bed combustor.

The OCRC has conducted coal-related research in seven areas:

- (1) Coal Slurry Formulation and Combustion (coal-water, coal-oil, and coal-oil-water slurries, slurry stability, slurry rheology, combustion characteristics).
- (2) Physical Coal Cleaning/Beneficiation (fine coal beneficiation, selective agglomeration, flotation).
- (3) Chemical Coal Cleaning/Beneficiation.
- (4) Dry Coal Combustion Flue Gas Scrubbing (ultrafine calcium aerosols, gamma alumina dry scrubbing, limestone/lime dry scrubbing, air toxics and PM2.5 removal).
- (5) Flash Carbonization Process (coal gasification, production of carbon black from coal).
- (6) Coal Characterization (wettability, surface groups, relationship of coal characteristics to beneficiation performance).
- (7) Combustion Fundamentals (pulverized coal combustion, fluidized-bed combustion, natural gas reburning)

E. Current Activities and Status.

- (1) Number of faculty and students participating and/or served.

Currently, three Ohio University faculty members (Bayless, Chen, Prudich) and six graduate students (Gao, M.S.Ch.E.; Zhang, Ph.D.Ch.E.; Khan, M.S.M.E.; Tanneers, M.S.M.E.; Birru, M.S.M.E.; Hossain, M.S.M.E.) are engaged in research conducted under the umbrella of the Ohio Coal Research Center.

There is current research activity in the areas of mixed acid gas (HCl and SO₂) removal from flue gas streams and techniques for the enhancement of gas-phase sulfur reactivity (scrubbability) in flue gas systems.

- (2) How objectives have been met.

The Ohio Coal Research Center continues to act as a nucleus for coal-research

activities at Ohio University. The OCRC has acted as a source of speakers for local service, economic development, and environmental groups as well as a source of speakers for educational activities. All of these activities puts a public face on Ohio University's coal-research efforts.

The OCRC has acted to support coal-research at Ohio University by supplying supplementary (special and emergency) funding to coal researchers from its research incentive reserves. This funding permits the timely continuation and initiation of our coal-research efforts.

F. Anticipated Future Activities Including Changes In, or Expansion of, the center's/institute's objectives for the next five years.

No changes in the goals and objectives of the Ohio Coal Research Center are anticipated during the next five years.

It is anticipated that research activities that will take place during the next five years will continue to be focused on the mitigation of coal utilization-related environmental problems. The specific areas of research focus should see a movement from the prevention of acid rain precursors (SO_2 and NO_x mitigation) to trace toxic material and small particle ($\text{PM}_{2.5}$) mitigation.

There are current proposals outstanding for work in the areas of dioxin formation via SO_2/SO_3 (EPA) and enhancing electrostatic precipitator performance (OURC and NSF).

G. Funding commitments and needs. Sources of funding (current and future) showing the amount provided by the university and outside sources for each of the past five years.

Minimal funding support (other than research incentive/overhead return) has been afforded the OCRC over the past five years. For the four and one-half year period ending December 31, 1997 (July 1, 1993 - December 31, 1997), projects performed under the OCRC have accounted for \$579,540 in research expenditures while using only \$15,000 in non-research incentive support (see Table 1). This represents a multiplier of 39x. The reader should note that \$37,059 (71%) of the \$52,059 'Total Costs' category reported in Table 1 does not represent an actual cost to Ohio University. Rather, it represents the direction of overhead return/research incentive funds earned on OCRC contracts back to the OCRC to cover operating expenditures.

For the five-year period July 1, 1988 to June 30, 1993, the OCRC was responsible for \$1,414,475 in research expenditures while using only \$22,000 in non-research incentive support (for a multiplier of 64.3x).

The most recent five-year period projects a 55% reduction over the previous five year period in research expenditures. This reduction in the amount of work performed under the supervision of the center can be attributed to several factors: (1) the retirement of Dr. Robert L. Savage, (2) the loss of our management position in the Ohio Department of Development-sponsored Ohio Coal Research Consortium due to an unfavorable promotion and tenure decision, and (3) a severe period of illness experienced by the OCRC director that resulted in the missing of a two year funding cycle in State of Ohio funding. On a positive note, a new faculty member in the Department of Mechanical Engineering (Dr. David J. Bayless) with an interest in coal-related research has been added to the staff at Ohio University. Efforts will be made to regain management of the Ohio Coal Research Consortium at the end of its Phase #2 operating period (~2001).

Table 1. Ohio Coal Research Center/Financial Cost-Benefit Analysis.

Item	FY9394	FY9495	FY9596	FY9697	FY9798*
A. Benefits					
Research Expenditures	\$ 243,737	\$ 116,375	\$ 100,406	\$ 71,693	\$ 48,329*
B. Costs					
Stocker Endowment	\$ 15,000	-0-	-0-	-0-	-0-
ENT	-0-	-0-	-0-	-0-	-0-
Research Incentive	\$ 13,676	\$ 7,486	\$ 7,170	\$ 4,084	\$ 4,643*
Total Costs	\$ 28,676	\$ 7,486	\$ 7,170	\$ 4,084	\$ 4,643*
C. \$Cost/\$Benefit	0.118	0.064	0.071	0.057	0.096*
<p>Note: The 'Stocker Endowment' and 'ENT' cost components consist of equipment matching funds.</p> <p>Note: The 'Research Incentive' cost component consists of the portion of overhead generated by the center research expenditures that is returned to the center for operations.</p> <p>Note: FYXXZZ = July 01, 19XX to June 30, 19ZZ.</p> <p>* Through 12/31/97 only.</p>					

Appendix A: MAJOR PROJECTS FUNDED OVER THE LAST TEN YEARS

Last Five Years: 1993 - present

Pending:

Title: Enhancing ESP Performance Through the Use of Membranes

Principal Investigator: D.J. Bayless

Sponsor: Ohio University Research Committee

Amount: \$7,000

Title: Mechanisms of PCDD/D Inhibition Through Coal Cofiring

Principal Investigator: D.J. Bayless

Sponsor: U.S. Environmental Protection Agency

Amount: \$368,000

Funded:

Title: Enhancing Gas Phase Sulfur Reactivity

Principal Investigator: D.J. Bayless

Sponsor: Ohio Coal Research Consortium (OCDO)

Duration: 09/96 - 08/98

Amount: \$149,100

Title: Removal of HCl from Coal Combustion and Coal Gasification Process Streams

Principal Investigator: M.E. Prudich

Sponsor: Ohio Coal Research Consortium (OCDO)

Duration: 09/96 - 08/97

Amount: \$36,210

Title: Comprehensive Sorbent Injection Model

Principal Investigator: K.J. Sampson

Sponsor: Ohio Coal Research Consortium (OCDO)

Duration: 09/94 - 08/96

Amount: \$146,915

Title: Management: Ohio Coal Research Consortium

Principal Investigator: K.J. Sampson

Sponsor: Ohio Coal Development Office

Duration: 09/92 - 08/96

Amount: \$310,174

Title: Use of Ethanol to Remove Sulfur From Coal

Principal Investigator: R.L. Savage

Co-Principal Investigator: M.E. Prudich

Sponsor: National Corn Growers Association/Ohio Corn Program Marketing Board/ Kentucky Corn Growers

Duration: 02/92 - 02/95

Amount: \$236,270

Previous Five Years: 1988-1992

Title: Use of Ethanol to Remove Sulfur From Coal

Principal Investigator: R.L. Savage

Co-Principal Investigator: M.E. Prudich

Sponsor: Ohio Coal Development Office/Ohio Corn Program Marketing Board

Duration: 08/91 - 07/92

Amount: \$210,240

Title: Study of In-Duct Spray Drying Using Condensation Aerosol

Principal Investigator: W.J. Chen

Sponsor: Ohio Coal Development Office

Duration: 06/90 - 06/92

Amount: \$165,512

Title: Management: Ohio Coal Research Consortium

Principal Investigator: M.E. Prudich

Sponsor: Ohio Coal Development Office

Duration: 06/90 - 08/92

Amount: \$171,329

Title: Low Temperature Dry Scrubbing Reaction Kinetics and Mechanisms

Principal Investigator: M.E. Prudich

Co-Principal Investigator: K.J. Sampson

Sponsor: Ohio Coal Research Consortium (OCDO)

Duration: 06/90 - 08/93

Amount: \$364,109

Title: Sorbent Preparation/Modification/Additives.

Principal Investigator: M.E. Prudich

Sponsor: Ohio Coal Research Consortium (OCDO)

Duration: 06/90 - 08/93

Amount: \$213,512

Title: Process Configuration/Modeling
Principal Investigator: K.J. Sampson
Co-Principal Investigator: M.E. Prudich
Sponsor: Ohio Coal Research Consortium (OCDO)
Duration: 06/90 - 08/91; 09/92 - 08/93
Amount: \$152,326

Title: Use of Ethanol to Remove Sulfur From Coal
Principal Investigator: R.L. Savage
Co-Principal Investigator: M.E. Prudich
Sponsor: Ohio Corn Marketing Program Board
Duration: 10/89 - 06/91
Amount: \$170,528

Title: Pilot-Scale Limestone Emission Control: A Development Project
Principal Investigator: M.E. Prudich
Co-Principal Investigator: ETS, Inc. (Roanoke, VA)
Sponsor: Ohio Coal Development Office
Duration: 04/89 - 06/92
Amount: \$736,142

Title: Research and Design for a Demonstration Carbon Black Plant to Process 25,000 Tons of Coal Per Year
Principal Investigator: W.J. Chen
Co-Principal Investigator: R.L. Savage
Sponsor: Heilongjiang Coal Corporation
Duration: 01/89 - 12/89
Amount: \$62,160

Title: Goal-Directed, Four University Research Consortium: Increased Efficiency of Post-Combustion High-Sulfur Coal Flue Gas Sorbent Injection and Spray Drying Processes
Principal Investigator: M.E. Prudich
Sponsor: Ohio Coal Development Office
Duration: 10/88 - 06/90
Amount: \$156,975

Title: Ultrafine Calcium Aerosol: Generation and Use as a Sorbent for Sulfur in Coal Combustion
Principal Investigator: M.K. Alam
Co-Principal Investigator: M.E. Prudich
Sponsor: Ohio Coal Development Office
Duration: 08/88 - 07/90
Amount: \$164,148

Title: Small Pilot Plant Demonstration of the Limestone Emission Control Process

Principal Investigator: M.E. Prudich

Co-Principal Investigator: ETS, Inc. (Roanoke, VA)

Sponsor: Ohio Coal Development Office

Duration: 12/86 - 04/88

Amount: \$230,730

Appendix B: PUBLICATIONS, PRESENTATIONS, and PATENTS

Last Five Years: 1993 - present

Bayless, D.J.; and A. Khan, "Effects of Gas Stream Temperature on Homogeneous SO₂ to SO₃ Conversion via Natural Gas Reburning," submitted to the *International Joint Power Conference*, 1998.

Bayless, D.J., "Analysis of the Evolution of Surface Voids Affecting Char Burning Rates at Diffusion-Limited Conditions," submitted to *Combustion Science and Technology*, 1998.

Bayless, D.J.; and L. Clark, "Using CEMS Data to Estimate Instantaneous Heat Rate," *Proceedings of the American Power Conference*, 493-498, 1997.

Bayless, D.J.; Schroeder, A.R.; Peters, J.E.; and R.O. Buckius, "The Effects of Surface Voids on the Burning Rates of Coal Particles at Diffusion-Limited Conditions," *Combustion and Flame*, **108**, 187-198 (1997).

Bayless, D.J.; Schroeder, A.R.; Olsen, M.G.; Johnson, D.J.; Peters, J.E.; Krier, H.; and R.O. Buckius, "The Effects of Cofiring Natural Gas and Coal on Sulfur Retention in Ash," *Combustion and Flame*, **106**, 231-240 (1996).

U.S. Patent 5,382,267, "Method of Reducing Inorganic and Organic Sulfur in Solid Carbonaceous Material Prior to Use of the Solid Carbonaceous Material," R.L. Savage; L.K. Lazarov, 1995.

Bayless, D.J., "Effects of Natural Gas and Coal Cofiring on Sulfur Retention in Ash, *Research Reports of the Link Energy Fellows*, **11**, 25-44 (1995).

Prudich, M.E.; Alam, M.K.; and N. Nahar, "SO₂ Scrubbing by Ultrafine Ca(OH)₂ Aerosol," *Particulate Science & Technology*, **12**(2), 127-137 (1994).

Bayless, D.J.; Schroeder, A.R.; Johnson, D.C.; Peters, J.E.; Krier, H.; and R.O. Buckius, "Effects of Natural Gas Cofiring on Ignition of Coal and Coke Particles," *Combustion Science and Technology*, **98**, 185-196 (1994).

Prudich, M.E.; Appell, K.W.; and J.D. McKenna, "Pilot-Scale Limestone Emission Control (LEC) Process: A Development Project - Volumes 1, 2, & 3," OCDO Grant No. CDO/D-88-49, 1994.

Alam, M.K.; Prudich, M.E.; and N. Nahar, "SO₂/NO_x Interaction with Aluminum Organometallic in a Flow Reactor," *Energy & Fuels*, **7**(5), 680-684 (1993)..

Lazarov, L.; Savage, R.L.; and M.E. Prudich, "Desulfurization of Coal at 400-600°C in a Copper Reactor," *1993 AIChE Annual Meeting*, St. Louis, MO, November 1993.

Duespohl, D.W.; Sampson, K.J.; and M.E. Prudich, "Optimization of a Granular Limestone Moving-Bed Dry Scrubbing Reactor," *Tenth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, September 1993.

Ben-Said, L.; Prudich, M.E.; and K.J. Sampson, "Fundamental Studies of Low Temperature SO₂ Removal by Dry Calcium-Based Sorbents," *Tenth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, September 1993.

Maldei, M.; Prudich, M.E.; and K.J. Sampson, "The Effect of Limestone Composition and Properties on the Performance of a Granular Limestone Flue Gas Scrubbing Process," *Tenth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, September 1993.

Prudich, M.E.; Appell, K.W.; and J.D. McKenna, "A Final Report on the Moving-Bed Limestone Emission Control (LEC) Pilot Plant Program," *1993 EPRI-EPA-DOE SO₂ Control Symposium*, Boston, MA, August 1993.

Lazarov, L.; Savage, R.L.; and M.E. Prudich, "Desulfurization of Coal at 400-600°C Using Nascent Hydrogen and H₂S-Acceptor," *Seventh International Conference on Coal Science*, Banff, Alberta, Canada, August 1993.

Previous Five Years: 1988 - 1992

Chen, W.J.; and R.L. Savage, "Generation of Carbon Black from Coal," *Ninth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, October 1992.

Chen, W.J.; Chang, S.M.; and R. Adikesavalu, "In-Duct Spray Drying Using Condensation Aerosol," *Ninth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, October 1992.

Visneski, M.J.; Appell, K.W.; and M.E. Prudich, "A Status Report on the Moving-Bed Limestone Emission Control (LEC) Process Pilot Plant," *1992 AIChE Summer National Meeting*, Minneapolis, MN, August 1992.

Prudich, M.E.; Reddy, S.N.; Appell, K.W.; and J.D. McKenna, "A Pilot Demonstration of the Moving-Bed Limestone Emission Control (LEC) Process," *85th Annual Meeting of the Air & Waste Management Association*, Kansas City, MO, June 1992.

Prudich, M.E.; Reddy, S.N.; Appell, K.W.; and J.D. McKenna, "A Pilot Demonstration of the Moving Bed Limestone Emission Control (LEC) Process," *EPRI-EPA-DOE 1991 SO₂ Control Symposium*, Washington, DC, December 1991.

Alam, M.K.; and M.E. Prudich, "Aerosol Injection in Combustion Systems for Control of Emissions," *1991 AIChE Annual Meeting*, Los Angeles, CA, November 1991.

Chattopadhyay, S.; Sampson, K.J.; Prudich, M.E.; and S.N. Reddy, "Modeling and Evaluation of Granular Limestone Dry Scrubbing Processes," *Eighth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, October 1991.

Alam, M.K.; Nahar, N.; and M.E. Prudich, "Sulfur Dioxide Capture Using Ultrafine Calcium Hydroxide Particles," *Eighth Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, October 1991.

Chang, S.M.; and W.J. Chen, "Generation of Condensation Lime-Water Aerosols," *1991 Annual Meeting of the American Association for Aerosol Research*, Traverse City, MI, October 1991.

Alam, M.K.; Nahar, N.; and M.E. Prudich, "Aerosol Injection in Combustion Systems for Control of Emissions," *1991 Annual Meeting of the American Association for Aerosol Research*, Traverse City, MI, 1991.

Visneski, M.J.; Sampson, K.J.; and M.E. Prudich, "Modeling of the Low Temperature Reaction of Sulfur Dioxide and Limestone Using a Three Resistance Film Theory Instantaneous Reaction Model," *1990 AIChE Annual Meeting*, Chicago, IL, November 1990.

Reddy, S.N.; Sampson, K.J.; and M.E. Prudich, "A Mathematical Simulation of ETS' Limestone Emission Control Process Using a Moving Bed Configuration," *1990 AIChE Annual Meeting*, Chicago, IL, November 1990.

Visneski, M.J.; Appell, K.W.; Prudich, M.E.; and K.J. Sampson, "Mathematical Modeling of the Fixed-Bed Limestone Emission Control (LEC) System," *Seventh Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, September 1990.

Unger, M.E.; Adler, R.J.; and M.E. Prudich, "Recovery of Spent Limestone in LEC Flue Gas Desulfurization," *Seventh Annual International Pittsburgh Coal Conference*, Pittsburgh, PA, September 1990.

Prudich, M.E.; and J.D. Henry, "Surface Chemistry Applications in Mineral Matter Removal from Coal-Derived Liquids," Chapter 11 in *Interfacial Phenomena in Coal Technology*, G.D. Botsaris and Y. Glazman, eds., Marcel Dekker, N.Y., 1989.

Tampy, G.K.; Chen, W.-J.; Prudich, M.E.; and R.L. Savage, "Wettability Measurements of Coal Using a Modified Washburn Technique," *Energy and Fuels*, **2**(6), 782-786 (1988).

Tampy, G.K.; Prudich, M.E.; Savage, R.L.; and R.R. Williams, "Free Energy Changes and Hydrogen Bonding in the Wetting of Coals," *Energy and Fuels*, **2**(6), 787-793 (1988).

Furlong, D.A.; Wright, J.E.; and M.E. Prudich, "A Pilot Demonstration of the Limestone Emission Control (LEC) System," *EPA/EPRI First Combined FGD and Dry SO₂ Control Symposium*, St. Louis, MO, October 1988.

Prudich, M.E.; Visneski, M.J.; Appell, K.W.; Wright, J.E.; McKenna, J.D.; and D.A. Furlong, "A Pilot Demonstration of the Limestone Emission Control (LEC) System," *Air Pollution Control Association International Specialty Conference on Environmental Challenges in Energy Utilization During the '90s*, Cleveland, OH, October 1988.

Baasel, W.D., "Capital and Operating Costs of Wet Scrubbers," *JAPCA*, **38**(3), 327-332 (1988).

Prudich, M.E.; Appell, K.W.; Visneski, M.J.; McKenna, J.D.; Furlong, D.A.; Mycock, J.C.; Szalay, J.F.; and J.E. Wright, "Small Pilot Plant Demonstration of ETS' Limestone Emission Control System - Volumes 1 & 2," OCDO Grant No. CDO/R-86-24, 1988.

Appendix C: COAL-RELATED DISSERTATIONS AND THESES

(* = in progress)

Last Five Years: 1993 - present

- Rijng Zhan (Ph.D., 1998) Synergism and Competition in the Low Temperature Reaction of Mixtures of SO₂ and HCl with Calcium-Based Sorbents; M.E. Prudich.
- Yang Gao (M.S.Ch.E., 1998) Kinetics of the Low Temperature Reaction of HCl and Calcium Hydroxide; M.E. Prudich.
- Abu Noman Hossain (M.S.M.E., 1998) Combustion of Solid Fuels in a Fluidized Bed; D.J. Bayless.
- Ashikur Khan (M.S.M.E., 1998) Effects of Gas Stream Temperature on Homogeneous SO₂ and SO₃ Conversion via Natural Gas Reburning; D.J. Bayless.

Amar Palli (M.S.Ch.E., 1995) Heteroatom Removal from Nonaqueous Systems by Sorption Processes: A Comparative Study of Kinetic Models; M.E. Prudich.

Dale W. Duespohl (M.S.Ch.E., 1994) Modeling and Optimization of a Cross-Flow, Moving-Bed Flue Gas Desulfurization Reactor; K.J. Sampson.

Rajesh Venkataramakrishnan (M.S.Ch.E., 1994) Simulation Studies on Chemical Effects of Additives in In-Duct Injection Processes; M.E. Prudich.

Lotfi Ben-Said (Ph.D., 1994) Reaction Kinetics and Mechanisms of Low Temperature SO₂ Removal by Dry Calcium-Based Sorbents; M.E. Prudich.

Naresh Kumar (M.S.Ch.E., 1993) Desulfurization of Coal Using Ethanol, Water and Ethanol/Water Mixtures; M.E. Prudich.

Dilip Mandal (M.S.Ch.E., 1993) Production of Improved Calcium-Based Sorbents for Sulfur Dioxide Capture; M.E. Prudich.

Michael Maldei (M.S.Ch.E., 1993) Low-Temperature Dry Scrubbing Reaction Kinetics and Mechanisms: Limestone Dissolution and Solubility; M.E. Prudich.

Previous Five Years: 1988 - 1992

Aseem Gupta (M.S.Ch.E., 1992) Kinetics of Sulfur Dioxide Capture by Condensation Aerosols; W.J. Chen.

Sandip Chattopadhyay (M.S.Ch.E., 1992) Modeling and Evaluation of Granular Limestone Dry Scrubbing Processes; K.J. Sampson.

Nur-Un Nahar (M.S.M.E., 1991) Ultrafine Aerosol: Generation and Use as a Sorbent for SO_2 and NO_x in Coal Combustion; M.K. Alam.

Shailendra N. Reddy (M.S.Ch.E., 1991) A Mathematical Simulation of ETS' Limestone Emission Control Process Using a Moving Bed Configuration; M.E. Prudich.

Sen-Min Chang (M.S.Ch.E., 1991) Desulfurization of Flue Gas in In-Duct Spray Drying Using Condensation Aerosol; W.J. Chen.

Michael Visneski (Ph.D., 1991) Modeling of the Low Temperature Reaction of Sulfur Dioxide and Limestone Using a Three Resistance Film Theory Instantaneous Reaction Model; M.E. Prudich.

Daniel J. Peyton (M.S.Ch.E., 1990) Nitrogen-Compound Removal by Ion Exchange: A Model System Study of the Effect of Nitrogen-Compound Type on the Removal Performance of Two Sulfonated Styrene/Divinylbenzene Ion-Exchange Resins; M.E. Prudich.

Kenneth W. Appell (M.S.Ch.E., 1989) A Mathematical Simulation of ETS' Limestone Emission Control Process Using the Method of Characteristics: Fixed-Bed Configuration/Gas-Phase Mass Transport Control; M.E. Prudich.

Jian-Shen Jiang (M.S.Ch.E., 1989) Chemistry of Carbon Black from the Flash Carbonization Process; W.J. Chen.

Chuan-Cheng Shih (M.S.Ch.E., 1989) Solids Circulation and Gas Leaking Between Two-Compartment Fluidized Bed; W.J. Chen.

Sharat Dhulipalli (M.S.Ch.E., 1988) An ASPEN Computer Model for a Flash Carbonization Plant; W.J. Chen.

Geatesh Tampy (Ph.D., 1988) A Study of Surface and Liberation Characteristics in Coal Beneficiation by Oil Agglomeration; M.E. Prudich.

Ching-Yuan Lee (M.S.Ch.E., 1988) Problems Involved in Simulating the Flash Carbonization Process; W.J. Chen.

Appendix D: RESEARCH EQUIPMENT

Partial List of Available Equipment in the Coal Research Laboratory.

Coal Analysis

- (1) Leco SC-32 Sulfur Determinator
- (2) Leco MAC-400 Proximate Analyzer
- (3) Perkin-Elmer Model 240C Elemental Analyzer
- (4) Ohio Thermal Electric Ash Fusion Furnace
- (5) Parr Model 1241 Adiabatic Calorimeter
- (6) LFE Model 504 Low Temperature Asher
- (7) standard glassware for float/sink testing
- (8) IEC Model K Centrifuge with custom tubes for fine particle float/sink testing

Flue Gas Analysis

- (9) Hewlett-Packard Chromatographic Flue Gas Analysis System
- (10) Bovar Model 721-M Photometric SO₂/O₂ Analyzer
- (11) Thermo-Electron Model 10 Chemiluminescence NO/NO₂/NO_x Analyzer
- (12) Thermo-Electron Model 40 Pulsed Fluorescent SO₂ Analyzer
- (13) Perkin-Elmer 1600 Series FTIR Analyzer
- (14) Vaisala HMI 32/HMP 36 Relative Humidity and Temperature Indicator
- (15) Anderson Mark III High Temperature Cascade Impactor
- (16) Dynatron Model 301 Opacity Monitor
- (17) sand bed reactor (dry sorbent reactivity)

Fine Particle/Slurry Analysis

- (18) Horiba CAPA-300 Particle Size Analyzer
- (19) Quantasorb Jr. BET Surface Area Analyzer
- (20) Micromeritics AutoPore II 9220 Mercury Porosimeter
- (21) Zeta Meter Model 3.0 Electrophoretic Mobility Analyzer
- (22) Nikon Optiphot Transmitted/Reflected Light Microscope
- (23) Fisher Model 300 Sonic Dismembrator
- (24) Fann Direct Indicating Viscometer (Model 35A/SR12)
- (25) DuNouy-Ring Surface Tensiometer

Flotation/Agglomeration Analysis

- (26) Wemco/Agitair Laboratory Flotation Machine
- (27) Silverson L2R Heavy Duty Mixer/Homogenizer with In-Line Mixing Unit for agglomeration testing

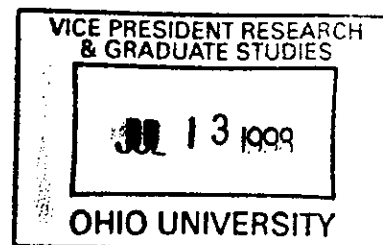
Grinding/Sample Preparation

- (28) Tyler Ro-Tap Sieve Tester
- (29) small capacity, laboratory ball mills
- (30) laboratory riffles
- (31) jaw crusher

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OHIO UNIVERSITY



To: Carol J. Blum, Interim Vice President for Research and Graduate Study
From: Leslie A. Flemming, Dean, College of Arts and Sciences /CAF
Date: July 7, 1998
Subject: Five-year Review of Ohio University Cartographic Center

I am pleased to submit to you the findings of the review committee for the Ohio University Cartographic Center (OUCC).

I hereby endorse the recommendation of the committee that the OUCC be continued. Since its founding in 1969, the OUCC has rendered an important service to the university and community while operating largely as a self-supported unit.

I also agree with the recommendation that we begin now to look ahead to the retirement of the current director, Hubertus Bloemer. The Department of Geography has been conducting a strategic planning process. I will work with the new department chair, Nancy Bain, to ensure that leadership of the OUCC is part of that planning process.

At this point, I would like to consider all possible options for ensuring the viability of the OUCC, including the two specifically mentioned by the committee. I will ask Dr. Bain to look at the graduate program, current faculty research interests, and anticipated staffing needs to develop the best option for the facility.

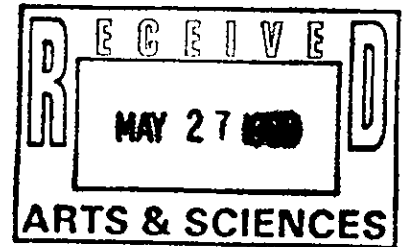
C: Hubertus Bloemer, Director, Cartographic Center
Nancy Bain, Chair, Department of Geography

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Date: 28 May, 1998

To: Roger Rollins, Associate Dean, College of Arts and Sciences
From: Irwin Ungar, Chair, Five-Year Review Committee for the Ohio University
Cartographic Center *[Signature]*

Subject: Committee Report

The Review Committee (members: D. Adie, H. Molineu, G. Smith, I. Ungar [Chair], F. VanGraas) met with Associate Dean Rollins on April 2, 1998 to discuss procedures for review of the OUCC and to consider the original self-study document submitted by Dr. Hubertus Bloemer. The committee recommended that Dr. Bloemer provide an expanded self-study document that addressed, in particular, matters of funding strategies for the center. That report (appended) was received and reviewed by the committee. The committee met subsequently (May 7, 1998), with Dr. Bloemer, in the Cartographic Center in Clippinger Laboratories, and provided summary recommendations to me on an individual basis thereafter. The following is a summary of those recommendations.

Current Viability There is no question that the OUCC is viable and that it plays an essential role in the educational mission of the Geography Department. The activities of the OUCC are closely tied to a strong curricular program in cartography and automated mapping. The facilities of the center provide students with the opportunity to gain practical experience in modern cartographic techniques and to become involved in real-world cartographic projects. In addition, the center serves to provide students with the cartographic tools necessary to support the operation of ILGARD's Information Technology and Data Services group. Furthermore, the center documents an impressive record of student graduates who are now employed by federal and state agencies and private firms, and it has an equally impressive record of student graduates who are now pursuing (or have completed) advanced degrees at some of the finest schools in the country.

The center has a substantial list of current and on-going projects that indicate that it will be viable as a functioning unit for some time into the future. These projects currently involve the contributions of six graduate and undergraduate students.

Since its last review, the center has become entirely automated, and is altogether responsive to the continuously changing technologies of the field. The committee feels that the present facility represents a thoroughly modern approach to cartography, and that it serves both students and the individuals with whom it contracts very well.

Current Funding Strategies The OUCC has been provided a rather limited operating space (a working laboratory and an office) in Clippinger Laboratories. The equipment necessary to run the center (both hardware and software) has been purchased with funds generated, virtually entirely, by the center. Indeed, the center operates on the basis of self-sufficiency. Management of the center (Dr. Bloemer) is essentially donated time. Dr. Bloemer receives no compensation for his efforts and is provided no reduction in teaching load for time involved in supervision of the center. The committee feels that the center, altogether, is a very highly cost effective operation.

Apart from projects that involve support of faculty research, the center is currently involved in a number of activities that are funded by the Ohio Department of Natural Resources, Ohio University Facilities Management, Ohio University Office of Graphic Communications, and the Girl Scouts of America. Several of these projects are ongoing, and will provide student salaries and other operational funds for the near future.

Potential Future Viability

The committee feels, after conversation with Dr. Bloemer, that the future viability of the center is bright. That sense is substantiated by the personal experience of some committee members. With the very rapid shift toward automated cartography, and other graphic presentations of information, the OUCC is well prepared to expand its service to a wide variety of customers. The current projects with ODNR and Ohio University are likely to continue, and may lead to additional projects. There is absolutely no reason to question the ability of the center to continue to garner projects (and financial support) from an expanding market of customers.

Future Funding Strategies

The OUCC has managed to support itself for nearly thirty years, simply on its own effort. In the continued absence of financial support from the university, it is likely that the center could maintain itself for another thirty years. Funds to purchase equipment and to provide salaries for student workers has been provided by projects that have been generated largely by word-of-mouth. There is a growing populace who appreciate that the quality of product/cost of product ratio for the OUCC represents a genuine bargain. In the opinion of the committee, the projects generated by that populace will continue to support the center at its current level. The committee recognizes the potential for significant growth of the center in the area of Geographical Information Systems (GIS), which is a rapidly growing component in our information society. Dr. Bloemer has positioned the center very well for GIS-related activities through the acquisition of state-of-the-art resource mapping equipment during the past three years.

Recommendations

1. The committee unanimously recommends that the OUCC be continued.
2. The committee recognizes that Dr. Bloemer will be retiring in the near future, and that a replacement as director of the OUCC will need to be found in his replacement, or by the

hiring of some additional personnel.

3. The committee sees either of the following two options as necessary to maintain the current viability of the center:
 - a. At a minimum, the Geography Department should be provided by the College with a dedicated graduate assistant, and with appropriate release time (reduced teaching load) for any new faculty member hired to replace Dr. Bloemer.
 - b. Optimally, a part-time position (technician) should be created to provide the means (separate from faculty time) to continue to solicit projects and external grants, manage the budget carefully as the number of projects increase, and maintain the facilities of the center.

OHIO UNIVERSITY CARTOGRAPHIC CENTER SELF-STUDY DOCUMENT

Center name:

Ohio University Cartographic Center

Director responsible for the center's operation:

Hubertus (Hugh) L. Bloemer

Center's purpose and objectives:

The objectives of the Ohio University Cartographic Center (OUCC) are:

- To provide a facility to produce a variety of hard copy or digital maps for individuals or organizations under the supervision of a professional cartographer.
- To serve as a hands-on production center for aspiring Ohio University (OU) cartographers.
- To function as a facility to participate in application orientated research in cartography.

In addition, cartography students are strongly encouraged to obtain experience in the center to gain a more realistic appreciation of the field in a genuine cartographic production facility. Previous student workers have repeatedly commented on how the skills and training obtained at the OUCC have given them a competitive edge once they enter the job market and the 'real world'. Potential employers are quick to notice any relevant experience that recent graduates might have. This is an advantage that the OUCC gives students.

A brief history:

The OUCC was established in 1969 when Geography became a separate department at Ohio University. The faculty responsible for cartography at OU also assumed the responsibilities as the center's director. Even though the center has been an integral constituent of the Department of Geography, no separate budget has ever been established for the center's operation. The OUCC has been and continues to be a self-supporting entity with support granted from the Department of Geography, College of Arts and Sciences, and the University.

The financial support of the OUCC comes from a variety of sources - all of which is job related. Standard fees incorporate actual labor costs, materials, special costs, and a 25% overhead charge.

Current activities and status:

The OUCC relies on 'walk-in' business and work from 'word of mouth'. The jobs contracted to the OUCC range from small maps utilized in class presentations to large scale mapping projects utilizing geographical information systems (GIS) and global positioning system (GPS) technologies. Tasks that the center is currently working on include:

- Production of fish habitat maps for the Ohio Department of Natural Resources (ODNR), Division of Wildlife. The OUCC created a series of maps from a study conducted by the ODNR of the Hybrid Striped Bass and Sauger fishes in the Belleville Pool, Ohio River.
- Building of a GIS using the aforementioned data for the ODNR. The GIS incorporates bathymetric data, telemetry data, and side scan sonar imagery.
- Creation of a basic navigation chart for the ODNR, Inland Fisheries Research. This map utilizes data collected from GPS technology in the calculation and composition of a map showing the depths of various state park lakes across the State of Ohio.
- Development of a map delineating the flood water potential in and around Ohio University for the Facilities Management of Ohio University. This three dimensional rendered product projects the water level of a flood for all of the Athens campus.
- Collection of utility features (fire hydrants, gas meters, light poles, tunnel access hatches, etc.) of the Athens campus and the Ridges for the Facilities Management of Ohio University. Using the accuracy of GPS, this extensive map incorporates all above ground utilities as well as subsurface utility lines for the University.
- Production of a orienteering map for a branch of the Girl Scouts of America. This map will be used to instruct Girl Scouts of varying age groups the basic concepts of orienteering.
- Creation of the new Campus Visitors Guide of OU for the Office of Graphic Communications. This map updated the aged hand painted map, including the addition of the Ping Student Recreation Center and the Ridges Complex.

Many geography students use the OUCC to gain viable experience in the realm of cartography. Students currently involved with the center are: Bryan Kelley (graduate student), Brian Avery (undergraduate), Andrew Rettig (undergraduate), Steve Tyson (undergraduate), and Sara Voskuhl (undergraduate), and Jeff Leonhard (undergraduate).

Past students who have worked in the center and are now working in the field as professionals include: Jeff Stevens ('98), Mike Liuzzo ('97), Steve Dishong ('97), Andrew Rawnsley ('97), Catherine Wicks ('97), Nick Gilbert ('97), Kevin Connell ('97), Carry Sanders ('97), Brian Weaver ('97), Ben McCowen ('96), Hiroko Maruki ('96), Nat Phillips ('95), Brian Cornwell ('96), and others.

In the classroom, students learn of the theory behind the art and science of map making. The students then take the theories and apply it to labs and projects required by the syllabus of the course. The students, undergraduate and graduate alike, have the opportunity to take their theoretical knowledge of map making and exercise it to real world phenomenon in the OUCC. The Center provides a chance for interested and qualified students to gain *a priori* knowledge of various software and hardware tools used in data collection, compilation, and production within the subdiscipline of cartography.

The Department of Geography offers a variety of cartography classes, including: map interpretation (GEOG 260), manual cartography (GEOG 360/560), statistical cartography (GEOG 361/561), and automated cartography (GEOG 468/668). These classes are taught within the Department and only use the OUCC for resources, such as printing maps on the plotter. The Department also offers a practicum (GEOG 486) class. Students who choose to work at the center via this practicum class gain invaluable experience in an academic environment by using what they have learned in the classroom and then applying it to real cartographic products.

Use of Center by faculty:

The OUCC makes available its cartographic services to any and all faculty members of Ohio University. Indeed, several professors have asked the Center to produce maps for their research, publications, class presentations, etc. These professors include Dr. McCormick, Dept. of Geography; Dr. Kukral, Dept. of Geography; Dr. Wilhelm, Dept. of Geography; Dr. Mapes, Dept. of Geology; and others.

For research purposes, the Center is used by Dr. Bloemer. Research conducted by Dr. Bloemer includes work in Spruce Knob, West Virginia and in High Mountain Remote Sensing Cartography.

Anticipated future activities:

The world of technology develops by leaps and bounds nearly overnight. In efforts to keep with this speed of progress, the OUCC has obtained several computer systems, software programs, and other technologies. Presently, the center has five computers, each of which is tasked to do certain functions in the cartographic process. These computers use a wide array of software, including: AutoCad release 13, AutoCad Map 2.0, AutoDesk World, MicroStation Geographics, ER Mapper 5.0, ArcView GIS, CorelDraw 7, Adobe Illustrator 8.0. Other technologies include GPS equipment. The OUCC has two Trimble GeoExplorers, an Ashtech Reliance Decimeter System, and shares the use of an Ashtech Z-12 Survey Grade System.

Cartography is no longer strictly pen and ink. Computers have revolutionized map making into an automated technique. The future of the OUCC holds much promise as the potential of automated cartography, geographical information systems, and global positioning systems inspires many individuals and organizations to realize needs that would not have been feasible five years ago. By using these various software and hardware systems in the OUCC, students will continue to be able to gain necessary skills and knowledge for a bright potential future in the realms of automated cartography, GIS, and GPS. Any future needs of the center will be upgrades to present software and hardware systems.

Funding commitments and needs:

Looking forward, the outlook for the OUCC looks very promising and quite busy. While continuing to finish the works in progress, the OUCC also has many contract jobs for the future.

Currently, the OUCC is under contract with the ODNR, Division of Wildlife for additional work on the development of a GIS through the fiscal year (June) of 1999.

The OUCC is proceeding on a contract by contract basis with the ODNR, Inland Fisheries Research for each state park lake map that has been completed. Given the relative number of state park lakes in Ohio that the ODNR wishes to map, the relationship with this division will continue for several more projects.

The OUCC is going through negotiations with Ohio University's Facilities Management and Hocking College concerning a joint mapping operation. This project would task both the resources of the OUCC and Hocking College to map all of Ohio University's land holdings in Athens County.

Summary of income information:

See Appendix A.

Summary of cost information:

See Appendix B for inventory list and equipment costs.

See Appendix C for student wage information.

The OUCC has been staffed by graduate and undergraduate students since its founding. These students are compensated for their time. Compensation is dependent upon the conditions of the contract between the OUCC and the client. Students are then sub-contracted by the OUCC to work on the given project. Wage earnings are determined on a per working hour basis and submitted at the end of the project or at the end of the pay period. Students who have been under contract with the Center include: Nat Phillips (grad), Brian Cornwell (grad), Andrew Rawnsley (grad), Steve Dishong (grad), Bryan Kelley (grad), Hiroko Maruki (ugrad), Brian Weaver (ugrad), Ben McCowen (ugrad), Steve Gardner (ugrad), and Sara Voskuhl (ugrad).

See Appendix D for OUCC student work schedule.

No faculty members, nor the Director of the Center, receive compensation for their work from the OUCC.

APPENDIX A

<u>Academic Year</u>	<u>Contracted by</u>	<u>Income</u>
1997 - 1998	Athens County Engineer (GPS data collection)	\$4,000
	Campus and Visitor's Guide	\$10,000
	City of Athens, Office of Code Enforcement	\$1,631
	Girl Scout Crossroads Council	\$500
	Meigs County Highway Department (Road Map)	\$2,513
	Meigs County Highway Department (Township Atlas)	\$2,260
	ODNR, Division of Wildlife	\$4,800
	ODNR, Inland Fisheries Research	\$1,500
	OU Facilities Management (Ridges GPS Project)	\$8,000
	OU Facilities Management (Flood Map)	\$4,000
	Total for AY:	\$39,204
1996 - 1997	Athens Chamber of Commerce	\$456
	OU Alumni Department (Set of Alumni Maps)	\$762
	OU Facilities Management (Campus GPS Project)	\$25,000
	Vinton County Engineer	\$4,600
	Total for AY:	\$30,818
1995 - 1996	Athens Chamber of Commerce	\$1,975
	Meigs County Highway Department (Township Maps)	\$350
	Total for AY:	\$2,325
1994 - 1995	City of Athens Map	\$2,500
	City of Athens Zoning Map	\$500
	Girl Scout Crossroads Council	\$500
	Total for AY:	\$3,500
1993 - 1994	City of Athens Ward Map	\$180
	Meigs County Engineers Office	\$4,700
	OU Dept of Geology, Dr. Royal Mapes	\$34
	OU Dept of Geography, Dr. Michael Kukral	\$216
	Ohio State Center For Mapping	\$25,000
	Ohio Wesleyan University, Dept of Geography	\$65
	Total for AY:	\$30,195
TOTAL FOR PAST FIVE AY:		\$106,042

APPENDIX B

#	EQUIPMENT	TYPE	MANUFACTURER	TITLE	DESCRIPTION	ESTIMATED COST*	PURCHASE DATE	OU ID NUMBER
1	computer	software	AutoDesk	AutoCad release 12	mapping software	\$300	1990	na
2	computer	software	AutoDesk	AutoCad release 13	mapping software	\$550	1996	na
3	computer	software	AutoDesk	AutoCad Map 2.0	mapping software	\$1,600	1998	na
4	computer	software	AutoDesk	AutoDesk World	gis software	\$1,600	1998	na
5	computer	software	ESRI	ArcView 3.0	gis software	\$250	1997	na
6	computer	software	Earth Resource Mapping	ER Mapper 5.0	remote sensing software	\$400	1996	na
7	computer	software	Bentley	MicroStation Geographics	mapping software	\$255	1997	na
8	computer	software	Corel	Corel 6 Graphics Suite	graphics software	\$350	1996	na
9	computer	operating system	Microsoft	Windows NT	operating system	\$600	1997	na
10	computer	software	Microsoft	Windows 95	software	\$150	1996	na
11	computer	software	Ashtech	WinPrism	GPS post-processing	\$2,500	1998	na
12	computer	software	AutoDesk	Quicksurf	mapping software	\$645	1997	na
13	computer	hardware	Iomega	zip drive	external disk drive	\$150	1998	na
14	computer	hardware	Hewlett Packard	LaserJet 6P	printer	\$770	1997	280769
15	computer	hardware	Hewlett Packard	DesignJet 350C	plotter	\$2,760	1997	280767
16	computer	hardware	Gateway	workstation	166 MHZ / 32 MB RAM	\$2,130	1997	280768
17	computer	hardware	Gateway	workstation/server	180 MHZ / 64 MB RAM	\$2,730	1997	280766
18	computer	hardware	Micron	workstation	166 MHZ / 64 MB RAM	\$3,400	1996	281124
19	computer	hardware	Apple	Macintosh lici	workstation	\$4,100	1990	253105
20	computer	hardware	Hewlett Packard	ScanJet Plus	black & white scanner	\$1,000	1990	253104
21	computer	hardware	Lucky Star International	workstation	55 MHZ / 16 MB RAM	\$2,525	1992	253397
22	computer	hardware	AMS	laptop computer	75 MHZ / 16 MB RAM	\$2,400	1995	270250
23	computer	hardware	Gateway	workstation	75 MHZ / 16 MB RAM	\$3,300	1994	265757
24	light tables	na	na	na	2 tables	\$1,600	1989	251182/251183
25	computer	hardware	Summagraphics	digitizing tablet	2 units	\$8,400	1988	246290
26	GPS	hardware	Trimble	GeoExplorer	2 hand held units	\$5,000	1995	270251 / 270252
27	GPS	hardware	Ashtech	Reliance	1 backpack unit	\$5,400	1996	281889
28	GPS	hardware	Ashtech	Z-12	1 backpack unit	\$14,700	1998	282377
* estimated costs are as of date of purchase					Total Equipment Costs:	\$69,565		

APPENDIX C

FISCAL YEAR	DESCRIPTION	WAGE EARNINGS				
1997 - 1998*	graduate students	\$17,770				
	undergraduate students	\$732				
1996 - 1997	graduate students	\$20,130				
	undergraduate students	\$2,147				
	TOTAL EARNINGS:	\$40,779				
* as of 4/1/98						
Records of previous years mirror the amount of work produced from the center.						
NOTE: Graduate students work in the center on a nearly full time basis. Their pay is based upon work hours.						
NOTE: Undergraduate students work in the center on a part time basis. Their pay is based upon work hours.						

OUCC STUDENT WORK SCHEDULE : SPRING 1998

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:00					
9:00 - 10:00	BA(9:30), ST	BA(9:30), JB, ST	BA(9:30), ST	BA(9:30), ST, SV	JB
10:00 - 11:00	BA, JL	BA, JB, JL	BA	BA, JL, SV	JB, SG
11:00 - 12:00	BA(11:30), JL, ST	BA (11:30), JL, ST, SC	BA(11:30), JL, ST	BA(11:30), JL, ST	SG
12:00 - 1:00		SC	JL		
1:00 - 2:00		SC			
2:00 - 3:00	SG, SV		SG, SV		SV
3:00 - 4:00	SG, SV		SG, SV	SG	SV
4:00 - 5:00					

INITIALS	NAME	PHONE
OUCC	OUCC	593-1150
BCK	BRYAN	592-5782
AJ	ANDREW RETTIG	589-6021
BA	BRIAN AVERY	597-7291
JB	JULIA BONFIGLIO	597-7972
SG	STEVE GARDNER	597-9319
JL	JEFF LEONHARD	589-2168
ST	STEVE TYSON	597-9372
SV	SARA VOSKUHL	589-2578
SC	STEVE CANFIELD	589-5873



Office of the Dean
Glenn E. Corlett

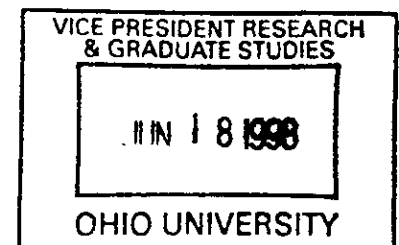
Copeland Hall 614 • Athens, Ohio 45701-2979 • (740) 593-2002 • FAX (740) 593-9342

To: Carol J. Blum, Interim Vice President
Research and Graduate Studies

From: Glenn Corlett, Dean, College of Business *70Bacme 6/18/98*

Subject: Review of the Ohio University Insurance Institute

Attached is a self-study document for the Ohio University Insurance Institute as well as a review committee report. I agree with the recommendation of the review report and believe the current level of support should be continued.



INSTITUTIONAL REVIEW
OHIO UNIVERSITY INSURANCE INSTITUTE
College of Business
Ohio University

- A. Name: The Insurance Institute
- B. Group responsible for operations:
John E. Reynolds, Executive in Residence of the College of Business and the Finance Department, is the director of the Insurance Institute. A fifteen member Board of Advisors provides guidance and advice to the director. Their names and affiliations are provided in Exhibit A.

- C. Purpose and Objectives (Mission):
The primary mission of the Insurance Institute is to provide high quality insurance and financial service programs, related interactive courses featuring "real world" case work, and guest speakers to prepare our students for a meaningful and rewarding career in the financial service industry.

The Insurance Institute will serve as an impartial forum where industry executives can meet in an attractive, professional conference facility to discuss relevant marketing and/or operational procedures or attend seminars and workshops on subjects of mutual interest or for continuing professional education purposes.

Since most major insurance and financial service companies operate nationwide and are increasingly expanding their activities in Europe and the Far East, initial student placement will tend to be within a 500 mile radius of Athens with promotional opportunity almost anywhere in the world.

Objective #1: Improve student learning to better prepare them for careers in financial service companies.

1. Use "real life" situations in teaching.
2. Use actual cases for projects in class.
3. Use industry executives in classroom.
4. Use current industry news and events for class discussion.

Objective #2: Increase intellectual contributions that enhance students' learning, improve practice of management, or advance knowledge in the field.

1. Use of independent study for credit in financial service area.
2. Obtain internships during winter break and summer vacation.
3. Utilize personal consulting experience for realistic projects and discussion.

Objective #3: Increase multi-cultural diversity and awareness among faculty and students.

1. Use of foreign internships and study abroad.
2. Use of female and minority executives and H.R. reps for class presentations and recruiting.
3. Use personal experience from industry as examples and case studies.

Objective #4: Increase responsiveness to stakeholders.

1. Use of Insurance Institute Board of Advisors in class, as speakers and for internships and employment opportunities.
2. Increased use of internships.
3. Increase student participation in oral and written assignments.
4. The offering of more courses with dual CLU and OU credit. (Joint program with the American College of Insurance at Bryn Mawr, PA, for both the CLU degree and Master's Program in Management and Financial Services).

D. Brief History:

The Ohio University Insurance Institute was established by the Ohio University Board of Trustees on January 25, 1992. John E. Reynolds was appointed Executive in Residence and Director of the Insurance Institute the following September. He received a presidential contract and proceeded to develop the Institute. The initial efforts to create an organization of this type began in March of 1989 with the objective of establishing a program in insurance and risk management at Ohio University. In the following five years, the number of insurance courses offered, students served, internship and employment offers have grown significantly and are detailed in Section E below. Various continuing education seminars for hundreds of industry participants have been provided and have received Ohio Insurance Department approval. Since joining our efforts with the American College of Life Underwriters (the primary industry organization), our students can receive credit for three parts of the Chartered Life Underwriter designation. This provides our students with a major advantage in the job market, as they are perceived as already committed and motivated to the industry. We are the only university in Ohio to have the American College joint credit program.

From a base of only two courses in insurance in 1992, we now offer six on a regular basis as well as credit opportunities with internships and independent study opportunities. A student chapter of Gamma Iota Sigma, the insurance fraternity, was established in May of 1996. It started with 75 members, the largest initiate class of any chapter ever organized. It continues as a significant student organization. The Institute serves as the focal point for interaction with the insurance industry, their employment efforts and our students. Because of the growth of the financial services

industry, the Institute has been and continues to be invaluable in advancing the interests of our students.

E. Current Activities and Status:

1. Fourteen sections of insurance related courses are offered and regularly scheduled as well as credit internship and independent study opportunities. Approximately 450 student spaces are filled each academic year. Classroom capacity limits are reached in virtually all classes. (See Exhibit B).

Data on the relative success of those students involved in the insurance courses is limited. We believe, however, that between 80 and 120 students are hired into the insurance industry each year. Exhibit C of the appendix provides the best information and estimates available on job placements.

2. The increase in the number of courses (2 to 6) and the volume of student enrollment (over 450) each year and the number of job placements (80 to 120) provide strong evidence that many of the Insurance Institute's objectives are being successfully met.

Certainly the objective of better preparing our students for careers in financial services appears to be successfully met. Objectives 2 and 4, as detailed in C above, are in varying stages of completion with considerable success. Objective 3, increasing multi-cultural diversity and awareness, is underway but with less success to report.

F. Future Activities:

Few specific changes are anticipated. The progress has been steady and continues. Two new classes have been added in the last twelve months. These are FIN 432 (Property and Liability Insurance) and FIN 469E (Capstone Case Course). This provides a solid base of insurance class work and could be classified as a major within the Finance Department. Additional courses are not expected to be proposed in the near term future. Continued work to attract recruiters and internship positions is desirable and will be a continued focus.

Efforts to meet all of the Institute's objectives will be continued. An additional course may be assigned so that it will provide a fourth CLU element. This would involve one of the existing insurance courses and not involve creating an additional course. It is entirely likely that an insurance major will be proposed within the next five years. There appears to be more than sufficient student and employer interest to support this undertaking.

G. Funding:

The ongoing funding for the Insurance Institute is relatively modest. The largest cost is the salary for the director, John E. Reynolds, who is a full-time instructor with very limited administrative responsibilities. He is on a presidential contract that started at \$48,000 five years ago and will exceed \$60,000 next year (1998-1999). The Finance Department provides one half of an assistant professor's salary (Natalie Chieffe) and the two sections taught by H.R. Patterson who is teaching one quarter per year under the early retirement program. In addition, the college pays \$2,000 per year to Mark Snider for one section. The Insurance Institute pays for an additional section from Mark Snider and for the class offered by K. Russell.

The Institute generates some funds through workshops, gifts and endowments. The university does not provide any non-instructional funds towards the program. At last report, the Institute accounts reflect about a \$12,000 increase over the funds available at the conception of the Institute. This is after paying for direct expenses and the adjunct instructor's stipends.

Continued development of outside funding is expected. Specifically, gifts from insurance companies, etc. The recent gift to the College of Business for a sales center in the Marketing Department was a direct outgrowth of strong ties between the Institute and the State Farm Insurance Companies.

Numerous gifts from alumni in the insurance industry have been made to support insurance education at Ohio University since the Institute was founded. Many members of the Executive Advisory Board have been contributors.

Specific university funding for the Insurance Institute is as follows: John E. Reynolds' salary: 1992-1993 - \$48,000, 1993-1994 - \$50,160, 1994-1995 - \$51,912, 1995-1996 - \$55,332, 1996-1997 - \$57,543 and 1997-1998 - \$59,845. This, plus benefits, is the primary funding for the Institute. College of Business funds (\$2,000) pay for Mark Snider and the Finance Department contributes over half of an assistant professor and the services of an early retiree (about another \$60,000). These salary figures do not include benefits which would add about 20 percent. Thus, for about \$120,000 (\$144,000 with benefits) we provide fourteen sections of insurance courses and provide 450 plus class "seats" for our students.

EXHIBIT A

OHIO UNIVERSITY INSURANCE INSTITUTE
BOARD OF ADVISORS

April 17, 1998

Paul J. Baron
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West Individual Division
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(over)

EXHIBIT A

OHIO UNIVERSITY INSURANCE INSTITUTE
BOARD OF ADVISORS

April 17, 1998

Page 2

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William A. Day
Chair, Board of Advisors
Ohio University Insurance Institute
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Athens, OH 45701-3708
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EXHIBIT B
Current Activities

Insurance Courses Offered:

<u>Course</u>	<u>Sections</u>
1. FIN 331 – Risk and Insurance	7
2. FIN 432 – Property and Casualty Insurance	1
3. FIN 436 – Life Insurance	1
4. FIN 437 – Estate Planning	3
5. FIN 439 – Employee Benefits	1
6. FIN 469E – Capstone Insurance Course (New)	<u>1</u>
Total Sections	14

Faculty Teaching Insurance Courses:

1. John E. Reynolds	-	six sections
2. Natalie Chieffe	-	three sections
3. Mark Snider	-	two sections
4. H. R. Patterson	-	two sections
5. K. Russell	-	one section

Faculty Status:

1. John E. Reynolds	-	Executive in Residence (100%)
2. Natalie Chieffe	-	Assistant Professor (50%)
3. Mark Snider	-	Adjunct
4. H. R. Patterson	-	Retired Emeritus
5. K. Russell	-	Adjunct

EXHIBIT C
Major Employee Hires – Class of 1998*

<u>Company</u>	<u>Number of Students Hired</u>
Nationwide	30 – 40
State Farm	10 – 15
C N A	10 – 15
Progressive	5
Midland Mutual	4 – 5
Cincinnati Life	2 – 4
Northwestern Mutual	3 – 5
New York Life	3 – 5
Western & Southern	2 – 4
Metropolitan Life	2 – 4
Anderson Consulting	2 – 4
Union Central	2 – 3
Ohio Hospital Insurance	1 – 2
Allstate	<u>5 – 10</u>
Range	81 – 121

* These are estimates based on information from recruiters and believed to be accurate.

INSTITUTIONAL REVIEW

The Ohio University Insurance Institute

A. Viability:

The Ohio University Insurance Institute is meeting its mission. Of particular importance, the Institute is positioning Ohio University at the forefront of professional education in the Ohio insurance industry.

In conjunction with the American College of Life Underwriters, the Institute has been offering continuing education for agents throughout the state of Ohio. The Institute is also providing a unique, partially virtual Risk Management Certification Program for hospital risk managers in conjunction with OHIC Insurance Company of Columbus. These and other similar efforts will continue to position Ohio University effectively in the industry.

Note for clarification. Section E of the attached report refers to credit based undergraduate programs in the College of Business. The operating resources noted there are related to the delivery of credit generating course, not external Insurance Institute activities.

No operating resource is used to support the Insurance Institute. All funding for Institute activities, as contrasted to credit courses in the College, is earned through programmatic effort. Thus far over the life of the Institute, the Institute has supported itself and earned over \$12,000 in surplus. The Risk Management Certification Program currently generates \$3,000 each year for the Institute plus \$2,000 for program support at Ohio University – Lancaster. It is expected that the Institute will become increasingly involved in revenue producing activities.

The Insurance Institute is a viable organization contributing significantly to the mission of the College and the University. It serves significant numbers of students in addition to the industry in Ohio.

B. Current Funding Strategies:

Current funding is adequate for the purposes of the Institute. The critical factor is the continuation of the presidential salary for the Executive in Residence/Director, John E. Reynolds. As indicated above, no operating resources are used for the Institute. Some office supplies, secretarial support, etc., are provided by the Finance Department, but these funds are insignificant compared to the tuition and subsidy income generated by fourteen sections and 450 plus students enrolled in these for credit classes.

The Insurance Institute is essentially self-supporting with respect to administrative activities and has the potential for further revenue growth.

C. Future Viability:

The Insurance Institute has an outstanding potential for future success. A recent survey of College of Business graduates indicated that 24 percent were working in insurance or financial services related positions. Thus, the demand for employees and the opportunity to expand the already strong industry relationships provide a foundation for future development. The possibility of a specific major in insurance or continuation of arrangements with the Marketing Department or the Management Information Systems Department along with the strong ties to the Finance Department may offer exciting opportunities for students.

The industry has long considered itself overlooked and responds to academic attention and respect. There are many opportunities to provide programs and seminars for the industry. The results should be more jobs, internships and funding.

D. Future Funding Strategies:

The primary focus of future funding will be to endow the Executive in Residence position currently occupied by John E. Reynolds. A prospective donor of \$1 million plus has been identified, and if the funds are contributed, the Institute would be virtually self-supporting. In any event, the insurance industry will be a focus of substantial fund raising in future years based on the accomplishments in place as well as future services.

E. Recommendations:

We recommend continued support at the current level by the University, College and Department. The total instructional cost of \$120,000 - \$144,000 for the 450 - 500 students per year (1800 - 2000 credit hours) is relatively modest. With one half of these direct costs from the University, \$2,000 from the College and the rest from the Finance Department, the results seem to benefit everyone.

**Ohio University Insurance Institute
Review Committee**

Dr. William Day, Associate Professor Emeritus of Management Systems

Mr. Mark Snider, Owner, Snider, Fuller & Associates

Dr. John Stinson, Professor Emeritus of Management Systems

Mr. R. Bud Werner, Executive in Residence from SPX, Inc.

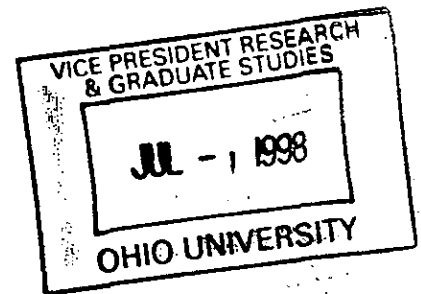
Ohio University

Interoffice Communication

June 30, 1998

TO: Carol Blum, Ph.D., Interim Vice President
Research and Graduate Studies

FROM: Barbara Ross-Lee, D.O., Dean
College of Osteopathic Medicine



SUBJECT: Review of the Somatic Dysfunction Research Institute

Attached for your review is the Self-Study Report and the Review Committee Evaluation of the Somatic Dysfunction Research Institute. Renewed emphasis on research, combined with research enhancements in the College Promotion and Tenure documents, recruitment of research qualified faculty and planned expansion in combined degree programs (Masters and Ph.D.), offer real opportunities for enhancements and expansion of the Somatic Dysfunction Research Institute.

I strongly recommend continuation of the Somatic Dysfunction Research Institute.

cab
Attachments (2)

cc: Ron Portanova, Ph.D.
John Howell, Ph.D.

Self-Study Report
The Somatic Dysfunction Research Institute (SDRI)
College of Osteopathic Medicine (OU-COM)
Ohio University
June 1, 1998

1. Group responsible for the operation of the SDRI

John N. Howell, Ph.D., Director
Anthony G. Chila, D.O., Associate Director
Barbara Ross-Lee, D.O., Dean

2. Purpose and objectives of the Institute

The goal of the SDRI is to promote research which better defines the concept of "somatic dysfunction" (SD), its role in health and disease processes, and the effects of manipulative treatment on the course of its natural history. The methods of meeting this goal will vary depending on the individuals involved and research undertaken, but are directed along the following lines:

- a. to define experimental conditions which may be produced in humans or animals in the laboratory which mimic clinical SD and may be used to study its characteristics in a systematic fashion.
- b. to better define correlations between visceral and somatic manifestations of disease processes, their interactions and implications for health and disease.
- c. to investigate the basic physiological processes underlying SD.
- d. to investigate therapeutic approaches to SD and disease processes with somatic manifestations, with special emphasis on the role of manipulative treatment.
- e. to determine the incidence of SD associated with various illnesses or structural problems.

3. Brief History

The SDRI was founded in late 1979 as a means of promoting research into the understanding of the concepts and symptoms which are known to the osteopathic profession as SD. A Board of Visitors, composed of nationally known physicians and scientists from the osteopathic world, was formed and met in October 1982, to review the Institute's plan and offer direction for its future. The Board, while being consulted on an individual basis since, has not met again formally. The Institute continues to function as an umbrella for several research and educational efforts which are aimed at gaining understanding of SD. This includes work in the Somatic Dysfunction Research Laboratory (SDRL), a three-room suite in Grosvenor Hall, under the direction of John N. Howell, Ph.D.

4. Current activities and status

a. Research

Research over the past five years under the SDRI umbrella has resulted in publication of 11 articles in peer-reviewed journals, two book chapters, and 20 abstracts. The projects described in these publications all relate to SD and its treatment.

Following the receipt of his Ph.D. in 1996 for work done in the SDRL, Dr. Gary Chleboun spent a sabbatical year of postdoctoral training in the laboratory of Dr. Richard Lieber in the Department of Orthopedics of the University of California at San Diego. He has now returned to Ohio University as a member of the SDRI to continue his work on the mechanical and structural properties of human muscle in relation to physical therapy approaches to SD. Dr. Daniel Karapondo also received his Ph.D. for research done in the SDRL. His work focused on the neural control of muscle during eccentric contraction and the effect of training on muscle susceptibility to injury from eccentric contraction. He is currently both a student and an instructor in the Division of Physical Therapy of the University of Alabama at Birmingham.

Current research activities involve two relatively new members of the Section of Osteopathic Manipulative Medicine of the College of Osteopathic Medicine, David C. Eland, D.O. and Zachary J. Comeaux, D.O. Dr. Eland has participated with Drs. Chila and Howell in a study of the responses to manipulative intervention of stretch and Hoffmann reflexes in Achilles tendinitis patients. Funding of a new grant from the American Osteopathic Association has just been announced to carry that work forward. Dr. Eland is also pursuing a study of the iliacus muscle and its potential role in SD of the back and hip, and is involved in a collaborative research project with Drs. Carlsen and Patriquin concerning the effect of manipulation on HbA1c levels in Type II diabetes patients. Dr. Comeaux is currently developing research protocols for the study of the oscillatory processes in neuromuscular control and their relation to SD and its treatment. Collaborative work led by Drs. Howell and Chila has examined exercise-induced injury as a possible model for SD and has evaluated the effectiveness of several treatment modalities used for exercise-induced muscle injury. Dr. Howell's current work is directed toward neural control of muscle during eccentric contraction and reflex changes resulting from manipulative intervention in SD.

Two members of the members of the Institute, Drs. Chila and Howell, have been the recipients of the highest research award of the American Osteopathic Association, the Gutensohn-Denslow award.

b. Education and training

Over the past five years the SDRL has been the site of training of undergraduate students, graduate students, and osteopathic medical students. Each summer one or more OU-COM students have participated in ongoing research. Several

physical therapy students have utilized the facilities of the SDRL for the research required for their M.S. program. A student in Recreation and Sports Sciences, Michelle Anton, received her M.S. degree for work done in the SDRL. Each of the last two summers, an undergraduate participant in the NSF-funded Research Experience for Undergraduates (REU) program of the Ohio University Program in Neurobiology, has trained in the lab. Two graduate students, Gary Chleboun and Dan Karapondo, have earned their Ph.D. degrees through work in the SDRL. Throughout the year journal club meetings bring Institute members together along with students for discussion of current or classic papers in the relevant scientific and/or clinical literature.

Two OU-COM students and one REU student are scheduled for research in the lab during the summer of 1998.

c. The SDRI—a unique college and university-wide resource

The SDRL has served as a source of technical expertise for other departments in the areas of electromyography and computer-based data acquisition. R. Conatser, SDRL technician, has made available his data-acquisition expertise to faculty in Health and Human Services.

The SDRL is the only facility in COM identified as a resource available for clinical faculty and fellows to utilize in the pursuit of research activity. The SDRI is the only unit in the college specifically committed to research of clear relevance to the uniquely osteopathic traditions of palpatory diagnosis and manipulative intervention.

5. Anticipated future activities

The research effort of the SDRI is expanding to the statewide CORE system. The latest AOA grant is to continue work on the reflex changes in Achilles tendinitis patients with intervention by counterstrain. This stage of the project will be carried out at Doctors Hospital North in Columbus in collaboration with Stevan Walkowski, D.O. It will serve as a pilot for extension of the project to Grandview, St. Vincent, and Youngstown Osteopathic Hospitals. At each site individuals with the appropriate expertise and interest have been identified. Extramural funding will be sought. Work will also continue in Athens piloting the extension of the project to manipulative procedures other than counterstrain and to cases of SD other than Achilles tendinitis. The research programs of the Institute have reached a level of maturity, with publication in good journals, to be competitive for national funding from NIH. Pursuit of such funding sources will be carried out.

The SDRI will continue to offer research opportunities to medical, graduate and undergraduate students interested in the neuromusculoskeletal system. It will continue to serve as a focus of interdisciplinary interactions between participating basic scientists and clinicians through its journal club and courses offered (such as BIOS 682: Neuromuscular Biology). It will continue to serve students and faculty of

OU-COM and of the School of Physical Therapy as well as others who may share in the research interests of Institute.

6. Funding commitments and needs

a. **Funding**

Supporting the work of the SDRI have been four extramural grants from the American Osteopathic Association, totaling \$103,078, and a grant from the American Physical Therapy Association for \$3,521, a total of \$106,599. Grants received from the Baker Fund and from the 1804 Fund, the latter via an allocation from Interdisciplinary Biomedical/Clinical Research Committee, totaled \$16,700. Three thousand five hundred dollars in private gifts were also contributed to the OU Fund for the support of the SDRI. The Institute was instrumental in raising \$35,000 for the purchase of an Ultrasound Unit to serve research and teaching needs in the College of Osteopathic Medicine, the School of Physical Therapy, and the Department of Recreational and Sports Sciences.

b. **Needs**

The primary source of funds for research projects will continue to be extramural grant funds or from intramural funds accessible to participating faculty. Three resource needs, however, should be addressed by OU-COM.

1. For continuity of research SDRI needs the continued services of a full-time technical person. This request does not require additional college resources; it only requires that existing resources be channeled specifically through the SDRI. Mr. Robert Conatser, M.S., has been serving as technician in the SDRI for several years, funded approximately 1/2 time by extramural grants and 1/2 through other funds we have been able to piece together in various ways each year, such as bridging funds from OU-COM. This last year Mr. Conatser was funded 1/2 time from COM in recognition of his technical support for the instruction COM cardiovascular lab (the pig lab) and assigned to Dr. Henley who runs that lab. **Mr. Conatser's knowledge of the apparatus and computer data system in the SDRI is essential to every project carried out in the lab.** Without him most of the research would come to a halt because of the limited time availability of faculty to acquire the required technical skills and look after the technical details. We have garnered 1/2 time support for Mr. Conatser for 98-99 in the SDRI through an AOA grant. With the understanding that he continue to support the cardiovascular lab, we ask that his 1/2 FTE supported by COM be assigned to the SDRI on a continuing basis, so that, with the exception of responsibility to the cardiovascular lab, he will be available full-time in the SDRI.
2. In the interest of increasing our visibility, we ask for a token annual operating budget of \$1000 from COM for the SDRI. The SDRI needs to be a budget unit of the College.

3. Also for increasing our visibility, we ask for acknowledgment of secretarial services for the SDRI. This involves no services beyond what we already have. We do not anticipate significantly increased need, and the services we have received through the Office of Research and other existing offices have been excellent. We only ask for recognition of the SDRI and its needs as a component of COM to be served.

c. Other issues

1. The idea of establishing a new institute relating to Osteopathic Theory, Methods, and Practice has been discussed. We need to consider how a single institute might serve the perceived needs of the proposed institute as well as those of the SDRI.
2. The idea of joint sponsorship of the SDRI by COM and Physical Therapy should be explored further, in order to encourage interdisciplinary cooperation in areas of common interest
3. The expansion of SDRI to incorporate individuals at the CORE sites needs to be considered. SDRI research efforts beginning next fall will involve one of the CORE sites, and further expansion of that effort is planned. Are there ways the SDRI could function in a useful way state-wide?

d. Comment

The SDRI has existed for 10 years as a rather low profile entity. Although individual faculty members associated with the SDRI have obtained grant funds to support their activities under the umbrella of the SDRI, no college or university funds have been designated for the Institute per se. All of what has been accomplished would probably have been accomplished even without the designation of "institute." With good prospects for expanding its research activity, now is the time for the institute to increase its visibility and its substance so that it has something to offer as an institute. Either the investment should be made so that this can happen, or the SDRI should be laid down so that we don't have to go through the paperwork of a review process every five years.

Self Study Committee Evaluation
The Somatic Dysfunction Research Institute (SDRI)
College of Osteopathic Medicine (OU-COM)
Ohio University
June 15, 1998

1. Committee Members

- John A. Brose, DO
- Christopher France, Ph.D.
- Joseph T. Eastman, Ph.D.

2. Committee Report and Recommendations concerning current activities and status

- a. Research: The committee feels that the SDRI is a viable organization, with the past five years being among the most active in the history of the institute. We are pleased with the increased incorporation of clinical faculty into the research efforts. Although the institute's self study report notes 11 articles in peer-reviewed journals, committee members were curious about which journals were involved. Without this information, the quality and rigor of the journals could not be evaluated. However, eleven articles and 20 abstracts in five years are excellent achievements, and we applaud the institute's researchers.
- b. The committee also felt that the training of two Ph.D. students in the SDRI has been an outstanding accomplishment, rivaling focus groups in Biological Sciences. The accomplishments of the SDRI need to be publicized so that the University and the academic community can appreciate the accomplishments of the institute.

c. Education and training:

The training mission of the SDRI has not received the publicity that it deserves. Participation of medical, physical therapy masters degree, Recreation and Sports Sciences, and Ph.D. students make the institute a major factor in the academic mission of the college.

d. Funding Strategies

The SDRI has been successful in attracting funding totaling \$106,599. At this point in the SDRI's life, a major grant, such as a funded NIH proposal, would be a worthy goal. In order to develop the kinds of programs that attract this type of funding, support for the SDRI will be critical. This includes allowing Dr. Howell sufficient research time, attracting Ph.D. and postdoctoral Ph.D./D.O. students to both perform research and add vitality to the programs, and college support.

Considering the considerable success of the SDRI and COM's desire to establish a recognized program for evaluating osteopathic principles, the committee strongly recommends that COM provide funding for a full time laboratory technician and a token budget of \$1000 to cover incidental expenses.

e. Future issues

Concerning the establishment of an institute in Osteopathic Theory, Methods, and Practice, the committee concurs with Dr. Howell's recommendation for a single institute that would satisfy the needs of the college in general and the SDRI.

Increased cooperative efforts between the SDRI and the Physical Therapy department are an important future goal. The University has demonstrated increasing support for programs that bridge departments, and these linkages should be actively pursued.

The use of CORE sites for SDRI research will greatly increase the numbers of subjects in research protocols, integrate the CORE faculty into the college, and provide research experience for students, interns and residents. The extent of participation in current trials was not clear in the self-study document. However, the current and future efforts to integrate CORE hospitals into SDRI projects are applauded and should be expanded.

Summary

The Self-Study Review Committee commends the SDRI for an excellent record of research and publication. The SDRI has also established itself as an important educational unit of OU-COM and Ohio University. The committee recommends modest increased support for the SDRI from COM, and encourages the SDRI to apply for major external funding over the next five-year period.

Respectfully submitted,



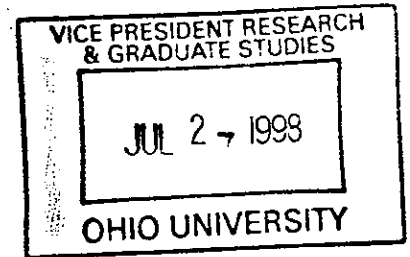
John A. Brose, DO
Chair, Self-Study Review Committee

Ohio University

Fritz J. and Dolores H. Russ
College of Engineering and Technology

July 22, 1998

Dr. Carol Blum
Interim Vice President for Research
and Graduate Studies
Research and Technology Center 120
Ohio University



RE: 5-Year Review of Ohio Research Institute for Transportation and the Environment (ORITE)

Dear Dr. Blum:

Attached is the 5-year Review report of the Ohio Research Institute for Transportation and the Environment (ORITE). ORITE is the successor organization to the Center for Geotechnical and Environmental Research (CGER). The review was conducted by a committee of three Ohio University faculty members knowledgeable about the conduct of research and the operation of research centers. I am pleased to report to you that the review committee found ORITE to be a sound organization with outstanding potential for acquiring and performing future research. I concur in the findings of the committee and endorse the committee's recommendation that ORITE be granted continued status as a research unit of the Department of Civil Engineering in the Russ College of Engineering and Technology with its next review to be performed in 2003.

It should be noted that when ORITE was approved as a research institute, the CGER unit was retained as a component of ORITE so as to take advantage of CGER's 10 years of name recognition and reputation. At the same time, the newly-created Accelerated Pavement Load Facility (APLF) was also added as a component unit of ORITE.

Sincerely yours,

A handwritten signature in cursive script that reads "Warren K. Wray".

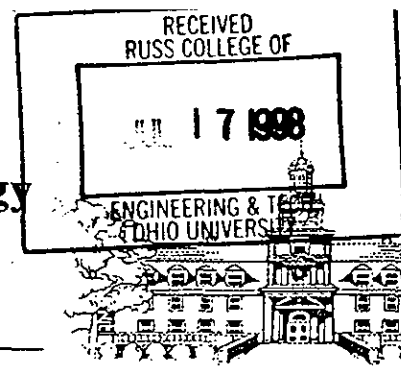
Warren K. Wray, Ph.D., P.E.
Dean and Cruse Moss Professor of Engineering Education

Atch: Report

Zip3/wkw/as/5-year review ORITE



Ohio University
Russ College of Engineering & Technology
**School of Electrical Engineering
and Computer Science**



DATE: July 17, 1998

TO: Warren K. Wray, Dean, Russ College of Engineering and Technology

FROM: Dennis Irwin, Chair, School of EECS *DI*

SUBJECT: ORITE Five Year Review Committee Report

The attached is the report of the ORITE Five Year Review Committee. The committee was chaired by me and additional members were John Kopchick, Goll Ohio Professor of Molecular Biology, Charles Parks, Chair, Department of Industrial and Manufacturing Systems Engineering, and Sergio Ulloa, Professor of Physics and Astronomy.

The ORITE self-study was distributed to committee members by Gayle Mitchell, Director of ORITE. I then solicited comments on the self-study document and ORITE in general from committee members via email and requested that they respond in like manner. After receiving these comments I met with Dr. Mitchell to clarify several of the comments and to request a small amount of additional information. I then prepared a draft of the report attached and distributed the report to committee members via email for comment and approval.

Xc: Gayle Mitchell
John Kopchick
Charles Parks
Sergio Ulloa

Report of the Five Year Review Committee

Ohio Research Institute for Transportation and the Environment

Committee Chair: Dennis Irwin, Chair, School of Electrical Engineering
and Computer Science

Committee Members: John Kopchick, Goll Ohio Professor of Molecular
Biology

Charles Parks, Chair, Department of Industrial and
Manufacturing Systems Engineering

Sergio Ulloa, Professor of Physics and Astronomy

July 17, 1998

Five Year Review of The Ohio Research Institute for Transportation and the Environment (ORITE)

Committee Methods

The committee was chaired by Dennis Irwin, Chair of the School of Electrical Engineering and Computer Science. Additional members were John Kopchick, Goll Ohio Professor of Molecular Biology, Charles Parks, Chair, Department of Industrial and Manufacturing Systems Engineering, and Sergio Ulloa, Professor of Physics and Astronomy.

The ORITE self-study was distributed to committee members by Gayle Mitchell, Director of ORITE. Dr. Irwin solicited comments on the self-study document and ORITE in general from committee members via email and requested that they respond in like manner. After receiving these comments Dr. Irwin met with Dr. Mitchell to clarify several of the comments and to request a small amount of additional information. A draft of the report was then distributed for approval via email.

The report contains an overall evaluation of staff, facilities, research funding, outreach and technology transfer, educational mission, and scholarly accomplishments. In addition, the items called for in the document "Procedure for the Review of Centers and Institutes" are included.

Overall Evaluation

The staff of ORITE is comprised of two faculty members of the Department of Civil Engineering¹, three research engineers, a technician, and a secretary. Ten other faculty members from the Department of Civil Engineering, the School of Electrical Engineering and Computer Science, and the Department of Geological Sciences have also been significantly involved in ORITE projects since the last review in 1993.

The ORITE physical facilities are impressive. In particular, the Accelerated Pavement Load Facility, the Cone Penetrometer Test System, the 200-g centrifuge, and the one million-pound load facility are unique in the State of Ohio. These facilities enable the faculty and staff of ORITE to secure research that would otherwise be difficult to obtain. Many of the most significant facilities have been purchased or constructed since the 1993 review.

ORITE has been very successful in securing research funding. Since the 1993 review, ORITE has completed over \$6,000,000 in funded research from such sources as the Ohio Department of Transportation (ODOT), the Ohio Board of Regents (OBOR), the Federal Highway Administration (FHWA), the Ohio Department of Natural Resources (ODNR), the U.S. Environmental Protection Agency (EPA), and several private companies. ORITE currently is conducting research on over \$4,500,000 of projects and has proposed an additional \$1,300,000 of research. Since 1993, annual expenditures have risen from \$600,000 to the present level of almost \$1,400,000. Most of ORITE's funding has been

¹ Faculty members with significant administrative responsibilities are included as ORITE staff.

from agencies of the State of Ohio. According to the Director, the future strategy for securing funding involves leveraging ORITE's unique facilities to enhance its funding from federal agencies and private industry. This strategy should improve the financial position in two ways: (1) the adverse effects of funding reductions at a single agency will be mitigated and (2) the restrictions by Ohio agencies on indirect cost recovery will not exist for federal and private funding.

The results of ORITE's research have been widely disseminated via workshops, short courses, and conferences. Since 1993, ORITE has sponsored, co-sponsored, hosted, or conducted eleven workshops, three conferences, and one short course. The ownership of intellectual property is negotiated with individual research sponsors in accordance with Ohio University policies. Several patents are being pursued and ORITE is currently negotiating licensing agreements for proposed technology that will be developed jointly with a private company.

The integration of ORITE with the educational mission of Ohio University, and particularly with the Department of Civil Engineering, is commendable. The participation of M.S. level graduate students in ORITE projects has fluctuated between nine and nineteen since 1993, with about eleven being the norm. There is no apparent upward or downward trend in the number of M.S. students. The participation of undergraduate students in ORITE research has increased dramatically since 1995 with ten undergraduates participating in Spring 1998. There appears to be an upward trend in the participation of undergraduates. According to the Director most M.S. graduates find jobs in the private sector, mostly in consulting firms, or as employees of state agencies such as ODOT or the Ohio EPA. Several M.S. graduates have obtained their Ph.D. degrees at other institutions. At least two M.S. graduates who obtained their doctorates elsewhere are faculty members; one at the University of Texas at Austin and one at the University of Virginia. Since Ohio University does not offer a Ph.D. degree in Civil Engineering, Ph.D. level education is conducted under the "Environmental/Geotechnical" focus area of the Ph.D. in Integrated Engineering. Six students have participated in the Ph.D. program. Two have completed their degrees; one is a faculty member at Ohio University and one is a faculty member at a Malaysian university. There are two students currently working toward the Ph.D. degree. Two students enrolled in the program left Ohio University without completing requirements.

It is difficult to ascertain the degree of review of the publications reported in the self-study document². However, at a minimum, ORITE faculty and staff have produced thirty journal publications, about 100 conference publications, and numerous significant research reports since 1993.

Evaluation of Current Viability

² Refereed publications in engineering disciplines take two forms: (1) traditional archival journals which typically use three or more independent reviews of a complete paper and (2) bound proceedings of fully refereed conferences, which also employ three or more reviews of a complete paper. Without further information, it is impossible to determine the review process employed for a particular conference. The number given for journal publications is thus likely to underestimate the number of extensively reviewed publications.

Based on the accomplishments of ORITE faculty and staff over the past five years and the fact that the pace of accomplishments appears to be increasing, ORITE is judged to be quite viable in the present funding environment for civil infrastructure research and technology development. ORITE has a number of unique facilities, a highly qualified faculty and staff, and a healthy amount of funding for its activities. Perhaps most importantly, ORITE is fully integrated into the educational and scholarly activities of the Russ College of Engineering and Technology, particularly those of the Department of Civil Engineering.

Evaluation of Current Funding Strategies

Based on its cost/benefit ratio of 0.05³, ORITE is more than self-supporting from the point of view of Ohio University. However, most of the funding is derived from agencies of the State of Ohio.

Evaluation of Potential Future Viability

U.S. investment in civil infrastructure improvement will likely continue for the foreseeable future. ORITE's unique facilities and its highly qualified faculty and staff should ensure that its funding will continue at or above its current level. The Institute's potential for growth will depend on its ability to retain the present staff and on the willingness of Ohio University to support growth in the form of facilities financing and the creation of new positions. With appropriate institutional support, the future funding outlook and hence the Institute's future viability appear to be excellent.

Evaluation of Future Funding Strategies

According to the Director, ORITE's future plans for securing funding are of three parts: (1) maintain and enhance its relationships with Ohio agencies such as ODOT, (2) strengthen its relationships with federal agencies such as the Federal Highway Administration and its funding from such sources, and (3) increase its involvement with the private sector, especially in the area of technology transfer and licensing agreements. ORITE is also well positioned to take advantage of new federal initiatives that are likely to be the outgrowth of the Transportation Equity Act.

These strategies appropriately address the primary weakness of ORITE, namely, its heavy reliance on funding from the State of Ohio, particularly ODOT.

Recommendation Regarding Increased Support, Continued Support at the Current Level, or Reduction/Elimination of the Institute

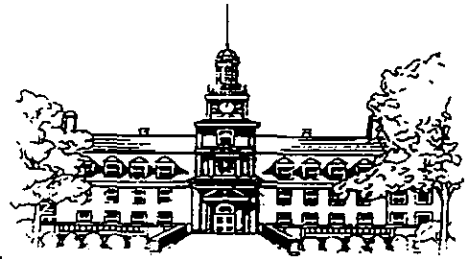
The review committee recommends that support for ORITE activities be increased by providing increased research space and increased funds for facilities maintenance. Facilities maintenance will become increasingly important as ORITE leverages its unique

³ Interpreted as follows: for every \$0.05 of Ohio University funding, ORITE returns \$1 of external funding.

facilities to obtain private sector funding. It is expected that funding for certain facilities such as the accelerated load facility will eventually be borne by sponsoring agencies.

Ohio University
Russ College of Engineering & Technology

**Ohio Research Institute for Transportation
and the Environment**



DATE: June 18, 1998

TO: Dennis Irwin, Chair, Electrical Engineering
John Kopchick, Goll Ohio Professor of Molecular Biology
Charles Parks, Chair, Industrial and Manufacturing Systems Engineering
Sergio Ulloa, Professor, Physics and Astronomy

FROM: Gayle F. Mitchell, ^{GM}Chair, Civil Engineering Department; Director, ORITE

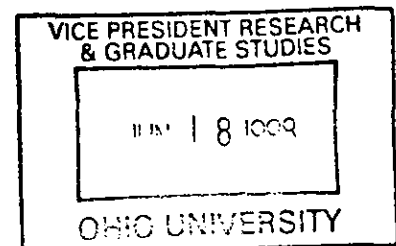
SUBJECT: ORITE Five Year Review

I appreciate your serving on the five year review committee for the Ohio Research Institute for Transportation and the Environment (ORITE). Dr. Dennis Irwin has agreed to serve as chair of the committee. As you know, centers and institutes are reviewed every five years. I have attached a copy of the five year report and the guidelines for the review provided to me by the Office of Research and Graduate Studies. The review must be completed and the report submitted to Warren K. Wray, Dean, Russ College of Engineering and Technology, by Wednesday, July 15, 1998. If you need additional information or clarification of any of the information in the report, please contact me at 3-1470 or e-mail gmitchel@bobcat.ent.ohiou.edu.

Again, I appreciate your serving in this important capacity.

GFM/hrm
Enclosures

cc: Carol J. Blum, Interim Vice President, Research and Graduate Studies ✓
Warren K. Wray, Dean, Russ College of Engineering and Technology



Procedure for the Review of Centers and Institutes

1. The dean or vice president to whom the center/institute reports and the director will select an appropriate committee (not less than three members) to conduct an institutional review. Individuals directly associated with the center/institute generally will not serve on the committee. One member of the committee should be from outside the planning unit. In some instances, the committee could include outside experts.
2. The center/institute director will be responsible for the preparation of a self-study document for review by the committee. This document should include:
 - a. center/institute name;
 - b. group (and current director) responsible for its operation;
 - c. center/institute purpose and objective(s);
 - d. brief history;
 - e. current activities and status including
 - 1) number of faculty and students participating and/or served;
 - 2) how objectives have been met;
 - f. anticipated future activities including changes in, or expansion of, the center's/institute's objectives for the next five years, if appropriate; and,
 - g. funding commitments and needs. Sources of funding (current and future) showing the amount provided by the university and outside sources for each of the past five years should be included in the report.

The report should provide sufficient information to allow for a thorough review. The report should not exceed ten pages, excluding appendices. The committee may request additional information.
3. The review committee report shall include:
 - a. evaluation of current viability of center/institute
 - b. evaluation of current funding strategies
 - c. evaluation of potential future viability
 - d. evaluation of future funding strategies
 - e. recommendation regarding increased support, continuation at current level, reduction or elimination of the center/institute.
4. The self-study report and the review committee recommendations are to be submitted to the dean. The dean will forward the report to the vice president for research and graduate studies with his/her recommendations and responses.
5. After the review is complete and reports filed, a summary report will be prepared by the vice president. The dean will be apprized of the summary report and its recommendations. Following a response by the dean, the vice president's report and recommendations will be submitted to the provost and president.

FIVE YEAR REVIEW

OHIO RESEARCH INSTITUTE FOR
TRANSPORTATION AND THE ENVIRONMENT

Director, Gayle F. Mitchell
Professor and Chair, Civil Engineering Department

Associate Director, Shad M. Sargand
Russ Professor, Civil Engineering Department
Director, Accelerated Pavement Load Facility

June 1998

OHIO RESEARCH INSTITUTE FOR TRANSPORTATION AND THE ENVIRONMENT

PURPOSE

The Ohio Research Institute for Transportation and the Environment (ORITE) at Ohio University brings together faculty from several different fields, providing a multidisciplinary approach to solving environmental and transportation problems. The mission of the ORITE is to conduct basic and applied research, enhance graduate and undergraduate programs, and provide service and technology transfer for government agencies, the private sector, and the community. Since it was established in 1987, the Institute has attracted extensive support for research and technology transfer, conducted short courses and workshops, organized national conferences, and provided information and services to the public.

A pressing need exists nationally, as well as in the state and region, for the expertise and facilities that are available in the ORITE. Major funding is being invested in transportation facilities, the construction industry, and manufacturing, contributing to a higher standard of living.

Economic expansion requires improving and maintaining the infrastructure, new construction techniques, new materials, and new technology - all of which have a potential impact on the environment. For example, water supplies are threatened by the leaching of hazardous/solid wastes from landfills, acid mine drainage, oil and gas well production, agricultural runoff, and other point and non-point sources of pollution. In addition, transportation projects are increasingly located in areas containing pre-existing contamination. An integrated program on transportation and environmental aspects of engineering strategically places Ohio University in a field that is vital to both the economic and ecological future of the nation.

BACKGROUND

The Institute, originally founded by the Ohio University Board of Trustees to address groundwater issues, expanded its scope in 1988 to include geotechnical aspects, and in 1992, changed its name to the Center for Geotechnical and Environmental Research (CGER), to reflect a more comprehensive approach to environmental issues. The CGER was one of the first groups nationally to integrate programs in environmental engineering and geotechnical engineering. With further expansion and growth, the CGER and its other entities were organized under the Ohio Research Institute for Transportation and the Environment (ORITE); this new recognition was sanctioned by the Ohio University Board of Trustees in April 1997.

Graduates participating in research through the ORITE at Ohio University are employed by government and the private agencies, where they are instrumental in the design and planning of infrastructural improvements, and the design, regulation, and mitigation of environmental concerns. The education program is further supported by the integrated Ph.D. with a focus area in geotechnical and environmental engineering in Ohio University's Russ College of Engineering and Technology.

This program makes a significant contribution to the evolution of a new generation of engineers and to research toward the solution of problems facing the transportation industry, manufacturers, and the environment.

The head of research at one of Ohio's state agencies describes the strengths of ORITE as being "measured in terms of its unique laboratory facilities, specialized equipment, and experienced multidisciplinary research staff. The foregoing capabilities are not duplicated at any other educational institution or research facility within Ohio. In keeping with the educational role of the supporting institution, the Institute's potential contribution through research, training, technology transfer, and the involvement of graduate students in the solution of actual problems is of major importance."

OBJECTIVES

The goals of the ORITE are as follows:

- to provide a center of expertise in transportation, environmental and geotechnical science and engineering
- to conduct basic research in transportation and environmental areas
- to provide environmental and transportation related information to public agencies and private individuals
- to assist local, state, and federal agencies with research, training, technology transfer, testing, and other endeavors
- to provide training opportunities for undergraduate and graduate students, and to support technology transfer to skilled professionals involved in the field

AREAS OF INTEREST

Special areas of interest to the ORITE include the following:

- Pavements
- Accelerated pavement load testing
- Pipes/culverts
- Deep and shallow foundations
- Materials characterization
- Applications of numerical methods in geo-environmental problems
- Assessment, monitoring, modeling, and treatment of aqueous pollutants
- Pollution prevention
- Erosion and sediment control

- Landfill components
- Acid mine drainage
- Noise abatement
- Surface and subsurface investigation
- Sensors and data acquisition
- Physical modeling

HISTORICAL HIGHLIGHTS

The following outlines the historical development of the Ohio Research Institute for Transportation and the Environment and some of the important events in the development of the Institute.

HISTORICAL PERSPECTIVE AND HIGHLIGHTS

Sanctioned by Board of Trustees as Groundwater Research Institute	October 1987
Research Challenge Funds (\$13,000 - Start-up)	January 1988
Expanded to Include Geotechnical Area Approval for Name Change to Center for Geotechnical and Groundwater Research	February 1988
Purchase of 200G Centrifuge (OU Revolving Fund) (One of eight in United States)	June 1988
First External Funding (Cooperative effort with ILGARD)	August 1988
Part-Time Secretary Hired	September 1988
Office Furnished in Stocker Center Room 418 (Funds provided by Dean, Russ College of Engineering and Technology)	November 1988
Organizational Structure Formalized	January 1989
First Project Funded Through CGER	January 1989
Purchase and Development of Specialized Equipment for CGER Laboratory	February 1989- Present
Stocker Visiting Professor	March-June 1989

Technician Hired	June 1989-June 1990
Part-Time Secretary Extended to Full-Time	July 1989
1804 Proposal Funded (Environmental/Geotechnical Program)	August 1989
UPAC Position - Environmental/Geotechnical Engineer	September 1989
Research Engineer Hired	November 1989
One Million Pound Load Frame in Operational Stage	June 1990
Visiting Professor	Summer 1990
Purchase of Research Vehicle (1991 Chevrolet Suburban)	July 1990
Ph.D. Program in Integrated Engineering/Geotechnical and Environmental Engineering	September 1990
National Conference on Flexible Pipes (Organized and Sponsored by CGER)	October 1990
Purchase of Research Vehicle (1992 GMC Hi-Cube Van)	February 1992
Approval of Name Change to Center for Geotechnical and Environmental Research (CGER)	April 1992
UPAC - Environmental Pollution Prevention Faculty Position (Civil and Chemical Engineering)	February 1993
National Conference on Structural Performance of Pipes (Organized and Sponsored by CGER)	March 1993
Workshop on Instrumentation of Pavements	March 1993
Dr. Shad Sargand Selected to Head Ohio-Strategic Highway Research Program Test Road (\$15 million project)	1993
Purchase of Cone Penetrometer Test (CPT) System	June 1993
UPAC - Highway Infrastructure (Materials) Faculty Position	1994
1804 Funding - Establish Computational Laboratory for Pavement Research	July 1994

CGER Laboratory Extension to Stocker Center	Fall 1994
Enhancement of CPT with Ground Penetrating Radar (GPR) and Soil Moisture Probe	April 1995
Purchase of Research Vehicle (1995 Ford F-350 Crew Cab Pickup)	July 1995
The Ohio-Strategic Highway Research Program (OH-SHRP) Specific Pavement Studies (SPS) Test Road Open House	August 1995
Accelerated Pavement Load Facility (APLF) Funded by Ohio Board of Regents	Summer 1995
Accelerated Pavement Load Facility (APLF) Groundbreaking	May 1996
The Ohio-Strategic Highway Research Program (OH-SHRP) Specific Pavement Studies (SPS) Test Road - Pavement Instrumentation Workshop	June 1996
1804 Funding - Implementation of Superpave at the Accelerated Pavement Load Facility (APLF)	July 1996
Purchase of Research Vehicle (1996 Chevrolet Suburban)	July 1996
Ribbon Cutting for the Ohio Strategic Highway Research Program (OH-SHRP) Test Road	August 1996
Dr. Shad Sargand Named as Director of the Accelerated Pavement Load Facility (APLF)	January 1997
Sanctioned as the Ohio Research Institute for Transportation and the Environment	April 1997
Hiring of Research Technician for the Accelerated Pavement Load Facility (APLF)	May 1997
Accelerated Pavement Load Facility (APLF) Ribbon Cutting Ceremony	June 1997
Hiring of Research Engineer for the Accelerated Pavement Load Facility (APLF)	August 1997
Third Conference on Structural Performance of Pipes	March 1998
Short Course on Flexible Pavement	March 1998

Short Course on Rigid Pavement

March 1998

Hiring of Third Research Engineer

March 1998

Co-Organizer/Sponsor of the 1998 Midwest Concrete Consortium
Conference

April 1998

FUNDING

Figure 1 graphically displays the growth in external research funding to the ORITE (CGER) since 1992. In less than three years (1989 to 1992) external support increased by more than three fold, and in the decade 1988-1998 external support has increased by a factor of 50. During the period of this five year review, 1993-1998, external funding more than doubled. In 1996 to 1997 external research support was over \$5 million. The current funding level is about \$4.6 million. About \$1.3 million of projects are under review for potential funding. As shown in Table 1 and reported by the Office of Research and Sponsored Programs, ORITE averaged 16% of new distributed research in the Russ College of Engineering and Technology from 1993-1997. In 1996 it was 26.1%, and 21% in 1997.

Table A-1 in the Appendix lists current, completed, and proposed projects. Over \$6 million in funded research has been completed by ORITE personnel since its inception. During the five year review period from 1993-1998, about \$5.47 million of funded research were completed. The source of external research funding in 1993 was approximately 81% federal, 14% state, and 5% private sector. Current breakdown is about 60% federal, 20% state, and 20% private funding.

Total annual expenditures from externally funded projects are graphed in Figure 2. The fiscal year 1994-1995 was a high, with expenditures of \$1.4 million; a portion of these expenditures were for equipment (primarily data acquisition systems) which are providing on-going enhancement to research and expect to do so into the next century. Part of the expenditures in fiscal years 1996-97 and 1997-98 reflect funds for construction of the Accelerated Pavement Load Facility. Funds were awarded by the Ohio Board of Regents via the Investment Fund. This was the first time that Ohio University was the lead university for an award of this type.

Figure 3 graphs the cost, benefits and cost/benefit curves. Costs are based on the operating expenses of the ORITE office, which include salary for secretary, supplies, telephone, etc. It should also be pointed out that the "costs" for the ORITE office are paid from indirect costs generated by external funding. Hence, it could be stated that almost all the funding provided for ORITE comes from external funding. The benefit amount is based on the annual expenditures from external funds which include faculty and staff salaries, stipends for students, supplies, equipment, travel, printing, and other miscellaneous items. Non-tangible benefits, such as publishing and presenting of papers and reports, technology transfer, indirect advertising and promotion of Ohio University and other items cannot be presented in numerical format. Also, sponsorship of several workshops and conferences and income from these are not reflected in the benefits category. The cost/benefit ratio declined significantly from fiscal years 1988-1989 to 1990-1991, and has been below 0.1 since that time. Alternately, it can be stated that benefits exceed costs by more than a 10:1 margin.

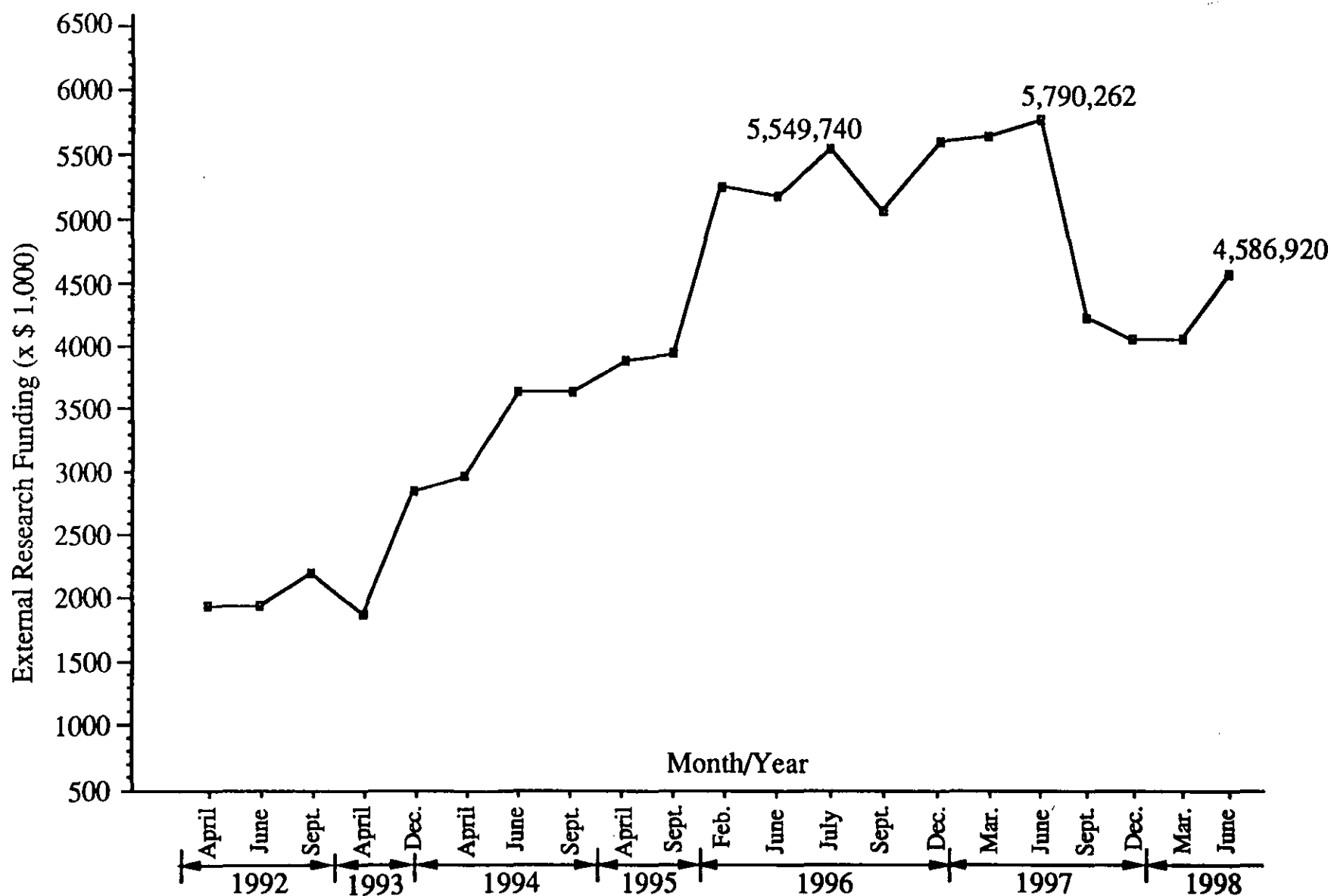


FIGURE 1: GROWTH IN EXTERNAL RESEARCH FUNDING AT OHIO UNIVERSITY
THE OHIO RESEARCH INSTITUTE FOR TRANSPORTATION AND ENVIRONMENT (ORITE)

**Table 1: Distribution of Research Awards from External Sponsors by Academic Unit
FY93 - FY97**

		Actual*		Actual*		Actual*		Actual*		Actual*
DEPART- MENT	FY93	FY93	FY94	FY94	FY95	FY95	FY96	FY96	FY97	FY97
Aviation	—	—	\$63,720	\$63,720	\$63,720	\$63,720	\$93,299	\$93,299	\$124,392	\$124,392
Avionics Engineering Ctr.	\$3,582,383	\$3,562,383	\$3,943,360	\$3,943,360	\$4,896,337	\$4,896,337	\$2,528,554	\$2,528,554	\$3,952,071	\$3,952,071
CAMP	—	—	—	—	—	—	—	—	\$267,600	\$177,257
CASSI	—	—	—	—	\$39,700	\$39,700	\$395,830	\$395,830	\$347,550	\$276,400
Center for Audio ID	—	—	—	—	—	—	\$19,838	\$19,838	\$8,900	\$8,900
Corrosion Center	—	—	—	—	—	—	—	—	\$637,150	\$637,150
Chemical Engineering	\$1,481,603	\$1,481,603	\$1,422,922	\$1,369,782	\$1,499,496	\$1,441,583	\$859,646	\$856,873	\$134,994	\$134,994
Civil Engineering	\$350,961	\$5,176	\$1,413,490	0	\$829,462	\$66,768	\$437,542	\$411,055	\$75,256	\$75,256
EECS	\$478,954	\$478,954	\$184,274	\$169,276	\$405,431	\$380,931	\$544,100	\$200,021	\$673,121	\$363,677
IMSE	\$335,959	\$335,959	\$269,922	\$254,924	\$296,440	\$265,590	\$522,572	\$522,572	\$373,490	\$283,147
Industrial Technology	\$114,958	\$114,958	\$72,749	\$72,749	\$5,167	\$5,167	\$99,321	0	\$102,038	0
Mechanical Engineering	\$133,184	\$83,184	\$295,259	\$258,769	\$151,605	\$143,692	\$249,848	\$249,848	\$145,314	\$145,314
Office of Dean	—	—	—	—	\$5,000	\$5,000	—	—	\$8,000	\$8,000
ORITE/ CGER	\$345,785	\$345,785	\$1,413,490	\$1,413,490	\$912,458	\$912,458	\$1,860,064	\$1,860,064	\$1,642,421	\$1,642,421
Sterling Technology Ctr.	\$50,000	\$50,000	—	—	—	—	—	—	—	—
Engineering Total	\$6,853,787	\$6,458,002	\$9,079,186	\$7,546,070	\$9,104,816	\$8,220,946	\$7,610,614	\$7,137,954	\$8,492,297	\$7,828,979

*Figures in the Actual column have been adjusted to reflect the actual contribution of each department/center in awards shared by more than one unit.

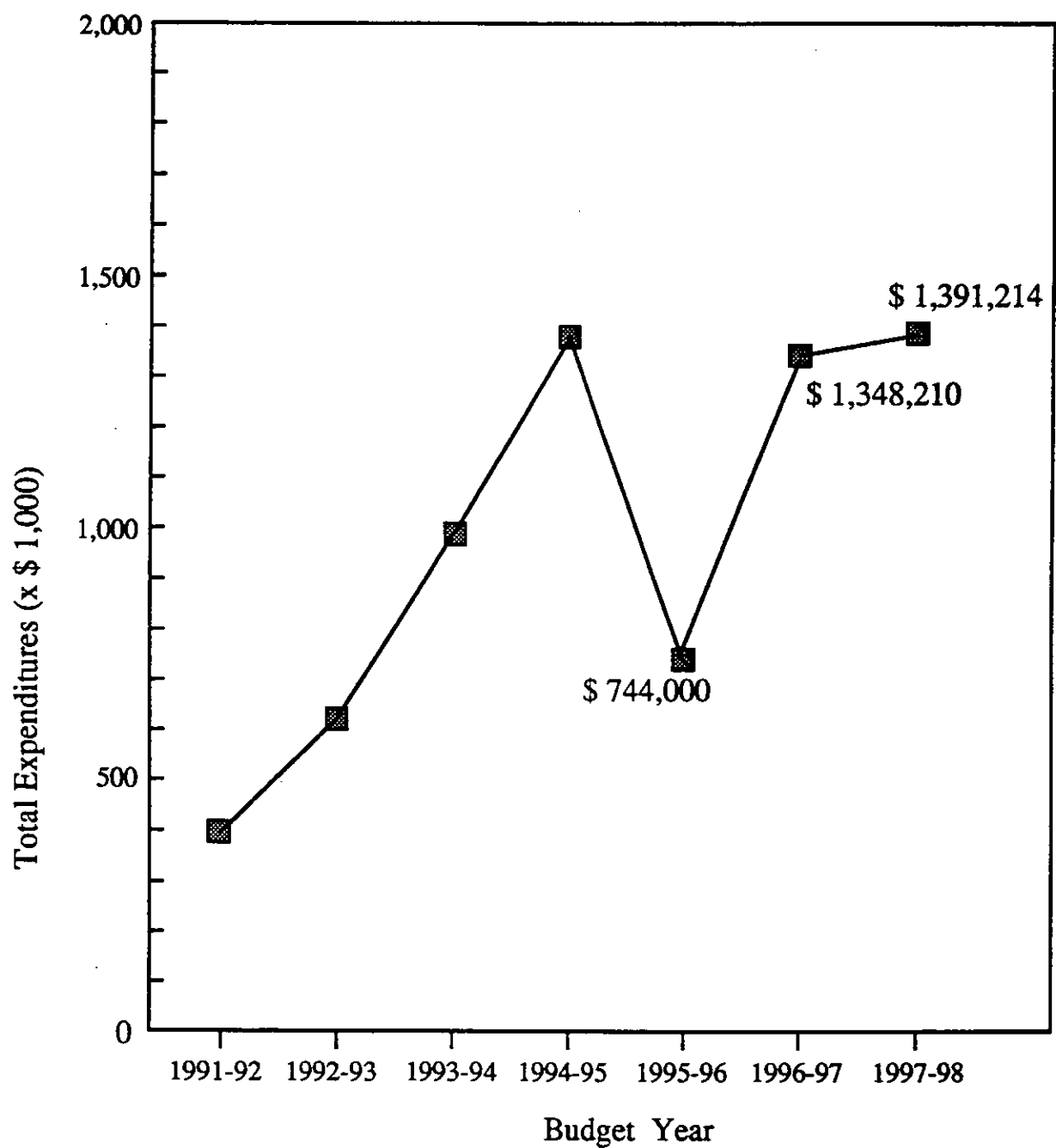


FIGURE 2: TOTAL EXPENDITURES FROM EXTERNAL FUNDING :
THE OHIO RESEARCH INSTITUTE FOR TRANSPORTATION AND
ENVIRONMENT (ORITE)

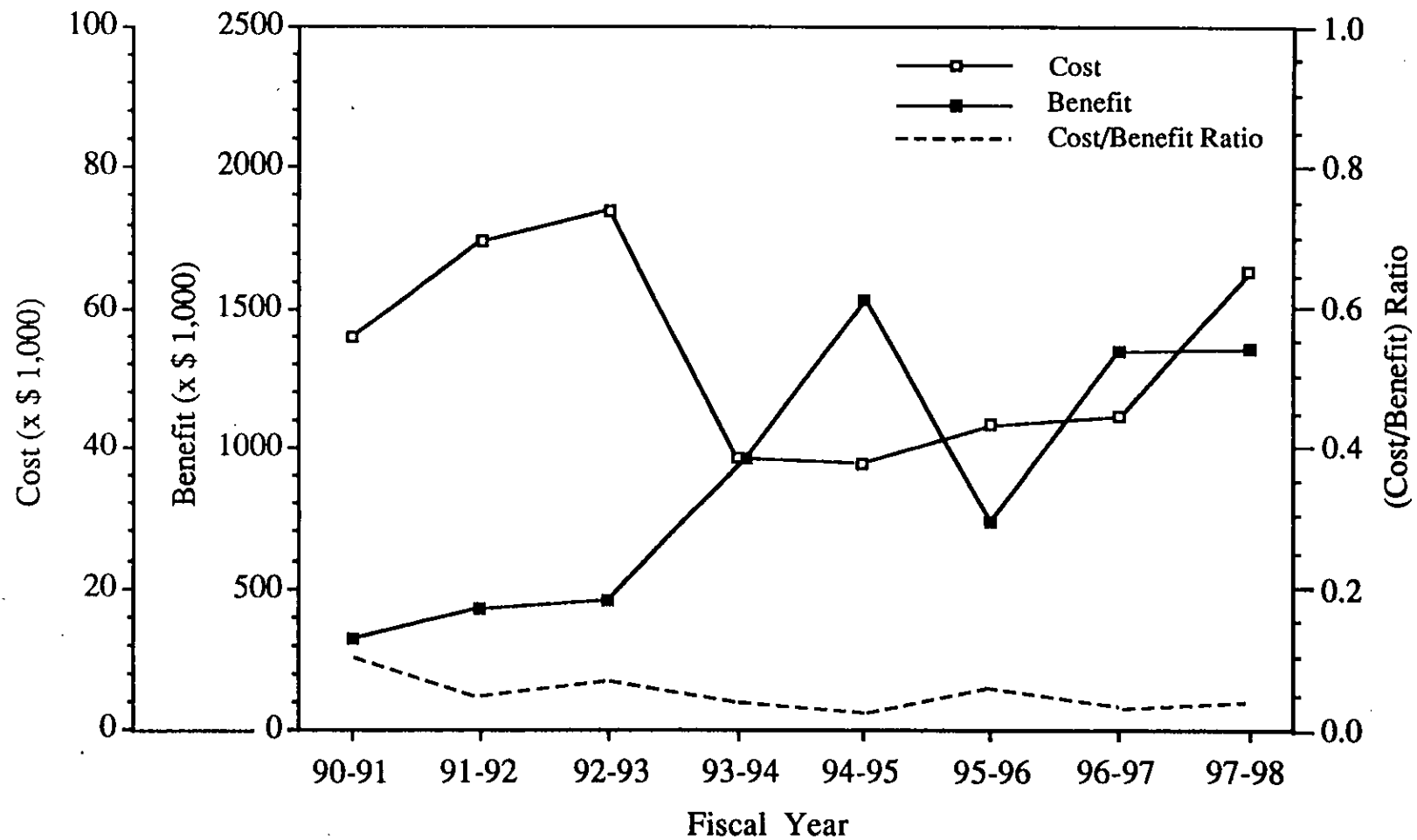


FIGURE 3 : ANALYSIS OF (COST/BENEFIT) RATIO
OHIO RESEARCH INSTITUTE FOR GEOTECHNICAL AND ENVIRONMENT (ORITE)

EDUCATIONAL MISSION

The primary purpose of Ohio University is to educate and inspire the students who will be playing an important role in the future growth of the State of Ohio and the nation. This has been accomplished by maintaining a faculty of high character and competence and providing state-of-the-art facilities and laboratories. With the rapid changes in technology, research support is essential in order to keep the students' knowledge in line with changes in technology, environment and economy. There is a strong bond between research and excellence in graduate programs. Furthermore, advanced undergraduate students also benefit from a strong research program because they are given the opportunity to use research equipment, work with graduate students, and learn new technology. This has been accomplished in the research program through the ORITE, where undergraduates have been working with graduate students and faculty. The opportunities also encourage undergraduates to enroll in graduate school.

The data of Figure 4 illustrate the number of students that have been participating in research through the ORITE since 1989. (These are not totals, but rather, the number of students at that time period.) The number of undergraduate students has increased significantly, while the number of M.S. and Ph.D. students have averaged about 15 and 2, respectively. In addition to the numbers shown which represent Civil Engineering students, graduate students from Biological Sciences, Electrical Engineering, and Geological Sciences have worked on ORITE projects. Most of the M.S. students working in ORITE are supported on full research contracts, which are reflected in Figure 4; a few are supported by hourly wage for the first quarter or two of their graduate work.

The number of students who have graduated with Master of Science degrees who participated in ORITE research is enumerated in the graph of Figure 5. Fifty-one M.S. students participated in research through the ORITE, wrote thesis and graduated during academic years 1990-91 to 1997-98. Thirty-six M.S. students graduated during the five year review period; two Ph.D. students graduated during the five year review. Another 14 M.S. students and two Ph.D. students are projected to graduate in 1998-99. A list of the students who have graduated since 1993 and their thesis topic is presented in Appendix B.

Figure 6 illustrates the funds generated from external support that have been provided for graduate students in each academic year since 1990-91. The total support for graduate students from academic years 1990-91 to 1997-98 derived from external dollars has been nearly \$1 million. (This does not include support of undergraduate students.)

SCHOLARLY ACCOMPLISHMENTS

A significant measure of the quality of research is the critical evaluation by peer groups who have sufficient up-to-date knowledge of the subject. Consequently, since 1993, the faculty participating in ORITE-CGER research have published over seventy journal/conference publications, two conference proceedings, nearly thirty technical reports, and given numerous presentations. A listing of some of the reports, publications, and presentations are given in Appendix C.

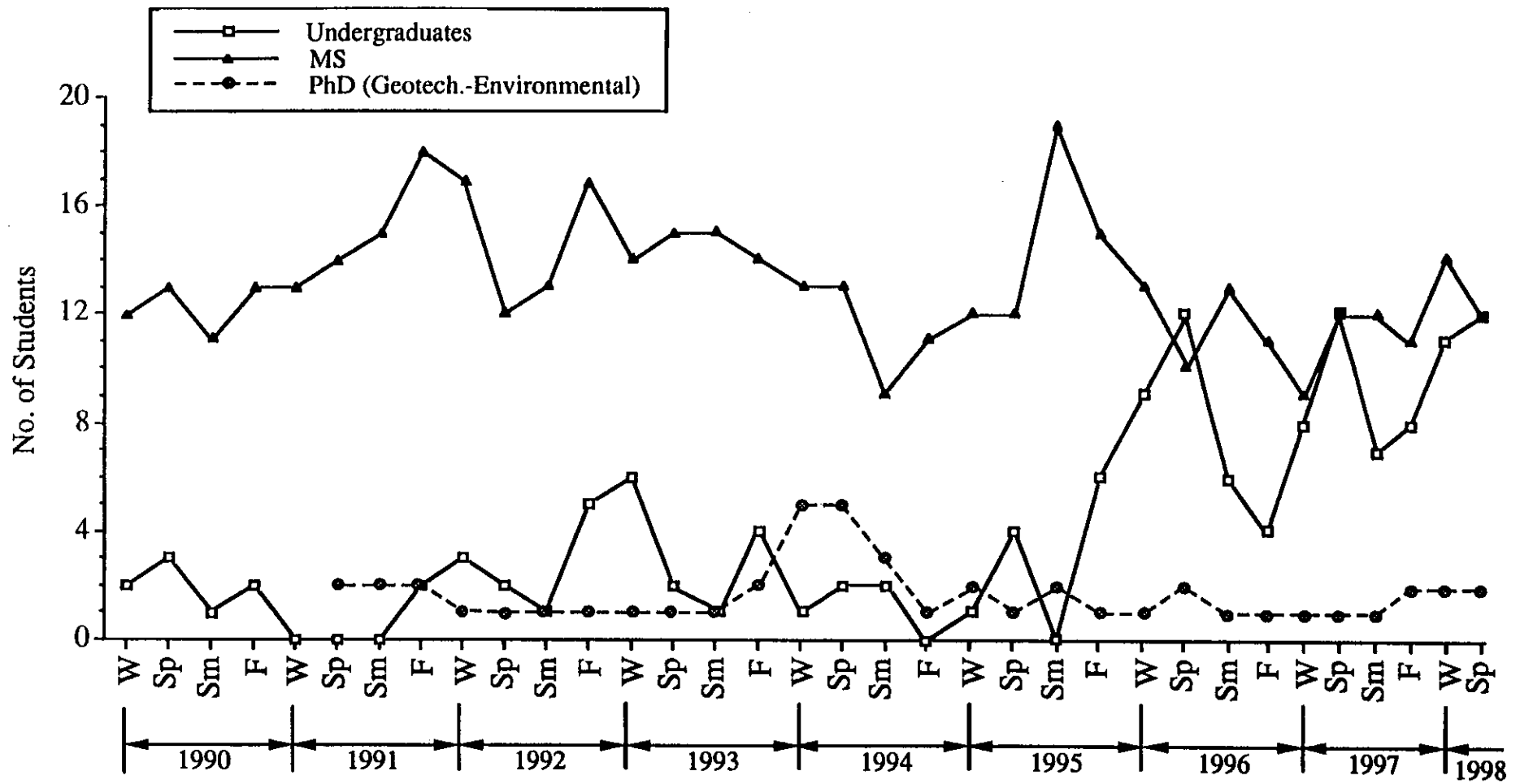


FIGURE 4: NUMBER OF STUDENTS PARTICIPATING IN PROJECTS THROUGH ORITE

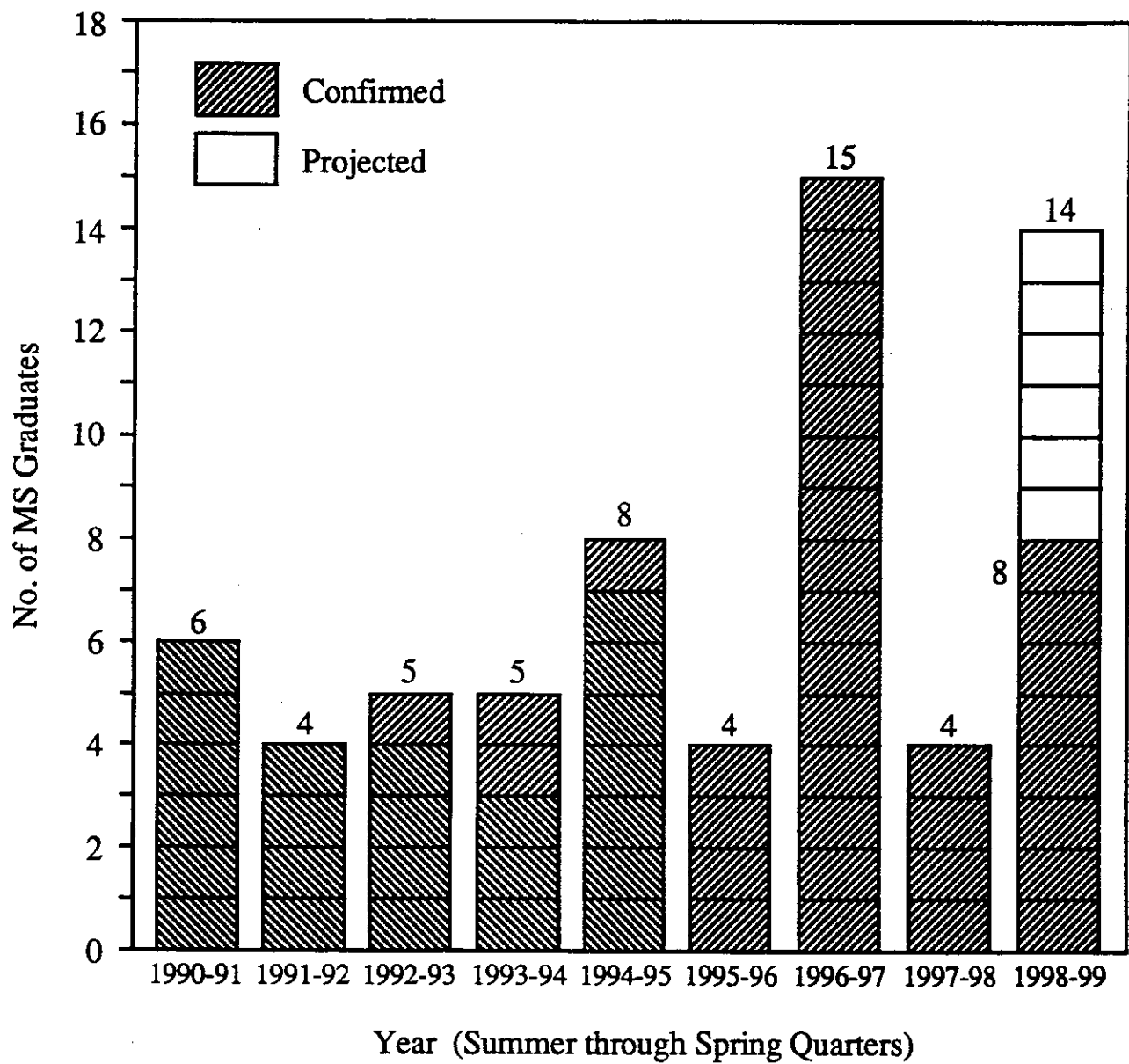


FIGURE 5: NUMBER OF MS CIVIL ENGINEERING GRADUATES WHO PARTICIPATED IN ORITE RESEARCH

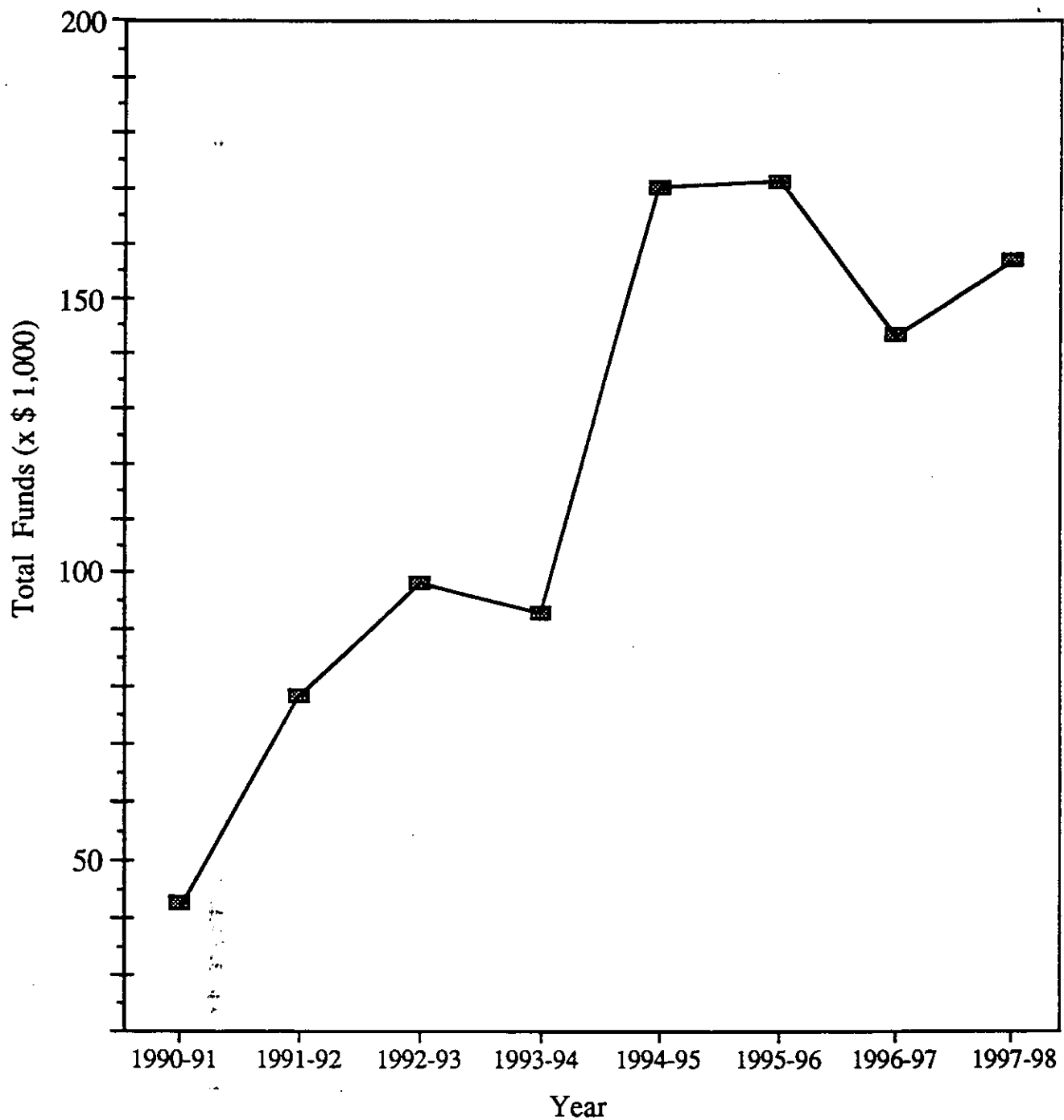


FIGURE 6: FUNDS PROVIDED FOR GRADUATE STUDENT SUPPORT (EXTERNAL RESEARCH FUNDS)

THE OHIO RESEARCH INSTITUTE FOR TRANSPORTATION AND ENVIRONMENT (ORITE)

TECHNOLOGY TRANSFER AND TRAINING

Since 1990 three international conferences, eleven workshops, one training session and two open houses have been organized and successfully hosted by the ORITE. Brochures and other information related to the technology transfer and training effort are presented in Appendix D. Conferences related to pipe research were planned and held with sponsorship from the private sector and government. The first conference, the Conference on Flexible Pipes, was held in October 1990, and was attended by 112 participants. For the second conference, the Conference on Structural Performance of Pipes, the theme was broadened to include both flexible and rigid pipes, and was hosted in March 1993. This conference was attended by 157 participants. Both conferences were held in Columbus, Ohio, and were co-sponsored by the Ohio Department of Transportation and several companies. In March 1998, the Third Conference on Structural Performance of Pipes was held on the Ohio University campus. Attendance was 111. A proceedings for all three conferences was published and provided to conference attendees, libraries, and others.

Several workshops have been conducted on pavement research. The Workshop on Instrumentation of Pavements was presented in Columbus, Ohio, March 29-30, 1993, and was also co-sponsored by the Ohio Department of Transportation. There were forty attendees from federal and state government, including the FHWA, U.S. Army Corps of Engineers, and Canadian Ministry of Transportation. Another SPS Instrumentation Workshop was held in Delaware, Ohio, November 7-10, 1994, and was attended by 61 participants. In June of 1996, a Pavement Instrumentation Workshop was held in Delaware, Ohio, with 89 attendees from federal and state government and the private sector. In conjunction with the Third Conference on Structural Performance of Pipes, two short courses, one on Rigid Pipe and one of Flexible Pipe, were held on March 25, 1998.

On October 20-22, 1993, a Backcalculation Training Course was conducted on the OU Campus, Stocker Center, sponsored by CGER and ODOT. This training course was attended by approximately thirty participants from throughout the U.S.

During the months of February and March, 1994, four workshops were conducted in Ohio for ODOT employees on *Implementation of Proper Erosion and Sediment Control Practices*. The first workshop was held in Bowling Green, and was attended by 38 participants; the second was in Waverly, with 76 participants in attendance; the third took place in Cleveland with 39 participants; and, the last workshop was taught in New Philadelphia, with 58 participants in attendance. A teleconference workshop was also broadcast from the OU campus to twelve ODOT districts. Five hundred-eight people participated in this teleconference.

In August of 1995 an Open House was held for The Ohio-Strategic Highway Research Program (OH-SHRP) Specific Pavement Studies (SPS) Test Road. This Open House was held in Columbus, Ohio, and was attended by 154 individuals from federal and state government, as well as the private sector.

On April 8, 1998, the Midwest Concrete Consortium Conference was hosted at the Ohio University Inn. In conjunction with this, on April 7 an open house/workshop was held for the Accelerated Pavement Load Facility, located on the Ohio University-Lancaster Campus, and the

High Performance Concrete project on Rt. 50 east of Athens. About 70 people attended the Open House.

FACILITIES/EQUIPMENT

One of the major strengths of the ORITE is the unique facilities/equipment that have been developed and purchased over the last decade. These facilities/equipment have allowed ORITE to remain competitive, and in several areas surpass, comparable and larger institutions in this region. These facilities/equipment, which have been largely purchased with external funds, are helping to establish the ORITE as a leader in transportation research in this region, if not in the U.S. Some of the more unique and specialized facilities/equipment include the following:

- Accelerated Pavement Load Facility - \$1.65 million
- Centrifuge - 200 g - \$120,000
- 25 ton Cone Penetrometer Technology - \$200,000
- Ground Penetrating Radar - down hole and surface - \$200,000
- Data Acquisition Systems - \$1 million
- Dynamic Cone Penetrometer - \$30,000
- One Million Pound Load Cell Facility - \$47,500
- SUPERPAVE Equipment for Asphalt Testing - \$354,500
- Equipment for Concrete and Other Materials Testing - \$250,000
- Computational Laboratory for Pavement Research - \$115,000

The printed material presented in Appendix E provides details on the more specialized facilities/equipment. Appendix F provides further description of the specialized areas of interest of the ORITE.

SPACE

The ORITE currently occupies the following space in Stocker Center.

<u>Room</u>	<u>Function</u>	<u>Area (ft.²)</u>
114	Secretary Office	255
116	Research Engineer Office	160
124A	Research Engineer Office	127
119	Conference room and two cubicle offices for special projects	218
032*	Laboratory	2,125
037A*	Laboratory	300
007A*	Laboratory	150
007B	Graduate Student Offices	255
007C	Laboratory	180

007D	Laboratory	225
007E	Laboratory	<u>878</u>
TOTAL		4,873

The Accelerated Pavement Load Facility on the OU-Lancaster campus is 4,100 sq. ft. which includes 900 sq. ft. for offices and equipment and 3,200 sq. ft. for pavement testing.

FACULTY/STAFF

The following summarizes a list of faculty that have participated in research through ORITE. A list of the ORITE staff is also provided.

LIST OF FACULTY CURRENTLY PARTICIPATING IN RESEARCH THROUGH ORITE

<u>Name</u>	<u>Title</u>	Approx. % Time Commitment	
		<u>Administrative</u>	<u>Technical</u>
Gayle F. Mitchell	Director, ORITE; Chair, Civil Engineering Department Russ Professor, Civil Engineering	50%	15%
Shad M. Sargand	Director, Accelerated Pavement Load Facility; Associate Director, ORITE; Russ Professor, Civil Engineering	25%	60%
Kenneth B. Edwards	Assistant Professor, Civil Engineering	-	10%
Voula Georgopoulos	Assistant Professor, School of Electrical Engineering and Computer Science	-	5%
Glenn A. Hazen	Professor, Civil Engineering	-	30%
*These research laboratories share space with teaching laboratories.			
Lloyd A. Herman	Assistant Professor, Civil Engineering	-	30%
Sang-Soo Kim	Assistant Professor, Civil Engineering	-	5%
Teruhisa Masada	Assistant Professor, Civil Engineering	-	30%
M. Britt Simmons	Assistant Professor, Civil Engineering	-	15%

Eric P. Steinberg	Associate Professor, Civil Engineering Assistant Chair, Civil Engineering	-	15%
Ben Stuart	Assistant Professor, Civil Engineering	-	10%

LIST OF ADDITIONAL FACULTY WHO PARTICIPATED
IN RESEARCH THROUGH ORITE (1993-1997)

Moid Ahmad	Professor, Geological Sciences (retired)
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LIST OF ADDITIONAL FACULTY/STAFF PROPOSED TO
PARTICIPATE IN ORITE RESEARCH

Liming Cai	Assistant Professor, School of Electrical Engineering and Computer Science
Thomas Schnell	Research Engineer, Industrial and Manufacturing Systems Engineering
Mary Stoertz	Assistant Professor, Geological Sciences
Helmut Zwahlen	Professor, Industrial and Manufacturing Systems Engineering

LIST OF STAFF IN ORITE

<u>Name</u>	<u>Title</u>
Issam Khoury	Research Engineer and CE Laboratory Coordinator
William Edwards	Research Engineer
Daniel Wasniak	Research Engineer
Michael Krumlauf	Technician
Position Approved	Research Engineer
Helen Malone	Secretary

STRATEGIC PLAN

A strategic plan for ORITE was outlined in 1996 for the new Dean of the Russ College of Engineering and Technology. This plan is presented in Appendix G. Several items on the plan have been accomplished since 1996. These includes as follows: hiring of two research engineers and one technician; acquiring of Superpave equipment; and improvement of existing space.

The Russ College of Engineering and Technology is currently completing its strategic plan. Once it is completed, the ORITE will devise a new strategic plan that complements the College's plan. Specific components of the new plan will include adding personnel and space, developing the service component of the Institute further, maintaining and adding to the facilities infrastructure, further developing the computational/modeling portion of the Institute, continuing technology transfer initiatives and enhancing scholarly pursuits.

NATIONAL/INTERNATIONAL ACTIVITY

ORITE personnel have provided assistance to other states and a federal agency on their pavement studies in their domain. These include the Federal Highway Administration at Turner Fairbanks in McLean, Virginia; the North Carolina Department of Transportation; and the University of California at Berkeley for the California Department of Transportation.

Negotiations are underway for establishing a joint research project with South Korea on a \$22 million national test road in that country. Also, a joint research project with several European countries is being discussed which would utilize the Accelerated Pavement Load Facility.

SUMMARY

The ORITE has experienced tremendous growth in the last five years in terms of external funding, breadth and depth of projects, and number of personnel. The Institute has gained state, regional and national recognition. With the passage of the new transportation bill by Congress, research in the Institute continues to look promising into the 21st century.

The ORITE is poised to move to a higher level. The Institute will need to add more personnel if it is to move to a higher level. Space requirements are also becoming more acute. Facilities/equipment will need to continuously be maintained and new items purchased as technology advances. Opportunities are emerging to interact more with the private sector and move into more service related functions.

**Table A-1: Ohio Research Institute for Transportation and the Environment
Research Project Information**

<u>Current Funded Projects</u>		
<u>Project Name/Funding Source</u>	<u>Project Dates</u>	<u>Total Project Budget</u>
Application of High Performance Concrete in the Pavement System; FHWA	11/4/96-11/4/98	\$163,476
Construction of a Flexible Pipe System Using Controlled Low-Strength Material - Controlled Density Fill (CLSM-CDF); ODOT/FHWA	6/17/97-6/16/98 (extension pending)	\$145,882
Continued Monitoring of Instrumented Pavement in Ohio; ODOT/FHWA	9/3/96-9/3/01	\$925,189
Data Collection, Monitoring and Watershed Characterization for the Unnamed Tributary to Moxahala Creek; ODNR	11/5/96-6/20/98	\$121,032
Effects of Pavement Type on Traffic Noise Levels; ODOT	5/5/97-5/5/99	\$149,996
Experimental Analysis of Composite Reinforced Bridge; ODOT/FHWA	9/3/96-9/3/98	\$22,508
Field and Laboratory Performance Evaluation of Spread Footings; ODOT/FHWA	2/15/89-6/15/97 (extension pending)	\$389,935
Field Verification of Standard Installation Direct Design (SIDD) Method for Concrete Pipe; ODOT/FHWA	8/24/92-4/1/98 (extension pending)	\$129,103
Field Verification of Structural Performance of Thermoplastic pipe Under Deep Backfill Condition; ODOT/FHWA	6/20/97-12/20/99	\$271,567
Forces Exerted in the Wingwalls of Skewed Bridges; ODOT/FHWA	10/1/97-9/30/99	\$83,455

Impact of Flue Gas Desulfurization Sludge Mine Seat at Broken Aro Mine; R & F Coal Company	9/1/97-6/30/98	\$53,900
Implementation of Superpave at the Accelerated Pavement Load Facility (APLF); Ohio University 1804 Fund	7/1/96-6/30/98	\$30,000
Laboratory Characterization of Materials and Data Management for Ohio-SHRP Project (U.S. 23); ODOT/FHWA	10/1/97-9/30/99	\$121,513
Parallel Barrier Effects for Distant Receivers; ODOT/FHWA	12/1/97-12/1/99	\$222,803
Performance of Dowel Bars and Rigid Pavement; ODOT/FHWA	11/4/96-11/4/98	\$184,622
Structural Evaluation and Performance of Plastic Pipe; ODOT/FHWA	7/1/90-6/16/97 (extension pending)	\$461,801
Structural Response of High Performance Concrete Pavement; ODOT/FHWA	10/1/97-9/30/99	\$80,936
Three-Dimensional Modeling of Flexible Pavement; ODOT/FHWA, Ohio University	9/3/96-9/3/98	\$30,000
Traffic Noise Barrier Overlap Gap Design; ODOT/FHWA	11/4/96-5/4/98	\$74,355
Using Wetlands for Storm Water Management; ODOT/FHWA	11/1/95-2/1/98 (extension pending)	\$101,882
Technical Support for the FHWA Subcontractor to Battelle	7/1/98-5/30/03	\$763,231
Testing of an Experimental Concrete Slab for Verification of a Three Dimensional Mathematical Model; Battelle	5/1/98-7/30/98	\$59,734
TOTAL CURRENT PROJECTS		\$4,586,920

Projects Under Review

<u>Project Name/Funding Source</u>	<u>Tentative Project Dates</u>	<u>Total Project Budget</u>
Cone Penetrometer Testing for Eastman-Chemical Company; Tennessee Eastman Division, Eastman Chemical Company	10/1/97-9/30/00	\$289,442
Cone Penetrometer Testing with Applied Research Associates, Inc.	7/98-6/00	TBD
Field Verification of Structural Performance of Thermoplastic Pipe Under Deep Backfill Conditions; Pennsylvania DOT	TBD	\$75,000
Instrumentation of a Bridge; ODOT/FHWA	1/1/98-6/30/99	\$164,290
Low-Noise Pavement Characterization and Testing; ODOT/FHWA	10/1/97-9/30/99	\$175,000
Pavement Performance Testing; ODOT/FHWA	9/1/97-8/30/99	\$223,040
Structural Performance of Fiber Reinforced Polymer Bridge Deck System (in conjunction with West Virginia University); ODOT/FHWA	1/1/98-6/30/99	\$331,215
Thermoplastic Drainage Pipe, Design and Testing; NCHRP (in conjunction with Utah State Univ.)	2/15/98-8/14/00	\$72,401
TOTAL PROJECTS UNDER REVIEW		\$1,330,388

Completed Projects

<u>Project Name/Funding Source</u>	<u>Project Dates</u>	<u>Total Project Budget</u>
A Demonstration Project on Instrumentation of a Flexible Pavement; ODOT/FHWA	3/9/92-10/9/97	\$323,145
Accelerated Pavement Load Facility; OBOR Investment Fund	N/A	\$1,350,000

TBD = To Be Determined

Assessment of Erosion/Sediment Control in Highway Construction Projects; ODOT/FHWA	3/26/90-12/31/92	\$74,748
Box-Type Culverts; ODOT/FHWA	8/15/85-7/1/90	\$216,884
Computational Laboratory for Pavement Research; Ohio University 1804 Fund	7/1/94-6/30/96	\$115,000
Coordination and Load Response Instrumentation of SHRP Pavements; ODOT/FHWA	6/13/94-6/13/97	\$602,502
CPT Study on I-70 Near Zanesville, Ohio; ODOT/FHWA	10/94-12/94	\$4,755
Determination of Abutment Forces Due to Environmental Factors; ODOT/FHWA	6/1/94-12/1/95	\$18,456
Development of an Instrumentation Plan for the Ohio SPS Test Pavement; ODOT/FHWA	12/1/93-11/1/94	\$38,723
Environmental Geotechnology Program; Ohio University 1804 Fund	7/89-6/91	\$148,000
Evaluation of Pavement Joint Performance; ODOT/FHWA	1/1/90-1/30/94	\$188,723
Evaluation of Resilient Modulus by Back-Calculation Technique; ODOT/FHWA	6/15/87-12/15/90	\$143,490
Evaluation of Solar Energy Facilities at Rest Areas in Ohio; ODOT/FHWA	1/15/91-7/14/94	\$94,229
Experimental Analysis of Blasting Criteria; ODOT/FHWA	4/1/87-12/31/91	\$143,492
Failure Characteristics of an Arch Plate Culvert; ODOT/FHWA	7/1/90-1/1/92	\$60,042
Field Evaluation of the Long Term Corrosion Protection Characteristics of Calcium Nitrite in Prestressed Concrete Bridge Girders; ODOT/FHWA	3/13/95-3/13/97	\$87,139
Field Instrumentation of Dowels; ODOT/FHWA	5/2/94-1/2/96	\$19,800

Howard Williams Lake Acid Mine Drainage Study and Reclamation - Phase I; ODNR	June-August 1994	\$5,219
Howard Williams Lake Acid Mine Drainage Study and Reclamation - Phase II; ODNR	9/1/94-12/1/94	\$9,146
Howard Williams Lake Acid Mine Drainage Study and Reclamation - Phase III; ODNR	1/1/95-8/31/95	\$43,915
Howard Williams Lake Acid Mine Drainage Study and Reclamation; ODNR	7/3/95-6/27/96	\$52,975
Implementation of Proper Erosion and Sediment Control Practices; ODOT/FHWA	9/14/92-6/30/95	\$58,808
Instrumenting DEL-23; ODOT/FHWA	12/1/93-7/1/97	\$1,477,451
Instrumentation of a Rigid Pavement System; ODOT/FHWA	3/9/92-11/9/97	\$347,898
Leachate Collection System Components Research - Phase I; WMNA, Inc.	11/19/90-12/31/90	\$30,000
Leachate Collection System Components Research - Phase II; WMNA, Inc.	6/17/91-12/31/91	\$50,000
Leachate Collection System Components Research - Phase III; WMNA, Inc.	2/15/92-12/31/92	\$60,000
Leachate Collection System Components Research - Phase IV; Rust Environment and Infrastructure, Inc. (formerly WMNA, Inc.)	1/15/93-12/31/93	\$45,000
Long Term Study of Metal Box Culverts; ODOT/FHWA	6/15/89-3/15/92	\$74,187
OII-OBOR Research Consortia Center for Excellence Grant; Ohio Board of Regents	4/6/95-12/31/95	\$159,946
Performance of the Leachate Collection System in the Landfill; U.S. EPA	9/1/92-8/31/94	\$96,981
Performance of the Leachate Collection System in the Landfill - Continuation Project; U.S.EPA	9/1/94-3/1/96	\$46,387

Preliminary Assessment of Traffic Noise Barrier Effectiveness for Project HAM-71-11.44; ODOT/FHWA	8/21/95-2/21/97	\$60,601
Preliminary Water Quality Assessment at Broken Aro Mine; R 7 F Coal Company	4/22/97-8/31/97	\$7,081
Reclamation Design for Rock Run Gob Pile; Rural Action/EPA	10/1/96-7/30/97	\$4,700
Resilient Modulus Test System at Ohio University; ODOT/FHWA	8/31/92-8/31/93	\$9,511
Soil Investigation at the Couladis Wetland Site; ODOT/FHWA	12/1/95-3/15/96	\$15,401
Teleconference for Implementing Proper Erosion and Sediment Control; ODOT/FHWA	12/1/94-3/1/96	\$25,662
Testing of Pipe for Advanced Drainage Systems, Inc. (ADS, Inc.); ADS, Inc.	June-December 1993	\$14,327
Testing of Pipe for Advanced Drainage Systems, Inc. (ADS, Inc.); ADS, Inc.	4/20/94-8/31/94	\$3,000
Three-Dimensional Modeling of Rigid Pavement; ODOT/FHWA	9/8/92-12/8/94	\$9,000
Truck Pavement Interaction on DEL-23; FHWA	3 months	\$33,322
TOTAL COMPLETED PROJECTS		\$6,369,646

APPENDIX B
EDUCATIONAL MISSION

THESIS DIRECTED

Kenneth B. Edwards, Advisor

Ryan Eberhart, M.S. Thesis (Summer 1998) (Projected).

Douglas Turney, Hydrologic Investigation of Coal Mine Spoil Near Howard Williams Lake, Perry County, Ohio, M.S. Thesis (Summer 1996).

Glenn A. Hazen, Advisor

M.D. Haque, Comparison of Behavior of 1520 mm (60 inch) Concrete Pipe with SIDD Design Under Deep Cover, M.S. Thesis (Summer 1998) (Projected).

Saleem Zafar, Strength of Hydraulic Conductivity Characteristics of Roller Compacted Concrete, M.S. Thesis (Summer 1997).

Chatchawahn Payoongwong, Experiment and Analysis on the Behavior for Highway Bridge Construction, M.S. Thesis (Winter 1997).

Lankajith Pannila, Application of Solar Energy at Ohio Highway Rest Areas, M.S. Thesis (Fall 1993).

Lloyd A. Herman, Advisor

Matthew Ambroziak, M.S. Thesis (Summer 1998).

Srikanth R. Seshadri, Traffic Noise Analysis at Highway Underpasses, M.S. Thesis (Summer 1998) (Projected).

Craig Clum, Highway Traffic Noise Barrier Overlap Gap Model, M.S. Thesis (Spring 1997).

Gayle F. Mitchell, Advisor

Christopher L. Hunt, Treatment of Highway Storm Water Runoff by Constructed Wetlands: Analytical Analysis and Design Model, M.S. Thesis (Fall 1997).

Chad Antle, Soil Moisture Determination by Frequency and Time Domain Techniques, M.S. Thesis (Spring 1997).

Nabil Quafisheh, The Use of Time Domain Reflectometry (TDR) to Determine and Monitor Non-Aqueous Phase Liquids (NAPLs) in Soils, Nabil Quafisheh, M.S. Thesis (Winter 1997).

Rawee Tangpithakkul, Study of Permeability of Pavement Base Materials, M.S. Thesis (Winter 1997).

Hulugundi N. Dwarakanth, Computer Prograam for Soil Erosion and Sediment Control, Non-Thesis Option (Winter 1996).

Daniel G. Hall, Wetland Pollutant Removal Effectiveness and Mitigation Related to Ohio Highways, M.S. Thesis (Summer 1996).

Chun Lei Wang, Permeability Reduction in Landfill Drainage Layer - Effect of Carbonate Materials, M.S. Thesis, (Winter 1995).

Young-Tae Song, Application of Permeability Similitude Method to Centrifuge Test, M.S. Thesis (Summer 1994).

Ibrahim Mohammed, Permeability Variation Due to Clogging in a Simulated Landfill Drainage Layer, M.S. Thesis (Summer 1994).

Shad M. Sargand, Advisor

Pongsak Suriyavanagul, Characterization of Pavement Structure on the OH-SHRP Test Road Using Spectral-Analaysis-of-Surface-Waves Method, Ph.D. Dissertation (June 1998).

Ryan Ball, Experimental Analysis of Composite Reinforced Beams, M.S. Thesis (Summer 1998). (Projected).

David Beegle, M.S. Thesis (Summer 1998) (Projected).

Daniel E. Boltz, Early Performance of Concrete Pavement Containing Ground Granulated Blast Furnace Slag, M.S. Thesis (Summer 1998) (Projected).

Daniel Wasniak, (Summer 1998) (Projected).

Benjamin Goldsberry, Thermal Effect Curling of Concrete Pavements on U.S. 23 Test Road (DEL-23-17-28), M.S. Thesis (Spring 1998).

Jiayan Liu, Database Design of Ohio SPS Test, M.S. Thesis (Summer 1997).

Jeffrey VonHandorf, Pavement Response to Environmental Factors, M.S. Thesis (Spring 1997).

Edward Cinadr, True Forces in Dowels in Rigid Pavement Joints, M.S. Thesis (Spring 1997).

Damon Macioce, Performance of Instrumented Flexible Pavements, M.S. Thesis (Winter 1997).

Anthony Sharkins, Instrumentation for SPS-2, M.S. Thesis (Fall 1996).

Huntae Kim, Anisotropic Properties of Compacted Silty Clays, M.S. Thesis (Summer 1996).

Teruhisa Masada, Structural Performance of Profile Wall Plastic Pipe Under Relatively Shallow soil Cover Conditions, Ph.D. Dissertation (1996).

Sedtha Mahasantipiya, Analysis of the Behavior of Spread Footing for Highway Bridge Foundation, M.S. Thesis (Fall 1995).

Andrew T. Metzger, Measurement of the Abutment Forces of a Skewed Semi-Integral Bridge as a Result of Ambient Temperature Change, M.S. Thesis (Fall 1995).

Christopher C. Bazeley, Route 2 Rigid Pavement Project: Placement, Testing and Data Analysis of Instrumentation on Slabs 1 thru 9, M.S. Thesis (Summer 1995).

Jason L. McCauley, Structural Performance of a Flexible Pavement Due to Various Bases, M.S. Thesis (Spring 1995).

Daniel J. Schweiger, Instrumentation of Flexible Pavement, M.S. Thesis (Spring 1995).

Baimin Mao, Resilient Modulus Testing of Highway Subgrade Soils in Ohio, M.S. Thesis, (Winter 1995).

Rajesh Kalra, Structural Performance of Jointed Plastic Pipes Under a Simulated High Landfill, M.S. Thesis (Fall 1994).

Joel R. Copley, Route 2 Rigid Pavement Instrumentation Project: Installation and Testing of Selected Instruments and Data Analysis for Slabs 3, 4, 6, 7 and 9, M.S. Thesis (Spring 1994).

Michael George, Route 2 Rigid Pavement Instrumentation Project: Installation of Instruments, Testing, and Data Analysis of Slabs 1, 2, 5 and 8, M.S. Thesis (Spring 1994).

Xuegang Liu, Experimental and Theoretical Analysis of Buried corrugated Plastic Pipe, M.S. Thesis (Fall 1993).

Issam Khoury, Load Transfer Mechanism in Rigid Pavement, M.S. Thesis (Summer 1993).

Eric P. Steinberg, Advisor

Sitdhichai Choamnak, Nondestructive and Destructive Testing of Covered Timber Bridge Members, M.S. Thesis (Winter 1997).

Joanne Gamble, Field Evaluation of Calcium Nitrite and Chloride in Ohio Prestressed Concrete Box Beam Bridge Girders, M.S. Thesis (Summer 1996).

Matthew Johnson, Analysis, Design and Fabrication of a Frangible Tower for use with Sideband Reference Glide Slope Antenna, M.S. Thesis (Summer 1996).

Siyd Tawana, Behavior of Plain and Steel Fiber Reinforced Concrete Under Multiaxial Stress, M.S. Thesis (Spring 1995).

APPENDIX C
SCHOLARLY ACCOMPLISHMENTS

PUBLICATIONS

Kenneth B. Edwards

Edwards, K. B., M. W. Stoertz, and D. C. Turney. Hydrologic modeling of reclaimed strip mine spoil. *Proceedings of the 15th Annual National Meeting of the American Society for Surface Mining and Reclamation*. St. Louis, MO, May 17-21, 1998, pp. 73-76.

Eberhart, R. E, K. B. Edwards, and B. J. Stuart. Water quality analysis of a highly acidic watershed in southeast Ohio. *Proceedings of the 15th Annual National Meeting of the American Society for Surface Mining and Reclamation*. St. Louis, MO, May 17-21, 1998, pp. 22-31.

Stuart, B.J., K.B. Edwards, R.J. Eberhart, B. Olujic, and M.D. Rudisell. Field evaluation of surface water flowrate measurement devices. *1998 ASCE Wetlands Engineering and River Restoration Conference*. Denver, CO, March 23-27, 1998.

Edwards, K. B. and D. C. Turney. 1997. The principal origin of lake acidity: Underground mines, minespoil, or buried gob? *International Journal of Surface Mining, Reclamation, and Environment*. v.11(3), pp. 139-144.

Steinberg, E. P. and K. B. Edwards., and J. Gamble. Field evaluation of long term corrosion characteristics of calcium nitrite in prestressed concrete bridge girders. *Ohio Transportation Engineering Conference. - The Ohio State University/Ohio Dept. of Transportation*. Columbus, OH. Nov. 18-19, 1997.

Steinberg, E. P. and K. B. Edwards. The effectiveness of calcium nitrite in producing high performance concrete. *Proceedings of the International Symposium on High Performance Concrete. Precast/Prestressed Concrete Institute and Federal Highway Administration*. New Orleans, LA, Oct. 20-22, 1997, pp. 184-193.

Edwards, K. B. and B. J. Stuart. Groundwater and surface water monitoring plan at a coal remining site near Coshocton, Ohio. *Proceedings of the Groundwater Protection Council Annual Forum*. Cleveland, OH, Sept. 20-24, 1997, pp. 83-90.

Steinberg, E. P. and K. B. Edwards. Field evaluation of the long term corrosion protection characteristics of calcium nitrite in prestressed concrete bridge girders. *Final report submitted to Ohio Department of Transportation*. March 1997.

Steinberg, E. P., K. Edwards, J. Gamble, and V. Dalal. Field evaluation of calcium nitrite and chloride in prestressed concrete beam bridge girders. *Transportation Research Board. 76th Annual Meeting*, Washington D.C., January 12-16, 1997. Paper No. 970583.

Edwards, K. B. 1996. Venting test analysis using Jacob's approximation. *Journal of Environmental Engineering, ASCE*. v. 122 (3), pp. 232-234.

Steinberg, E. P. and K. B. Edwards. Field evaluation of long term corrosion characteristics of calcium nitrite in prestressed concrete bridge girders. *Ohio Transportation Engineering Conference. The Ohio State University/Ohio Dept. of Transportation. Columbus, OH. Nov. 19-20, 1996.*

Edwards, K. B., M. U. Ahmad, W. E. Grube, Jr., and D. Collins. Restoration of a coal-mined watershed. *Watershed Management Symposium, American Water Resources Association. Syracuse, NY. July 14-17, 1996.*

Edwards, K. B., M. U. Ahmad, and W. E. Grube, Jr. Howard Williams Lake Acid Mine Drainage and Reclamation Study: Phase III. *Final report submitted to Ohio Department of Natural Resources. June 1996.*

Turney, D. C., K. B. Edwards, and W. E. Grube, Jr. Effects of spoil groundwater on water-quality in a receiving lake. *Proceedings of the 13th Annual Meeting of the American Society for Surface Mining and Reclamation. Knoxville, TN. May 18-23, 1996, pp. 72-86.*

Edwards, K. B. and W. E. Grube, Jr. Sources of greatest acidity in a coal-mined watershed. *Proceedings of the Watershed Management Symposium, American Society of Civil Engineers. August 14-16, 1995, pp. 175-184.*

Wang, K. and K. B. Edwards. Effects of rainfall on soil vapor extraction. *ASCE Environmental Engineering Conference. Pittsburgh, PA. July 23-26, 1995.*

Edwards, K. B. and W. E. Grube, Jr. Water quality variability in a coal-mined watershed. *1995 Spring Meeting, American Geophysical Union. Baltimore, MD. May 30-June 2, 1995.*

Turney, D. C. and K. B. Edwards. Using a mass balance to understand the geology and geochemistry of a reservoir receiving acid mine drainage. *50th Annual Purdue Industrial Waste Conference. W. Lafayette, IN. May 8-10, 1995.*

Edwards, K. B. and L. C. Jones. 1994. Air permeability from pneumatic tests in oxidized till. *Journal of Environmental Engineering, ASCE. v. 120 (2), pp. 329-347.*

Edwards, K. B., M. U. Ahmad, and W. E. Grube, Jr. Howard Williams Lake Acid Mine Drainage and Reclamation Study: Phase II. *Final report submitted to Ohio Department of Natural Resources. Dec. 1994*

Edwards, K. B., M. U. Ahmad, and W. E. Grube, Jr. Howard Williams Lake Acid Mine Drainage and Reclamation Study: Phase I. *Final report submitted to Ohio Department of Natural Resources. Aug. 1994.*

Edwards, K. B. and R. S. Iyer. Modeling venting tests in alluvial sands. *Proceedings of the Eighth National Outdoor Action Conference, National Ground Water Association. May 23-25, 1994. Minneapolis, MN. Ground Water Management Book 18, pp. 71-78.*

Edwards, K. B. and L. C. Jones. 1993. Modeling pumping tests in weathered glacial till. *Journal of Hydrology*. v. 150, pp. 41-60.

Edwards, K. B. Air permeabilities from multiple well field tests in unsaturated weathered till. *Proceedings of the Superfund XIV Conference*. Washington D.C. Nov. 30-Dec.2, 1993. pp. 255-258.

Glenn A. Hazen

Refereed (Full papers or articles subjected to peer review before acceptance)

Sargand, S.M., and Hazen, G.A., "Load-Cell Tests on 1520 mm (60 in.) Concrete Pipe Designed for Deep Burial," *Proceedings of the Third Conference on Structural Performance of Pipes*, Athens, Ohio, 22-24 March 1998. pp.131-145.

Reports that are Significant (Do not include monthly, quarterly, or brief progress reports.)

Sargand, S.M. and Hazen, G.A. "A Demonstration Project on Instrumentation of a Flexible Pavement System," **Final Report**, Ohio Department of Transportation and Federal Highway Administration, Job No. 14516(0), May, 1997,

Sargand, S.M. and Hazen, G.A. "Instrumentation of a Rigid Pavement System," **Final Report**, Ohio Department of Transportation and Federal Highway Administration, Job No. 14515(0), May, 1997

Lloyd A. Herman

Journal Articles

Herman, Lloyd, William Bowlby, and Raymond Brisson. "Determination of Traffic Noise Barrier Effectiveness". Transportation Research Record, No. 1416, pp.75-81, National Academy of Sciences, Transportation Research Board, Washington D.C., 1993.

Herman, Lloyd. "Traffic Noise Ground Attenuation Algorithm Evaluation". Journal of the Acoustical Society of America. 100 (5) 3460-3463 (1996).

Herman, Lloyd and William Bowlby. "Case history: An Evaluation of STAMINA 2.0 Based on I-440 Field Measurements". Journal of Noise Control Engineering. 45 (1) 52-59 (1997).

Herman, Lloyd, Craig Clum, Michael Finney, and Elvin Pinckney. "Perception of Traffic Noise Barrier Effectiveness: A Public Opinion Survey of Residents Living Near I-71". Transportation Research Record, National Academy of Sciences, Transportation Research Board, Washington D.C. TRR 1601.

Herman, Lloyd and William Bowlby. "Analysis of Proponent Mitigated Development Strategies for Traffic Noise and Land Use Compatibility Planning". ASCE: Journal of Transportation Engineering.. July / Aug 1998.

Journal Articles accepted for publication:

Herman, Lloyd. "Traffic Noise Source Control Strategies". Transportation Research Record National Academy of Sciences, Transportation Research Board, Washington D.C.

Proceedings:

Herman, Lloyd A. "Improving STAMINA 2.0 traffic noise prediction accuracy for soft ground sites with barriers". The 1995 International Congress on Noise Control Engineering. 1995. Noise Control Foundation New York.

Herman, Lloyd A. "Land Development Strategies to Reduce the Effects of Roadside Noise". Organization for Economic and Cooperative Development, Road Transport Research Program, Seminar E2: Roadside Noise Abatement. November 1995.

Technical Reports:

Herman, Lloyd and William Bowlby. Noise Mitigation Strategies. Washington State DOT, Olympia, WA. 1993.

Bowlby, W., D. Reiter, and L. Herman. Ridgefield Park High School Traffic Noise Report - New Jersey I-95. New Jersey DOT, Trenton, NJ. 1995.

Herman, Lloyd, Craig Clum, and Michael Finney. Preliminary Assessment of Traffic Noise Barrier Effectiveness for Project HAM 71-11.44. Ohio DOT, Columbus, OH 1996.

Bowlby, W., R.L. Wayson, S. Chiguluri, M. Martin and L.A. Herman. Interrupted Flow Reference Energy Mean Emission Levels for the FHWA Traffic Noise Model. USDOT Report: DOT-VNTSC-FHWA-97-1. Cambridge, MA. 1997.

Herman, Lloyd A. and Craig M. Clum. Draft Report: Traffic Noise Barrier Overlap Gap Design. Ohio DOT, Columbus, OH 1998.

Papers Presented:

Herman, L., W. Bowlby, R. Brisson, "Determination of Traffic Noise Barrier Effectiveness, An Evaluation of Noise Abatement Measures Used on I-440". Transportation Research Board, Annual Meeting, Washington D.C. January 1993.

Herman, L. "STAMINA 2.0 and ORNAMENT Ground Attenuation algorithm Evaluation for Sites with Barriers". Transportation Research Board, Transportation Related Noise and Vibration meeting, Philadelphia, PA. July 1994.

Herman, Lloyd A.. "Improving STAMINA 2.0 traffic noise prediction accuracy for soft ground sites with barriers". The 1995 International Congress on Noise Control Engineering., Newport Beach, CA July 1995.

Herman, Lloyd A.. "Public Opinion of I-71 Traffic Noise Barrier Effectiveness". Transportation Research Board, Transportation Related Noise and Vibration Meeting, Chicago, IL July 1996.

Bowlby, William, Srinivas Chiguluri, Roger L. Wayson, M.. Martin, and Lloyd Herman. "Interrupted flow Reference Energy Mean Emission Levels for the FHWA Traffic Noise Model". Transportation Research Board, Transportation Related Noise and Vibration Meeting, Chicago, IL July 1996.

Invited Papers:

Herman, Lloyd A.. "Land development strategies to reduce the effects of roadside noise". Conference on Roadside Noise Abatement, sponsored by the international Organization for Economic and Cooperative Development (OECD). Madrid, Spain. November 1995.

Herman, Lloyd . "Noise Barrier Effectiveness". Transportation Research Board, Environmental Analysis meeting. Columbus, OH. August 1996.

Herman, Lloyd. "Noise Barrier Evaluation". Ohio Transportation Engineering Conference. Columbus, OH November 1996.

Herman, Lloyd A. and William Bowlby. "Implementation of Proponent Mitigated Development Strategies for Traffic Noise and Land Use Compatibility Planning". Transportation Research Board, Annual Meeting, Washington D.C. January 1997.

Herman, Lloyd A. "Traffic Noise Barrier Overlap Gap Model" Transportation Research Board, Annual Meeting, Washington D.C. January 1998.

Herman, Lloyd A. and Craig M. Clum. "Traffic Noise Barrier Overlap Gap Study" 16 th International Congress on Acoustics / 135th Meeting Acoustical Society of America. Seattle, WA. June 22, 1998.

Teruhisa Masada

JOURNAL PAPERS

"New Mound Equation." **Geosynthetics International**, Vol. 5, No. 3, Industrial Fabrics Association International, To be Published in Fall 1998.

"DISCUSSIONS - Interpretation of Buried Pipe Test: Small-Diameter Pipe in Ohio University Facility by R. W. I. Brachman, I. D. Moore, and R. K. Rowe." Coauthored with S. Sargand and G. Hazen, **Transportation Research Record** No. 1541, Transportation Research Board, National Research Council, Washington, D. C., 1996, pp. 71-72.

"Influence of Rib Spacing on Deformation Performance of Profile-Wall Plastic Pipe." Coauthored with S. Sargand and J. Hurd, **ASTM Geotechnical Testing Journal**, Vol. 19, No. 2, June 1996, Philadelphia, pp. 217-222.

"Structural Performance of Buried PVC Pipes Under Large Distributed Load." Coauthored with S. Sargand, G. Hazen, X. Liu, and J. Hurd, **Transportation Research Record** No. 1514, Transportation Research Board, National Research Council, Washington, D. C., 1995, pp. 59-67.

"Long Term Field Study of a Deep-Corrugated Metal Box-Type Culvert." Coauthored with S. Sargand, G. Hazen, and J. Hurd, **Canadian Geotechnical Journal**, Vol. 31, No. 2, April 1994, pp. 175-180.

"Modified Direct Shear Study of Clay Liner/Geomembrane Interfaces Exposed to Landfill Leachate." Coauthored with G. Mitchell, S. Sargand, and B. Shashikumar, **International Journal of Geotextiles and Geomembranes**, Vol. 13, No. 3, 1994, pp. 165-180.

CONFERENCE PAPERS

"Deformation Characteristics of Profile-Wall Thermoplastic Pipe Under Shallow Burial and Surface Loading." Coauthored with S. Sargand, Proceedings of Third National Conference on Structural Performance of Pipes, Athens, Ohio, March 1998, pp. 123-130.

"Performance of a Pipe Arch Culvert in a Cohesive Backfill to a Moderate Degree of Structural Failure." Coauthored with S. Sargand and G. Hazen, Proceedings of Nordic Steel Construction Conference '95, Malmo, Sweden, June 1995.

"Performance of Corrugated HDPE Pipe." Coauthored with S. Sargand, B. Mao, and R. Yalamanchili, Proceedings of CENTRIFUGE 94, International Conference, Singapore, Sept. 1994, pp. 745-752.

"Five Year Field Performance Study of Three Metal Box Culverts." Coauthored with S. Sargand and G. Hazen, Proceedings of Second National Conference on Structural Performance of Pipes, Columbus, Ohio, March 1993, pp. 137-146.

REPORTS

"Structural Evaluation and Performance of Plastic Pipes." Coauthored with S. Sargand and G. Hazen, Draft Final Report to Ohio Department of Transportation and Federal Highway Administration, April 1998.

"Performance of Highway Bridge Structures Supported by Spread Footings in Ohio." Coauthored with S. Sargand and G. Hazen, Draft Final Report to Ohio Department of Transportation and Federal Highway Administration, July 1997.

"Field Load Test Results on ADS 48" Diameter HC-HDPE Pipe." Final Report to Advanced Drainage System (ADS), Inc., Columbus (OH.), Coauthored with S. Sargand, July 1997.

"Structural Performance of Landfill Leachate Collection System." Coauthored with S. Sargand and G. Mitchell, Final Report to the U.S. EPA, Cincinnati (OH.), October 1996.

"Wetland Mitigation Project ATH-50-18.58." Coauthored with G. Mitchell, Final Report to Ohio Department of Transportation (District 10), March 1996.

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"Long-Term Study of Metal Box Culverts." Coauthored with S. Sargand and G. Hazen, FHWA/OH-93/002, Final Report to Ohio Department of Transportation and Federal Highway Administration, May 1993.

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Gayle F. Mitchell

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Teruhisa Masada and Gayle F. Mitchell, **Wetland Mitigation Project ATH-50-18.58**, Final Project Report, Ohio Department of Transportation District 10 (March 1996).

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Shad M. Sargand, Gayle F. Mitchell, and John O. Hurd, Editors, **Proceedings of the Conference on Structural Performance of Pipes 1993**, CGER/ODOT, Worthington, Ohio (March 14-17, 1993).

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Teruhisa Masada, Gayle F. Mitchell, Shad M. Sargand, and Bangalore Shashikumar, *Modified Direct Shear Study of Clay Liner/Geomembrane Interfaces Exposed to Landfill Leachate*, **Geotextiles and Geomembranes**, Vol. 13, No. 3, p 165 (1994).

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Gayle F. Mitchell and Shad M. Sargand, *Integrated Engineering Programs: Focus on Geoenvironmental*, **Proceedings of the American Society for Engineering Education 100th Annual Conference**, University of Illinois, Champaign-Urbana, Illinois (June 20-23, 1993).

Robert L. Kastner, Shad M. Sargand, and Gayle F. Mitchell, *Structural Performance of PVC Leachate Collection Pipe*, **Proceedings of the 1993 Conference on Structural Performance of Pipes**, Columbus, Ohio (March 14-17, 1993).

Gayle F. Mitchell and Teruhisa Masada, *A Review of Erosion and Sediment Control Specifications of Departments of Transportation*, **Proceedings of the 24th International Erosion Control Association**, Indianapolis, Indiana (February 23-26, 1993).

Gayle F. Mitchell, Shad M. Sargand, and Julian Rueda, *Permeability of the Drainage Layer in the Leachate Collection System*, **Proceedings of WasteTech '93 Conference**, Marina Del Ray, California (January 14-15, 1993).

Shad M. Sargand

T. Masada and S.M. Sargand, *Deformation Characteristics of Profile-Wall Thermoplastic pipes Under Shallow Burial and Surface Loading*, **Proceedings of the Conference on Structural Performance of Pipes '98**, pp. 123-130 (March 1998).

S.M. Sargand and G.A. Hazen, *Load-Cell Tests on 1520 mm (60 in.) Concrete Pipe Designed for Deep Burial*, **Proceedings of the Conference on Structural Performance of Pipes '98**, pp. 131-146 (March 1998).

Glenn A. Hazen, Shad M. Sargand, Mohammed Haque and John O. Hurd, *Field Performance of Instrumented Concrete Pipe Under Deep Burial*, Transportation Research Record No. 1594, Transportation Research Board, pp224-234 (September 1997).

Shad M. Sargand, Roger Green and Issam Khoury, *Instrumenting Ohio Test Pavement*, Transportation Research Record 1596, Transportation Research Board, pp. 23-30 (September 1997).

Shad M. Sargand, Brad A. Young, Issam S. Khoury, Daniel L. Wasniak, Benjamin M. Goldsberry, *Preliminary Report on Forensic Study for Section 390101 of Ohio SHRP U.S. 23 Test Pavement*, ODOT/FHWA (September 1997).

Shad M. Sargand and Andrew T. Metzger, *Determination of Abutment Forces Due to Environmental Factors*, Final Report, ODOT/FHWA (May 1997).

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Shad M. Sargand, Glenn A. Hazen, Jason L. McCauley, Daniel J. Schweiger, *A Demonstration Project on Instrumentation of a Flexible Pavement*, Final Report, ODOT/FHWA (April 1997).

Shad M. Sargand, Glenn A. Hazen, Christopher C. Bazeley, Joel R. Copley, Michael E. George, *Instrumentation of a Rigid Pavement System*, Final Report, ODOT/FHWA (April 1997).

Y.C. Das and Shad M. Sargand, *Dynamics of Laterally Loaded Pipes in Elastic Medium*, Proceedings of the 8th Annual International Energy Week Conference and Exhibition, Houston, TX, pp.323-330 (January 28-30, 1997).

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John O. Hurd, Shad M. Sargand and Teruhisa Masada, *Performance of Large Diameter HC-HDPE Pipe Under Highway Embankment in Ohio*, 76th Annual Transportation Research Board Meeting, Washington, DC (January 1997).

J.J. VonHandorf, S.M. Sargand, and G.A. Hazen, *Stresses in Rigid Pavement Due to Environmental Factors*, Abstract Proceedings of the VIII International Congress on Experimental Mechanics and Experimental/Numerical Mechanics in Electronic Packaging, Nashville, TN (June 10-13, 1997), pp. 339-340.

A.A. Sharkins, S.M. Sargand, and I.S. Khoury, *Monitoring Dynamic Response of Pavement by Strain Gauges*, Abstract Proceedings of the VIII International Congress on Experimental Mechanics and Experimental/Numerical Mechanics in Electronic Packaging, Nashville, TN (June 10-13, 1997), pp. 341-342.

Shad M. Sargand, Teruhisa Masada, and John O. Hurd, *Effect of Rib Spacing on Deformation of Profile Wall Plastic Pipes Buried in Coarse Granular Backfill*, American Society for Testing and Materials, (June 1996).

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Shad M. Sargand, Glenn A. Hazen, Elango Vaithianathan, and John O. Hurd, *Performance Verification of a Concrete Pipe*, Concrete International ACI, Vol. 17, No. 7, pp 23-27 (July 1995).

Shad M. Sargand, Glenn A. Hazen, Teruhisa Masada, and John O. Hurd, *Performance of a Structural Plate Pipe Arch Culvert in a Cohesive Backfill Under Large Live Load*, Nordic Steel Construction Conference '95, Malmo, Sweden, (June 1995).

Shad M. Sargand, Glenn A. Hazen, Xuegang Liu, Teruhisa Masada, and John O. Hurd, *Structural Performance of Buried PVC Pipes Under Large Distributed Load*, Transportation Research Board Annual Meeting, Washington, DC, (January 1995).

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Shad M. Sargand, *Structural Evaluation and Performance of Plastic Pipe*, The 48th Annual Ohio Transportation Engineering Conference, (November 29-30, 1994)

Shad M. Sargand, *Development of an Instrumentation Plan for the Ohio SPS Test Pavement (DEL-23-17.48)*, Final Report, ODOT/FHWA (October 1994).

Shad M. Sargand, Teruhisa Masada, Baimin Mao, V.S.R. Yalamanchili, and John O. Hurd, *Performance of Buried Corrugated HDPE Pipe*, Centrifuge '94 International Conference, Singapore (August 31-September 2, 1994).

Alan Rauch, Shad M. Sargand, and Glenn A. Hazen, *Behavior of a Deeply Corrugated Steel Plate in a Culvert*, ASCE Journal of Structural Engineering, pp 1651-1655, (May 1994).

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Teruhisa Masada, Gayle F. Mitchell, Shad M. Sargand, and Bangalore Shashikumar, *Modified Direct Shear Study of Clay Liner/Geomembrane Interfaces Exposed to Landfill Leachate*, **International Journal of Geotextiles and Geomembranes**, Vol. 13, No. 3, pp 161-179 (1994).

Shad M. Sargand, Glenn A. Hazen, Issam Khoury, Indra Pannila, Robert Rogers, *Evaluation of Pavement Joint Performance*, Final Report, ODOT/FHWA (August 1993).

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Gayle F. Mitchell, Shad M. Sargand, *Integrated Engineering Programs: Focus on Geoenvironmental*, **Proceedings of the American Society for Engineering Education 100th Annual Conference**, University of Illinois, Urbana-Champaign, Illinois, (June 20-23, 1993).

S.M. Sargand, G.A. Hazen, T. Masada, and J.O. Hurd, *Five Year Field Performance Study of Three Metal Box Culverts*, **Structural Performance of Pipes**, 1993, Balkema, Rotterdam, pp 137-146.

Alan F. Rauch, Shad M. Sargand and Glenn A. Hazen, *Performance of a Deep Corrugated Steel, Box-Type Culvert*, **ASCE Geotechnical Division**, Vol 119, pp 433-452 (May 1993).

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Shad M. Sargand, Gayle F. Mitchell and J.O. Hurd, editors, *Structural Performance of Pipes*, **Proceedings of the Conference on Flexible Pipes**, Columbus, OH (14-17 March 1993), 165 pp.

Gayle F. Mitchell and Shad M. Sargand, *Leachate Collection System Component Research, Phase III*, Final Report, Waste Management of North America, Inc. (January 1993) 79 pp.

Gayle F. Mitchell, Shad M. Sargand, and Julian Rueda, *Permeability of the Drainage Layer in the Leachate Collection System*, **WasteTech '93 Conference**, Marina Del Ray, California, (January 14-15, 1993).

Eric P. Steinberg

A. Articles in Professional Journals

Steinberg, E., 1997, "Reliability of Structural Steel Haunch Connections for Prestressed Concrete" *Journal of Structural Engineering*, ASCE, vol. 123, no. 10, pp. 1382-1389.

Steinberg, E., 1995, "Probabilistic Assessment of Prestress Losses in Pretensioned Prestressed Concrete," *PCI Journal*, November/December Vol. 40, No. 6, pp. 76-85.

Steinberg, E.P., and Bulleit, W.M., 1994, "Considerations for Design Criteria for Lunar Structures," *Journal of Aerospace Engineering*, ASCE, New York, New York, April, p.188-198.

Steinberg, E.P., and Bulleit, W.M., 1994, "Reliability Analysis of Meteoroid Loading on Lunar Structures," *Journal of Structural Safety*, Elsevier, New York, 15, p.51-66. (See request for reprint in Appendix E, Section 1.)

B. Other Paper Publications and/or Presentations

Reports

Steinberg, E., Edwards, K., and Gamble, J., 1997, "Field Evaluation of Long Term Corrosion Protection Characteristics of Calcium Nitrite in Prestressed Concrete Bridge Girders," Final Report to the Ohio Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration, Ohio University, Center for Geotechnical and Environmental Research, Department of Civil Engineering, Athens OH.

Publications

Steinberg, E., and Johnson, M., 1998, "Structural Analysis of a Fiberglass Antenna Tower," *Proceedings of the Second International Conference on Composites in the Infrastructure*, Tucson, AZ, January 5-7, vol. 1, pp. 493-503.

Steinberg, E., and Edwards, M., 1997, "The Effectiveness of Calcium Nitrite in Producing High Performance Concrete," *Proceedings of the PCI/FHWA International Symposium on High Performance Concrete*, New Orleans, LA, October, 20-22, pp. 184-193, Presented at the conference, approximately 90 people present.

Steinberg, E., Choamnak, S., and Johnson, M., 1996, "Testing of Historical Covered Timber Bridge Members", *Proceedings of the International Wood Engineering Conference*, New Orleans, LA, October, 28-31, Vol. 3, pp. 362-368.

Steinberg, E., Edwards, K., and Gamble, J., 1996, "Field Evaluation of Long Term Corrosion Protection Characteristics of Calcium Nitrite in Prestressed Concrete Bridge Girders," Final Report approved by the Ohio Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration, Ohio University, Center for Geotechnical and Environmental Research, Department of Civil Engineering, Athens OH.

Steinberg, E., and Johnson, M., 1996, "Design, Analysis, and Fabrication of a Frangible Tower for the Sideband-Reference Glide-Slope Antennas," Technical Memorandum OU/AEC 96-20TM00020/1.22-1, Federal Aviation Administration, Ohio University, Avionics Engineering Center in cooperation with Civil Engineering Department, Athens, OH.

Steinberg, E., 1995, "Teaching the Materials Properties of Concrete in Structural Design Courses" Proceedings of the Third Annual Undergraduate Faculty Enhancement Symposium - Teaching the Materials Science, Engineering, and Field Aspects of Concrete, Advanced Cement-Based Materials, University of Cincinnati, July 9-12, pp. 23-29.

Steinberg, E., "Distributional Information for Ejection Fragments," Proceedings of Space '94 Conference, Albuquerque, NM, Feb. 1994, p. 402-413.

Steinberg, E.P. and Chamis, C.C., "Structural Probability Concepts Adapted to Electrical Engineering," NASA Technical Memorandum 106499 AIAA 94-1383 Prepared for the 1994 Structures, Dynamics, and Materials Conference, Hilton Head, SC, April, 1994, p. 616-632.

Steinberg, E.P., "Human Error Models for Structural Reliability," Proceedings of the 1994 ASCE Structures Congress '94, Atlanta, GA, April, 1994, p. 199-204.

Presentations

Steinberg, E. 1997, "Civil Engineering Research and Facilities at Ohio University," Columbus, OH, PCI Central Region, approximately 30 in attendance, December 10.

Steinberg, E., Edwards, K., and Gamble, J., and Dalal, V., 1997, "Field Evaluation of Calcium Nitrite and Chloride in Prestressed Concrete Box Beam Bridge Girders," Presented at the 76th Annual Meeting of the Transportation Research Board, National Research Council, Washington, D.C., January 14, approximately 80 people present.

Steinberg, E., 1996, "Development of a Frangible ILS Tower," presented at the 24th Annual Meeting of the Joint University Program in Air Transportation Systems, Ohio University, June 17-18.

Steinberg, E., 1996, "Teaching the Properties of Concrete in Structural Engineering Courses" presented at the Advanced Cement-Based Materials Planning Workshop, Northwestern University, Chicago, IL, February 8-9.

Poster Sessions

Steinberg, E., Edwards, K., and Gamble, J., 1997, "Field Evaluation of Calcium Nitrite and Chloride in Prestressed Concrete Box Beam Bridge Girders," Poster session presented at the Ohio Transportation Engineering Conference, Ohio State University and the Ohio Department of Transportation, Columbus, OH, Nov. 18-19.

Steinberg, E., Edwards, K., and Gamble, J., 1996, "Field Evaluation of Calcium Nitrite and Chloride in Prestressed Concrete Box Beam Bridge Girders," poster session presented at the 50th annual Ohio Transportation Engineering Conference, Ohio State University and the Ohio Department of Transportation, Columbus, OH, Nov. 19-20.

TECHNOLOGY TRANSFER

Gayle F. Mitchell

Structural Performance of Pipes '98, Conference Co-chair, Stocker Center, Ohio University, Athens, Ohio (March 22-24, 1998).

Short Course on Flexible Pavement, Arranged, Stocker Center, Ohio University, Athens, Ohio (March 25, 1998).

Short Course on Rigid Pavement, Arranged, Stocker Center, Ohio University, Athens, Ohio (March 25, 1998).

The Ohio Strategic Highway Research Program Specific Pavement Studies (OH-SHRP SPS) Test Road Open House, Co-chair, Columbus Marriott North, Columbus, Ohio (August 21-22, 1995).

Teleconference for Implementing Proper Erosion and Sediment Controls, Developed and taught, Ohio University (January 12, 1995).

Implementation of Proper Erosion and Sediment Control Practices Training Session, Developed and taught, Bowling Green, Ohio; Cleveland, Ohio; New Philadelphia, Ohio; Waverly, Ohio (February/March 1994).

Structural Performance of Pipes '93, Conference Co-chair, Holiday Inn-Worthington, Ohio (March 14-17, 1993).

Shad M. Sargand

Structural Performance of Pipes '98, Conference Co-chair, Stocker Center, Ohio University, Athens, Ohio (March 22-24, 1998).

Pavement Instrumentation Workshop, Delaware Hotel, Delaware, Ohio (June 17-19, 1996).

The Ohio Strategic Highway Research Program Specific Pavement Studies (OH-SHRP SPS) Test Road Open House, Columbus Marriott North, Columbus, Ohio (August 21-22, 1995).

Backcalculation Training Course, Arranged, Ohio University, Athens, Ohio (October 20-22, 1993).

Structural Performance of Pipes '93, Conference Co-chair, Holiday Inn-Worthington, Ohio (March 14-17, 1993).



Third Conference on Structural Performance of Pipes • March 22-25, 1998 Ohio University, Athens Ohio

This conference will emphasize research, development, specifications, and design for the structural performance of culverts, and sewer and drainage pipes and will feature nationally known speakers.



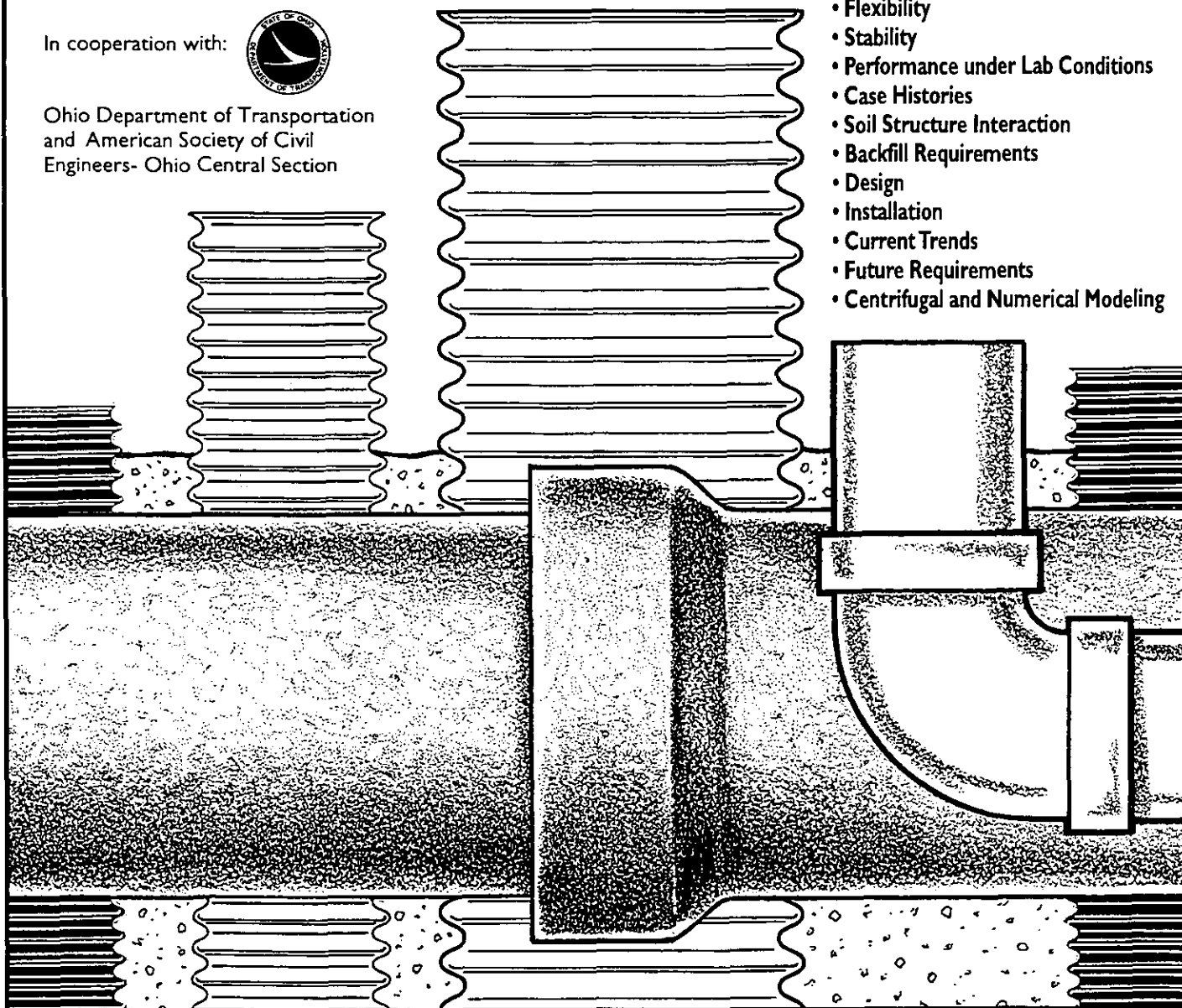
In cooperation with:



Ohio Department of Transportation
and American Society of Civil
Engineers- Ohio Central Section

Topics to be Covered Include:

- Flexibility
- Stability
- Performance under Lab Conditions
- Case Histories
- Soil Structure Interaction
- Backfill Requirements
- Design
- Installation
- Current Trends
- Future Requirements
- Centrifugal and Numerical Modeling



Background

■ A significant amount of investment is expended on pipes for rehabilitation and new development of the infrastructure. Pipes are being utilized for culverts, sewers, water conveyance, and agricultural and landfill drainage, among other applications. Many new materials, wall profiles, and other innovative applications have emerged. The importance of developing background information for structural analysis, design and application of pipes is well recognized. Currently, adequate structural guidelines and specifications do not exist for some pipe materials. Most of the information related to structural design is being provided by manufacturers, academia, and government. The available information often is not widely distributed. This conference provides a forum for integrating different viewpoints and providing information through presentations and published reports.

■ The Third Conference on Structural Performance of Pipes will emphasize research, development, specifications and design of both rigid and flexible pipes. The first conference, held in 1990, focused on flexible pipes. Due to the interest and demand from manufacturers and designers, the theme of the second conference, in 1993, was expanded to include rigid pipe.

■ Presentations and discussions at the Third Conference on Structural Performance of Pipes will highlight design and analysis, modeling, soil-structure interaction, stability, and other key issues. Attendees will have the opportunity to participate in a field demonstration of pipe under deep fill conditions. Manufacturers, distributors and organizations will exhibit their products at the conference.

■ Internationally recognized researchers will keynote the conference, and papers on design and analysis, modeling, soil-structure interaction, stability, and other key issues will be presented and discussed.

Keynote Speakers

Dr. Lester H. Gabriel, Professor of Civil Engineering, California State University, Sacramento, "A Plastic Pipe's Response—Relax and Enjoy."

Dr. Michael G. Katona, Chief Scientist, Air Force Engineering Services Center, Tyndal Air Force Base, "On the Evolution of Buried Culverts."

Dr. Reynold K. Watkins, Professor Emeritus, Department of Civil and Environmental Engineering, Utah State University, "An Historical Overview of Structural Research and Analysis of Buried Pipes."

Luncheon Speaker

Dr. William F. Marcuson, Chief, Geotechnical Laboratory, Waterways Experiment Station, U.S. Army Corps of Engineers.

Organizing Committee

Co-Chairs

Dr. Gayle F. Mitchell, Russ Professor and Chair, Department of Civil Engineering Director, Ohio Research Institute for Transportation and the Environment, Ohio University

Dr. Shad M. Sargand, Russ Professor, Department of Civil Engineering Associate Director, Ohio Research Institute for Transportation and the Environment, Ohio University

Members

James B. Goddard, Chief Engineer, Advanced Drainage Systems, Inc.

Roger L. Green, Director of Research and Development, Ohio Department of Transportation

Glenn A. Hazen, Professor, Department of Civil Engineering, Ohio University

Teruhisa Masada, Assistant Professor, Department of Civil Engineering, Ohio University

Kevin White, Hydraulic Engineer, Ohio Department of Transportation

Tentative Schedule

Sunday, March 22, 1998

Ohio University Inn, Ballroom

Registration: 6:00-8:00 p.m.

Social Hour: 6:00-7:00 p.m.

Monday March 23, 1998

Nelson Commons, Ohio University

Shuttles to Nelson Commons will be available at both motels from 7:30-8:30 a.m.

Registration 8:00 a.m.-5:00 p.m.

Continental Breakfast, 7:00-8:30 a.m.

Opening Remarks, 8:30-9:00 a.m.

Keynote Address I, 9:00-10:00 a.m.

Break, Exhibits Open, 10:00-10:15 a.m.

Sessions, 10:15 a.m.-5:30 p.m.

Buffet Lunch, 11:30 a.m.-1:30 p.m.

Keynote Address II, 1:45-2:45 p.m.

Break, Exhibits Open, 3:45-4:00 p.m.

Social Hour/Dinner, Exhibits Open, 6:00-8:30 p.m.

Shuttles to both motels will be available on the half hour from 6:00-9:00 p.m.

Tuesday, March 24, 1998

Shuttles to Nelson Commons will be available at both motels from 7:30-8:30 a.m.

Registration, 8:00 a.m.-5:00 p.m.

Continental Breakfast, 7:00-8:30 a.m.

Keynote Address III, 8:30-9:30 a.m.

Sessions, 9:30 a.m.-5:00 p.m.

Break, Exhibits Open, 10:30-10:45 a.m.

Luncheon, presentation by Dr. William F. Marcuson, 12:15-1:45 p.m.

Break, Exhibits Open, 3:30-3:45 p.m.

Shuttles to both motels will be available on the half hour from 4:00-5:30 p.m.

Dinner—on your own

Wednesday, March 25, 1998

Shuttles to Nelson Commons will be available at both motels from 7:30-8:30 a.m.

Registration, 8:00 a.m.-9:00 a.m.

Continental Breakfast, 7:00-8:30 a.m.

Depart for Site Demonstration, 8:30 a.m.

Box lunches will be served

Return from Site Demonstration, 1:00 p.m.

Organized by:

Ohio Research Institute for Transportation and the Environment (ORITE)

Center for Geotechnical and Environmental Research

Russ College of Engineering and Technology
Ohio University
Athens, Ohio

In Cooperation with:

Ohio Department of Transportation
American Society of Civil Engineers, Ohio Central Section

Conference Information

Location: Ohio University, Athens, Ohio
70 miles southeast of Columbus, Ohio

Regular: \$225

Federal/State/Local Government Employees: \$125

Students (excludes conference proceedings): \$75

Fee of \$175 is offered to groups of three (3) or more registrants from the same company.

Fee includes admission to all conference sessions, a copy of the conference proceedings, three breakfasts, two luncheons, one social hour, one dinner, and all refreshment breaks. Add \$50 to each category for registrations after February 1, 1998.

An optional box lunch may be purchased if you wish to take part in the planned site visit on Wednesday afternoon.

Cancellations: Cancellations received after February 28, 1998 are subject to a \$75 processing fee.

To Register: Complete the attached registration form and mail to the address listed by February 1, 1998.

Lodging: Rooms have been reserved at two locations in Athens, Ohio. These rooms will be held for conference participants until March 1, 1998. Reservations received after this date are subject to space availability. When making your reservations, please identify yourself as a "Conference on Structural Performance of Pipes" participant. Both motels are located close to tennis courts, a golf course, and a lighted bicycle/walking/jogging path, and a state-of-the-art recreation center.

The Ohio University Inn, 331 Richland Avenue, Athens, Ohio 45701

Phone: 614-593-6661 Fax: 614-592-5139 \$59/night/double

Within walking distance of the Ohio University campus, the Inn offers a full service restaurant and pub, valet service, room service, free parking, and is handicapped accessible.

The Amerihost Inn, 20 Home Street, Athens, Ohio 45701

Phone: 614-594-3000 Fax: 614-594-5546 \$57/night/double

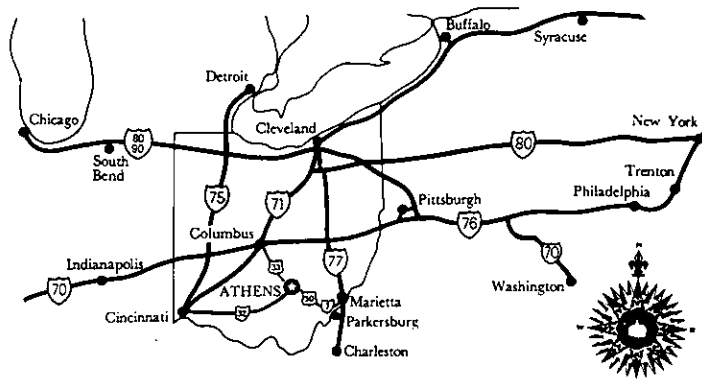
Located at US33 State Street exit, a 7-minute drive or 25-minute walk from the Ohio University campus, the Amerihost offers free parking, an indoor pool, whirlpool, spa, and exercise facility, and is handicapped accessible. All rooms feature clock radios, coffee makers, and remote control TV with cable. Complimentary continental breakfast is available in the lobby each morning. A Bob Evans Family Restaurant is located just across the parking lot.

Proceedings: A hard-bound copy of the conference proceedings will be provided to all registrants, except students.

Exhibits: Limited space is available at Nelson Commons on the Ohio University campus for product exhibits and advertising displays. Conference presentations will be adjacent to the exhibit space. If your company is interested in arranging for space, please mark the appropriate response on the registration form. We will contact you regarding your needs, and our services and fees.

Further Information: Questions regarding the program should be directed to the Center for Geotechnical and Environmental Research, Ohio University, 114 Stocker Center, Athens, Ohio 45701, 614-593-2476 or orite@bobcat.ent.ohiou.edu.

For information on conference registration, contact the Office of Continuing Education, Conferences, and Workshops, 102 Haning Hall, Athens, Ohio 45701, (614) 593-1776 or e-mail ceworkshops@ouvaxa.cats.ohiou.edu.



Travel to Athens, Ohio: Athens is located 70 miles southeast of Columbus, Ohio. If you are not driving to Athens, you should arrange for air transportation to Port Columbus International Airport. At the airport you can either rent a car to drive to Athens, or meet the Ohio University shuttle.

Shuttle Service: We will provide ground transportation round trip Port Columbus/Athens. Please indicate your need for this service on the registration form.

Registration Form

Conference on Structural Performance of Pipes

March 22-25, 1998 Ohio University, Nelson Commons, Athens, Ohio

Name/Title _____

Organization Address _____

City/State/Zip/Country _____

Home Phone _____ Office Phone _____

Fax _____ Internet _____

My company is interested in securing exhibit space:

Company Name _____

Contact _____

Phone _____ Fax _____

Address _____

City/State/Zip/Country _____

Mail to: Conference on Structural Performance of Pipes, Ohio University,
102 Haning Hall, Athens, OH 45701-2979

FOR ADDITIONAL REGISTRATIONS, PHOTOCOPY THIS FORM

Registration prior to February 1, 1998

No.	Category	Total
_____	\$225 Regular	_____
_____	\$175 Regular (3 or more from same company)	_____
_____	\$125 Government Employee	_____
_____	\$ 75 Student (does not include conference proceedings)	_____
_____	Additional tickets for Monday dinner (\$16/each)	_____
_____	Additional luncheons Monday and Tuesday (\$9/each)	_____
_____	Box lunches (\$10.00 each) for Wednesday morning site visit	_____
Total Amount Enclosed		_____

Method of Payment

_____ Government Purchase Order # _____

_____ Personal check (make checks payable to Ohio University)

_____ Charge Card: ☐ Master Card ☐ VISA Card ☐ Discover

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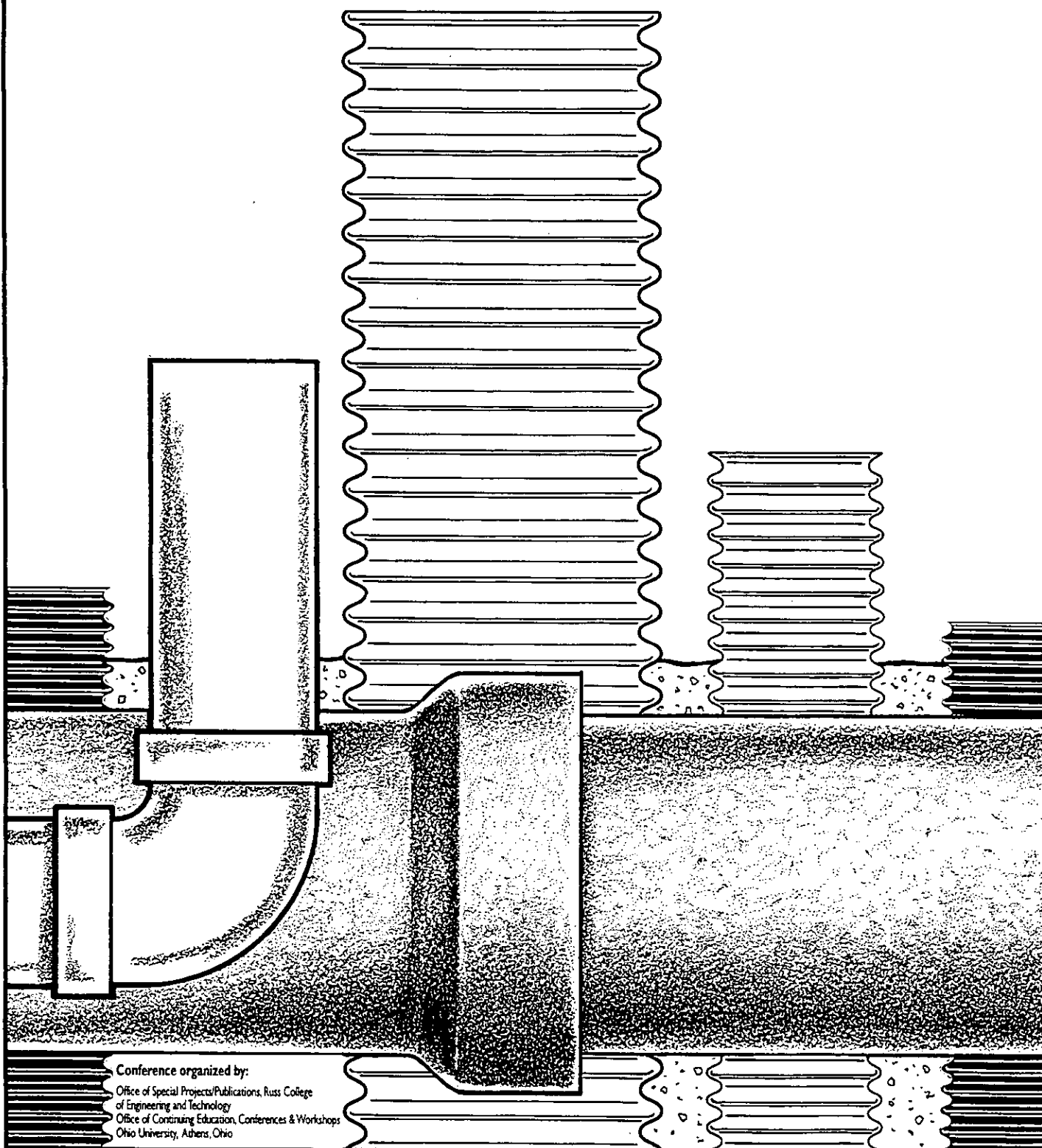
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Ohio University, Athens, Ohio

SHORT COURSE ON
FLEXIBLE PIPE

and

SHORT COURSE ON
RIGID PIPE

Wednesday, March 25, 1998

Nelson Commons
Ohio University
Athens, Ohio

In conjunction with the
Third Conference on Structural Performance of Pipes

Flexible Pipe
8 a.m. - 12 p.m.
Instructor: Dr. Lester H. Gabriel

Rigid Pipe
1 p.m. - 5 p.m.
Instructor: Mr. Steve Hiner

Buffet lunch
12 p.m. - 1 p.m.

REGISTRATION FORM

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Internet _____

Registration Prior to February 1, 1998

No.	Category	Total
_____	\$125 Flexible Pipe (8 a.m. - 12 p.m.)*, **	_____
_____	\$125 Rigid Pipe (1 p.m. - 5 p.m.)*, **	_____
_____	\$200 Both Short Courses*, **	_____
_____	\$10 Extra Lunch	_____
_____	\$7.50 for 0.4 CEU per each short course	_____
_____	TOTAL AMOUNT ENCLOSED	_____

*Cost includes lunch and one break per short course

**Please add \$50 to each category for registration after 2/1/98

Continuing Education Units (CEU's)

Continuing Education Units (CEU's) are provided through Ohio University's Office of Continuing Education. Each short course earns 0.4 CEU's. The cost is \$7.50 per participant per each short course.

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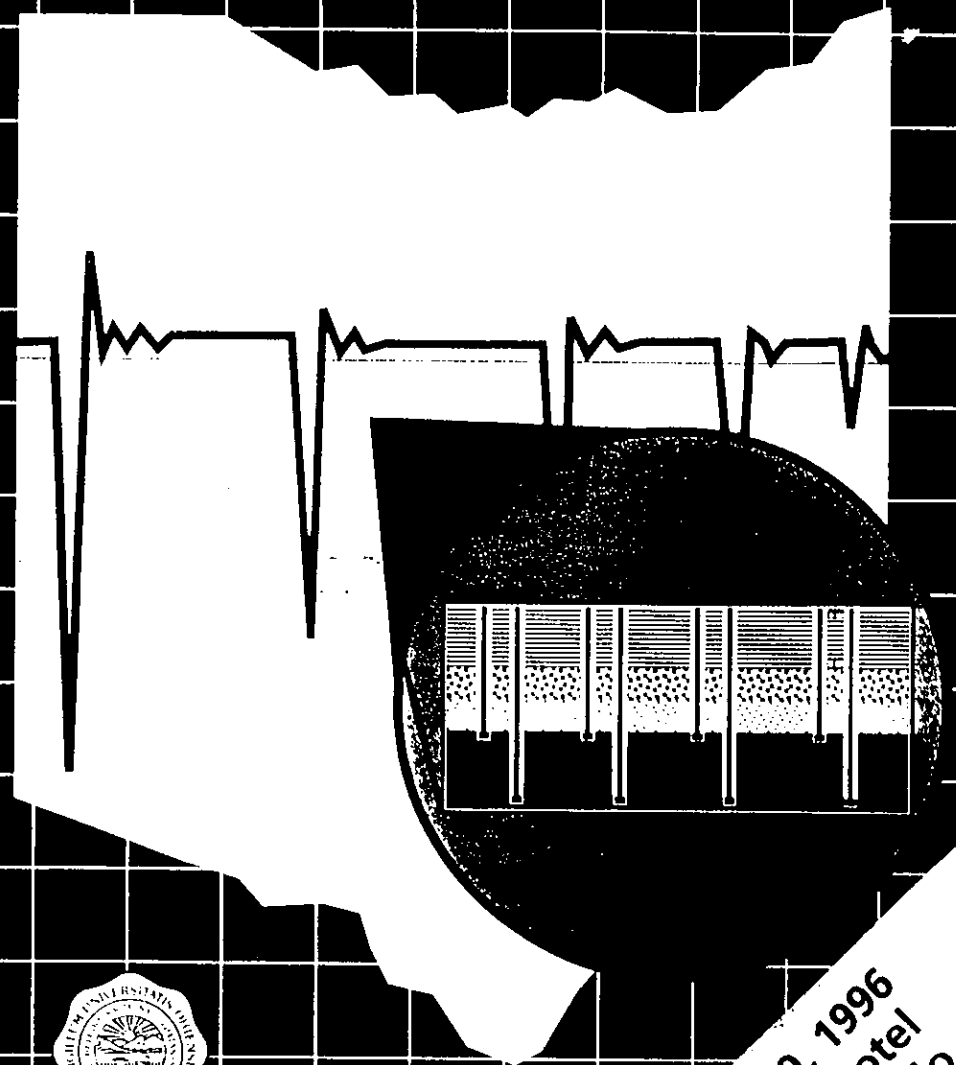
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The Ohio Strategic Highway Research Program Specific Pavement Studies Test Road

Pavement Instrumentation Workshop



June 17-19, 1996
Delaware Hotel
Delaware, Ohio

Introduction

As part of its support for the Strategic Highway Research Program (SHRP), the Ohio Department of Transportation, in conjunction with the Federal Highway Administration, is developing a comprehensive test road encompassing four of nine experiments in the Specific Pavement Studies (SPS). SPS experiments on this test road are designed to gather information on the effects of seasonal factors and traffic loads on different combinations of roadway materials and layer thicknesses. The four SPS experiments (SPS-1, -2, -8, and -9) will contain a total of 38 individual test sections.

This three-mile-long highway project is located on U.S. 23 approximately 25 miles north of Columbus in Delaware County. Comparing the performance of four separate pavement experiments located in one project area with uniform topography, soil, and climate makes the Ohio SHRP Test Pavement extremely valuable to the pavement industry. Instrumentation in 33 test sections will monitor environmental, load-, and distress-related structural changes in these sections over time.

You are invited to participate in a pavement instrumentation workshop for this unique national test road. Presenters will discuss the instrumentation of test pavements in various locations in the United States in addition to the instrumented SHRP test pavement in Ohio. Demonstrations will familiarize participants with environmental and response pavement instrumentation, data collection, data analysis and using this data to improve pavement models. The accompanying program describes the presentations and site visit that will be provided to attendees.

Schedule

Presentations will be held in the Delaware Hotel, Delaware, Ohio, on Monday afternoon, June 17, Tuesday afternoon, June 18, and Wednesday morning, June 19. Demonstrations at the U.S. 23 project site will be conducted on the morning of June 18. Buses will depart the hotel for the site on Tuesday at 8:00 a.m. No private transportation will be permitted.

Facilities

A block of rooms has been reserved for attendees at the Delaware Hotel, Delaware, Ohio. An indoor health club is available which includes a jacuzzi, sauna, whirlpool, Olympic-size pool and exercise room.

Location

From Port Columbus International Airport: Take I-270 north 14 miles to the U.S. 23 interchange. Exit and proceed north approximately 12 miles to Delaware. Enter Delaware on South Sandusky Street and travel 0.7 miles to the Delaware Hotel located at 351 South Sandusky Street, Delaware, Ohio (27 minutes from airport).

Fees

The \$95 pre-registration fee (\$110 on-site) covers the cost of registration, program materials, dinners on Monday and Tuesday evenings, breakfasts on Tuesday and Wednesday mornings, lunch on Tuesday, and breaks.

Registration

Ohio University is handling the registration for the Workshop. (Please see attached registration form.) As indicated on the attached form, registration can be made by mailing or faxing the completed form, calling the telephone number and providing credit card information, or sending the information by e-mail.

Hotel Reservations

Contact the hotel directly: Delaware Hotel
351 South Sandusky Street
Delaware, Ohio 43015
(614) 363-1262 or (800) 837-1262 (phone)
(614) 363-4027 (fax)
Rate: \$55 + tax per night

When making reservations, please indicate that you are with the Pavement Instrumentation Workshop group.

Pavement Instrumentation Workshop PROGRAM

Monday, June 17, 1996

Moderator—Dick Ingberg, FHWA, SHRP Regional Coordinator

1 p.m.

Welcome and Introduction

- Dr. Robert Glidden, *President, Ohio University*
- Bill Jones, *Division Administrator, FHWA, Ohio Division*
- Mike Flynn, *District 6 Deputy Director, ODOT*

1:30 p.m.

SHRP Long Term Pavement Performance Program—National Overview

- Charlie Churilla, *FHWA*—Highlights of the SPS Experiment

2:00 p.m.

Instrumented Test Pavements

- Shin Wu, *North Carolina DOT*—North Carolina's Instrumented SPS-2 Pavement
- Jon Epps, *University of Nevada-Reno*—Early Instrumentation and Performance Results on WesTrack
- Dick Sullivan, *MNDOT*—MNROAD Results
- Andrew Harrison, *U.S. Army Corps of Engineers*—Results from the Denver Airport Instrumentation

3:30 p.m.

Break

3:45 p.m.

Ohio Test Road—Design Overview

- Bill Edwards, *ODOT, Administrator, Office of Research and Development*

4:00 p.m.

Pavement Instrumentation Considerations

- Shad Sargand, *Ohio University*—Sensor Selection and Layout

4:30 p.m.

Environmental Instrumentation—Installation and Preliminary Data

- Ludwig Figuero, *Case Western Reserve University*—Weather Data, Frost Depth Penetration
- Andy Heydinger, *University of Toledo*—Soil Suction

5:30 p.m.

Adjourn

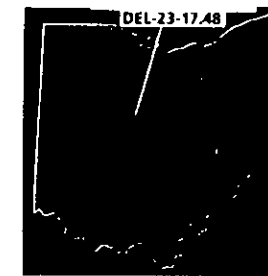
6:00 p.m.

Buffet Dinner—Delaware Hotel

Tuesday, June 18, 1996

Site Visit

- 7:00 a.m.** Continental Breakfast—Delaware Hotel
- 8:00 a.m.** Buses Depart Hotel
- 8:15 a.m.** Field Site Demonstrations
- A: Live Traffic Data Collection with ODOT Automated Truck and FWD—Shad Sargand, *Ohio University*
 - B: SHRP Data Collection Equipment Demonstration—Bob McQuiston, *FHWA*
 - C: Break at Delaware State Park
 - D: Impact-Echo Testing on Concrete Pavement—Gary Crawford, *FHWA*
 - E: Spectral Analysis of Surface Waves Method and Ground Penetrating Radar—Shad Sargand, *Ohio University*
 - F: Environmental Sensor Demonstration—Ludwig Figueroa, *Case Western Reserve University*
 - G: Weigh-in-Motion—Andrew Williams, *ODOT*
- 12:00 noon** Lunch—Tall Pines Restaurant
- 12:45 p.m.** Return to Delaware Hotel
- Moderator—Bob McQuiston, *FHWA-Ohio Pavement Engineer*
- 1:00 p.m.** Pavement Response Instrumentation—Installation and Preliminary Data
- Shad Sargand, *Ohio University*—Sensor Calibration and Accuracy
 - Al Sehn, *University of Akron*—Dynamic Pressure Cells
 - Andy Bodocsi, *University of Cincinnati*—Joint Measurements
 - Issam Khoury, *Ohio University*—Installation of Response Instrumentation
- 2:30 p.m.** Ohio Test Road—Mix Designs and Construction Overview
- Lisa Zigmund, *ODOT Project Engineer*—Construction Issues
 - Gary Ferguson, *SE Johnson Companies*—SuperPave™ Mix Designs
 - Larry Kincaid, *HillWay Paving, Inc.*—Concrete Durability, Course Aggregate, PCC Strength Tests and Results
- 3:45 p.m.** Break
- 4:00 p.m.** Materials Sampling and Testing
- Brad Young, *ODOT*—Material Sampling and Research Coordination
 - Teruhisa Masada, *Ohio University*—Soils, Concrete, and Mechanical Properties of Asphalt
 - John DiAngelo—*FHWA Asphalt Trailer Testing and Results*
 - Gary Crawford—*FHWA Concrete Trailer Testing and Results*
 - Dave Powers, *ODOT Bituminous Materials Engineer*—Asphalt Materials Sampling and Testing
- 5:30 p.m.** Adjourn



LOCATION

Delaware Hotel
351 South Sandusky Street
Delaware, Ohio 43015

DIRECTIONS

From Port Columbus International Airport—Take I-270 north 14 miles to the U.S. 23 interchange. Exit and proceed north approximately 12 miles to Delaware. Enter Delaware on South Sandusky Street and travel 0.7 miles to the Delaware Hotel located at 351 South Sandusky Street. Delaware, Ohio (27 minutes from airport)

TRANSPORTATION TO HOTEL

Hotel Shuttle Contact hotel for arrangements; may cost up to \$40 one way depending on number of people aboard.

Taxi \$40-50 one way

Rental Car

REGISTRATION FORM

**Pavement Instrumentation
Workshop**

Delaware Hotel • Delaware, Ohio
June 17-19, 1996

Name _____

Title _____

Organization _____

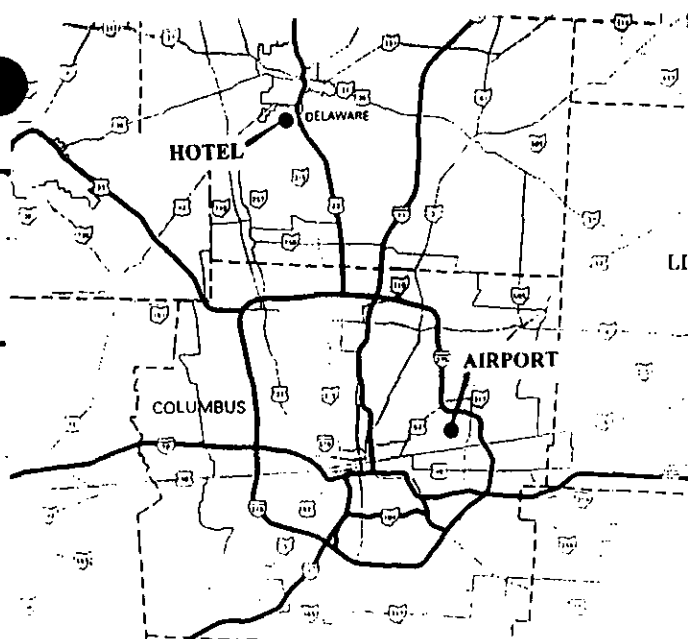
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\$110 on-site registration



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Athens, Ohio 45701-2979
Phone: (614) 593-1770 or (800) 336-5600

Wednesday, June 19, 1996

7:00 a.m. Buffet Breakfast—Delaware Hotel

Moderator—Roger Green, Physical Research Engineer, ODOT

8:00 a.m. Data Collection, Storage and Retrieval

- Dennis Pugh, *AMT Systems Engineering*—Automated Truck Guidance System
- Jeff Rish, *Tyndall AFB*—Rolling Wheel Deflectometer
- Andrew Williams, *ODOT*—Weigh-In-Motion
- Aramis Lopez, *FHWA, LTPP Division*—Data QA/QC

9:15 a.m. Data Analysis

- Shad Sargand, *Ohio University*—Data Demonstration from the Ohio Test Road

9:45 a.m. Break

10:00 a.m. Pavement Modeling

- Cheryl Richter, *FHWA, LTPP Division*—Development of Pavement Models Using the SHRP SPS Data
- Jim Kennedy, *Battelle*—Pavement Modeling for Moving Loads
- Shad Sargand, *Ohio University*—Three-Dimensional Pavement Modeling

11:00 a.m. Implementation

- Paul Teng, *FHWA Pavement Division*—National Perspective: Application of Research to Pavement Design
- Aric Morse, *ODOT*—ODOT Perspective: Application of Research to Pavement Design

11:45 a.m. Summary and Conclusion

- Bill Edwards, *ODOT, Administrator of Research and Development*

12:00 noon Adjourn

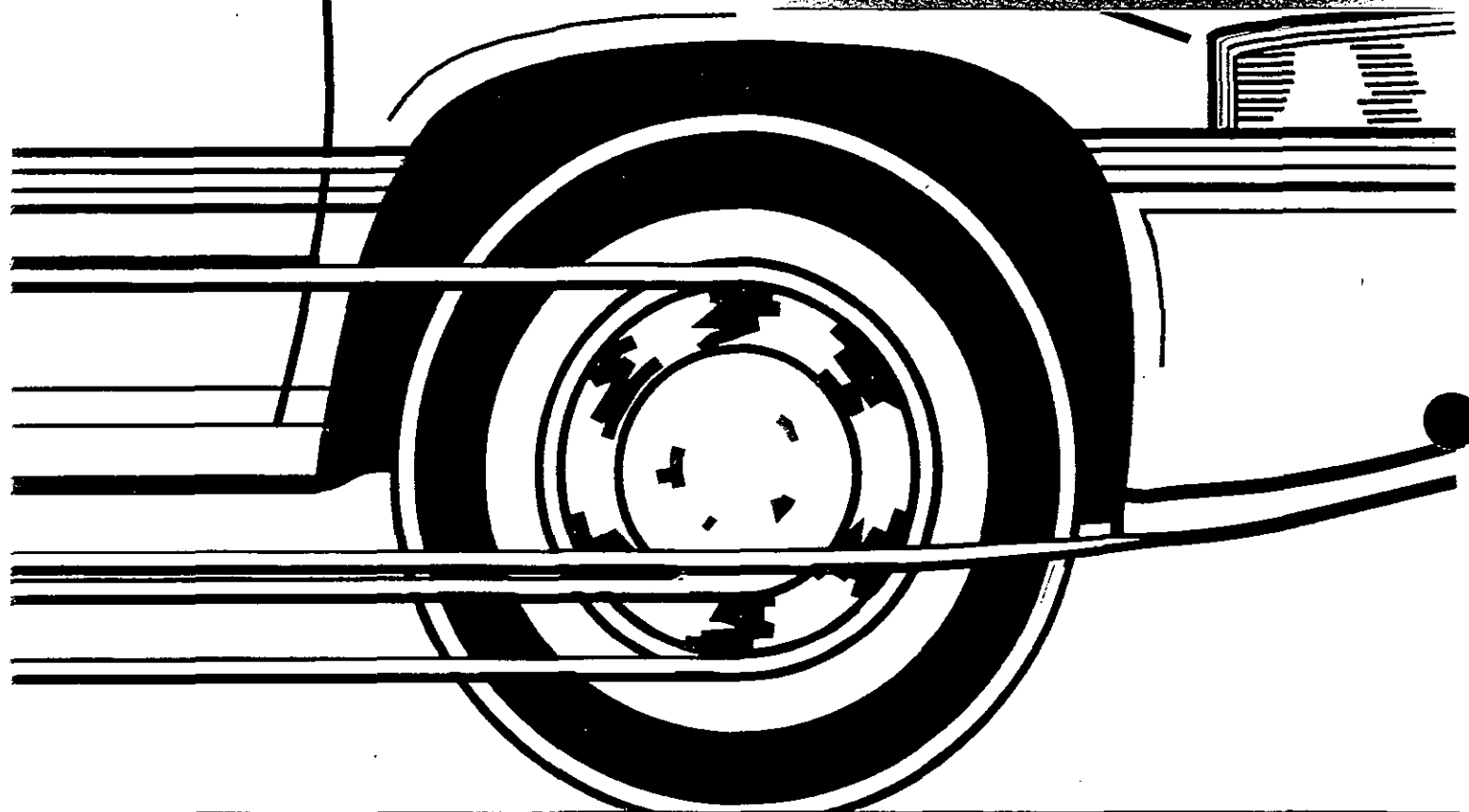
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Highway Research Program

Specific Research Studies

Test Road

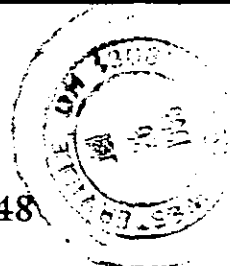


August 21-22, 1995
Marriott North
Columbus, Ohio

Project Site, DEL-23-17.48

Sponsors

- American Society of Highway Engineers
- American Concrete Pavement Association, Ohio-Kentucky Chapter
- American Society for Civil Engineers—Ohio Central Section
- Federal Highway Administration
- Flexible Pavements, Inc.
- Hi-way Paving, Inc.
- Ohio Department of Transportation
- Ohio Ready Mixed Concrete Association
- Ohio University
- SE Johnson Construction Companies



Introduction

As part of its support for the Strategic Highway Research Program (SHRP), the Ohio Department of Transportation, in conjunction with the Federal Highway Administration, is developing a comprehensive test road encompassing four of nine experiments in the Specific Pavement Studies (SPS). SPS experiments on this test road are designed to gather information on the effects of seasonal factors and traffic loads on different combinations of roadway materials and layer thicknesses. The four SPS experiments (SPS-1, -2, -8, and -9) will contain a total of 38 individual test sections.

This three-mile-long highway project is located on U.S. 23 approximately 25 miles north of Columbus in Delaware County. Comparing the performance of four separate pavement experiments located in one project area with uniform topography, soil, and climate makes the Ohio SHRP Test Pavement extremely valuable to the pavement industry. Instrumentation in 33 test sections will monitor environmental-, load-, and distress-related structural changes in these sections over time.

You are invited to participate in the OPEN HOUSE for this unique national test road. Participants will observe and be familiarized with construction techniques, types of instrumentation and data acquisition, testing methods, and data collection procedures that will result in improved and more functional pavement design. The accompanying program describes the presentations and tours that will be provided to attendees.

Schedule

Presentations will be held in the Columbus Marriott North conference area on the afternoon of Monday, August 21, 1:00-5:00 p.m. A reception will be hosted for attendees on Monday evening. Field tours of the DEL-23-17.48 OH-SHRP Test Road Project will be conducted on Tuesday, August 22, 8:00 a.m.-2:00 p.m. Buses will depart the hotel at 8:00 a.m. No private transportation will be permitted. Buses will return to the hotel at 2:00 p.m. A buffet breakfast will precede the tours, and a box lunch will be provided.

Facilities

A block of rooms has been reserved for attendees at the Marriott North, Columbus, Ohio. Indoor/outdoor swimming pool, whirlpool, sauna, electric game room, measured outdoor jogging track and workout facility are available.

Location

By Car: *Southbound:* I-71 South to Route 161, right to light. Right on Busch Blvd. Right on Kingsmill.
Northbound: I-71 North to Route 161. Left to second light. Right on Busch Blvd. Right on Kingsmill.
Eastbound: I-70 East to I-71 North to Route 161. Left to second light. Right on Busch Blvd. Right on Kingsmill. *Westbound:* I-70 West to I-71 North to Route 161. Left to second light. Right on Busch Blvd. Right on Kingsmill.

From Airport: *From Port Columbus International Airport:* Take I-270 North to Cleveland Avenue, exit and turn right on Cleveland Avenue, then turn left at Schrock Road, two miles west to Doubletree and turn left to hotel. Complimentary Marriott limousine service is provided to and from Port Columbus International Airport, 6 a.m.-11 p.m. Time of travel is about twenty minutes.

Fees

The \$85 pre-registration fee (\$95 at the door) covers the cost of registration, program materials, one break, reception on Monday evening, bus tour on Tuesday, and breakfast and lunch on Tuesday.

Registration

Ohio University is handling the registration for the Open House. (Please see the attached registration form.) As indicated on the attached form, registration can be made by mailing or faxing the completed form, calling the telephone number and providing credit card information, or sending the information by E-mail.

Hotel Reservation

Contact hotel directly: Columbus Marriott
6500 Doubletree Avenue
Columbus, Ohio 43229

Reservation Phone: (614) 885-1885 or (800) 228-3429
Fax: (614) 885-7222
Rate: \$73/night

(When making reservations, indicate that you are with the OPEN HOUSE—OH SHRP TEST ROAD group.)

Ohio-Strategic Highway Research Program Test Road

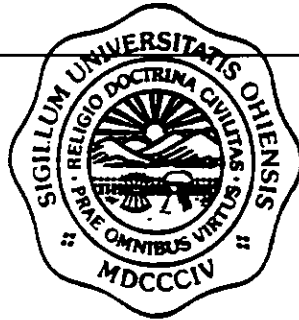
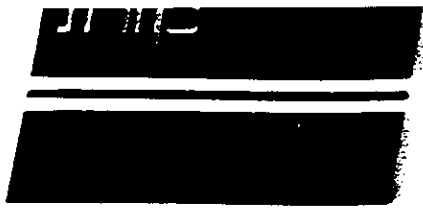
PROGRAM

Monday, August 21, 1995

- 1:00-1:30 p.m. Welcome/Opening Remarks**
Ohio Department of Transportation (ODOT) Jerry Wray
Director
Federal Highway Administration (FHWA) William Jones
Ohio Division Administration
Academia Robert Glidden
President, Ohio University
- 1:30-3:15 p.m. Strategic Highway Research Program (SHRP) Experimental Design**
Development of the SHRP-LTPP Experiment Gonzalo Rada
Division Manager, LAW Engineering PCS
What We've Learned or Expect to Learn Dick Ingberg
Regional Engineer, SHRP North Central Region
Project Design, DEL-23-17.48 William Edwards
Administrator, Research and Development, ODOT
Drainage Considerations Randy Morris
Engineer, Construction, ODOT
- 3:15-3:30 p.m. Break**
- 3:30-5:00 p.m. Instrumentation**
Climatic Effects on Pavement Performance Aramis Lopez
Highway Research Engineer, FHWA
Pavement Loading Response Shad Sargand
Professor, Ohio University
- 5:30-7:00 p.m. Reception**

Tuesday, August 22, 1995

- 6:45-8:00 a.m. Buffet Breakfast—Marriott Hotel**
Ohio's Contribution to SHRP Ron Zook
Assistant Director, ODOT
Project Tour Overview Roger Green
Engineer, Physical Research, ODOT
- 8:00 a.m. Field Tour Sites**
Active Construction (1 or 2 sites)
PCC Plant and FHWA Mobile Concrete Testing Trailer
AC Plant and FHWA Mobile Asphalt Testing Trailer
Weather Station
Instrumentation Installation
Pavement Response Demonstration
- 12:00 p.m. Brown Bag Lunch—Delaware State Park**
- 1:00 p.m. Questions and Discussion**



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(614) 593-0388 (fax)

WORKSHOP ON INSTRUMENTATION OF PAVEMENTS

March 29 - 30, 1993

Columbus, Ohio

GENERAL INFORMATION

The Ohio Department of Transportation will be conducting SHRP SPS-1, SPS-2, SPS-8 and SPS-9 studies on a test pavement north of Columbus in 1994 and 1995. This project will be particularly valuable because of the uniformity of soil, climate, topography, and traffic that will exist for these sections. The SPS-8 sections will be located on a side road which experiences very little truck traffic. To provide even more benefits, the ODOT is planning to instrument several of the sections for time-related structural response and environmental conditions.

In designing the instrumentation for this project, we would like to take advantage of the knowledge of others who have experience in this field. Information is needed on how these sections should be instrumented, what types of instruments should be used, how they should be installed, where they should be placed, and how the data should be collected and processed. We are, therefore, hosting a workshop on this topic and inviting speakers who have hands-on experience with pavement instrumentation.

There are many types of sensors on the market that could be utilized to measure the responses of pavement systems under varying service loads and environmental conditions. Some of the performance parameters commonly monitored are strain, deflection, temperature, pore water pressure, and moisture. Because of the harsh environment under which these sensors will be installed, the complexity of the data acquisition system, and the cost associated with this type of effort, it is imperative that the instrumentation plan be carefully thought out and implemented. The main scope of this symposium is to discuss and share the successes and failures of previous field instrumentation projects, familiarize attendees with state-of-the-art sensors and data acquisition systems, and acquaint the highway community with various pavement instrumentation plans developed across the country.

PRELIMINARY WORKSHOP PROGRAM

Monday, March 29, Technical Meeting and Discussion ----- 8:00 a.m. - 5:00 p.m.

Tuesday, March 30, Technical Meeting and Discussion --- 8:00 a.m. - 12:00 noon

Presentation of Proposed SHRP Instrumentation Plan by FHWA--- 1:00 - 4:00 p.m.

WORKSHOP SUBJECTS

* Sensors for Monitoring of:

- Deflection
- Moisture Content
- Strain
- Permeability
- Temperature

* Data Acquisition Systems

* Installation Procedures

Technical experts from the following groups will speak on the listed topics:

FHWA, Kentucky DOT, Minnesota DOT, North Carolina DOT, Ohio DOT, Ohio University, U.S. Army Corps of Engineers.

Emphasis will be on the following projects:

- * An Evaluation of Pavement Instrumentation Technology (U.S. 421), North Carolina Department of Transportation
- * Minnesota Road Research Project (MNROAD), Minnesota Department of Transportation
- * Ohio Pavement Instrumentation (Routes 2 and 33)
- * Denver Airport, U.S. Army Corps of Engineers
- * Proposed SHRP Test Road in Ohio

REGISTRATION FORM:

WORKSHOP ON INSTRUMENTATION OF PAVEMENTS

Name/Title: _____

Name/Title: _____

Organization Name/Street Address: _____

City/State/Zip: _____

Office Phone #: _____

No. of Attendees: _____ Fee \$40 per Attendee

Total: \$ _____

Since there is limited space available for this workshop, the registration form and fees should be mailed by March 1, 1993.

The registration fee includes breakfasts, lunches, and breaks.

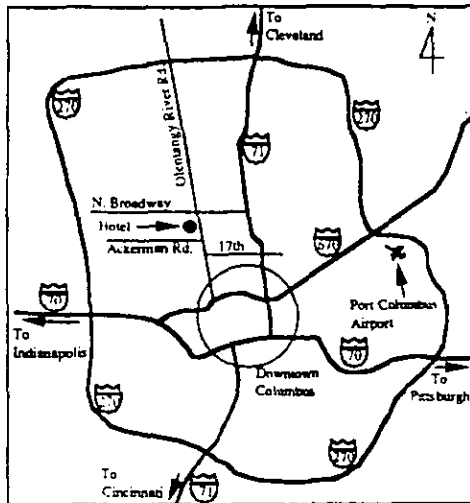
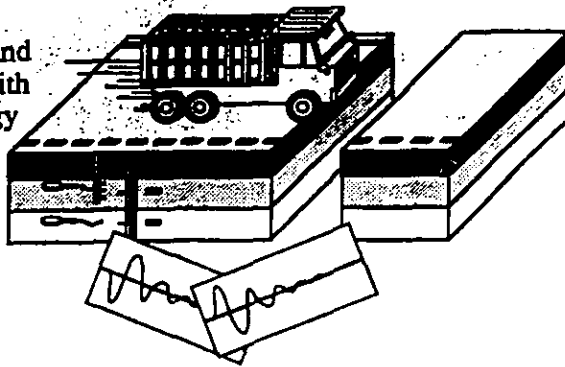
For further information contact:

Mr. William Edwards
Ohio Department of
Transportation
25 South Front Street
Columbus, Ohio 43215
Tel: (614) 466-2916

Dr. Shad M. Sargand
Center for Geotechnical
and Environmental
Research (CGER)
418 Stocker Center
Ohio University
Athens, Ohio 45701
Tel: (614) 593-2476

WORKSHOP ON INSTRUMENTATION OF PAVEMENTS

Accommodations: Hotel registration and reservations are to be made directly with Parke University Hotel, 3025 Olentangy River Road, Columbus, Ohio 43202, Tel: (614) 267-1111 or 1-800-344-2345. All major credit cards accepted.



Transportation: Parke University Hotel is located on Olentangy River Rd. between N. Broadway and Ackerman Rd., only minutes north of downtown Columbus. It can be reached from the Port Columbus Airport through I-670 west and Olentangy River Rd.

WORKSHOP ON INSTRUMENTATION OF PAVEMENTS

March 29-30, 1993

Parke University Hotel
3025 Olentangy River Road
Columbus, Ohio 43202
Phone: (614) 267-1111 or
1-800-344-2345

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William Edwards
(614) 466-2916

Shad M. Sargand
(614) 593-2476

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Room 418, Stocker Center
Ohio University
Athens, Ohio 45701-2979

Conference on Structural Performance of Pipes 1993

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Plastic Pipe Institute

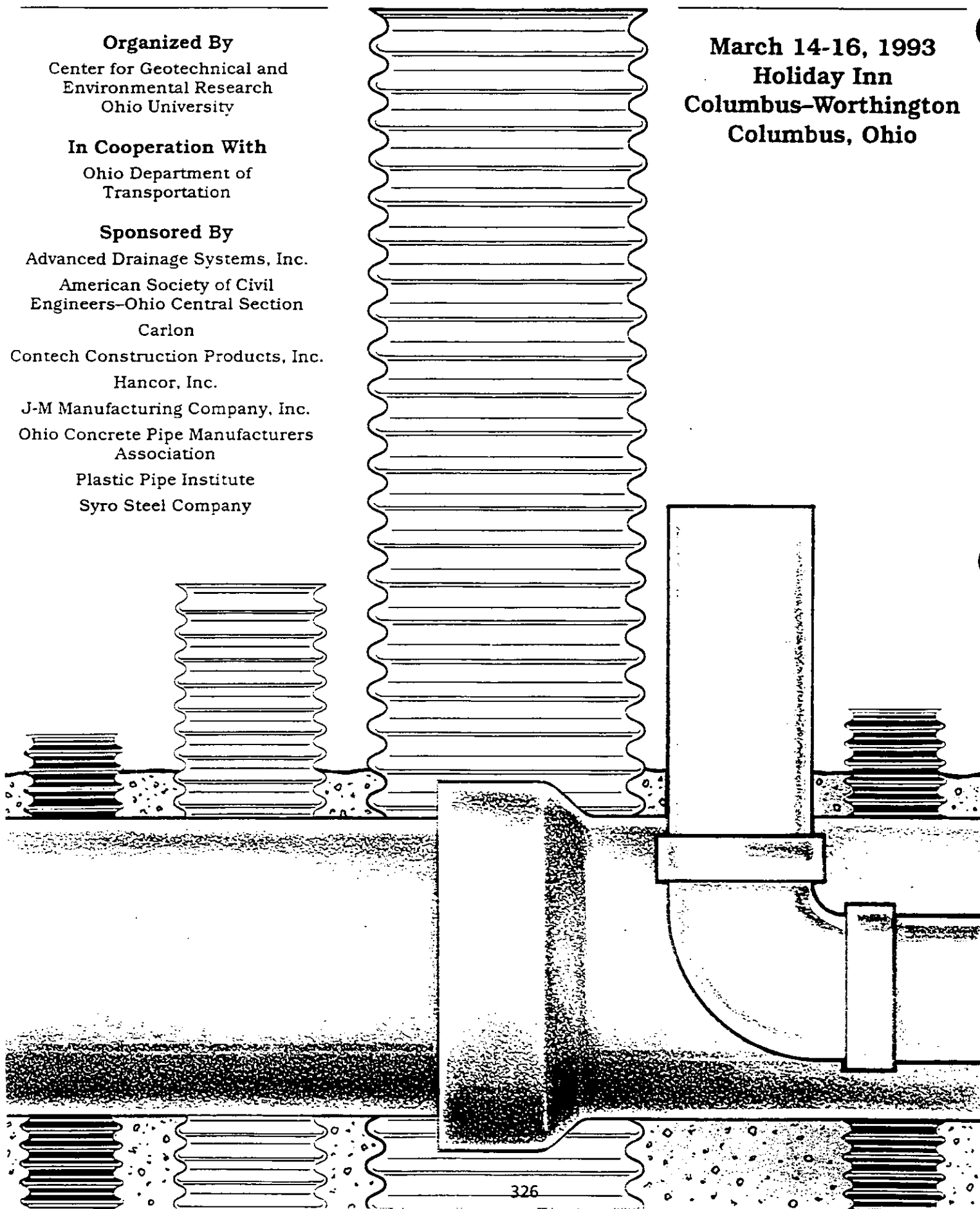
Syro Steel Company

March 14-16, 1993

Holiday Inn

Columbus—Worthington

Columbus, Ohio



Introduction

A significant amount of investment is expended on pipes for rehabilitation and new development of the infrastructure. Pipes are being utilized for culverts, sewers, water conveyance, and agricultural and landfill drainage among other applications. Many new materials, wall profiles and other innovative applications are emerging. The importance of developing background information for structural analysis, design and application of pipes is well recognized. Currently, adequate structural guidelines and specifications do not exist for some pipe materials. Most of the information related to structural design is being provided by manufacturers, academia and government. The available information often is not widely distributed. This conference provides a forum for integrating different viewpoints and providing information through presentations and published reports.

The conference emphasizes research, development, specifications and design of both rigid and flexible pipes. This is the second conference of this type. The first conference focused on flexible pipes. Due to the interest and demand from manufacturers and designers, the theme was expanded to include rigid pipe.

Internationally recognized researchers are keynote speakers for the conference. Presentations and discussions highlight design and analysis, modeling, soil-structure interaction, stability and other key issues.

Keynote Speakers

Dr. Lester H. Gabriel, Professor of Civil Engineering, California State University, Sacramento: *Checking the Premise—Deflections of Flexible Pipe are Predictable*

Dr. Frank J. Heger, Simpson, Gumpertz, and Heger, Inc., Consulting Engineers: *New Standard Installations for Concrete Pipe—Key to Improved Design Practice*

Dr. Michael G. Katona, Chief Scientist, Air Force Engineering Services Center, Tyndal Air Force Base: *On the Analysis of Buried Conduits: Past, Present, and Future*

Dr. William F. Marcuson, Chief, Geotechnical Laboratory, Waterways Experiment Station, U.S. Army Corps of Engineers: *Future Professional Practice*

Dr. A. P. Moser, Professor and Head of Mechanical Engineering, Utah State University: *PVC Pipe Research at Utah State University*

Dr. Ernest T. Selig, Professor of Civil Engineering, University of Massachusetts—Amherst: *Lessons Learned from Some Buried Pipe Failures*

General Schedule

Sunday, March 14	Registration 5:00-7:00 p.m. Reception 5:30-6:30 p.m.	Terrace
Monday, March 15	Registration 8:00 a.m.-5:00 p.m. Coffee 8:00 a.m.-8:30 a.m. Welcome and Opening Remarks 8:30-9:00 a.m. Exhibits Open 8:00-8:30 a.m.; 10:15-10:35 a.m.; 12:10-2:00 p.m.; 5:00-6:00 p.m. Break 10:15-10:35 a.m.; 3:30-3:45 p.m. Keynote Speech I 9:00-10:00 a.m. Sessions 10:35 a.m.-12:10 p.m.; 3:00-4:45 p.m. Keynote Speech II 2:00-3:00 p.m. Social 5:30-6:30 p.m.	Terrace Terrace Venice/Florence Terrace Terrace Venice/Florence Venice/Florence Venice/Florence Terrace
Tuesday, March 16	Registration 8:00 a.m.-5:00 p.m. Coffee 8:00-8:30 a.m. Exhibits Open 8:00-8:30 a.m.; 10:30-10:50 a.m.; 3:30-3:50 p.m. Breaks 10:30-10:50 a.m.; 3:30-3:50 p.m. Keynote Speech III 8:30-9:30 a.m. Sessions 9:30-11:50 a.m.; 3:00-4:50 p.m. Luncheon and Keynote Speech IV 12:00 noon-2:00 p.m. Keynote Speech V 2:00-3:00 p.m.	Terrace Terrace Terrace Terrace Venice/Florence Venice/Florence Venice/Florence Venice/Florence
Wednesday, March 17	Coffee 8:00-8:30 a.m. Exhibits Open 8:00-8:30 a.m.; 10:00-10:15 a.m. Keynote Speech VI 8:30-9:30 a.m. Sessions 9:30-11:15 a.m. Break 10:00-10:15 a.m. Demonstration 11:15 a.m.-12:15 p.m.	Terrace Terrace Venice/Florence Venice/Florence Terrace —

Schedule

Sunday, March 14, 1993

5:00-7:00 p.m. *Registration—Terrace*

5:30-6:30 p.m. *Reception—Terrace*

Monday, March 15, 1993 Venice/Florence

8:30-8:35 a.m. *Introduction*
Gayle F. Mitchell, Director, CGER, Ohio University, Athens, Ohio

8:35-8:50 a.m. *Opening Remarks*
Jerry Wray, Director, Ohio Department of Transportation, Columbus, Ohio

8:50-9:00 a.m. *Welcome* on behalf of the College of Engineering and Technology
T. Richard Robe, Dean, College of Engineering and Technology, Ohio University, Athens, Ohio

9:00-10:00 a.m. *KEYNOTE SPEECH I*
On the Analysis of Buried Conduits: Past, Present, and Future
Michael G. Katona, Chief Scientist, Air Force Engineering Services Center, Tyndal Air Force Base, Florida

10:00-10:15 a.m. *Pipe Research in Ohio*
John O. Hurd, Ohio Department of Transportation, Columbus, Ohio

10:15-10:35 a.m. *Break—Exhibits Open (Terrace)*

10:35 a.m.-12:10 p.m. *SESSION I*
Flexible Pipe
Robert Walker, Session Chair: Uni-Bell PVC Pipe, Dallas, Texas

10:40-11:10 a.m. *Structural Design of Plastic Pipe via AASHTO Specifications*
Richard E. Chambers & Ronald E. Rund, Simpson, Gumpertz and Heger, Inc., Consulting Engineers, Arlington, Massachusetts

11:10-11:40 a.m. *Installation Test of a Thermoplastic Pipe at Elevated Temperatures Using 36" Corrugated High Density Polyethylene Pipe*
Mike Whaley, Advanced Drainage Systems, Inc., Lafayette, California

11:40 a.m.-12:10 p.m. *Field Performance Report on Corrugated Polyethylene Pipe*
L. John Fleckenstein & David L. Allen, University of Kentucky, Kentucky Transportation Center, Lexington, Kentucky

12:10 a.m.-2:00 p.m. *Lunch on your own—Exhibits Open (Terrace)*

2:00-3:00 p.m. *KEYNOTE SPEECH II*
Checking the Premise—Deflections of Flexible Pipe are Predictable
Dr. Lester H. Gabriel, Professor of Civil Engineering, California State University, Sacramento, California

- 3:00-4:45 p.m. **SESSION II**
Flexible Pipe
 John O. Hurd, Session Chair; Ohio Department of Transportation, Columbus, Ohio
- 3:00-3:30 p.m. **"LLB", An Innovative Microtunneling Propulsion System**
 Mohammad Najafi & D. T. Iseley, Trenchless Technology Center, Louisiana Tech University, Ruston, Louisiana
- 3:30-3:45 p.m. **Break—Exhibits Open (Terrace)**
- 3:45-4:15 p.m. **Ring Bending Stiffness and the Design of Flexible Pipe**
 Larry J. Petroff, Plexco/Spirolite, Bensenville, Illinois
- 4:15-4:45 p.m. **Structural Performance of PVC Leachate Collection Pipe**
 Robert L. Kastner, Shad M. Sargand, & Gayle F. Mitchell, Center for Geotechnical and Environmental Research, Ohio University, Athens, Ohio
- 5:30-6:30 p.m. **Social (Terrace)**

Tuesday, March 16, 1993
Venice/Florence

- 8:30-9:30 a.m. **KEYNOTE SPEECH III**
New Standard Installations for Concrete Pipe—Key to Improved Design Practice
 Dr. Frank J. Heger, Simpson, Gumpertz and Heger, Inc., Consulting Engineers, Arlington, Massachusetts
- 9:30-11:50 a.m. **SESSION III**
Rigid Pipe
 John Herl, Session Chair; Ohio Department of Transportation
- 9:30-10:00 a.m. **Application of the Program MULTSPAN/SOILEVAL to Analyze Problem Structures**
 David C. Cowherd, John I. Corda, & Mary P. Perlea, Bowser-Morner Associates, Inc., Dayton, Ohio
- 10:00-10:30 a.m. **Performance of Concrete Arch Buried Bridge**
 Andrew Scanlon, The Pennsylvania State University, University Park, Pennsylvania, & Leonid Mikhailovsky, Bridginfill Design Ltd., Thornhill, Ontario, Canada
- 10:30-10:50 a.m. **Break—Exhibits Open (Terrace)**
- 10:50-11:20 a.m. **Design of Reinforced Concrete Pipe—A Review of Traditional and Current Methods**
 Timothy J. McGrath, Simpson, Gumpertz and Heger, Inc., Consulting Engineers, Arlington, Massachusetts
- 11:20-11:50 a.m. **Geosynthetics: An Application for Vitriified Clay Sewer Lines**
 Edward Sikora, National Clay Pipe Institute, Lake Geneva, Wisconsin
- 12:00-2:00 p.m. **Luncheon—KEYNOTE SPEECH IV**
Future Professional Practice
 William Marcuson, Chief, Geotechnical Laboratory, Waterways Experiment Station, U.S. Army Corps of Engineers, Vicksburg, Mississippi

- 2:00-3:00 p.m. **KEYNOTE SPEECH V**
Lessons Learned from Some Buried Pipe Failures
 Ernest T. Selig, Professor of Civil Engineering, University of Massachusetts,
 Amherst, Massachusetts
- 3:00-4:50 p.m. **SESSION IV**
Flexible Pipe
 Samuel Musser, Session Chair: Syro Steel Company, Centerville, Utah
- 3:00-3:30 p.m. *Five Year Field Performance Study of Three Metal Box Culverts*
 Shad M. Sargand, Glenn A. Hazen, & Teruhisa Masada, Ohio University,
 Athens, Ohio, & John O. Hurd, Ohio Department of Transportation,
 Columbus, Ohio
- 3:30-3:50 p.m. *Break—Exhibits Open (Terrace)*
- 3:50-4:20 p.m. *Control of Buried Spiral Rib Pipe Backfill Performance*
 L. H. Daniels, Consulting Engineer, Novato, California, & Roger L.
 Brockenbrough, R. L. Brockenbrough and Assoc., Pittsburgh, Pennsylvania
- 4:20-4:50 p.m. *Elastic Stability of Buried Flexible Structure During Construction*
 Ian Moore, The University of Western Ontario, London, Ontario, Canada

Wednesday, March 17, 1993
Venice/Florence

- 8:30-9:30 a.m. **KEYNOTE SPEECH VI**
PVC Pipe Research at Utah State University
 Dr. A. P. Moser, Professor and Head of Mechanical Engineering, Utah State
 University, Logan, Utah
- 9:30-11:15 a.m. **SESSION V**
General
 Warren Baas, Session Chair: Ohio Ready Mixed Concrete Association,
 Columbus, Ohio
- 9:30-10:00 a.m. *Long-Term External Pressure Testing of Pipeline Rehabilitation Products*
 Lisa I. Harris, Insituform of North America, Inc., Memphis, Tennessee, &
 D. T. Iseley, Louisiana Tech University, Ruston, Louisiana
- 10:00-10:15 a.m. *Break—Exhibits Open (Terrace)*
- 10:15-10:45 a.m. *Achieving Quality Cast-in-Place Concrete Tunnel Linings*
 Francis S. Kendorski, Consulting Engineer and Geologist, Morgan Mining &
 Environmental Consultants, Ltd., Downers Grove, Illinois
- 10:45-11:15 a.m. *Controlled Low-Strength Material—Controlled Density Fill (CLSM-CDF) as a
 Backfill Around Flexible Structures*
 William E. Brewer, Brewer and Associates, Inc., Maumee, Ohio, & John O.
 Hurd, Ohio Department of Transportation, Columbus, Ohio
- 11:15 a.m.-12:15 p.m. *Flowable Backfill Demonstration*
 Warren Baas, Ohio Ready Mixed Concrete Association, Columbus, Ohio

Continuing Education Units (CEUs)

Continuing education credit is available for this conference. The Continuing Education Unit (CEU) is the nationally recognized standard unit awarded for participation in qualified programs of continuing education. Conforming to the guidelines of the National Task Force on the Continuing Education Unit, Ohio University will award 1.5 CEUs and a certificate to participants attending all sessions, completing an application form, and paying a \$15 processing fee.

Organizing Committee

Co-Chairpersons: Dr. Gayle Mitchell, Professor, Civil Engineering; Director, Center for Geotechnical and Environmental Research (CGER), Ohio University

Mr. William Edwards, Engineer of Research and Development, Ohio Department of Transportation

Members: Dr. Glenn Hazen, Department Chair, Civil Engineering, Ohio University

Mr. John Herl, Hydraulic Research Engineer, Ohio Department of Transportation

Mr. John Hurd, Hydraulic Research Engineer, Ohio Department of Transportation

Dr. Shad Sargand, Russ Professor, Civil Engineering; Associate Director, Center for Geotechnical and Environmental Research (CGER), Ohio University

Paper Review Committee

Chairperson: Dr. Shad Sargand, Russ Professor, Civil Engineering; Associate Director, Center for Geotechnical and Environmental Research (CGER), Ohio University

Members: Dr. George Abdel-Sayed, Professor, Civil Engineering, University of Windsor, Canada

Mr. James B. Goddard, Chief Engineer, Advanced Drainage Systems, Inc.

Dr. Glenn Hazen, Chairman, Civil Engineering, Ohio University

Mr. John Hurd, Hydraulic Research Engineer, Ohio Department of Transportation

Mr. W. G. Krouse, Bridge Engineer, Ohio Department of Transportation

Mr. John M. Kurdziel, Director of Marketing and Sales, Condux Corporation

Mr. John Maheu, Research Engineer, Ministry of Transportation, Ontario, Canada

Dr. Gayle Mitchell, Professor, Civil Engineering; Director, Center for Geotechnical and Environmental Research (CGER), Ohio University

Mr. Samuel C. Musser, Division Engineer, Syro Steel Company

Mr. Alan Rauch, Research Engineer, Applied Research Associates

Dr. Joseph A. Recktenwald, Assistant Professor, Civil Engineering, Ohio University

Mr. James C. Schluter, Chief Engineer, Contech Construction Products, Inc.

Dr. Ernest T. Selig, Professor, Civil Engineering, University of Massachusetts-Amherst

Dr. Mehmet T. Tumay, Director, Geomechanics Program, National Science Foundation

Location

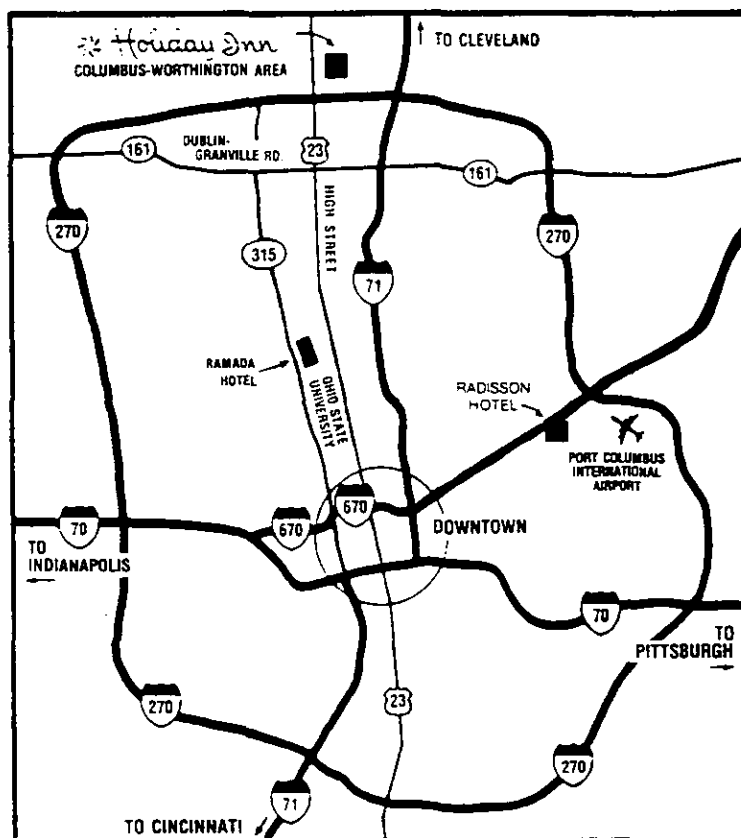
Holiday Inn, Columbus-Worthington

I-270 and U.S. 23 North

175 Hutchinson Avenue

Columbus, Ohio 43235

(614) 885-3334



Transportation

The Holiday Inn Worthington will provide complimentary airport transportation for those attending the conference. The Holiday Inn Worthington is conveniently located at the intersection of I-270 and U.S. 23 (North High Street) in the Crosswoods Center. The hotel offers easy access to Downtown Columbus, Worthington, Port Columbus Airport, and the Columbus Zoo.

COMPUTATIONAL LABORATORY FOR PAVEMENT RESEARCH

ORITE established a Computational Laboratory for Pavement Research in July 1994. This laboratory serves as the repository for data obtained throughout the state and software to study and model pavement performance. The main objectives of the laboratory are: development of data bases from field and laboratory studies, and the development and utilization of state-of-the-art software to solve transportation and environmental problems. Personnel solve practical problems through the extensive analysis capabilities available in the laboratory. State-of-the-art personal computers, workstations, and data storage facilities are available for faculty, students, and governmental agencies to utilize in addressing highway needs.

MATERIAL CHARACTERIZATION

As highway pavements are exposed to daily traffic loading and temperature fluctuations, and seasonal variations in moisture and freeze/thaw cycling, they eventually will display structural and/or material distress over time. The better the materials and the more rational the design, the longer the pavement will perform. The proper characterization of paving materials, such as asphalt concrete, portland cement concrete, aggregate and stabilized base, and subgrade is one vital step toward achieving maximum pavement life. Inherent variability in naturally occurring materials make characterization of materials necessary on each project.

ORITE has assembled an array of laboratory devices to determine the engineering properties of pavement materials. Included are three MTS hydraulic loading devices, a resilient modulus tester, two multi-axial machines and a large direct shear tester.

The asphalt industry is currently undergoing major changes in the way asphalt cement and asphalt concrete is tested. Much of this change is due to new specifications and new test equipment being developed under the Strategic Highway Research Program (SHRP). As equipment is manufactured and after it receives acceptance within the asphalt testing community, ORITE has been incorporating it into its facilities. The following devices are currently available for education and research:

- Georgia Wheel Tester to perform accelerated tests on the rutting stability of asphalt concrete (AC) mixes.
- Resilient Modulus Device to evaluate the mechanical properties of AC mixes.
- Beam Fatigue Device to determine the long term fatigue resistance of AC mixes to loading.
- Triaxial Device to determine structural capacity under multi-directional loading.
- Gyratory Compactor.

Additional laboratory test equipment will be added as it becomes available and is approved for use within the industry.

SENSORS AND DATA ACQUISITION SYSTEMS

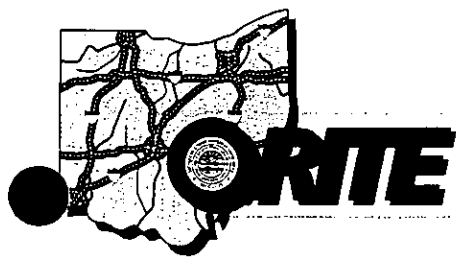
Personnel in the ORITE have extensive experience in utilization of sensors and data acquisition systems. A wide array of sensors and over \$1 million in data acquisition equipment are available for in-situ field investigation. For example, sensors with associated data acquisition systems are being used to monitor the structural response of pavement sections due to various controlled vehicle and non-destructive test loadings, and under various seasonal situations.

SUBSURFACE EXPLORATION

Regions like Ohio, which were once glaciated, have highly variable soil conditions. This variability, coupled with the need to determine in-situ properties of geologic media, for example, for investigation of highway subgrade and design of shallow and deep foundations, and to monitor the migration of chemical and biological constituents underground make it highly desirable to be able to perform subsurface investigations rapidly and with minimal disturbance to the area. Efficient and cost effective techniques for characterizing subsurface conditions on a more continuous basis for new or rehabilitated pavements provides valuable pre-design and pre-construction information. Reuse of contaminated properties, such as Brownfields, require extensive subsurface characterization and investigation. Cone penetrometer technology (CPT) offers a fast and relatively economical way to characterize the subsurface conditions of most sites.

The ORITE equipment for subsurface exploration consists of:

- A CPT truck with the capacity to apply a maximum load of 25 tons on a cone penetrometer rod extending to a maximum depth of 200 feet. The strength of the underlying material and moisture content are plotted with depth while soil and water samples may be obtained at any test depth. Two ground penetrating radar (GPR) sets with 100 MHZ and 2.5 GHz antennas are also available to further characterize the geologic profile or the surface. The 100 MHZ GPR is used for cross-hole tomography, while the 2.5 Ghz radar is employed for examining roadways and other structures. CPT probes provide a continuous profile of the underlying site stratigraphy and, when combined with environmental probes and field or lab analysis of CPT extracted soil, water, and gas samples, can provide a detailed three-dimensional view of any subsurface environmental contamination.
- Automated Dynamic Cone Penetrometer designed to measure in-situ properties of pavement base and subgrades to a depth of five feet. This device quickly locates weak layers within the pavement substructure and identifies the cause of localized failures.



ACCELERATED PAVEMENT LOAD FACILITY

In 1996, the Ohio Board of Regents awarded Ohio University and The Ohio State University \$1.35 million for construction of an enclosed accelerated pavement load facility (APLF) for testing full-scale sections of highway pavement. Additional funding was provided by the universities. The Lancaster campus of Ohio University was selected as the site for the APLF because of its location midway between the two universities, and its proximity to the Ohio Department of Transportation, local material industries, and Port Columbus International Airport.

By applying repeated loads over sections of pavement under rigidly controlled conditions, overall relative performance can be assessed much earlier and with much greater confidence than by observing test sections constructed on in-service pavements. The APLF has several attributes which set it apart from similar facilities in the U.S. and around the world. Major features include:

- **ASPHALT AND PORTLAND CEMENT CONCRETE TESTING CAPABILITY**
- **FULL WIDTH CAPACITY** for two, 12-foot wide adjacent lanes with 4 and 10 foot shoulders, and a 8-foot deep pit for construction of the desired base and subgrade.
- **FULL ACCESS FOR CONSTRUCTION EQUIPMENT** to place pavements in accordance with standard highway specifications.
- **MULTIPLE TEST PATHS** across the 24-foot wide pavement.
- **BROAD LOADING VERSATILITY** with the ability to use various wheel loading configurations, loads from 9,000 lbs. to 30,000 lbs., and

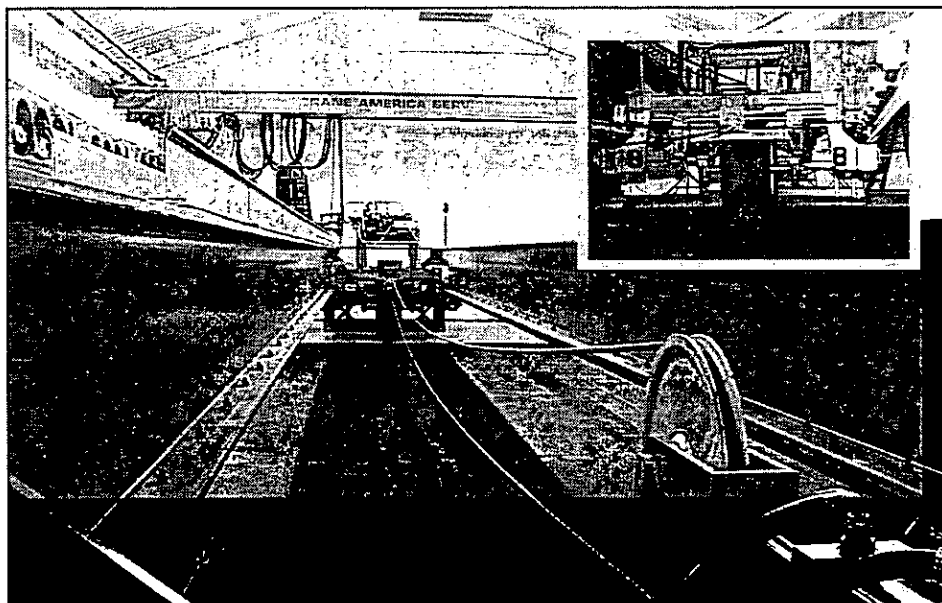
optional random lateral wander of the loaded wheel(s).

- **FULL ENVIRONMENTAL CONTROL** within the enclosed test facility to regulate air temperature and humidity. Moisture also can be added to the subsurface pavement structure.
- **OPTIONAL INSTRUMENTATION** to monitor pavement response to environmental changes and/or dynamic loading.

A reciprocating rolling wheel load mechanism is used to test rigid and flexible pavements. The wheel assembly travels at 5 mph while testing in one or both directions, and with optional random lateral wheel wander of up to ± 10 inches. The 38-foot wide pit permits testing at several locations across a full-scale pavement facility. Large sliding doors at both ends of the building allow the entrance of

standard paving equipment to place the pavement as it would normally be constructed in the field. Experience gained on the Ohio SHRP Test Pavement and other pavements around Ohio will facilitate the instrumentation of test pavements to monitor environmental conditions, and response within the pavement structure resulting from environmental changes and dynamic loading.

The APLF offers considerable flexibility in testing pavements. Not only can different pavement, base, and subgrade materials be tested and compared under known conditions, the heavy duty loading mechanism permits the evaluation of various tire configurations and load levels on performance. Environmental changes can be superimposed to determine the effect of temperature gradients in flexible pavement, and the effect of temperature and humidity gradients



Load carriage



on curing, curling and warping, joint load transfer, and dowel bar performance in rigid pavement.

FACILITY SPECIFICATIONS

Environmental Room Housing APLF

Dimensions: 80 ft. long x
40 ft. wide x 18 ft. high;
Air Temperature: 10°F to 130°F;
Humidity can be controlled as
desired;
Access Doors on Both Ends:
24 ft. wide x 14 ft. high.

Test Pit

Dimensions: 45 ft. long x
38 ft. wide x 8 ft. deep;
Asphalt and portland cement con-
crete pavement can be tested;

Moisture can be added to subgrade
through pipes on the pit floor;
Walls and floor are reinforced
concrete waterproofed to retain
moisture in subgrade.

Load Mechanism

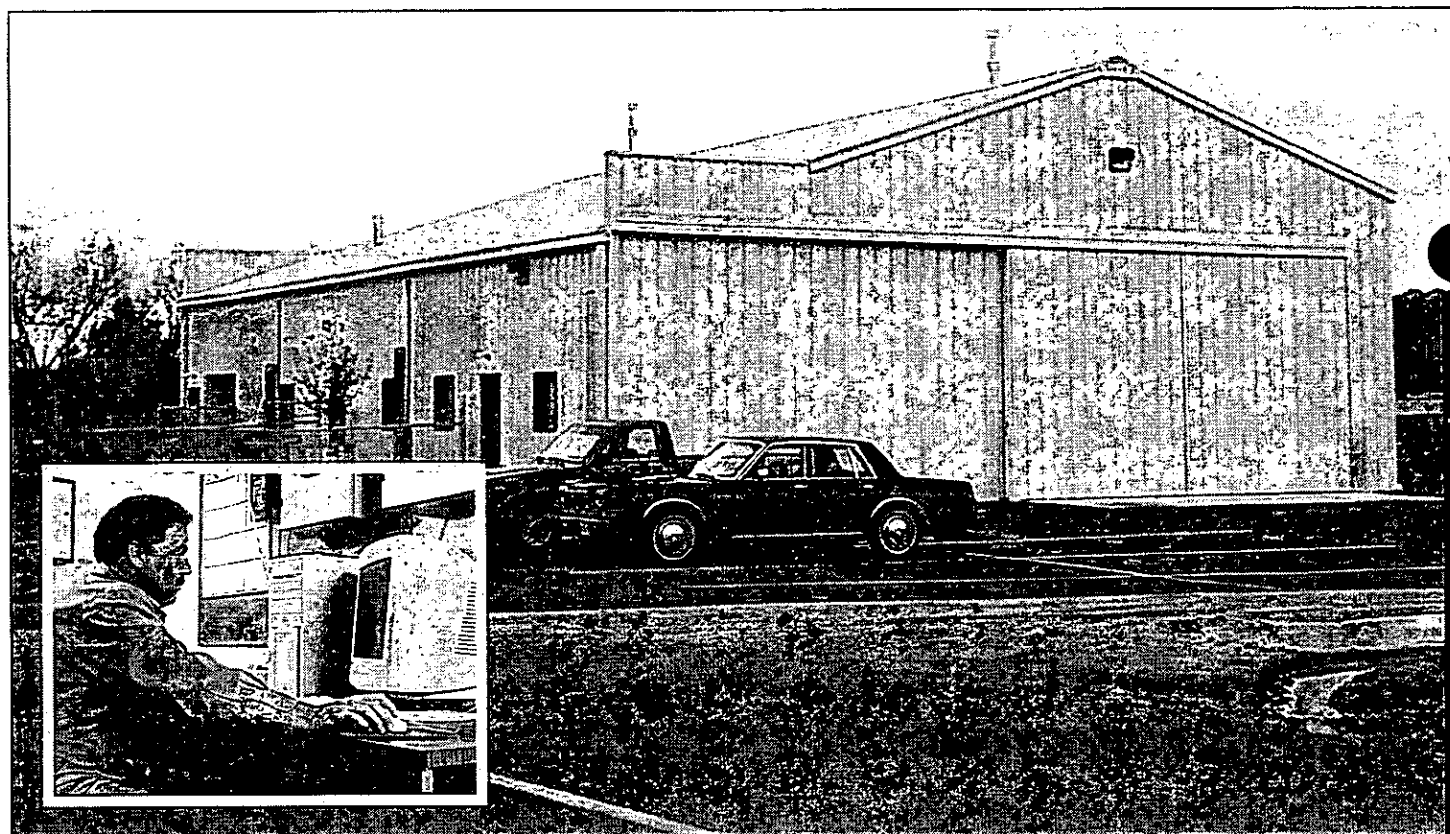
Load Range: 9,000 lbs. to
30,000 lbs. reciprocating
wheel load;
Test Direction: One or both
directions;
Test Length: 35 ft.;
Tires: Standard single, standard
duals, and wide-base single;
Lateral Wheel Wander: Random
to ± 10 inches optional;
Test Speed: 5 mph;
No. Load Applications Per Hour:
250 for unidirectional tests,
500 for bidirectional tests.

Optional Sensor Installation

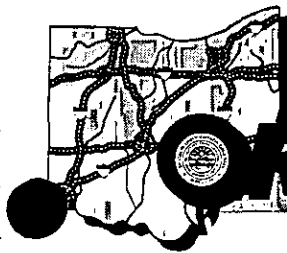
Temperature, moisture and frost
depth throughout pavement
structure;

Vertical deflection, longitudinal
and lateral horizontal strain,
and vertical pressure throughout
pavement structure resulting
from environmental changes
and dynamic loads;

Dynamic and environmental
response, curling and warping,
thermal expansion/contraction
at joints, and dowel bar perform-
ance in rigid pavements.



Accelerated Pavement Load Facility

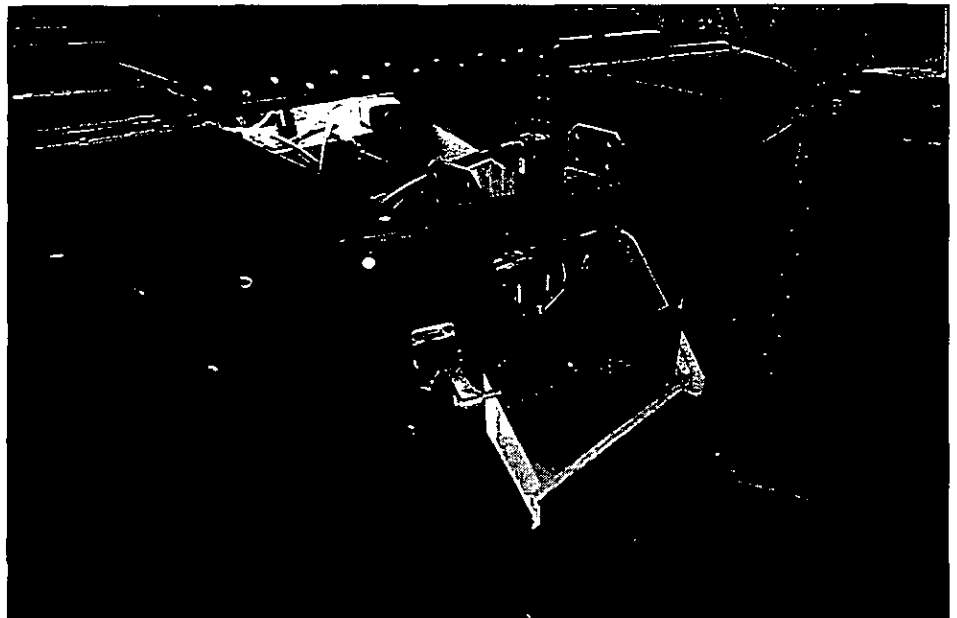


CENTRIFUGE TESTING

Researchers have been seeking a laboratory simulation method which can aid in predicting the field performance and failure modes of prototype structures. Field testing with actual structures is generally prohibitive due to cost and safety reasons. In particular, full scale field testing of highway facilities is usually quite expensive and time consuming. Centrifuge modeling has emerged as one promising technique for predicting the response of highway structures.

ORITE has a large centrifuge, capable of holding up to 100 lbs. (45.5 kg) at an arms length of 4.46 ft. (1.36 m). The centrifuge can produce a maximum acceleration of 200 times the normal gravitational field (G), for example, to determine the effect of large forces on performance of pipe and bridge models. These tests are much faster and far less expensive than measurements on actual structures. The centrifuge can also be used to study the flow of liquids through porous materials. Tests conducted thus far indicate that this procedure is a viable alternative to in-situ testing.

As an example of the application of the centrifuge, realistic modeling of the behavior of underground pipe



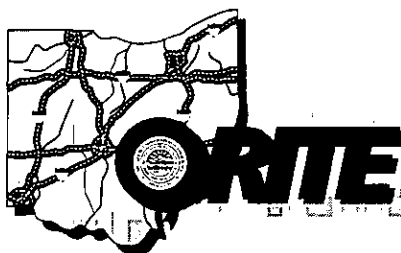
Model bucket on the swing arm inside the centrifuge

can be limited by even the most sophisticated mathematical/numerical methods because of the complex nature of the pipe-soil interaction, and the nonuniform and nonlinear properties of soil. A scaled-down corrugated high density polyethylene (HDPE) pipe, installed in granular backfill under a shallow cover, was tested in the ORITE centrifuge environment. Results on the model pipe were compared with the response of a prototype 37 inch (0.94 m) diameter corrugated HDPE pipe installed and tested at the ORITE outdoor load frame. The results demonstrated that centrifuge modeling is a promising technique for predicting deflection response of buried HDPE pipes. Similar modeling has been conducted on the spread footing for bridges.



Making adjustments on model basket





OUTDOOR LOAD FRAME FACILITY

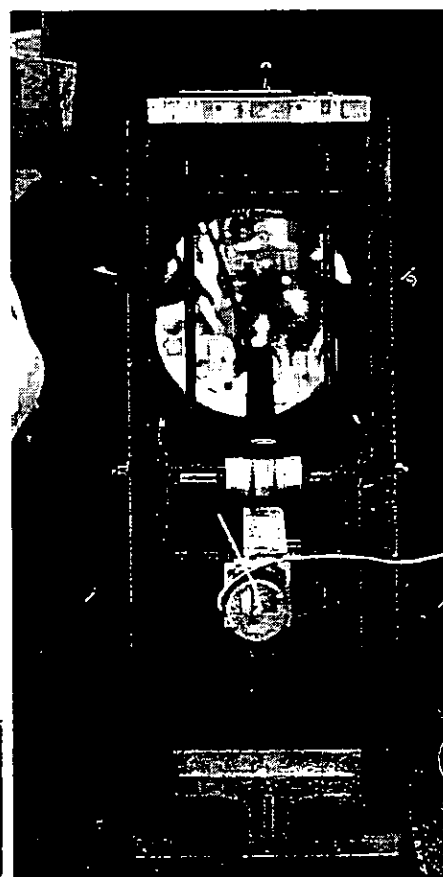
A large outdoor facility has been constructed by ORITE approximately two miles south of the Athens campus to test large specimens at loads up to 1 million pounds. This facility has been used almost exclusively to test various types of drainage pipe ranging in diameter from 6 to 60 inches, and installed to different depths and with varying types of backfill material. Instrumentation mounted in the pipes monitor strains and structural deformations with increasing vertical load. Data obtained from these types of installations provide valuable information on pipe design and the performance of pipe under heavy loads. Future projects at the facility will include utilizing the versatility of the load cell to test and monitor additional infrastructure components.



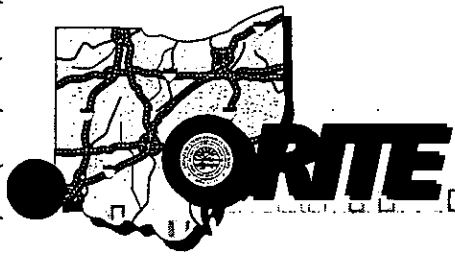
Instrumentation of HDPE pipe ▲

Deflection measurement
of a pipe ►

One-million-pound
load cell facility ▼



APPENDIX F
DESCRIPTION OF SPECIALTY AREAS



FIELD EVALUATION OF PAVEMENTS

Evaluation of the performance of in-service pavements is often necessary to compare with similar pavements elsewhere or to determine the effectiveness of specific design features. Depending upon the situation, an evaluation may be accomplished either by adding sensors to an existing facility or by installing sensors at the time of construction to monitor responses and resolve the issue in question. It is imperative that proper sensors be selected, they be installed correctly to obtain the desired data, and accurate data be acquired under known environmental and traffic loading conditions.

ORITE has worked closely with the Ohio Department of Transportation and the Federal Highway Administration in monitoring several pavements around the state of Ohio. A few of these activities include:

- Instrumentation of six test sections to evaluate the structural performance of an asphalt concrete pavement on U.S. 33 near Bellefontaine.
- Instrumentation of nine test sections to evaluate the structural performance of a portland cement concrete pavement on S.R. 2 near Vermilion.
- Instrumentation of fiberglass dowel bars to assess their performance in a portland cement concrete pavement on U.S. 35 near Gallipolis.
- Instrumentation of 18 test sections for seasonal monitoring and 33 test sections for dynamic response on the Ohio SHRP Test Pavement on U.S. 23 north of Delaware.

The most recent pavement activity at ORITE involves the evaluation of portland cement concrete pavement

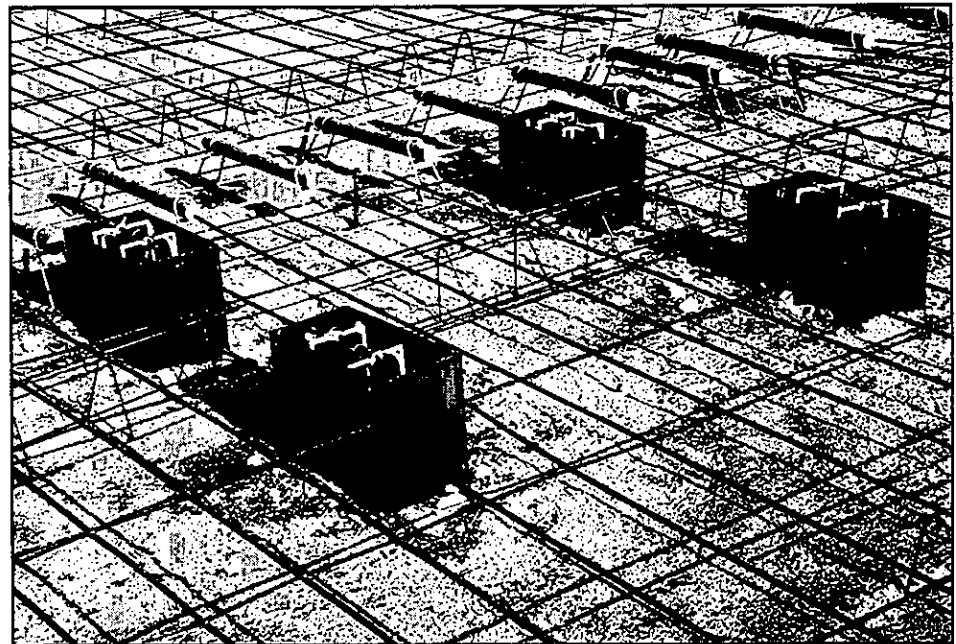
on U.S. 50 east of Athens where ground granulated blast furnace (GGBF) slag is being added to enhance performance. GGBF slag is a cementitious by-product of the steel industry. When added to concrete, it increases strength, reduces permeability, and



Dowel bar installation



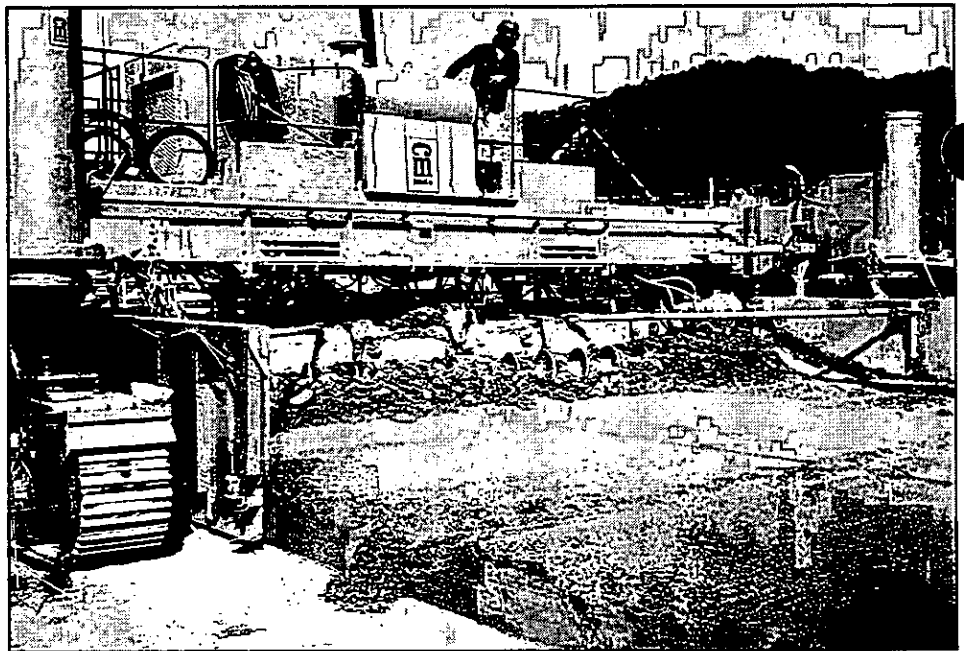
On-site faculty participation



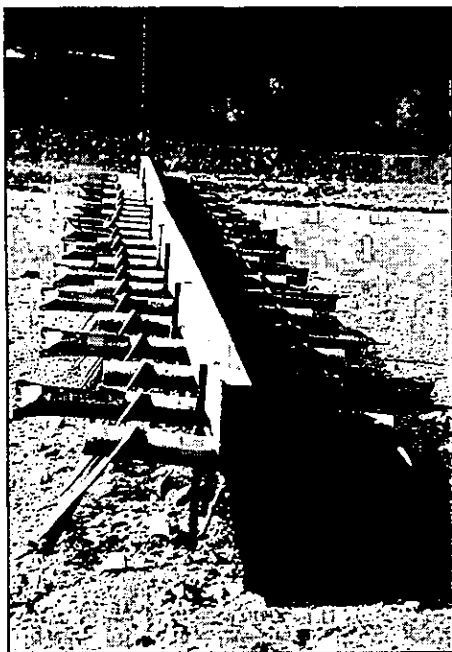
Instrumented concrete slab



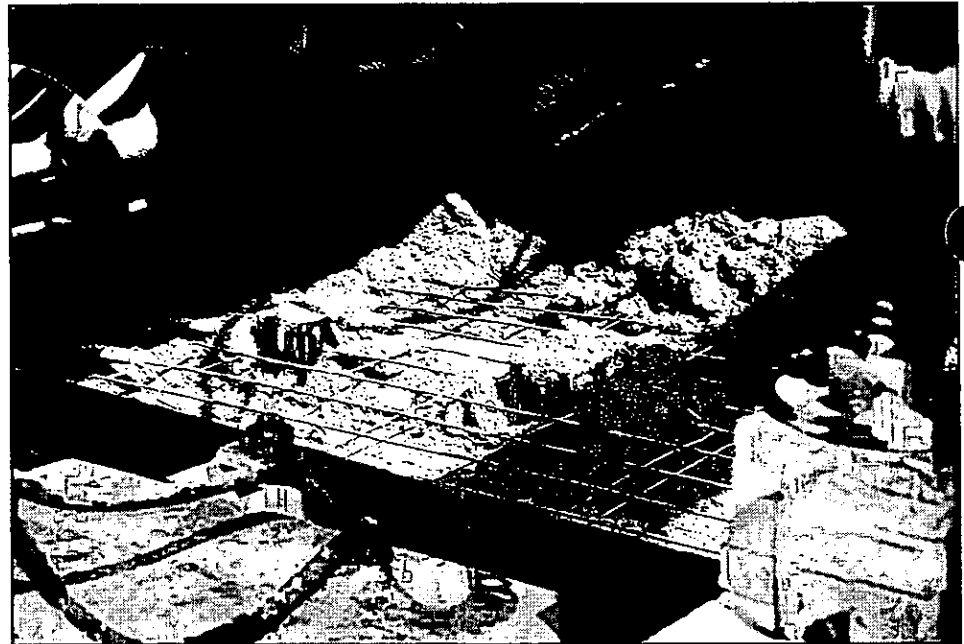
improves resistance to freeze/thaw and sulfates. It is believed these attributes will extend the service life of this pavement, lower life cycle costs, and make use of a waste material. ORITE personnel installed sensors during construction to monitor environmental and dynamic load response of the pavement, and compare results obtained on sections containing GGBF slag with results obtained on sections without the GGBF slag. Also, as part of this project, personnel have instrumented dowel bars, used to transfer load from one section to the next, to evaluate the response from different types and sizes of dowels.



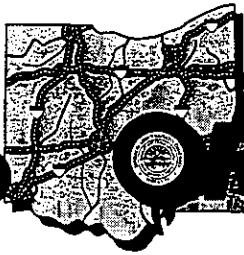
Concrete placement



Dowel bar assembly

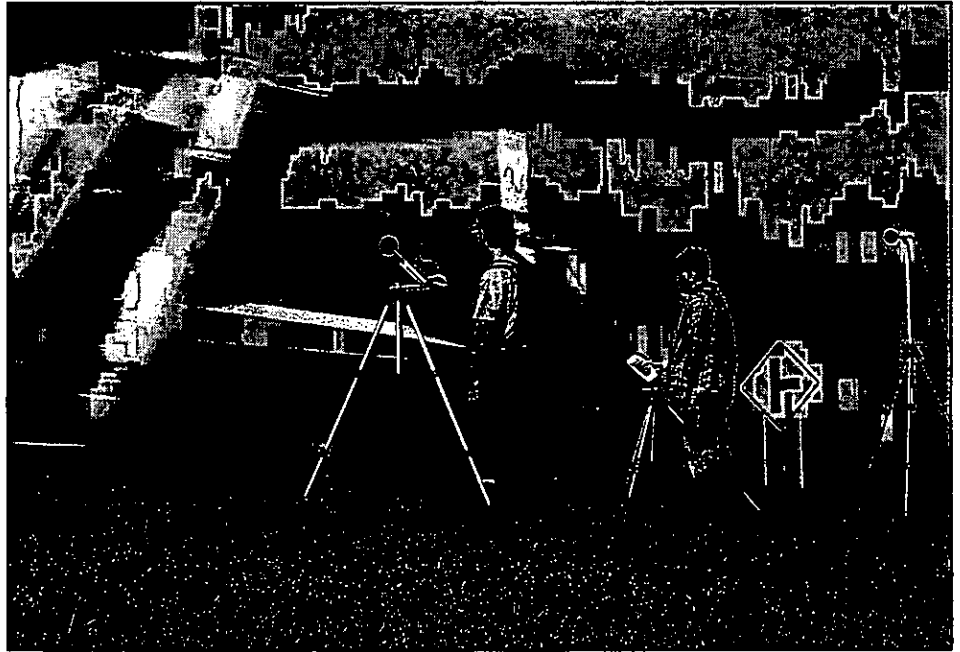


Paving of instrumented test sections



NOISE ABATEMENT

Research is being conducted in the ORITE to address the problem of noise impacts caused by transportation projects. Tire/pavement interaction for vehicles that operate on the nation's highways is being studied to find new approaches to reduce traffic noise at its source. The design and effectiveness of abatement methods such as walls and berms is being investigated to improve their performance. The transportation noise laboratory is furnished with state-of-the-art equipment to acquire and analyze noise data. Computer models are being developed to model traffic noise propagation and to predict the effect of various abatement strategies. The research results are used by other researchers and professionals involved in the assessment and study of transportation noise impacts.



Graduate students collect acoustical data from a vehicle pass-by to study the effects of pavement type on traffic noise levels



Calibration of instrumentation to monitor pavement temperature during noise data collection



Data transfer from a real time spectrum analyzer to computer for analysis



ACID MINE DRAINAGE

Acid mine drainage (AMD) results from all of the mining methods performed in the watershed. These include underground mining, strip mining, and auger mining. The mining process exposes iron sulfide (pyrite) and unremoved coal in the sandstone overburden to air and water. These oxidizing conditions result in an increase of acidity which subsequently decreases pH and increases the concentrations of dissolved metals. These consequences lead to an overall degradation of water quality and the inability to support aquatic life. The two approaches to controlling the AMD are to reduce (eliminate) the source and to treat the AMD which is produced to remove the negative impact to the watershed. One method for source elimination seeks to replace the air within the mine with groundwater by sealing any mine openings with an impermeable grouting material. One such material under investigation is flue gas desulfurization (FGD) ash, a by-product from coal fired power plants, which is primarily calcium sulfate (gypsum). Another source elimination strategy is to fill the mine with a solid (e.g., FGD or a clay slurry) to eliminate the oxidation reaction. Treatment of the existing AMD may be chemical, biological, or physical. Chemical treatments primarily seek to neutralize the acid through the addition of an alkali (e.g., soda ash) with a subsequent sedimentation basin to retain metal precipitates after the pH adjustment. Biological treatments may use constructed wetlands for natural attenuation or biological nutrient additions to accelerate indigenous activity. Physical treatment seeks to alleviate the impact through re-routing of streams to circumvent possible problematic geological formations. Faculty and students in ORITE are studying these and other promising strategies for remediating AMD.

FIELD EVALUATION OF BRIDGES

Highway bridges are designed, with periodic maintenance, to carry traffic for up to 50 years. Occasionally, premature distress may occur because of design defects, inferior materials, heavier traffic than originally anticipated, impact resulting from accidents, etc. ORITE has cooperated with the Ohio Department of Transportation (ODOT) and the Federal Highway Administration in addressing several bridge related issues, including the following:

- Installation of sensors and monitoring of settlement, tilting, and foundation pressures for bridges around the state to evaluate the effectiveness of using spread footings in place of pile foundations.
- Instrumentation of a semi-integral bridge on SR 181 near Logan, Ohio, to determine pressures generated on the abutments caused by thermal expansion of the bridge and to monitor critical stresses within the structure induced by environmental changes and traffic loads.
- Measurement of lateral forces exerted on the wingwalls of a skewed bridge north of Zanesville, Ohio, resulting from thermal expansion of the bridge.

Bridge designers are beginning to explore the use of fiber reinforced composite materials for use on highway structures. The high strength and corrosion resistance of these materials offer tremendous potential for extending the life of these facilities. ORITE has participated with ODOT in the laboratory testing of composite materials and instrumenting and monitoring of an in-service bridge containing composite components.

OHIO SHRP TEST PAVEMENT

In 1987, Congress established the Strategic Highway Research Program (SHRP), a five-year, \$150 million nationwide research effort to improve the performance of highway pavements and bridges. Various other countries and Canadian provinces participated by constructing and monitoring test installations, and entering data in the SHRP database.

As part of their contribution to the SHRP, the Ohio Department of Transportation, in cooperation with the Federal Highway Administration, agreed to construct a three mile long test pavement on U.S. 23 north of Delaware, Ohio. This project included four experiments identified in the Specific Pavement Studies and includes 40 test sections of asphalt and portland cement concrete with a variety of structural parameters.

ORITE faculty and staff were invited to play a major role in this SHRP project by developing a comprehensive plan for instrumenting the pavement and coordinating the efforts of five other universities in implementing the plan. Included were the installation of environmental sensors to monitor seasonal variations in 18 pavement sections and dynamic sensors to monitor structural response in 33 sections under full scale traffic loading. ORITE personnel were responsible for selecting and purchasing the proper sensors and data acquisition equipment, and developing innovative techniques for installing the sensors during construction with minimal disruption to the contractor, pavement, and sensors. The successful completion of this project resulted in the gathering of data never before available to the pavement community and positioned ORITE as a leading resource for pavement instrumentation in the country.

Data acquisition procedures were customized for this SHRP facility to permit the simultaneous monitoring of up to 18 pavement sections during controlled vehicle tests with ODOT dump trucks and a customized research tank truck, furnished by the Canadian National Research Council. Up to 250,000 data points were obtained each second as trucks containing various axle configurations, loads, and types of tires, and traveling over a range of speeds, passed over specific test sections. Data obtained during these tests permits researchers and engineers to assess the effect of these vehicle parameters and the numerous structural parameters contained within the pavement structures on overall performance of the pavement.

Because highway pavements are severely affected by environmental conditions, such as average temperature and temperature gradients within the pavement layer, moisture in the subgrade, and the depth of frost within the entire pavement structure, sensors were installed in this SHRP pavement to monitor these conditions. ORITE personnel obtain environmental data periodically throughout the year to better define the effect of seasonal variations on pavement structures and continuously during the controlled vehicle tests to properly interpret the response of the pavement sections under actual truck loading.

CGER STRATEGIC PLAN

A. Personnel Requirements

- Technology Transfer Specialist
- Staff Research Engineer - M.S. Degree in C.E. or equivalent
- Technician specialist - sensors, fiber optics
- Modeler/analyst
- Post Doctoral Student
- Secretarial Support

Staff Research Engineer

- Coordinate and assist with research activities in the CGER under the direction of Director/Associate Director, CGER, particularly with the Accelerated Pavement Load Facility and the Cone Penetrometer Test system.

Technician Specialist

- Fabrication of parts for housing sensors for pavements, pipe, and other research.
- Driver and operator of CGER Cone Penetrometer truck (requires commercial license and knowledge/training or comparable).
- Maintenance of CGER specialized equipment such as centrifuge and CPT.
- Assist in developing laboratory and field experiments.

Technology Transfer Specialist

- Assist in technology transfer efforts, e.g., workshops, conferences, etc.
- Assist Director/Associate Director and faculty in writing of research reports, proposals and other research related documents.
- Develop/write CGER newsletter.
- Develop materials for documents such as drawings.
- Develop/handle electronic communication.

Modeler/Analyst

- Direct and coordinate modeling and analytical work related to the Computational Laboratory for Pavement Research.

Post Doctoral Student

- Participate in research activities related to the Computational Laboratory for Pavement Research and/or the 200g Centrifuge and Cone Penetrometer Test system.

B. Equipment Requirements

Superpave Equipment for APLF

Development of Electronic Classroom at the APLF

C. Space Needs

Improvement of Existing Space

- Erect wall adjacent to 007A to define and improve environmental research space for usage and safety.
- Optimally organize space in 032 and 007D to accommodate research and teaching functions.

**CGER
STRATEGIC PLAN**

CRITICAL NEEDS

- Add one full-time staff research engineer, particularly to manage the Accelerated Pavement Load Facility (APLF) and operation of the Cone Penetrometer Test system.
- Add one full-time person as Technology Transfer Specialist.
- Add Post-Doctoral person to work in the Computational Laboratory for Pavement Research.
- Fund the purchase of Superpave equipment for the APLF.

**CGER
ESTIMATED COSTS ASSOCIATED WITH CRITICAL NEEDS**

	<u>Estimated Cost</u>
• Technology Transfer Specialist (includes benefits)	\$35,000
• Staff Research Engineer (includes benefits)	\$40,000
• Superpave Equipment	\$150,000
• Post Doctoral Person (includes benefits)	\$35,000

**ESTIMATED COSTS OF OTHER ITEMS
AS PART OF THE STRATEGIC PLAN**

• Add wall in 007A	\$3,000
• Technician (includes benefits)	\$32,000
• Modeler/analyst (includes benefits)	\$40,000
• Secretarial support (includes benefits)	\$29,000
• Development of electronic classroom at APLF	unknown

ESTABLISH THE INSTITUTE FOR THE AFRICAN CHILD

RESOLUTION 1998 - 1606

WHEREAS, Ohio University has established a unique effort to bring the Africanist resources in the social sciences and humanities on this campus to address the applied development challenges faced by Africa's children, and

WHEREAS, such resources are represented in the professional and applied areas of arts and science, communication, education, and health and medicine, and

WHEREAS, the establishment of the Institute will improve Ohio University's ability to initiate and maintain linkages with important African universities and institutes,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees establishes the Institute for the African Child.

Office of the Provost
Cutler Hall
Athens OH 45701-2979

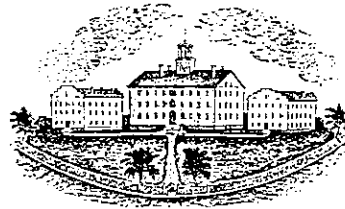


DATE: September 14, 1998
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm, ^{SSB}Provost
SUBJECT: Establishment of The Institute for the African Child

I have reviewed this proposal and recommend the establishment of such a center. The Institute for the African Child will promote and coordinate research and advocacy for this population. The Institute will be multidisciplinary as a joint project of the Colleges of Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine, in conjunction with the faculty of the African Studies Program in the Center for International Studies.

SSB/jt

Research &
Technology Center 120
Athens OH 45701-2979
740-593-0370 phone
740-593-0380 fax



OHIO UNIVERSITY

DATE: September 10, 1998

TO: Sharon S. Brehm, Provost

FROM: Carol J. Blum, Interim Vice President for Research and Graduate Studies

SUBJECT: Establishment of The Institute for the African Child

Attached is a copy of a proposal and a resolution for the Board of Trustees regarding the establishment of The Institute for the African Child at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board.

The Institute for the African Child will promote and coordinate research and advocacy for the worlds most marginalized of population groups, the children and youth of the African continent. The Institute will be inherently multidisciplinary as a joint project of the Colleges of Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine, in conjunction with the faculty of the African Studies Program in the Center for International Studies.

The Institute will be housed in the Center for International Studies. The Director of the Institute will report to the advisory board appointed by the cooperating Deans and to the Director of the Center for International Studies.

bv
Enclosures

A Proposal to Establish The Institute for the African Child at Ohio University

I. Statement of Need

We propose to establish the Institute for the African Child at Ohio University in order to promote and coordinate research and advocacy for the world's most marginalized of population groups, the children and youth of the African continent. The establishment of the Institute is also an opportunity to raise awareness of the impact of the health-education-information nexus on America's minority children and the connections between them and Africa. Our plan is to seek external funding through the Institute for conferences, fellowships, and research projects that strengthen the world's knowledge base about Africa's children and their families in a context of development and change. The Institute will be inherently multidisciplinary as a joint project of the Colleges of Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine, in conjunction with the faculty of the African Studies Program in the Center for International Studies. The Institute is thus a unique effort to bring the Africanist resources in the social sciences and humanities on this campus to address the applied development challenges faced by Africa's children and represented in the professional and applied areas of communication, education, and health and medicine. From the outset we seek to establish the Institute in as participatory a manner as possible, soliciting the collaboration of African institutional partners, such as the University of the Western Cape in South Africa and the Ministry of Health and Social Welfare in Swaziland.

The African Studies Program has brought grants totaling around \$1 million to the University since 1994, which have, among other achievements, established the University as a National Resource Center (NRC) for African Studies. Maintenance of this status requires that we both tighten the focus of our Africa efforts and intensify them at Ohio University. NRC status will be up for reconsideration in 1999 and the proposed Institute will be an important part of the OU application for funding.

II. Organizing the Institute to meet this need.

Ohio University has sponsored an African Studies Program in the Center for International Studies since 1964. The program was established at that time to introduce scholarly resources to an applied field in which the University had been involved since the late 1950s: educational development in Africa. The primary function of the African Studies Program is to deliver the M.A. in African Studies in the Center for International Studies and to advise the BA in African Studies offered through the College of Arts and Sciences. Today the problems faced by Africa's peoples are more complex and acute than ever; in fact the African continent lags behind all other world geo-cultural zones in terms of virtually every social indicator. The children of Africa, to generalize across 54 countries, have the lowest rates of school attendance in the world, among the lowest rates of immunization and nutritional levels, and face the greatest obstacles in gaining access to medical and skill resources. We can no longer simply provide Africanist scholarship

to our students in the form of courses and degree programs; we must also demonstrate in a holistic manner that the challenges faced by Africa's children can be addressed through cooperation between the scholars with research background on the continent, and the professional fields that offer practical solutions. The Institute for the African Child will provide a forum in which this dialogue may take place and this cooperation be demonstrated. The Institute will provide the laser-like focus for an area of the University's strength, African Studies, and grow in independent manner from the degree-granting African Studies Program.

III. Value of the Institute to the University

While the needs of Africa's children are infinite, there has not yet been established at any university in the world, a center to address these needs in a scholarly and interdisciplinary manner. The Institute for the African Child will bring new dynamism and attention to African Studies in the United States and at Ohio University. It will offer many opportunities to link with domestic issues of diversity and children in the African Diaspora, and demonstrate methods of collaboration and cooperation across a range of professional disciplines. The Institute will also give the study of Africa at Ohio University a unique future orientation with the perpetual emphasis on the next generation. We feel that the Institute for the African Child will be attractive to scholars and new students. The Institute will improve our ability to initiate and maintain linkages with important African universities and institutes.

Some of the projects that involve our current African university linkages and the faculty of the African Studies Program include: a vitamin A deficiency information campaign project in Zambia, and nutritional research in Zimbabwe which involve faculty members from Telecommunications, Education, and Human and Consumer Sciences; a project to investigate children's knowledge of and uses for plants in the townships outside of Cape Town, South Africa- investigated by a faculty member in Environmental and Plant Biology; and an Education project on the role of traditional leaders in Ghana in girls' access to schooling. We believe that the establishment of the Institute for the African Child will provide new stimulation for interdisciplinary research and invite new grants for projects such as these.

IV. Personnel and Departments to be involved.

Faculty from the Colleges of Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine collaborated in developing the idea for the Institute. The African Studies Program in the Center for International Studies will serve as the initial incubator for the Institute for the African Child. The faculty of the African Studies Program, which already has members from the cooperating colleges, will provide the leadership for grant writing and planning that will be needed at this stage, with African Studies allocating administrative support. Representatives of the African Studies Program faculty and representatives appointed by the Deans of the cooperating colleges, Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine, will serve on an Advisory Board for the Institute. And means will be established to permit the greatest participation possible by our African institutional partners.

V. Estimated fiscal resources and sources of funding for the Institute.

The African Studies Program is currently one of 13 federally-funded Title VI National Resource Centers for African Language and Area Studies. The impetus for establishing the Institute largely comes from the leveraging power of that grant. Reviewers of our proposals for funding in the past have asked, "What is the focus of African Studies at Ohio University?" While we have a strong program of teaching about Africa, the Institute for the African Child will bring an urgently needed central purpose to study of Africa at OU. Initial funds for the Institute will come from the current Title VI grant, particularly to sponsor an inaugural conference beginning on the International Day of the African Child, June 16, 1999. Funds will also be used from the grant to sponsor small research and curriculum development projects on African children issues, support appropriate library purchases, and provide two to three \$10,000 fellowships for graduate study at Ohio University in any of the departments associated with the Institute. Foundation support is being explored and a commitment has been made by the National Association of Black Educators to support the June 1999 conference. In preliminary discussions with the US Agency for International Development and the Voice of America in May of 1998, the establishment of an Institute for the African Child at Ohio University was described by one USAID official as the most "compelling idea I have heard coming out of higher education in a long time."

As is demonstrated by the activity described in the previous paragraph, the faculty members moving to establish the Institute are the ones who have been responsible for securing the earlier grants related to Africa, valued to date at more than \$1 million. The establishment of the Institute will provide a new engine for growth in the field of African Studies at Ohio University.

VI. Space and equipment needs.

As the Institute for the African Child grows in activities and recognition, space will become an issue. With its function to primarily support research and projects, the Ridges would be an excellent location should funding for renovation become available to the Institute. For the time being, the Institute will be housed in the Center for International Studies.

VII. Administrative Control and Lines of Authority.

The Director of the Institute will report to the advisory board appointed by the cooperating Deans and to the Director of the Center for International Studies. As the Institute fulfills its goal of becoming an international entity, a means will have to be established to permit international partners a role in Institute governance. In its initial development stage, the Director will rely on Graduate Associates and other administrative assistance in the Center for International Studies for the follow-through with proposals and grants. The Center for International Studies has created a new grants manager position which will, among other duties, support the Institute.

Office of the Dean

College of Health and
Human Services
Grosvenor Hall 014
Athens OH 45701-2979
740-593-9336 phone
740-593-0285 fax



OHIO UNIVERSITY

September 8 1998

Dr. Stephen Howard
Director
Center for International Studies
Burson House
Ohio University
Athens Ohio 45701

Dear Dr. Howard:

I am pleased to write this letter of support for the Institute for the African Child. No nation can be strong without the development of their future human resources, their children. As stated in your proposal, there must be "...advocacy for the world's most marginalized of population groups, the children of Africa." The proposed Institute would provide the setting for Ohio University to bring together many talents to help African nations improve the well being of their children and youth.

It is through Dr. Prisca Nemapare's research which focused on infant and maternal health in Zimbabwe that I am aware of the present state of many African children. This knowledge of her work is based on my relationship with her as a fellow faculty member and School Director for her entire tenure at Ohio University. Dr. Nemapare is a nutritionist by education, but she quickly learned and taught us that when we think about health in Africa it is more than food and medicine. Understanding basic hygiene, developing agriculture, learning the nutrient value of local foods, and communicating with a population who are not able to read are just some of the challenges which Dr. Nemapare faced when working with African communities. The Institute will demand the expertise from all of the Colleges identified in your proposal. Within the College of Health and Human Services there are many areas where contributions could be made including nutrition, child development and community health. This mix will provide the interdisciplinary approach so important in good problem solving.

The proposed Institute for the African Child addresses a real need and provides faculty opportunities for research which would help African children and bring recognition to Ohio University. The fact that Dr. Nemapare is now residing in Zimbabwe to continue her work on a full time basis establishes a strong link for Ohio University and the proposed Institute. Again, I want to extend the support of the College of Health and Human Services.

Sincerely,

A handwritten signature in cursive script that reads "Judith Matthews".

Judith Matthews, Ph.D.
Interim Dean
College of Health and Human Services

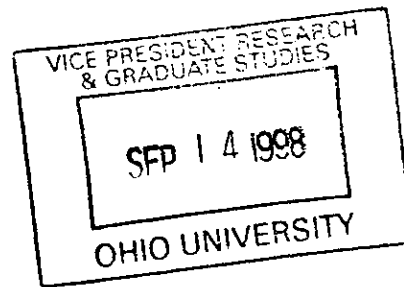
Ohio University

College of Education
McCracken Hall
Ohio University
Athens, Ohio 45701-2979

614/593-9449 (phone)
614/593-0569 (fax)

Office of the Dean

Dr. Carol Blum
Interim Vice President for Research & Graduate Studies
Ohio University



12.ix.98

Dear Carol,

I am writing in support of the proposal to establish at Ohio University an Institute for the African Child. The establishment of such an institute is consistent with the OU Mission IV of enhancing excellence in research and will promote distinctiveness in graduate education, which is consistent with Mission III.

In my review of the proposal I find much to recommend. The plan to bring together the strengths of four Colleges is laudable. Connections between faculty with expertise in education, communication and health deserve systematic support. The problems we face in Appalachia, the U.S., and the world, all require multiple perspectives and coordinated effort. The Institute for the African Child can serve as one model of how coordinated, focused effort by a university can be effective.

Of central importance to the effectiveness of the Institute is its focus. The idea of taking the African Child as the broad focus of work is compelling. From the point of view of both education and health, childhood is all important. What happens, and what is done, and what does not happen, and what is not done, during childhood shapes every life. The opportunity to make a difference to education and human development is great when the energies and talents of multiple faculty from multiple Colleges are focused explicitly on childhood.

It is my hope that in focusing on the African child the scholars of Ohio will be able to develop and sustain initiatives that will support not only the African child, but the children of the African Diaspora, and, by extension, all children who face limited opportunities and difficult circumstances. It is thus my hope that what we learn through and from the Institute will be of interest and of service to the children of Appalachia.

If I can be of further assistance in the efforts to establish the Institute for the African Child, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "James L. Heap".


James L. Heap, Ph.D.
Professor and Dean

c.c. S. Howard

OHIO UNIVERSITY

TO: Dr. Carol Blum
Vice President for Research and Graduate Studies

CC: Dr. Stephen Howard, Director, African Studies Program

FROM: Josep Rota 

DATE: August 18, 1998

RE: Proposal to establish the *Institute for the African Child*

Attached please find the proposal submitted by Dr. Stephen Howard to establish **The Institute for the African Child** at Ohio University. On behalf of the Center for International Studies, I am very pleased to confirm that I fully endorse the proposal prepared by Dr. Howard and his colleagues. In fact, I believe that the Institute being proposed will strengthen our nationally ranked African Studies Program in very significant ways, mainly by giving it an important new focus. The Institute will also help strengthen our approach to interdisciplinary studies and our collaborative work with various colleges.

The proposal is endorsed by the Colleges of Arts and Sciences, Communication, Education, Health and Human Services, and Osteopathic Medicine, in addition to the Center for International Studies. Dr. Howard will forward to you letters of support from the Deans of those colleges.

It is important to state that governance of the Institute will include an Advisory Board whose members will be appointed by the Deans of the colleges actively involved in its affairs. Deans will also be regularly informed of, and consulted on, the business of the Institute by the Director of the Center for International Studies. Venues for this will include occasional meetings of the Deans Council (at least once a year) and of the newly created Academic Deans Advisory Board of the Center for International Studies.

Thank you for your attention to this proposal. Needless to say, any suggestions you may have for its improvement will be welcome by Dr. Howard.

Office of the Dean

College of Arts and Sciences
Filson Hall, College Green
Athens OH 45701-2979
614-593-2850 phone
614-593-0053 fax



OHIO UNIVERSITY

September 10, 1998

Dr. Stephen Howard, Director
African Studies Program
Center for International Studies
Burson House

Dear Dr. Howard:

The College of Arts and Sciences is pleased to support and participate in establishing the Institute for the African Child at Ohio University.

Faculty members in the College of Arts and Sciences, who provide the core courses for the study of Africa on this campus, have played a significant role in the development of this initiative. Clearly, the Institute for the African Child will bring much needed attention to this important population group, while building on the instructional and research strengths that already exist at Ohio University. The faculty in the College of Arts and Sciences will have new opportunities for collaborative and interdisciplinary research and service around the issues of child welfare in Africa.

I understand that the establishment of the Institute for the African Child enables Ohio University to provide more focus to its African Studies program and to enhance its status as a Title VI National Resource Center for African Studies. The college, the university, and our international partners will benefit from this new project.

Sincerely,

A handwritten signature in cursive script, reading "Leslie A. Flemming". The signature is written in dark ink and is positioned above the printed name.

Leslie A. Flemming
Dean

Ohio University

College of Communication
Ohio University
Radio-TV Communication Building
Athens, Ohio 45701-2979
Office of the Dean

September 11, 1998

Dr. Carol Blum
Interim Vice President for Research and Graduate Studies
Research and Technology Center 120



Dear Dr. Blum:

I am writing in support of the proposal to establish an Institute for the African Child at Ohio University. This Institute is an innovative approach to an issue of immense importance to all who are concerned about the future of children who are facing seemingly insurmountable barriers to educational and medial resources.

The Institute for the African Child provides a valuable vehicle for interdisciplinary research, not only among four of the Colleges within the University, but with institutions across the globe. In addition to strengthening the University's international linkages, the Institute provides excellent opportunities for obtaining external funding for important research.

As the proposal makes clear, many of the elements required to establish an institute are in place. Initial funding for the institute has been identified; grant-writing support will be available from the Center for International Studies; and oversight will be provided by a broadly based advisory board.

The Institute for the African Child has great promise; the College of Communication encourages its establishment.

Very truly yours,

Dr. Kathy Krendl
Dean, College of Communication



September 15, 1998

Carol Blum, Ph.D.
Interim Vice President
Research and Graduate Studies
Ohio University
120 RTEC Building
Athens, Ohio 45701

Dear Dr. Blum:

This letter is provided in support of the proposed establishment of the Institute for the African Child. The College of Osteopathic Medicine is pleased to join in this cross-disciplinary and cross-collegial project, which will impact the welfare of Africa's children. The time has come for the academic community to look at the issues facing children in conditions of poverty and rapid social change in a more holistic manner, and our faculty of medical educators are increasingly seeking these opportunities. The presence of strengths across the campus in African Studies makes this opportunity a more fruitful one.

The College of Osteopathic Medicine looks forward to this new area of university collaboration. Our Department of Social Medicine, the Tropical Disease Institute, and the SHARE Kenya programs are all appropriate linkages for the Institute for the African Child.

I believe this endeavor will be successful and pledge the cooperation of the College of Osteopathic Medicine in the development of the Institute for the African Child.

Sincerely,

Barbara Ross-Lee, D.O.
Dean

cab

SALES CERTIFICATE

RESOLUTION 1998 -- 1607

WHEREAS, the College of Business has proposed an interdisciplinary certificate program in sales, and

WHEREAS, this proposal has the support of the dean and faculty of the College of Business, and the University Curriculum Council, and

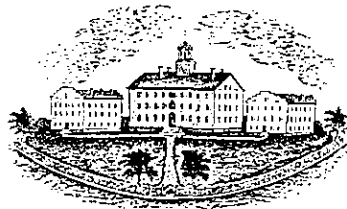
WHEREAS, the proposed certificate will allow the College of Business to deliver a high-quality program built on the faculty and curricular strength currently existing in various departments, and

WHEREAS, the proposed certificate will allow students the opportunity to take a set of courses reflecting the interdisciplinary nature of sales, and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University approves offering such a certificate, and

FURTHER, BE IT RESOLVED that The Center for Consultative Sales shall henceforth be known as *The Sales Centre* at Ohio University.

Office of the Provost
Cutler Hall
Athens OH 45701-2979



OHIO UNIVERSITY
1804

DATE: September 29, 1998
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm, Provost
SUBJECT: Proposed Certificate Program in the College of Business

I support the proposal for a new certificate to be offered by the College of Business. The Sales Certificate is designed to prepare students for a career in professional selling as trained professionals. The proposed new certificate, an interdisciplinary program, is endorsed by the faculty and administration of the College of Business and will serve to strengthen their curriculum offerings to their students. Further, I support the proposed name change of The Consultative Sales Center to *The Sales Centre* at Ohio University.

SSB/jt

Office of the Vice President
Research & Graduate Studies

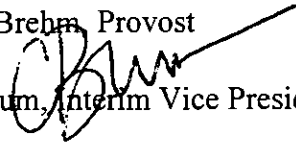
Research &
Technology Center 120
Athens OH 45701-2979
740-593-0370 phone
740-593-0380 fax



OHIO UNIVERSITY

September 29, 1998

TO: Sharon S. Brehm, Provost

FROM: Carol J. Blum,  Interim Vice President for Research and Graduate Studies

SUBJECT: **Renaming the Center for Consultative Sales**

I fully support the request from Dean Corlett, College of Business, to change the name of the Center for Consultative Sales to "The Sales Centre at Ohio University", as requested by the Board of Trustees. I recommend taking it to the President and the Board.



Office of the Dean
Glenn E. Corlett

Copeland Hall 614 • Athens, Ohio 45701-2979 • (740) 593-2002 • FAX (740) 593-9342

September 29, 1998

TO: Carol Blum, Vice President for Research and Graduate Studies
FROM: Glenn E. Corlett, Dean *GEC*
SUBJECT: Rename the Center for Consultative Sales

Following the approval of the Center for Consultative Sales by the Board of Trustees in June of 1997, the Board requested that the name of the center be reconsidered. Extensive discussions within the College and among our Professional Advisory Council resulted in choosing the following name: *The Sales Centre* at Ohio University. Please pursue whatever actions are necessary to make this change official. Thank you for your assistance.

Cc: Barbara Reeves, Associate Provost for Academic Affairs
Alan Geiger, Assistant to the President, Secretary to the board of Trustees



Interoffice Communication

OHIO UNIVERSITY

DATE: July 13, 1998

TO: Barbara Reeves, Associate Provost
Cutler Hall

FROM: Margret Appel, Chair, University Curriculum Council

RE: The Sales Certificate/College of Business

The Programs Committee approved the above captioned program proposal and presented the same to the University Curriculum Council for vote. UCC unanimously approved The Sales Certificate as amended on Tuesday, June 2.

Please find enclosed two copies which are being sent to you for implementation.

jsc
Enclosure
programs\sales3.apd

Proposed: The Sales Certificate

The College of Business and the Department of Marketing through *The Sales Centre* at Ohio University jointly sponsor the undergraduate Sales Certificate Program for students wishing to obtain special preparation for successful professional development. The Sales Certificate Program is open to students in any major within the University who want to gain knowledge and understanding about professional selling.

Completion of this program, which is the equivalent of a minor, results in the awarding of a certificate and is officially recognized on transcripts upon graduation. You can earn a certificate in sales by completing 28 hours of approved coursework selected from the courses outlined below. Several certificate courses satisfy both tier and College of Business requirements. Be advised that some courses require prerequisites, and plan accordingly.

Core Requirements:

MKT 358	Professional Selling	4
MKT 498	Sales Internship	4

Advanced Courses (must select two):

MKT 425	Business to Business Marketing	4
MKT 458	Advanced Topics in Sales (Sales Management)	4
MKT 491	Current Topics in Sales: Executive in Residence	4

Communication Requirement (must select one):

INCO 215	Argumentative Analysis and Advocacy	4
INCO 206	Communication in Interpersonal Relationships	4

In addition to the courses listed above, two additional cross-disciplinary courses (8 hours), are needed to fulfill the 28 hour requirement. The following courses are suggested*:

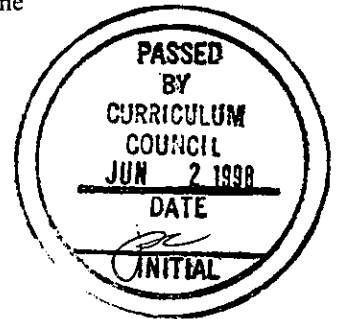
ET 280	Engineering and Technology-Overview	4 (2A)
IT 110	Introduction to Manufacturing	4 (2A)
PHIL 130	Introduction to Ethics	4 (2H)
THAR 113	Acting Fundamentals I	4
THAR 170	The Theater Experience	4 (2H)

* Other cross-disciplinary courses that support the certificate curriculum may be substituted with the approval of the director of *The Sales Centre*.

Criteria for admission into the Sales Certificate program include: 1) submission to the Marketing Department office of a completed application form; 2) submission to the Marketing Department office of a copy of the applicant's most recent DARS report indicating an overall g.p.a. of 2.75 or higher; 3) submission to the Marketing Department office of the applicant's resume; and 4) completion by the applicant of a panel interview with *Sales Centre* faculty and at least one representative from the Professional Advisory Council of *The Sales Centre*. Further, applicants demonstrating past sales experience, either paid or unpaid, are preferred. Application forms may be picked up from any college's undergraduate office.

Admission to this certificate program is competitive. Admission cannot be guaranteed to all students meeting the admission criteria. *The Sales Centre* will admit students up to the Marketing Department's enrollment ceiling, and students judged to have the highest probability of success will be admitted. Members of groups that are historically underrepresented in business will receive special consideration.

Each quarter those accepted into the Sales Certificate program will have their progress tracked by DARS (Degree Audit Reporting System). An overall g.p.a. of 2.5 in certificate courses is required. The Sales Certificate will be awarded only to students who have been accepted into the Sales Certificate program and who have fulfilled all certificate requirements. Students will need to consult the director of *The Sales Centre* before the deadline for graduation to ensure that the certificate will be awarded. For more information on course offerings or other concerns, contact the director or associate director of *The Sales Centre*.





May 25, 1998

Dr. Margret Appel, Chair
University Curriculum Council
Porter Hall 213
Athens, OH 45701

Dear Margret:

We want to thank the UCC for its lively discussion at the meeting on May 12th. The comments and suggestions were very valuable and have led to some important enhancements of the original proposal for the sales certificate.

I spoke with Bill Smith at the end of last week following the meeting, and he indicated that there were three key issues that the UCC wanted addressed. Those issues were:

1. The propriety of including the Tier III Dance class as part of the certificate program;
2. Clarification of the procedure for admitting students into the program; and
3. Clarification of the language used to describe the expected grade point average for courses within the certificate program.

In reference to the first point of concern, Bill Smith's research indicates that a Tier III class cannot be *required* as part of any other program. This did not in his view apply to the course being suggested as an *option*. Therefore, we opted to keep it in the proposal, because it is a fine course and contributes significantly to basic sales skills. Certainly we will bow to removing it if everyone still sees it as a problem.

We did, however, try to clarify that none of the courses among the last grouping is *required*. The language now reads, "In addition to the courses listed above, two additional cross-disciplinary courses (8 hours), are needed to fulfill the 28 hour requirement. The following courses are suggested*." Further, in response to another comment made during the discussion of this issue, we also added, "* Other cross-disciplinary courses that support the certificate curriculum may be substituted with the approval of the director of *The Sales Centre*." We hope this strengthens the appreciation of *The Sales Centre's* dedication to a cross-disciplinary approach.

To address the second concern, we have changed the text referring to admissions to read in the following way: "Criteria for admission into the Sales Certificate program include: 1) submission to the Marketing Department office of a completed application form; 2) submission to the Marketing Department office of a copy of the applicant's most recent DARS report indicating an overall g.p.a. of 2.75 or higher; 3) submission to the Marketing Department office of the applicant's resume; and 4) completion by the applicant of a panel interview with *Sales Centre* faculty and at least one representative from the Professional Advisory Council of *The Sales Centre*. Further, applicants demonstrating past sales experience, either paid or unpaid, are preferred. Application forms may be picked up from any college's undergraduate office.

Admission to this certificate program is competitive. Admission cannot be guaranteed to all students meeting the admission criteria. *The Sales Centre* will admit students up to the Marketing Department's enrollment ceiling, and students judged to have the highest probability of success will be admitted. Members of groups that are historically underrepresented in business will receive special consideration."

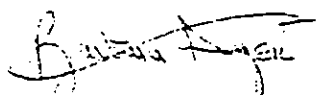
The g.p.a. reflected in the first paragraph and the language of the second paragraph come directly from and are consistent with the text describing the College of Business in the current Undergraduate Catalog 1997-98. The last line of the first paragraph addresses an additional concern mentioned during the May 12th discussion.

The final key point has been addressed by changing the previous text to, "An overall g.p.a. of 2.5 in certificate courses is required. The Sales Certificate will be awarded only to students who have been accepted into the Sales Certificate program and who have fulfilled all certificate requirements." The addition of the second line is in response to another point made during discussion. It seemed a very good addition.

Margret, we have tried earnestly to respond to the concerns of the UCC in our revision. We have addressed all three key concerns, as well as some smaller, but also important points that were brought up. Please let us know if there is anything further that we need to do at this point. I delivered a copy of the revised sales certificate proposal to Jan today to ensure it being available to be sent out with the next meeting agenda. I am, however, enclosing an additional copy for your files.

Thank you so much for your assistance through all of this. We look forward to seeing you on June 2nd.

Most respectfully yours,



Barbara Dyer, Director
The Sales Centre

Cc: Dr. Dan Innis
Dr. Cathe Axinn
Ms. Jan Chubb



TO: Ohio University Curriculum Council

FROM: Department of Marketing, College of Business

SUBJECT: Proposed Sales Certificate

Attached please find our proposal for "The Sales Certificate," an interdisciplinary certificate designed to prepare any Ohio University student for a career in Professional Selling. The proposed certificate is the result of extensive consultations with business professionals and Department Chairs and faculty in the included disciplines. Highlights of the proposal, as required for your consideration, are outlined below:

Admission Criteria: Approval of Director/Associate Director of *The Sales Centre*

Hours: 28 hours are required

Required Courses: MKT 358 (Professional Selling) and
MKT 498 (Sales Internship)

APPROVAL:

Marketing Department Chair: Daniel E. Innis 2/2/98

Marketing Department Curriculum Committee: Timothy L. Hartman 2/2/98

College of Business Curriculum Committee: Colleen Penick 2/2/98

College of Business Dean: Frank J. Barone 2/3/98

University Curriculum Committee: Margaret Appel JUN 2 1998

1st Reading
ACC 5/12/98

Proposed: The Sales Certificate

The College of Business and the Department of Marketing through *The Sales Centre* at Ohio University jointly sponsor the undergraduate Sales Certificate Program for students wishing to obtain special preparation for successful professional development. The Sales Certificate Program is open to students in any major within the University who want to gain knowledge and understanding about professional selling.

Completion of this program, which is the equivalent of a minor, results in the awarding of a certificate and is officially recognized on transcripts upon graduation. You can earn a certificate in sales by completing 28 hours of approved coursework selected from the courses outlined below. Several certificate courses satisfy both tier and College of Business requirements. Be advised that some courses require prerequisites, and plan accordingly.

Core Requirements:

MKT 358	Professional Selling	4
MKT 498	Sales Internship	4

Advanced Courses (must select two):

MKT 425	Business to Business Marketing	4
MKT 458	Advanced Topics in Sales (Sales Management)	4
MKT 491	Current Topics in Sales: Executive in Residence	4

Communication Requirement (must select one):

INCO 215	Argumentative Analysis and Advocacy	4
INCO 206	Communication in Interpersonal Relationships	4

Cross-disciplinary Options (must select two):

DANC 496D	Body Prejudice/Body Knowledge	4 (Tier III)*
ET 280	Engineering and Technology-Overview	4 (2A)
IT 110	Introduction to Manufacturing	4 (2A)
PHIL 130	Introduction to Ethics	4 (2H)
THAR 113	Acting Fundamentals I	4
THAR 170	The Theater Experience	4 (2H)

If you are interested in the certificate you can obtain an application form from your college office. After completing the application, obtain the signature of the director or associate director of *The Sales Centre*, and turn the form in to your college office. Admission to this certificate program is competitive. Each quarter on your DARS (Degree Audit Reporting System) Report, you will be able to track your progress in the certificate program. A g.p.a. of 2.5 in all courses taken toward the certificate is required. The Sales Certificate will be awarded upon graduation if you have completed the certificate requirements. Consult the director of *The Sales Centre* before the deadline for graduation to ensure that the certificate will be awarded. For more information on course offerings or other concerns, contact the director or associate director of *The Sales Centre*.

~~*Pending permanent approval of this course.~~

SCHOOL OF INTERPERSONAL COMMUNICATION

INTEROFFICE MEMO

DATE: February 10, 1998

TO: Evelyn Koska, The Sales Centre, Room 609 Copeland Hall

FROM: 
Sue DeWine, Director

SUBJECT: Sales Certificate

The faculty developing the Sales Certificate Program have consulted with the School of Interpersonal Communication to determine the most appropriate courses from INCO for inclusion as a requirement. INCO 215, Argumentative Analysis and Advocacy and INCO 206, Communication in Interpersonal Relationships are very appropriate for a focus on sales. This will not increase the demand for these classes since College of Business students must already take INCO courses. We think these are critical skills all students need, particularly students heading for a career in sales.

Date: Tue, 15 Sep 1998 11:55:55 -0400 (EDT)
To: reevesb@oak.cats.ohiou.edu
From: Sue Dewine <dewine@oak.cats.ohiou.edu>
Subject: Sales Certificate

In reviewing this program as finally approved, I have realized that my memo of Feb. 10 assumed that this program would be offered only to business students. At that time I responded that the program would not increase demand for INCO classes since all business students were already required to take three INCO courses. However, if this program is made available to non-business majors, then depending on the number of expected majors this could significantly increase demand for INCO courses. The demand for INCO courses already far exceeds our ability to handle. Therefore, we could not accommodate these students in classes where we are already closing out a significant number of students each quarter.

School of Dance

College of Fine Arts
Rufus Putnam Hall
Athens OH 45701-2979
614-593-1826 phone
614-593-0749 fax



OHIO UNIVERSITY

Date: February 12, 1998

To: Barbara Dyer, Assistant Professor of Marketing
Dr. Catherine N. Axinn, Associate Professor of Marketing

From: Madeleine Scott, Director, Professor, School of Dance *Madeleine Scott*

Subject: Sales Certificate Program

Thank you for sending me the proposed Sales Certificate Program information. It looks like an interesting course of study.

I am pleased that you would like to include my Tier 3 course in your cross disciplinary options. I believe an appreciation of movement as explored in the course would offer an important study component to your certificate.

Although the course is currently experimental, I am willing to have it listed in your program, and would consider offering it in another form to your majors should the need arise.

Accredited
Institutional
Member of
the National
Association of
Schools of Dance

MEMO

Tuesday, February 24, 1998

To: Dr. Barbara Dyer, Marketing Department, College of Business

From: James F. Fales, Chairman, Department of Industrial Technology

Subject: Proposed Sales Certificate Program

I have examined the proposed sales certificate program and support the program as described. For students who are aiming toward "industrial sales," the inclusion of ET 280 or IT 110 should give them a flavor of engineering/technical environment.

Few of our Industrial Technology graduates do take positions as sales engineers or application engineers. I don't see a conflict between our Industrial Technology program and this sales certificate, since the IT majors are required to take extensive technical courses along with the business minor. In fact, those few of our majors interested in sales/application engineering may also elect to get the sales certificate.

JFF:cjs

MEMORANDUM
Ohio University
Department of Philosophy

TO: Barbara Dyer and Catherine N. Axinn, The Sales Centre, College of Business

FROM: Donald M. Borchert, Chair



RE: Sales Certificate Program

DATE: February 6, 1998

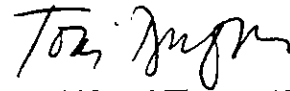
The Philosophy Department endorses your proposed Sales Certificate Program and will offer each quarter at least one section of Philosophy 130 - Introduction to Ethics as a part of the certificate's curriculum.

Best wishes for the success of your project.

OHIO UNIVERSITY

February 6, 1998

TO: Barbara Dyer and Catherine Axinn
FROM: Toni Dorfman, Director, School of Theater
RE: Supporting the Sales Certificate Program by offering Theater 113 and Theater 170 as options



Thank you for your memo of February 4.

At this point the faculty and I have been able to discuss the proposed Sales Certificate Program curriculum.

While all of us see clearly the value of Theater 113 and Theater 170 in the curriculum for the Sales Certificate Program, especially Theater 113, there is concern, I must tell you, about the feasibility of your Business students' being able to register for Theater 113. At present we schedule as many sections of this course as we have resources to support, and all sections continue to fill and overfill. There is no way we can add more sections without more support from Fine Arts in the form of graduate assistantship quarters and extra studio space, or from the College of Business.

Theater 170, on the other hand, should not pose such a problem, as it is designed differently. One important aspect of Theater 170 is that the nature of the material does not require one-on-one instruction of each student.

In sum, we shall continue to offer Theater 113 in the future, theoretically it is possible that Business students can register for it and of course they would be welcome in class. But we cannot guarantee that Business students will be able to register for it.

We are delighted and pleased that Theater 113 and Theater 170 are viewed as useful and important for students in the Sales Certificate Program.

With every good wish.

cc: Evelyn Koska, The Sales Centre, 609 Copeland Hall

ONE-YEAR PROGRAM IN DEAF STUDIES AND INTERPRETING

RESOLUTION 1998 — 1608

WHEREAS, Ohio University, Chillicothe proposed an Associate Degree in Applied Science/One-Year Program in Deaf Studies and Interpreting, and

WHEREAS, this proposal has the support of the faculty and the dean of Ohio University, Chillicothe, and the University Curriculum Council, and

WHEREAS, the proposed degree will allow Ohio University, Chillicothe to design a stronger, more relevant curriculum,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University approves the creation of such a degree and directs that it be submitted to the Ohio Board of Regents for final authorization.

Office of the Provost
Cutler Hall
Athens OH 45701-2979



DATE: September 10, 1998
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm, ^{SSB}Provost
SUBJECT: Associate Degree in Applied Science/One-Year Program in Deaf Studies and Interpreting

I support the proposal for a new Associate Degree in Applied Science/One-Year Program in Deaf Studies and Interpreting to be offered at the Chillicothe campus. This program will allow Ohio University, Chillicothe to offer a stronger curriculum reflecting strengths of their own curriculum and meet the needs of the community.

SSB/jt



Interoffice Communication

OHIO UNIVERSITY

DATE: June 8, 1998

TO: Barbara Reeves, Associate Provost
311 Cutler Hall

FROM: *MA* Margret Appel, Chair, University Curriculum Council

RE: Deaf Studies and Interpreting/Chillicothe--Associate
Degree in Applied Science/One-Year Program

The Programs Committee approved the above captioned proposals in committee and presented the same to the University Curriculum Council for Second Reading and Vote on June 2, 1998. UCC unanimously approved the One-Year Program as corrected with the change in title from "Certificate" to "One-Year Program" and approved the Associate Degree as presented.

Enclosed please find two signed copies which are being forwarded to you for implementation.

jsc

cc: Janet Duvall

J. Stephen Phillips, Assist. Dean, Chillicothe

Enclosures

programs\deaf1.deg

TO: Margaret Appel & Dr. William Smith
FROM: Janet Duvall
SUBJECT: Associate Degree in Applied Science
for Second Reading and Vote on June 2, 1998
Deaf Studies & Interpreting 1-Year ~~Certificate~~ PROGRAM

I have revised the 1-Year ~~Certificate~~ ^{Program} (see attached). The purpose of the ~~Certificate~~ ^{Program} originated from requests by professionals already established in their chosen field. Many agencies and businesses are requiring their people to obtain training mandated by the Americans with Disabilities Act. These professionals stated they could not go back to school for 2 years for the needed training but could work with the 45 hour ~~certificate~~ one-year program.

This stand alone ~~certificate~~ ^{one-year program} would also benefit students in the Education field seeking to fulfill the new requirements from the Department of Education and those seeking employment in Special Education Classrooms.

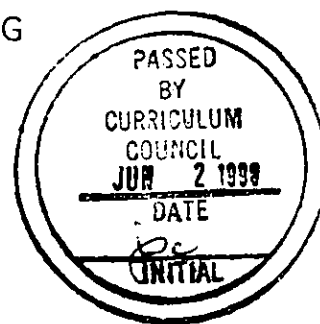
The Director of our Hospital stated that a nurse seeking employment that possessed a 1-Year ~~Certificate~~ ^{Program} such as ours would be a more valued employee to the hospital. This again refers to the requirements of the Americans with Disabilities Act.

Although Ohio University has different guidelines for a certificate program, we request that you approve the 45 hour ~~certificate~~ ^{one-year program} as proposed since we must meet the Ohio Board of Regents guidelines. We feel this ~~certificate~~ ^{one-year program} would enhance offerings to students and make them more marketable in their field. It will also assist those professionals seeking additional training.

If our 2-Year Degree in Deaf Studies & Interpreting is approved in June, Ohio University will be only the 5th University/College in the state to offer such program. We are currently, the only University in the southern part of the state that will be open to those seeking either the degree or the ~~certificate~~ ^{one-year program}.

DEAF STUDIES & INTERPRETING

PROGRAM
ONE YEAR ~~CERTIFICATE~~
45 HOURS



Fall Quarter

DSI 110 4 Sign Language & Deaf Culture I (HST 111)
DSI 286 3 Study of Deaf Culture
DSI 161 3 Orientation to Deafness
DSI 120 1 Assessment I
SOC 201 4 Social Problems
15 Credit Hours

Winter Quarter

DSI 120 4 Sign Language & Deaf Culture II (HST 112)
DSI 212 3 Interpreters & Interpreting
DSI 260 3 Critical & Traumatic Situations
LET² 75 4 Law Enforcement & Deaf
HST 275 3 Community Resources
17 Credit Hours

Spring Quarter

DSI 130 4 Sign Language & Deaf Culture III (HST 113)
DSI 288 2 Research Topic
LET 276 4 Legal Rights of Hearing Impaired
DSI 121 1 Assessment II
DSI 211 2 Practicum I
13 Credit Hours

45 Hours

DEAF STUDIES AND INTERPRETING
ASSOCIATE IN APPLIED SCIENCE DEGREE
OHIO UNIVERSITY-CHILLICOTHE

OCTOBER 1997

SIGNATURES:

A. "Recommended for Approval"

i. Chairman, College Curriculum Committee

[Signature]

ii. Dean, College

Deborah E. Meyer

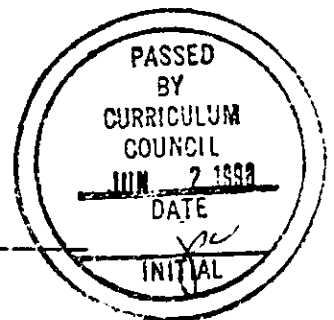
iii. Chair, Program Committee

Jim Brown

B. "Approved"

i. Chair, University Curriculum Council

Margaret Appel



RATIONALE
DEAF STUDIES AND INTERPRETING DEGREE
AND THE 1-YEAR ~~CERTIFICATE~~ PROGRAM

The past two decades have witnessed an explosion of a new kind of knowledge concerning deaf communities, their culture and their languages. The new knowledge represents a revolutionary shift in perception of Deaf people from a pathological to a cultural perspective. This position and affirmative point of view on their language and culture has fostered a social revolution amounting to a new empowerment of Deaf people.

American Sign Language has been recognized as a separate field of study. Departments of linguistics at many universities in the United States offer both undergraduate and graduate courses in American Sign Language. Universities in other countries are also joining this trend. Sweden's Stockholm University has recently established a professorship in Swedish Sign Language, the first of its kind in the world. Research on American Sign Language has also provided significant new theoretical considerations in linguistics and psychology. Public interest in American Sign Language has shown a dramatic increase as proficiency courses offered by Ohio University and other universities have become very popular.

The purpose of Deaf Studies & Interpreting is facilitating the development and sharing of knowledge about the Deaf which can be achieved through research projects, curriculum development, instruction and the creation of new materials using new technologies. Through these activities, Deaf Studies and Interpreting can instill a more positive view of the Deaf experience; help others comply with the Americans With Disabilities Act (which states that all businesses serving the public must have someone that can use Sign Language); provide students with the expertise to serve as interpreters in a variety of situations; and comply with the Teacher Education & Licensure Standards effective January 1, 1998 which states that school interpreters must have a 2-year Degree in Deaf Studies & Interpreting.

The ~~one-year~~ ^{one-year} program will offer professionals the training needed to comply with the Americans With Disabilities Act and allow students in other disciplines to graduate with their 2-year or 4-year degrees plus a 45 hour ~~one-year~~ ^{one-year program} in Deaf Studies & Interpreting. This additional work will make them a more valuable asset to any business or agency that must comply with the Americans With Disabilities Act.

Students currently interpreting in local schools will have 5 years to obtain the degree. House Bill 205 (passed House, now in Senate) will require licensure, certification and a 2-Year Degree in Interpreting with its passing for all who interpret for a fee.

There are over 25 million deaf and hearing impaired in the United States and more than 800,000 in the State of Ohio. Throughout the State and Nation there is a need for those trained in working with the Deaf population.

Program objectives:

1. Provide instruction to students increasing their knowledge of Deaf culture, language, and community.
2. Expand awareness of career possibilities
3. Provide education for professionals wanting or needing to expand their education due to the Americans with Disabilities Act.
4. Increase Ohio University-Chillicothe student enrollment and Ohio University's name as a leader in this field.

PART III
NEED FOR PROGRAM

1. What is the local, regional, and national demand for graduates of the proposed program?

In Appendix A you will find copies from the National Center for Law and Deafness in Washington D.C. regarding the Americans With Disabilities Act and the responsibilities of the following:

- ADA's requirement for Relay Services
- Obligations of Airports
- Colleges & Universities
- Hotels and Motels...
- Financial Institutions
- Public School Obligations
- Obligations of Attorneys
- Rights of Deaf & Hearing Impaired Employees
- Obligations of Local & State Law Enforcement Agencies
- In State and Local courts
- Refusal to Hire Deaf Employees due to perceived safety risk.

There are others such as Doctor's, restaurants, theaters, museums, retail stores, libraries, day care centers, nursing homes and many more not mentioned here.

The ADA states that anyone open to the public with 15 or more employees must have someone that can effectively communicate with deaf and hearing impaired.

House Bill 205 (passed House, now in Senate) will mandate that all interpreters have a 2-year degree, certification, and licensure. Copy of Bill in Appendix A.

Students hired by City Schools as interpreters must have a 2-Year Degree in Interpreting due to the new Ohio Teacher Licensure Laws. Those currently working will have 5-years to obtain their degree. (I am currently on the Education Interpreter Advisory Board).

Letters of support for the 2-Year Degree are in Appendix A.

2. What other schools within Ohio offer the same or similar program?

Akron Community & Technical College
Sinclair Community College
Columbus State Community College
Cincinnati State

all offer similar programs. Kent State is currently working on degree. (I am also on a committee with the above institutions to work for more efficient programs throughout the state).

3. What Ohio University program comes closest to duplicating the proposed program?

There are no programs that duplicate this program.

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

No department or academic units has seen this proposal but Dr. Dean Christopher has seen the program and made suggestions for its improvement.

5. From what geographic areas do you anticipate that students will be drawn?

The majority of students will be from the Ohio University-Chillicothe service area (south-central Ohio). Below you will find a recent breakdown of the enrollments in local schools:

	1997	1996	1995	1994
Ross Co.	656	581	261	589
Chillicothe	421	301	261	293
Waverly	174	141	148	148
Circleville	201	195	180	160
Westfall	181	108	132	115
Logan Elm	172	199	172	178
Teays Valley	208	194	187	177

6. a) How many students do you anticipate will enroll in the program in each of the first four years?

	1998	1999	2000	2001
Headcount full-time (12 or more hours)	23	39	50	59
Headcount part time	19	24	31	31

b) To what extent will students come from those who would enroll anyway?

	1998	1999	2000	2001
Headcount full time (12 or more hours)	8	14	17	19

c) To what extent is it anticipated that the enrollment will represent "new" students?

The program will pull from those professionals needing training in Americans with Disabilities Act Requirements and from students wanting to work in educational interpreting and those wanting to work as interpreter for an agency or in their own business.

	1998	1999	2000	2001
Headcount full-time (12 or more hours)	19	32	42	51
Headcount part time:	15	17	22	29

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 students 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. New courses = *

PROPOSED PLAN OF STUDY:

Deaf Studies & Interpreting

FIRST YEAR

Fall Quarter

DSI 111	4	Sign Language & Deaf Culture I (HST 111)
ENG 151	5	Contemporary Writing Skills
DSI 120 *	1	Assessment I
PSY 101	5	Introduction to Psychology
MATH 109	4	Consumer Math
19 Hours		

Winter Quarter

DSI 112	4	Sign Language & Deaf Culture II (HST 112)
SOC 101	5	Intro to Sociology
DSI 161 *	3	Orientation to Deafness
PSY 304	4	Human Learning & Cognitive Processes <u>OR</u>
EDSP 271	4	Intro. Ed. Of Exceptional Children & Youth
16 Hours		

Spring Quarter

DSI 113	4	Sign Language & Deaf Culture III (HST 113)
SOC 201	4	Social Problems
LET 276 *	4	Legal Rights of Hearing Impaired
BIOS 103	5	Human Biology
17 Hours		

Year One Tech Courses = 20 hours

Non Tech. = 32 hours

52 Hours

Year Two:
Fall Quarter

DSI 211 *	4	Sign Language & Deaf Culture IV
DSI 121 *	1	Assessment II
INCO 101	4	Fundamentals of Human Communication <u>OR</u>
INCO 103	4	Fundamentals of Public Speaking
DSI 286 *	3	Study of Deaf Culture
DSI 224 *	3	Interpreters & Interpreting
SOC 329	4	Minority Relations
19 Hours		

Winter Quarter

DSI 212 *	4	Sign Language & Deaf Culture V
DSI 221 *	2	Practicum I
DSI 260 *	3	Critical & Traumatic Situations
ANTH 101	5	Cultural Anthropology <u>OR</u>
INCO 410	4	Cross Cultural Communication
LET 275	4	Law Enforcement & the Deaf
18 Hours		

Spring Quarter

DSI 213 *	4	Sign Language & Deaf Culture VI
DSI 122 *	1	Assessment III
DSI 288 *	2	Research Topics
DSI 226 *	2	Practicum II
PSY 275	4	Educational Psychology <u>OR</u>
PSY 273	4	Child & Adolescent Psychology
DSI 222 *	4	Medical Personnel & Deaf
17 Hours		

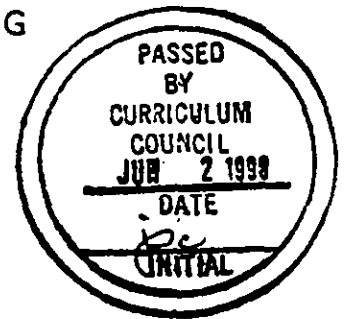
Year Two Tech Courses =	37
Non Tech =	<u>18</u>
	55 Hours

107 Hours = Technical courses =	57
Non technical =	50

Transfer of credit from other institutions will be determined on a case-by-case basis. Those transferring

DEAF STUDIES & INTERPRETING

PROGRAM
ONE YEAR ~~CERTIFICATE~~
45 HOURS



Fall Quarter

DSI 110 4 Sign Language & Deaf Culture I (HST 111)
DSI 286 3 Study of Deaf Culture
DSI 161 3 Orientation to Deafness
DSI 120 1 Assessment I
SOC 201 4 Social Problems
15 Credit Hours

Winter Quarter

DSI 120 4 Sign Language & Deaf Culture II (HST 112)
DSI 212 3 Interpreters & Interpreting
DSI 260 3 Critical & Traumatic Situations
LET² 75 4 Law Enforcement & Deaf
HST 275 3 Community Resources
17 Credit Hours

Spring Quarter

DSI 130 4 Sign Language & Deaf Culture III (HST 113)
DSI 288 2 Research Topic
LET 276 4 Legal Rights of Hearing Impaired
DSI 121 1 Assessment II
DSI 211 2 Practicum I
13 Credit Hours

45 Hours

DEAF STUDIES AND INTERPRETING DEGREE 107 HOURS

Major Requirements:

Sign Lang. & Deaf Culture I through VI	24 hours
interpreters & Interpreting	3
Assessment I	1
Assessment II	1
Assessment III	1
Orientation to Deafness	3
Study of Deaf Culture	3
Practicum I	2
Practicum II	2
Critical & Traumatic Situations	3
Research Topics (Seminar Paper)	2
Legal Rights of Hearing Impaired	4
Law Enforcement & the Deaf	4
Medical Personnel & the Deaf	4
	57 Hr.

Natural Sciences:

5 Hr.

BIOS 103 Human Biology 101

Social Sciences:

26 Hr.

PSY 275 4 Education Psychology or
PSY 273 4 Child & Adolescent Psychology
PSY 304 4 Human Learning & Cognitive Processes or
EDSP 271 4 Intro. To Ed. Of Exceptional Children and Youth
PSY 101 5 Introduction to Psychology
SOC 101 5 Introduction to Sociology
SOC 201 4 Social Problems
SOC 329 4 Minority Relations

3d World:

5 or 4 Hr.

ANTH 101 5 Introduction to Cultural Anthropology or
INCO 410 4 Cross Cultural Communications

Other:

13 Hr.

MATH 109 4 Consumer Math
ENG 151 5 Contemporary Writing Skills
INCO 101 4 or
INCO 103

49/50 hours

107 hours

Sign Language courses will be required to take an equivalency test to make sure they are at the same level as the class they are attempting to enter. Credit from other programs in the Ohio University system will be accepted if they meet criteria established.

The Assessment Courses are to evaluate student progress through the 2-year Degree Program. This is necessary to evaluate not only the student but the effectiveness of the program. Copy of Assessment Instrument in Appendix A.

The Research Topics Course offered in the last quarter is to evaluate the student's integration of course work and their professional goals or objectives.

The Practicum Courses are a necessity if students are to be competitive in the job market. All other programs have 3 or more practicums and if we omitted such courses our students would not have the practical experience needed to interpret in actual situations. Copy of Practicum Requirement Sheet in Appendix A.

The hours are higher due to courses needed to be competitive with other institutions offering from 108 to 110 hour Degrees. It is also necessary to give the student the background needed to effectively interpret for any type of deaf individual in any situation. Our technical courses are still less than the other degrees offered.

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

Have talked to faculty members whose courses are listed and they don't feel their would be a problem at this time. If a problem does arise, course could be taken at a later date.

3. Provide a brief statement of all required or "semi-required" courses.

Course descriptions begin on next page.

DESCRIPTION OF COURSES
CORE REQUIREMENT

SIGN LANGUAGE & DEAF CULTURE I-(HST 111)

Introduction to sign language, (approximately 300 signs), different types of deaf & languages used by each (ASL, S.E.E., Pidgin, Idioms), deaf and society, and much more. Includes article by Dr. Frank Bowe entitled: "The Crisis of the Deaf Child & His Family".

SIGN LANGUAGE & DEAF CULTURE II-(HST 112)

A continuation of Sign Language Series. An additional 200+ Signs and cultural information regarding mental health, signing, interpreting and translating, deaf and mental institutions and other topics.

SIGN LANGUAGE & DEAF CULTURE III-(HST 113)

Continuation of intermediate sign language & deaf culture. Additional work in ASL, and a variety of other topics dealing with deaf culture.

SIGN LANGUAGE & DEAF CULTURE IV-(DSI 211)

CONTINUATION OF SIGN SERIES.

SIGN LANGUAGE & DEAF CULTURE V-(DSI 212)

CONTINUATION OF SIGN SERIES.

SIGN LANGUAGE & DEAF CULTURE VI-(DSI 213)

CONTINUATION OF SIGN SERIES.

INTERPRETERS AND INTERPRETING (DSI 224)

Covers all aspects of interpreting. Including law enforcement, medical, religious, court, & other areas where deaf people have communication problems

LEGAL RIGHTS OF HEARING IMPAIRED (LET 276)

Up-to-date legislation involving the hearing impaired. Includes areas on business, law, medical, and more.

PRACTICUM I (DSI 223)

Students placed in working situations. Will also interpret at University functions. Practicum will include interpreting, teaching, and research.

PRACTICUM II (DSI 240)

Continuation of DSI 221

CRITICAL & TRAUMATIC SITUATIONS (DSI 260)

Discusses increase in sexual abuse of deaf children, including reasons for, incident rate, interviewing techniques, problems with, and for, law enforcement, schools, hospitals. Also includes problem of Deaf in disaster situations.

STUDY OF DEAF CULTURE (DSI 286)

A look into the cultural aspects of deafness. Their time orientation difference, background differences based on family and school.

ASSESSMENT I (DSI 120)

This is the first of three (3) assessments students will have throughout the 2-year program.

ASSESSMENT II (DSI 121)

This is the second assessment conducted at the end of the first year to evaluate students progress.

ASSESSMENT III (DSI 123)

This the final assessment conducted in the final quarter of the program to assess progress.

RESEARCH TOPICS (DSI 288)

Each student will be required to submit a Seminar paper based on their specific area(s) of study. This will be taught the last quarter of the 2-Year Degree.

LAW ENFORCEMENT & THE DEAF (LET 275)

Designed for those in Criminal Justice field and those studying to be an interpreter. Includes 150 essential signs for immediate communication, interviewing techniques, and use of deaf as witnesses in court are just a few of the topics covered in this unique course.

MEDICAL PERSONNEL & THE DEAF (DSI 222)

Designed for medical and emergency personnel and those studying to be an interpreter in working with, and for, deaf people in emergency situations, hospital stays, nursing homes, or doctor office visits.

ORIENTATION TO DEAFNESS (DSI 161)

Covers modes of communication, family dynamics, myths and misconceptions, the deafened adult, support services, multihandicapped deaf population and other areas.

REQUIRED COURSES PRESENTLY BEING TAUGHT

SIGN LANGUAGE & DEAF CULTURE I (HST 111)

SIGN LANGUAGE & DEAF CULTURE II (HST 112)

SIGN LANGUAGE & DEAF CULTURE III (HST 113)

GENERAL PSYCHOLOGY (PSY 101-2S)

FUNDAMENTALS OF HUMAN COMMUNICATION (INCO 101-2H OR 103)

INTRODUCTION TO SOCIOLOGY (SOC 101-2S)

CONSUMER MATHEMATICS (MATH 109-1M)

FRESHMAN COMPOSITION: WRITING & READING (ENG 151-1E)

INTRODUCTION TO CULTURAL ANTHROPOLOGY (ANTH 101-2T OR
INCO 410 CROSS CULTURAL COMMUNICATION)

HUMAN BIOLOGY (BIOS 103-2N)

MINORITY GROUP RELATIONS (SOC 329)

SOCIAL PROBLEMS (SOC 201)

LAW ENFORCEMENT & THE DEAF (LET275)

LEGAL RIGHTS OF HEARING IMPAIRED (LET 276)

EDUCATION PSYCHOLOGY (PSY 275 OR
CHILD & ADOLESCENT PSYCHOLOGY PSY 273)

HUMAN LEARNING & COGNITIVE PROCESS (PSY 304 OR
INTRO. TO EDUCATION OF EXCEPTIONAL CHILDREN AND
YOUTH EDSP 271)

MEDICAL PERSONNEL & THE DEAF (NURS 291B)

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

See attached listing of Columbus State's Associate in Applied Science in Interpreting/Transliterating Tech. And Sinclair's Associate in Applied Science in Manual Communication.

Ohio University's Applied Science in Deaf Studies and Interpreting offers more courses in other disciplines that will enhance the students understanding of the aspects of another culture.

Ohio University students will receive interpreter training in each of the six (6) Sign Language & Deaf Culture Courses instead of the separate courses offered through Sinclair and/or Columbus State.

A grade point average of 3.0 will be required for the Ohio University Program which is higher than either of the other Colleges.

Both Sinclair and Columbus State offer Transliterating courses which our students have in each of the 6 Sign Language & Deaf Culture Courses. Our students start signing paragraphs the 3rd week of class and start to reverse interpret the 4th week of class.

5. Is there any accreditation agency that accredits such a program?

No formal agency exists at this time for programs but there is a group comprised of all the institutions offering Interpreter Training Programs of which I am a member.

There are also two agencies that offer certification for interpreters, RID (Registry of Interpreters for the Deaf) and NAD (National Association of the Deaf). I

encourage our students to seek certification from the NAD since certification days are closer to our area and are more reasonable in charging for the certification.

6. New course approval forms begin next page.

Part V: Faculty And Instruction

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

Janet Duvall, who is currently teaching Beginner Sign Language & Deaf Culture; Intermediate Sign Language & Deaf Culture; Advanced Sign Language and Deaf Culture; Law Enforcement & the Deaf, and Medical Personnel & the Deaf, along with one part-time faculty, will share teaching responsibilities. The second year another full-time faculty member will be sought.

Service courses will be taught by tenured faculty and new courses will be taught by full and/or part-time faculty.

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

Full-time Instructors should have at least a Master's Degree and 5 years experience as an interpreter.

Part-time instructors should have at least a Bachelor's Degree or expertise in specific course they are to teach.

Service courses will be taught by tenured faculty.

Vita are included in Appendix B for those instructors identified as probable participants in the program. These same instructors will teach the courses currently not approved by the University Curriculum Council.

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

Dr. Ashley Bannon- Group 1 Non Tenure

Dr. Maxey- Group 2

Dr. V. Kasbekar- Tenure

Dr. Kowieski- Tenure

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

The teaching load will be full-time load of 12 hours per quarter, except coordinator who will have a one course reduction per quarter.

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

The projected ratio of FTE students to FTE faculty is 18 for 1998, 22 for 1999, and 24 for 2000.

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

New faculty will be selected according to the procedures outlined by Ohio University and in accordance with affirmative action guidelines.

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?

Decisions about curriculum and program evaluations will be the responsibility of the faculty in the Deaf Studies & Interpreting 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.

Provisions set forth in the Faculty Handbook will be adhered to within the Deaf Studies & Interpreting Program.

Part VI:
Admission Requirements

1. What are the criteria for admission 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)?

If number of students exceeds budget projections, "b" will be followed.

**Part VII:
Administration**

1. Who will administer the program?

Janet L. Duvall, M.Ed. will administer the Deaf Studies & Interpreting Program.

2. What will be the title of the administrator?

Coordinator of Deaf Studies and Interpreting Technology.

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

Ms. Duvall has academic rank and it has been conferred by Ohio University, Chillicothe.

If new administrator is hired, qualifications are at least a Master's in either Education, Sociology, or Deaf Studies and a minimum of 10 years experience in interpreting in all Sign Languages (American Sign Language, Signing Exact English, Pigeon Sign Language, Idioms, Slang).

An individual without the Master's Degree may be considered with 15 years experience in public interpreting, educational interpreting, or a combination of the two.

4. Who will choose the administrative officer?

Not applicable.

Part 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?

There has not been any external publicity generated for this program.

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

Fall Quarter 1998-1999

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.

Part 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 instructors 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; alternately, 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 Deaf Studies & Interpreting Technology program is listed on the Ohio Board of Regents form 406.3 in Appendix A. The tuition and state revenues are also included.

As evidenced by the history of the five technical programs we currently offer, the first several years of this program will enroll "in service" students. After the "in service" students have graduated, the 18-22 year old group will enroll in the program.

Incremental costs of instruction have also been included in the area of indirect costs on the Ohio Board of Regents form 406.3 in Appendix A. The amount included was 25% of all but capital expenses.

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 enrollment is almost zero?

The fixed costs of the program for the first three years will be approximately: year one, \$67,000; Year two, \$88,000; and Year three, \$97,000

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

These costs would be reduced by not hiring a second full-time instructor and one part-time instructor. This would reduce costs to \$36,000 -year one; \$49,000 -year two, and \$54,000 -year three.

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. In addition, previous technical education estimates have been met or exceeded for each program.

Ohio Board of Regents
Operating Manual for Two-Year
Campus Programs

Format
Associate Degree
Proposal

1/5/97

Page 406.3

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

	1998	1999	2000
a. Projected additional FTE	31	49	59
b. General studies subsidy income (1/2 FTE x GS model)	27,590	43,610	52,510
c. Technical subsidy income (1/2 FTE x Technical model)	37,758	59,682	71,862
d. Student fee income (3 quarters)	98,952	161,112	199,832
e. Other income (if any)	5,000	8,000	9,000
f. Total additional income	169,300	272,404	333,205
g. Personnel Costs			
1. Instruction (Technical & General)	34,000	69,000	79,000
2. Non-instruction	10,000	12,000	15,000
Subtotal	44,000	81,000	94,000
h. Staff benefits	17,600	32,400	37,600
i. Supplies	4,000	4,200	4,700
j. Travel	3,000	3,300	3,500
k. Information & Communications	2,100	2,500	2,750
l. Maintenance & Repair (including rentals)	5,000	5,500	6,000
m. Miscellaneous expenses	4,000	5,000	6,000
n. Capital purchases (equipment, furniture, library books)	65,000	50,000	40,000
o. Indirect costs	31,800	21,000	16,000
p. Total costs	176,500	204,900	210,550
q. Annual balance: gain (or loss)	-7,200	67,504	122,655

*Does not include physical plant allocation

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.

APPOINTMENTS TO REGIONAL COORDINATING COUNCIL

RESOLUTION 1998 - 1609

BE IT RESOLVED BY the Board of Trustees of Ohio University that the following person be appointed to membership on the Coordinating Council at the Following Regional Campus of Ohio University.

Ohio University - Chillicothe

Jerry Whited

For a term beginning July 1, 1998 and ending at the close of business June 30, 2007, vice Robert Barada, whose term expired.

July 10, 1998

Ohio University
Board of Trustees
P.O. Box 629
Chillicothe, Ohio 45601

RE: Jerry Whited

Dear Sir(s):

I would like to introduce myself to you. I am 48 years old, married to Sandra, and have two children Mathew age 18 and Steven age 15.

After graduating in 1968 from St. Marys Memorial High School in St. Marys, Ohio, I attended Bowling Green State University. In 1972 I graduated from Bowling Green with a BS in Business Administration. I worked with a CPA firm in Toledo, Ohio for a little over one year before accepting an accounting position in Chillicothe, Ohio in 1974.

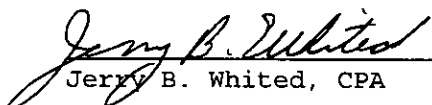
I am a CPA and a partner in the firm of Whited Seigneur Sams & Rahe CPA's. I have served on the Ohio Society of CPA's ethics and taxation committees. Also, I have served as chairman of the outlying areas committee.

Being a resident of Chillicothe for almost 25 years, I have been involved in many activities and organizations in the community. Some of these activities past and present are as follows:

Citizens National Bank - Board of Directors	Jaycees - Treasurer
Chillicothe Bicentennial Committee - Treasurer	March of Dimes - Treasurer
Juvenile Detention Center - Treasurer	Baseball Coach - Nine Years
Chamber of Commerce - Board Member, Treasurer	Soccer Coach - Thirteen Yrs
Junior High Soccer Coach - Three Years	Rotary - Past President
Robert E. Schaefer Fund - Trustee	
Big Brother Big Sisters - Trustee	
Ross Chillicothe Foundation - Trustee	
Brookside Church - Elder, Board Member	
Chief Logan Council Boy Scouts of America - Treasurer	
South Central Ohio Preservation Society - Treasurer	

It has always been a pleasure working for the community, and I hope I can be some value to the Regional Coordinating Council.

Sincerely,


Jerry B. Whited, CPA

C. BOARD ADMINISTRATION COMMITTEE

Committee Chairman Goodman noted the committee was meeting for the first time as a committee-of-the-whole. The committee received reports from Vice President for Finance Richard P. Siemer. The reports are attached to the official minutes as follows:

Senate Bill 6 Analysis; FY 197/98 Actual Budget Eleven Month Comparison; Fund Evaluation Group, Inc., (Asset Allocation Study for Non-endowment Invested Funds); Year-End Financial Results and Endowment Performance; and miscellaneous materials relating to audits.

Committee Chairman Goodman presented items before the committee and moved their approval. Dr. Ackerman seconded the motion. All agreed.

Non-endowment Investment Policy – Resolution 1998 -- 1610
Spending Rate Policy for the University's Endowment – Resolution 1998 -- 1611
Spending Rate(s) for Fiscal Year – Resolution 1998 -- 1612
Establishment of Vacation and Sick Leave Quasi-Endowment – Resolution 1998 -- 1613
Establishment of Edison Biotechnology Institute Research Quasi-Endowment –
Resolution 1998 - 1614
Series 1998 Bond Issue – Resolution 1998 -- 1615
Student Advocacy Fee Modification – Resolution 1998 -- 1616
Security Agreement Update - Resolution 1998 -- 1617
Appointment of External Auditors – Resolution 1998 -- 1618




HDL Center
Athens OH 45701-2979

OHIO UNIVERSITY

September 22, 1998

MEMORANDUM

To: Members of the Ohio University Board of Trustees

From: Dick Siemer 

Subject: Year-End Financial Results and Endowment Performance

Please find on the following three pages summary information on the University's general fund operating performance for the last fiscal year and our endowment investment performance. The endowment performance is in two pieces: for the year ended June 30, 1998 and for the current fiscal year through mid-September. The performance benchmark presented for the OU Composite performance is the S&P 500 performance.

The University had a good operating year with a general fund surplus of \$3.1 million. The endowment performance last year was also substantial, certainly in comparison to long term historical returns, yielding a 16.5% total return. The market adjustment at the end of the summer is reflected in the final chart. It has come back slightly from its low at the end of August, but we suffered at \$2 million loss in market value. The asset allocation part of our investment strategy, while growing less than the S&P index piece during the run up years, retarded the drop this summer. I will go over this in more detail at the meeting as well as providing performance returns for the Foundation endowment.

Ohio University
Comparison of Budget to Actuals *
June 30, 1998

	<u>1997- 98 BUDGET</u>	<u>Preliminary JUNE, 1998 ACTUALS</u>	<u>JUNE, 1997 ACTUALS</u>
REVENUES			
Student tuition and fees	\$123,135,841	\$126,009,522	\$118,452,335
State appropriations	125,135,000	125,507,907	117,472,966
Gifts, grants and contracts	3,129,000	3,790,973	3,702,597
Investment income	2,910,000	3,892,643	3,314,652
Sales and service of educational departments	4,640,284	4,797,986	4,590,920
Auxiliary enterprises	46,527,442	47,661,005	45,862,923
Other revenues	5,303,365	6,329,893	5,155,361
Total revenues	<u>310,780,932</u>	<u>317,989,929</u>	<u>298,551,754</u>
Budgeted carry forward	23,788,167	0	0
Total resources	<u>334,569,099</u>	<u>317,989,929</u>	<u>298,551,754</u>
EXPENSES			
Program activities:			
Instruction	124,933,338	124,079,718	115,999,038
Research	7,322,653	4,519,009	4,440,293
Public service	3,136,492	3,279,096	3,109,194
Supporting activities:			
Academic support	37,494,644	32,891,218	30,246,981
Student services	16,253,692	15,676,822	14,776,333
Institutional support	37,911,241	29,185,067	28,588,710
Operations and maintenance of plant	28,729,470	24,130,177	22,034,571
Student aid	17,684,797	19,898,882	18,601,006
Auxiliary enterprises	57,365,185	57,431,335	53,324,848
Transfers to other funds	3,737,587	3,737,587	5,654,801
Total expenses	<u>334,569,099</u>	<u>314,828,911</u>	<u>296,775,775</u>
Net change	<u>\$0</u>	<u>\$3,161,018</u>	<u>\$1,775,979</u>

Instruction - Expenditures for all activities that are part of Ohio University's instruction program. Includes expenditures for department chairpersons but excludes expenditures for academic administration when the primary assignment is administration (academic deans).

Public Service - Expenditures for activities that are established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. These activities include community service programs and cooperative extension services.

Academic Support - Expenditures with the primary purpose of providing support services for the primary missions of instruction, research and public service. Includes expenditures for academic administration (deans); media, such as audio visual services; the retention, preservation, and display of educational materials (libraries); separately budgeted support for course and curriculum development.

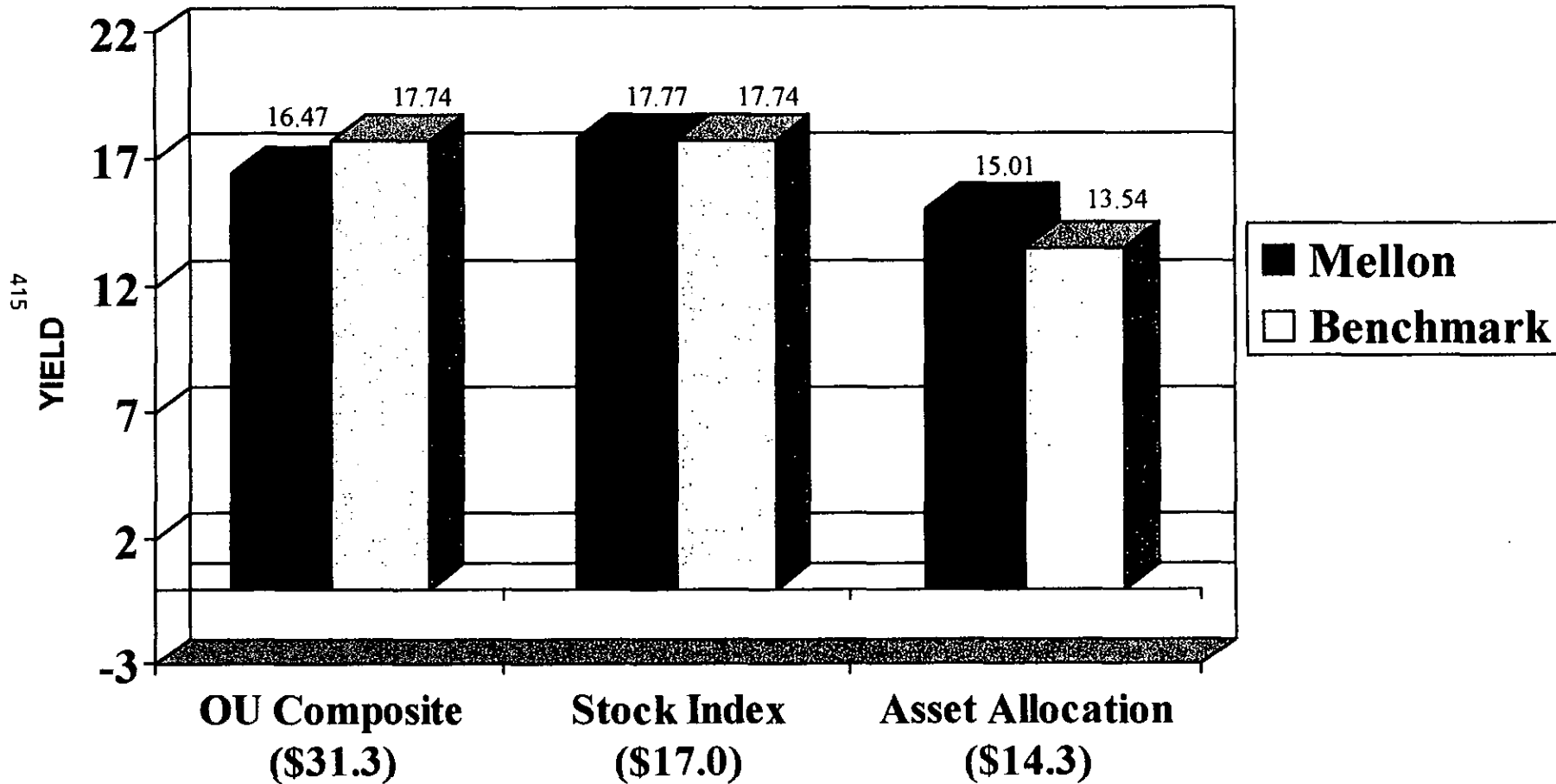
Student Services - Expenditures for offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well-being and to his/her intellectual, cultural, and social development outside the context of the formal instruction program.

Institutional Support - Expenditures for central executive-level activities concerned with management and long-range planning of the entire institution, (e.g. governing board, planning and programming, and legal services); fiscal operations; administrative data processing; human resources; logistical activities that provide procurement, storerooms, safety, security and printing services to the institution; activities concerned with community and alumni relations.

* Current **Unrestricted** Funds

Ohio University- Endowment Performance

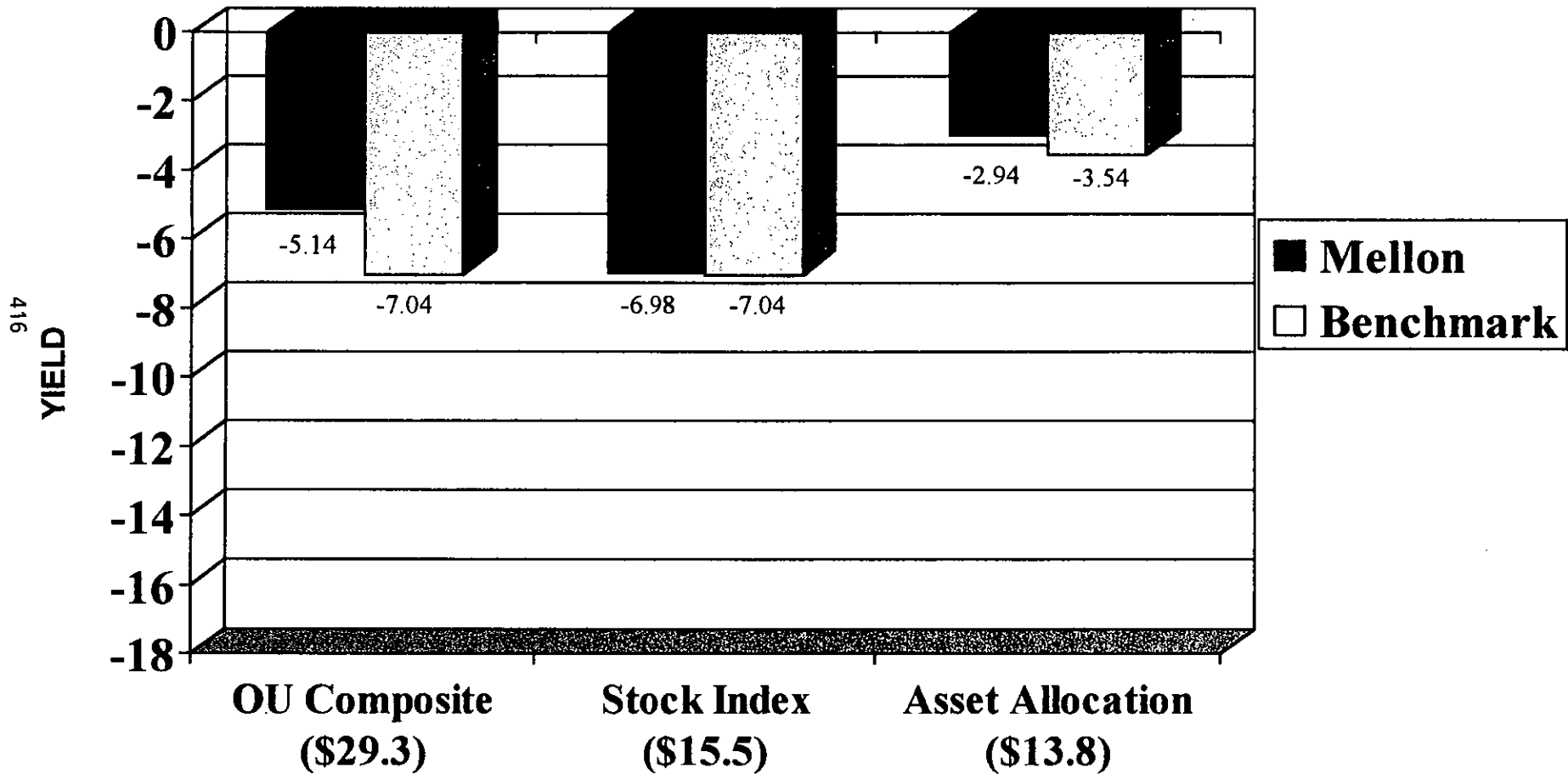
Fiscal Year Ending 6/30/98



Benchmarks are as follows: Stock Index benchmark is S&P500; Asset Allocation benchmark is 65% S&P 500, 30% Lehman Brothers Longterm Treasury Index, 5% Salomon 30-Day Certificates of Deposit; OU Composite benchmark is S&P 500

Ohio University- Endowment Performance

Estimated Fiscal Year to Date - 9/15/98



Benchmarks are as follows: Stock Index benchmark is S&P500; Asset Allocation benchmark is 65% S&P 500, 30% Lehman Brothers Longterm Treasury Index, 5% Salomon 30-Day Certificates of Deposit; OU Composite benchmark is S&P 500

NON-ENDOWMENT INVESTMENT POLICY

RESOLUTION 1998 - 1610

WHEREAS, Ohio law allows the Board of Trustees to appropriate, invest, reinvest and retain institutional funds, and to delegate investment management of institution funds, and

WHEREAS, the Board has from time to time adopted specific policies that govern the management of institution funds including the management of endowment funds as reflected in Board Resolution dated 1-15-77, and

WHEREAS, the Board recognizes the need for a comprehensive policy to provide for the overall management of investments and investment portfolios of non-endowment funds, and

WHEREAS, the proposed "Statement of Objectives and Policies for Non-Endowment Invested Funds" governing the general management of the University's cash and pooled investments has been recommended by the University Administration in consultation with Legal Counsel.

NOW THEREFORE, BE IT RESOLVED, that Ohio University Policy and Procedure No. 50.001 "Statement of Objectives and Policies for Non-Endowment Invested Funds" is hereby adopted by the Board of Trustees, and

BE IT FURTHER RESOLVED, that the initial asset allocation for the Diversified Investment Pool be in an S&P stock index fund, and

BE IT FURTHER RESOLVED, that the Treasurer and Vice President of Ohio University, Dick Siemer, be, and hereby is, directed and authorized to implement and administer the policy and to manage the non-endowment investment portfolios in accordance with the policy.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.



HDL Center
Athens OH 45701-2979

OHIO UNIVERSITY

September 22, 1998

MEMORANDUM

To: Members of the Ohio University Board of Trustees

From: Dick Siemer *[Signature]*

Subject: Non-Endowment Investment Policy

As we discussed preliminarily at the June 1998, Board meeting, the University has a significant amount of cash and pooled investments that have the potential to be managed for a better return. We will continue the conversation at this Board meeting. The basic outline of the proposed investment strategy for cash and pooled investments (non-endowment funds) is to separate these non-endowed funds into three pools aligned with the University's cash requirements: a cash pool, a liquidity pool, and a diversified investment pool. While each provides a buffer against the University's need for liquidity, separating the funds and recognizing that each has a different time horizon for a draw permits a differentiated investment strategy. By managing these pools as separate investment opportunities, we can realize increased returns with a similar risk profile to our current strategy. This is explained in more detail in the prologue to the proposed Non-Endowment Investment Policy.

The order of the discussion and materials provided is as follows:

- ☐ Discuss the Non-Endowment Investment policy and its financial implications.
 - Draft Policy
 - Resolution
- ☐ Discuss a spending rate policy for University Quasi-Endowments.
 - Spending Policy Resolution 1984 – 741
 - Resolution
- ☐ Establish the spending rate for University Quasi-Endowments for fiscal year 1998-99.
 - Resolution
- ☐ Discuss and establish Quasi-Endowments for:
 - Vacation and Sick Leave Endowment (Resolution)
 - Edison Biotechnology Institute Research Endowment (Resolution)

Enclosures: As presented

OHIO UNIVERSITY POLICY & PROCEDURE

SUBJECT Statement of Objectives and Policies for Non-Endowment Invested Funds	PROCEDURE NO. 50.001	PAGE NO. 1 of 7
	DATE ISSUED October 5, 1998	DATED APPROVED October 2, 1998
	ISSUED BY Dick Siemer	APPROVED BY Board of Trustees

Purpose: The Board of Trustees of Ohio University is vested by statute with responsibility for the oversight of the University. This statement of investment objectives and policies governs the management of the University's non-endowment invested funds. It is anticipated that this statement will be effective until modified as conditions warrant by the Board.

A. INVESTMENT OVERVIEW

1. The University has two primary pools of invested funds - cash and pooled investments (as shown on the balance sheet) and endowment funds. The primary objective for the cash and pooled investments is to enable the University to meet its financial obligations as they come due. A secondary objective is to achieve investment returns above that of money market instruments.
1. The endowment funds are governed by the Endowment Investment Policy and administered in conjunction with the Ohio University Foundation Endowment funds. [Board Resolution dated 1/15/77]

B. INVESTMENT OBJECTIVE

The primary objectives, in priority order, of the University's non-endowment investment activities shall be:

1. Safety: Safety of principal is the foremost objective of the investment program. Investments of the University shall be undertaken in a manner that ensures, over time, the preservation of capital in the overall portfolio.
2. Liquidity: The University's investment portfolio will remain sufficiently liquid to enable the University to meet all operating requirements. Portfolio liquidity is defined as the maturity or ability to sell a security on a short notice near the purchase price of the security. To help retain the desired liquidity, no issue shall be purchased that is likely to have few market makers or poor market bids. Additionally, liquidity shall be assured by keeping an adequate amount of short-term investments in the portfolio to accommodate the cash needs of the University.
3. Return on Investments: The University's non-endowment portfolio shall be structured with the objective of attaining the highest possible "total return" for the investment portfolio while adhering to the restraints and obligations inherent in the current legal construct of a prudent fiduciary [Third Restatement of Trusts (1990) and the Uniform Prudent Investor Act of 1994].

B. INVESTMENT STRUCTURE

The cash and pooled investments shall be divided into three funds:

	Pool Allocation	
	Target	Expected Range
Cash Pool	25%	20 - 40%
Liquidity Pool	50%	30 - 60%
Diversified Investment Pool	25%	0 - 30%

OHIO UNIVERSITY POLICY & PROCEDURE

SUBJECT	PROCEDURE NO. 50.001	PAGE NO. 2 of 7
	DATE ISSUED October 5, 1998	DATED APPROVED October 2, 1998
	ISSUED BY Dick Siemer	APPROVED BY Board of Trustees

Statement of Objectives and Policies for Non-Endowment Invested Funds**D. GENERAL OBJECTIVES**

1. The objective of the **Cash Pool** shall be to meet the day to day obligations of the University. It shall be invested in highly liquid instruments with little or no risk of principal loss (e.g., STAR Ohio).
1. The objective of the **Liquidity Pool** shall be to provide a liquid source of funds in the event the Cash Pool is insufficient to meet the University's cash needs. The investment strategy opportunity for this pool is that its time horizon, and flexibility, is such as to permit investment in permitted instruments that offer greater return than money market yields. The weighted average life of the pool shall be no longer than five years.
1. The objectives of the **Diversified Investment Pool** shall be to provide:
 - ☐ the University's programs a flow of financial support that will grow at least as fast as the rate of inflation (as measured by the Higher Education Price Index), and
 - ☐ a source of funds in the very unlikely event that the Cash Pool and Liquidity Pool are insufficient to meet the University's day to day obligations.

Up to 25% of the target amount for the Diversified Investment Pool (DIP) funds can be utilized in the University's Investment Loan Program (policy 50.002).

E. ASSET ALLOCATION

Deliberate management of the asset mix among classes of investments is both a necessary and desirable responsibility. In the allocation of assets, diversification of investments among asset classes that are not similarly affected by economic, political, or social developments is a highly desirable objective.

(Cash Pool)

The **Cash Pool** may be managed by one or more short-term investment managers, each maintaining a portfolio with an average weighted maturity between one day and one year. Investments in STAR Ohio are permitted without regard to the qualification on average weighted maturity.

(Liquidity Pool)

The **Liquidity Pool** shall be managed by one or more intermediate-term investment managers, each maintaining a portfolio with an average weighted maturity between one year and five years.

(Diversified Investment Pool)

The University's general policy towards the **Diversified Investment Pool** shall be to diversify investments within both equity and fixed income securities so as to provide a balance that will enhance total return, while avoiding undue risk concentrations in any single asset class or investment category. The diversification does not necessarily depend upon the number of industries or companies in a portfolio or their particular location, but rather upon the broad nature of such investments and of the factors that may influence them.

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October 5, 1998

DATED APPROVED

October 2, 1998

ISSUED BY

Dick Siemer

APPROVED BY

Board of Trustees

The Diversified Investment Pool (DIP) funds not utilized in the internal Investment Loan Program shall be invested consistent with provisions of this policy. In making asset allocation judgments, it is not expected that the University Treasurer, or investment managers, will necessarily seek to "time" subtle changes in financial markets, or that frequent or minor adjustments would be needed. Instead, the Treasurer is expected to develop, and the Board of Trustees is expected to adopt, expressed guidelines for broad allocations on a long-term basis, in light of current and projected investment environments.

To insure broad diversification in the long-term investment portfolios among the major categories of investments, asset allocation, as a percent of the total market value of the Diversified Investment Pool, will be set by Board resolution with the following framework cross referenced to benchmark indexes that follow:

<u>Type of Securities</u>	<u>Target</u>	<u>Range</u>
Equity	x%	
Domestic Large Cap	a%	
Domestic Small Cap	b%	
International	c%	
Fixed Income	y%	
Cash	z%	

The University's Treasurer will monitor the asset allocation structure of the **Diversified Investment Pool** and will attempt to stay within the ranges allowed for each asset class. If the portfolio becomes overweighted or exceeds the range of percentage for that asset class, the University's Treasurer will develop a plan of action, either for immediate rebalancing of the portfolio or a rebalancing that will occur over the subsequent few months.

F. MONITORING OF OBJECTIVES AND RESULTS

Due to the inevitability of short-term market fluctuations, it is intended that the following performance objectives will be achieved by the investment manager(s) over a **5-year moving period, net of investment management fees**. Nonetheless, the University reserves the right to evaluate and make any necessary changes regarding the investment manager over a shorter term using the criteria established in the "Evaluation of Investment Manager" section of this statement.

The moving 5-year period performance objectives shall be as follows:

1. Market Benchmark

- a. The total return for the **Cash Pool** and for each **Cash Pool investment manager** shall exceed the rate of return on 3-month U.S. Treasury Bills.
- b. The total return for the **Liquidity Pool** and for each **Liquidity Pool investment manager** shall exceed the Merrill Lynch 1-3 Year Government Bond Index.

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**Statement of Objectives and Policies for Non-Endowment
Invested Funds**

- c. The total return for the **Diversified Investment Pool** shall exceed a target Balanced Index composed of: a% of the S&P 500 Index, b% of the Russell 2000 Index, c% of the EAFE Index, y% of the Lehman Brothers Aggregate Bond Index, and z% STAR Ohio. Furthermore, the total return for each active **Diversified Investment Pool investment manager** shall exceed the relevant benchmark (*Domestic Large Cap - S&P 500 Index; Domestic Small Cap - Russell 2000 Index; Core International - EAFE Index; and Fixed Income - LB Aggregate Bond Index*). Passive **Diversified Investment Pool** investment managers shall approximate the return of the relevant benchmark.

2. Variability

- a. The standard deviation for each **Cash Pool investment manager** shall not exceed the standard deviation of 52-week Treasury Bills.
- b. The standard deviation for each **Liquidity Pool investment manager** shall not exceed 1.2 times the standard deviation of the Merrill Lynch 1-3 Year Government Bond Index.
- c. The beta (volatility) for each active **Diversified Investment Pool equity investment manager** shall not exceed 1.2 times that of the relevant equity benchmark. Furthermore, each active equity investment manager is expected to achieve a positive alpha (risk-adjusted return). The standard deviation for each active **Diversified Investment Pool fixed income investment manager** shall not exceed 1.2 times the standard deviation of the LB Aggregate Bond Index. Passive investment managers shall approximate the risk level of the relevant benchmark.

3. Peer Group Ranking

- a. The total return for each **Liquidity Pool investment manager** shall rank in the top half of the Intermediate-Term Fixed Income Universe.
- b. The total return for each active **Diversified Investment Pool investment manager** shall rank in the top half of the appropriate universe (*Large Cap Equity, Small Cap Equity, Small Cap Growth, Small Cap Value, International Equity, and Fixed Income*).

G. EVALUATION OF INVESTMENT MANAGERS

The investment managers will be reviewed on an ongoing basis and evaluated based upon the following additional criteria:

1. Ability to exceed the performance objectives stated in this Investment Policy Statement.
2. Adherence to the philosophy and style which were articulated to the University at, or subsequent to, the time the investment manager was retained.
3. Ability to exceed the performance of other investment managers who adhere to the same or similar style.

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**Statement of Objectives and Policies for Non-Endowment
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H. INVESTMENT MANAGER GUIDELINES

1. In today's rapidly changing and complex financial world, no list or types of categories of investments can provide continuously adequate guidance for achieving the investment objectives. Any such list is likely to be too inflexible to be suitable of the market environment in which investment decisions must be made. Therefore, it is the process by which investment strategies and decisions are developed, analyzed, adopted, implemented and monitored, and the overall manner in which investment risk is managed, which determines whether an appropriate standard of reasonableness, care and prudence has been met for these investments.
2. The requirements stated below apply to investments in non-mutual and non-pooled funds, where the investment manager is able to construct a separate, discretionary account on behalf of the University. Although the University cannot dictate policy to pooled/mutual fund investment managers, the University's intent is to select and retain only pooled/mutual funds with policies that are similar to this policy statement. All managers (pooled/mutual and separate), however, are expected to achieve the performance objectives.
 - a. **Cash Pool investment managers** must invest at least 50% of the portfolio in U.S. Government Securities and/or U.S. Government Agency issues.
 - b. No more than 10% of the portfolio, at cost, can be invested in any single issue, except the investments in U.S. Government Securities.
 - c. The weighted average credit quality is to be no less than "AAA" (or its equivalent rating by two national rating agencies) for the **Cash Pool accounts**, "AA" for the **Liquidity Pool accounts** and "A" for the **Diversified Investment Pool accounts**. In addition, the minimum acceptable credit quality at the time of purchase for individual securities shall be "AA" for the **Cash Pool accounts**, "BBB" for the **Liquidity Pool accounts**, and "B" for the **Diversified Investment Pool accounts**.
 - d. Portfolio holdings will be sufficiently liquid to ensure that 10% of the portfolio can be sold on a day's notice with no material impact on market value.
 - e. Commercial paper must be, at the time of purchase, rated within the highest classification established by not less than two national rating services.
 - f. Eligible instruments for the Cash Pool are those permitted by the Treasurer of the State of Ohio and/or other like investments with similar risk/reward relationships.
 - g. The average weighted maturity for each **Liquidity Pool investment manager** shall be between one year and five years. The duration for each **Diversified Investment Pool fixed income investment manager** shall be no greater than $\pm 20\%$ that of the Lehman Brothers Aggregate Bond Index.
 - h. Bank Certificates of Deposit and Bankers' Acceptances are to be rated within the top two rating classifications by any one national rating service. Foreign bank issues are capped at 10% of the total investment in this category.

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October 2, 1998ISSUED BY
Dick SiemerAPPROVED BY
Board of Trustees

- i. Certificates of deposit shall not be excessively invested with any one bank.
- j. There shall be no investments in non-marketable securities.
- k. The investment managers shall not utilize derivative securities to increase the actual or potential risk posture of the accounts. Subject to other provisions in this Investment Policy Statement, the use of primary derivatives, including, but not limited to, Structured Notes¹, lower class tranches² of Collateralized Mortgage Obligations (CMO's), Principal Only (PO) or Interest Only (IO) Strips, Inverse Floating Securities, Futures Contracts, options, short sales, margin trading and such other specialized investment activity is prohibited.

Moreover, the investment managers are precluded from using derivatives to effect a leveraged portfolio structure (if options and futures are specifically approved by the University, such positions must be offset in their entirety by corresponding cash or securities).

The University's Treasurer, after the Board of Trustees approval, must explicitly authorize the use of such derivative instruments, and shall consider certain criteria including, but not limited to, the following:

- delete* {
- i. Manager's proven expertise in such category.
 - ii. Value added by engaging in derivatives.
 - iii. Liquidity of instruments.
 - iv. Actively traded by major exchanges (or for over-the-counter positions, executed with major dealers).
 - v. Managers internal procedures to evaluate derivatives, such as scenario and volatility analysis and duration constraints.
- l. The investment manager shall handle the voting of proxies and tendering of shares in a manner that is in the best interest of the University and consistent with the investment objectives contained herein.
 - m. For diversification purposes, each equity portfolio manager should have in excess of 20 positions.
 - n. The investment manager shall immediately notify the University in writing of any material changes in its investment outlook, strategy, portfolio structure, ownership, or senior personnel.

See corrected sheet attached →

¹ Permit investments in "conservative structured notes which are principal guaranteed, unleveraged, and of short to intermediate maturity.

² Lower class defined by Federal Financial Institutional Examination Council (FFIEC)

OHIO UNIVERSITY POLICY & PROCEDURE

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	ISSUED BY Dick Siemer	APPROVED BY Board of Trustees

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- k. The investment managers shall not utilize derivative securities to increase the actual or potential risk posture of the accounts. Subject to other provisions in this Investment Policy Statement, the use of primary derivatives, including, but not limited to, Structured Notes¹, lower class tranches² of Collateralized Mortgage Obligations (CMO's), Principal Only (PO) or Interest Only (IO) Strips, Inverse Floating Securities, Futures Contracts, options, short sales, margin trading and such other specialized investment activity is prohibited.

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- n. The investment manager shall immediately notify the University in writing of any material changes in its investment outlook, strategy, portfolio structure, ownership, or senior personnel.

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Dick SiemerAPPROVED BY
Board of Trustees**I. MANAGEMENT OF INVESTMENTS**

Except as provided herein, the Treasurer shall be authorized to implement and administer this policy on behalf of the Board of Trustees and manage the non-endowment funds in accordance with this Policy.

This statement of investment policy shall be reviewed annually. The investment performance will be reviewed on a quarterly basis, aligned with the Board of Trustees' meeting schedule, and the report will be provided by an independent third party. The investment managers may provide any suggestions regarding appropriate adjustments to this statement or the manner in which investment performance is reviewed.

Acknowledged _____
On Behalf of Ohio University

Date: _____

Acknowledged _____
On Behalf of Investment Consultant

Date: _____

Acknowledged _____
On Behalf of Investment Manager

Date: _____

QUASI-ENDOWMENT SPENDING RATE POLICY

RESOLUTION 1998 - 1611

WHEREAS, it is the intention of the Ohio University Board of Trustees to maintain the University endowment portfolio for the use and benefit of the University in a manner that will preserve and maintain the real purchasing power of the principal in the portfolio while allowing for an annual distribution of income consistent with the Endowment Investment Policy and the Non-Endowment Invested Funds Policy, and

WHEREAS, the Board in its Resolution 1984 - 741 established the Spending Policy for the Ohio University Fund and University Endowment, and

WHEREAS after due consideration, the Board has determined that this Spending Policy is appropriate for all endowment funds but that the spending rate for income distribution should be set separately for permanent and quasi-endowment funds.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby authorizes and adopts a policy that will establish an annual spending rate for University quasi-endowment funds.

BE IT FURTHER RESOLVED, that the Treasurer shall be accountable to the Board of Trustees for implementing and administering this spending rate on behalf of the Board of Trustees, and Ohio University.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.

WHEREAS, the rates and final description of these board options shall be approved by the Board of Trustees during the course of the 1984-85 academic year for the 1985-86 year.

THEREFORE, BE IT RESOLVED that the Board of Trustees does hereby adopt the proposed board plan options and rates for publication during the 1984-85 academic year and implementation in the 1985-86 year.

4. Spending Policy for Ohio University Fund
and University Endowment

Mr. Russ moved approval of the resolution. Mr. Baumholtz seconded the motion. Approval was unanimous.

RESOLUTION 1984--741

WHEREAS, the current spending policy of endowment income makes available all interest and dividend income for expenditure, and

WHEREAS, the Board of Trustees desires to protect the endowment principal from eroding due to inflation.

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Trustees adopts a spending policy which provides at least six percent of the endowment value but not more than nine percent for expenditure. The base for calculating the percentage available shall be the three year moving average value of the endowment fund subject to the following provisions:

1. The three year moving average value will be computed as of December 31 each year. The first year's average value to be used for determining the amount available for expenditure in fiscal 1984-85 shall include the average endowment values for the years ending December 31, 1981, 1982 and 1983.
2. The Higher Education Price Index shall be used as the inflation/deflation indicator for determining the amount of income available in excess of six percent for expenditure.
3. If total return on investments (dividends, interest and appreciation) exceeds six percent plus the Higher education Price Index, funds available for expenditure shall be increased up to a maximum of nine percent.
4. If total return on investments is greater than six percent, but less than six percent plus the Higher Education Price Index, the difference shall be returned to principal.
5. If total return on investments is greater than nine percent plus the Higher Education Price Index, the difference shall be returned to principal.

BE IT FURTHER RESOLVED that this policy will not apply to those endowments whereby the donor has stipulated that interest and dividends are to be expended.

fax 543-6762

6/23/81

QUASI-ENDOWMENT SPENDING RATE FOR FY 1998/99

RESOLUTION 1998 - 1612

WHEREAS, the Board of Trustees of Ohio University is charged with the responsibility to appropriate for expenditure for the use and purposes for which various institutional funds are established, and,

WHEREAS, the Board believes it is prudent and in the best interests of Ohio University that the spending rate for the University's quasi-endowment funds be established for the fiscal year,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby sets the quasi-endowment-spending rate at 7% for fiscal year 1998-99.

BE IT FURTHER RESOLVED, that the Treasurer shall be accountable to the Board of Trustees for implementing and administering this spending rate on behalf of the Board of Trustees and Ohio University.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.

VACATION AND SICK LEAVE QUASI-ENDOWMENT

RESOLUTION 1998 - 1613

WHEREAS, The Board of Trustees of Ohio University is responsible for the overall financial management of the institution, and,

WHEREAS, The Board of Trustees has adopted various policies governing the administration and management of the financial affairs of Ohio University, and specifically including the management of institutional funds, and,

WHEREAS, after consideration of the financial position of Ohio University, and other relevant financial information, the Board finds it to be prudent and in the best interest of Ohio University to establish quasi-endowment funds within the Endowment portfolio,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves the establishment of a Vacation and Sick Leave Quasi-Endowment Fund in the initial amount of \$11,176,338, split appropriately between principal and spending accounts, for the benefit of the institution.

BE IT FURTHER RESOLVED, that the Treasurer and Vice President of Ohio University, be and hereby is, directed and authorized to implement and administer policies and procedures to manage quasi endowment portfolios.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.

EDISON BIOTECHNOLOGY INSTITUTE RESEARCH QUASI-ENDOWMENT

RESOLUTION 1998 - 1614

WHEREAS, The Board of Trustees of Ohio University is responsible for the overall financial management of the institution, and,

WHEREAS, The Board of Trustees has adopted various policies governing the administration and management of the financial affairs of Ohio University, and specifically including the management of institutional funds, and,

WHEREAS, after consideration of the financial position of Ohio University, and other relevant financial information, the Board finds it to be prudent and in the best interest of Ohio University to establish quasi endowment funds within the Endowment portfolio,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University hereby approves the establishment of the Edison Biotechnology Institute Research Quasi-Endowment Fund in the initial amount of \$350,000, split appropriately between principal and spending accounts, for the benefit of the institution.

BE IT FURTHER RESOLVED, that the Treasurer and Vice President of Ohio University, be and hereby is, directed and authorized to implement and administer policies and procedures to manage quasi endowment portfolios.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.




HDL Center
Athens OH 45701-2979

OHIO UNIVERSITY

September 22, 1998

MEMORANDUM

To: Members of the Ohio University Board of Trustees

From: Dick Siemer 

Subject: Proposed Series 1998 Bond Issue

The resolution that follows describes two separate events that are combined as one potential bond issue. The first is a new bond issuance of \$30 million that covers the following projects, which are described in the resolution. We will discuss this in greater detail at the Board meeting to include project description, purpose and source of funding. Dennis Schwallie, of Peck Shaffer & Williams, will be available at our meeting to answer questions on his resolution.

Project Name	Amount
Campus Chilled Water Loop (2 phases)	\$17.3 million
Recreation Facilities Improvements	\$ 2.0 million
Child Care Center	\$ 2.0 million
Grover Center Renovation	\$ 3.1 million
Regional Campus Projects	\$ 2.2 million
West State Street Research Facility	\$ 3.4 million
Total	\$30.0 million

The second part is an advance refunding of "such portion of the 1993 Bonds as may be permitted by the Internal Revenue Code of 1986," and which may be determined by subsequent financial analysis to be in the University's best interests. The current amount outstanding of these bonds that is new, and therefore eligible for refunding, is \$23,240,000.

In addition to these amounts, there are three categories of potential expenses that would need to be included, if required, in the bond issue: fees and issuance costs (2%), a debt service reserve fund (10%), and an allowance for an original issue discount (2%). We will not be able to accurately determine the need or amounts until we have a financial advisor for the issue, but for the purposes of the resolution we have conservatively assumed all will be included at the rates bracketed above. If all of this comes to pass, it will engender a bond issue of \$62.8 million.

SERIES 1998 BOND ISSUE

RESOLUTION 1998 - 1615

Providing for the authorization, issuance and sale
of not to exceed \$62,810,000 General Receipts Bonds, Series 1998,
of The President and Trustees of the Ohio University

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

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

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

WHEREAS, the University has heretofore issued its General Receipts Bonds, Series 1993 (the "Series 1993 Bonds"), in the original principal amount of \$55,450,000, which are presently outstanding in the aggregate amount of \$48,950,000, for the purpose of constructing, equipping and furnishing a recreation center and a heating plant boiler addition, and advance refunding the then-outstanding Series 1972 Bonds, Series 1977 Bonds and Series 1978 Bonds; and

WHEREAS, the University has previously determined, and does hereby confirm, that it is necessary to acquire, construct, equip, furnish, reconstruct, alter, enlarge, remodel, renovate, rehabilitate or improve the following University Facilities at the respective estimated costs (being collectively referred to herein as the "1998 Projects"):

<u>Project Name</u>	<u>Description</u>	<u>Estimated Cost (not to exceed)</u>
(i) Chilled Water Loop	Several regional chilled water distribution systems for the main campus, including construction of a distribution system, replacement of a number of existing chillers and the addition of a number of new chillers, and supporting equipment, and interconnecting the chillers in each of the regional distribution systems.	\$17,300,000
(ii) Recreation Facilities Improvement	Construction of a tent-type structure over four tennis courts, construction of a starter/club house to service the tennis courts and the golf course and partial renovation and expansion of Bird Arena.	\$2,000,000
(iii) Child Care Center	Renovation and expansion of an existing building in the Ridges into an approximately 12,000 square foot child care facility including parking and site improvements.	\$2,000,000
(iv) Grover Center Rehabilitation and Expansion	Renovation and expansion of Grover Center to accommodate the needs of the College of Health and Human Services.	\$3,100,000
(v) Regional Campus Projects	Construction of a lab/multi hall at the Chillicothe campus, renovation to Shannon Hall at the Eastern campus, renovation to the 4th floor of Brasee Hall at the Lancaster campus, renovation to the Riffe building at the Southern campus, and renovation to Elson Hall at the Zanesville campus.	\$2,200,000
(vi) West State Street Laboratory Facility	Construction of approximately 20,000 gross square feet of space to be used for research, including parking, extension of utilities, landscaping and site improvements.	\$3,400,000

; and

WHEREAS, the University desires to advance refund the such portion of the Series 1993 Bonds as may be permitted by the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder, upon the terms set forth herein, for the purpose of achieving interest cost savings and other benefits which will inure to the benefit of the University; and

WHEREAS, the University has determined to issue, as the seventh issue of Bonds under the Trust Agreement, not to exceed \$62,810,000 principal amount of General Receipts Bonds, to be designated "General Receipts Bonds, Series 1998, or such other designation as authorized hereby (the "Series 1998 Bonds"), for the purposes aforesaid, and desires to provide therefor by this Resolution of its Board; and

WHEREAS, the Board finds that all conditions precedent to the authorization and sale of the Series 1998 Bonds have been or will be met by the time the Series 1998 Bonds are issued;

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

Section 1. Definitions and Interpretations. All words and terms defined in Section 1 of the General Bond Resolution and elsewhere in the Trust Agreement and all interpretations therein provided shall have the meanings, respectively, and be subject to the same interpretations as therein provided where used in this Resolution, unless the context or use clearly indicates another or different meaning or intent, except that this Resolution is sometimes herein called and may be known as the "Series 1998 Resolution", the Bonds authorized by this Resolution are referred to herein and in the Seventh Supplemental Trust Agreement hereby authorized as the "Series 1998 Bonds", and the terms "hereof", "herein", "hereby", "hereto" and "hereunder", and similar terms, mean this Resolution. All words and terms defined in the preambles hereto shall have the respective meanings provided in the preambles hereto.

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

"Authorized Denominations" means with respect to the Series 1998 Bonds (a) with respect to the principal amount of the Current Interest Bonds, the denominations of \$5,000 and any integral multiples thereof, and (b) with respect to the Capital Appreciation Bonds, the denominations equal to the principal amounts that, when interest is accrued and compounded thereon from their respective dates on each Interest Accretion Date, will equal a \$5,000 Maturity Amount and any integral multiples thereof.

"Bond Insurance" means with respect to the Series 1998 Bonds, the municipal bond insurance policy, if any, described in the Series 1998 Certificate of Award and issued by the Bond Insurer for the benefit of the holders of the Series 1998 Bonds, insuring the payment of principal of and

interest on the Series 1998 Bonds in accordance with the terms of such policy.

"Bond Insurer" means with respect to the Series 1998 Bonds, the provider of any Bond Insurance with respect to the Series 1998 Bonds named in the Series 1998 Certificate of Award.

"Book entry form" or "book entry system" means, with respect to the Series 1998 Bonds, a form or system, as applicable, under which (i) the ownership of beneficial interests in such Bonds and Bond Service Charges may be transferred only through a book entry and (ii) physical Series 1998 Bond certificates in fully registered form are registered only in the name of a Depository or its nominee as Bondholder, with the physical Bond certificates "immobilized" in the custody of the Depository. The book entry system maintained by and the responsibility of the Depository and not maintained by or the responsibility of the University or the Trustee is the record that identifies, and records the transfer of the interests of, the owners of beneficial (book entry) interests in such Bonds.

"Capital Appreciation Bonds" means with respect to the Series 1998 Bonds, those Series 1998 Bonds described in Section 4 hereof as to which interest is (a) compounded on each Interest Accretion Date and (b) payable only at maturity.

"Compound Accreted Amount" means, with respect to any Capital Appreciation Bond, the principal amount thereof plus interest accrued and compounded on each Interest Accretion Date to the date of maturity, redemption or other date of determination, as set forth in Exhibit A to the Series 1998 Certificate of Award as of any Interest Accretion Date of the respective Capital Appreciation Bonds, and as determined in accordance with Section 4(b)(iii) hereof as of any other date.

"Current Interest Bonds" means with respect to the Series 1998 Bonds, those Series 1998 Bonds described in Section 4 hereof and as to which interest is payable on each Interest Payment Date.

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

"Depository" means any securities depository that is a clearing agency under federal law operating and maintaining, with its participants or otherwise, a book entry system to record ownership of beneficial interest in the Series 1998 Bonds, and to effect transfers of book entry interests in such Bonds, and includes and means initially The Depository Trust Company (a limited purpose trust company), New York, New York.

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

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

"Escrow Trustee" means the bank or trust company serving as Escrow Trustee under the Escrow Agreement, being initially designated in the Series 1998 Certificate of Award.

"Interest Accretion Date" means as to the Series 1998 Bonds, June 1 and December 1 of each year, commencing on the date set forth in the Series 1998 Certificate of Award.

"Interest Payment Date" means, as to the Series 1998 Bonds, June 1 and December 1 of each year, commencing on the date set forth in the Series 1998 Certificate of Award.

"Mandatory Redemption Date" means, as to the Series 1998 Bonds, each of the dates set forth in the Series 1998 Certificate of Award for the retirement of a portion of the principal of the Series 1998 Bonds pursuant to any Mandatory Sinking Fund Requirements set forth therein.

"Mandatory Sinking Fund Requirements" means, as to the Series 1998 Bonds, the amounts required to be deposited in the Bond Fund for the purpose of redeeming Series 1998 Bonds (less the amount of any credit as provided in Section 4(c) of this Resolution) on each Mandatory Redemption Date, as may be set forth in the Series 1998 Certificate of Award.

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

"Memorandum of Instructions" means the Memorandum of Instructions Regarding Rebate delivered to the University and the Trustee at the time of the issuance and delivery of the Series 1998 Bonds, as the same may be amended or supplemented in accordance with its terms.

"Original Purchaser" means, as to the Series 1998 Bonds, the purchaser or purchasers of the Series 1998 Bonds designated as such in the Series 1998 Certificate of Award.

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

"Refunded Bonds" means the certain Series 1993 Bonds, if any, designated in the Series 1998 Certificate of Award which are to be advance refunded with a portion of the proceeds of the Series 1998 Bonds and deemed paid and discharged pursuant to the Trust Agreement.

"Series 1998 Certificate of Award" means the certificate of the Fiscal Officer establishing certain terms of the Series 1998 Bonds and authorized in Section 5 hereof.

"Series 1998 Closing Date" means the date on which the Series 1998 Bonds are delivered to the Original Purchaser for payment.

"Seventh Supplemental Trust Agreement" means the Seventh Supplemental Trust Agreement dated as determined in the Series 1998 Certificate of Award, by and between the University

and the Trustee supplementing the Trust Agreement and securing the Series 1998 Bonds, as the same may be amended as provided therein.

Section 2. Determinations by Board. The Board hereby finds and determines that (a) each of the 1998 Projects will constitute "auxiliary facilities" or "education facilities" as defined in the Act; (b) the issuance of the Series 1998 Bonds will be in the best interests of the University; and (c) this Resolution is adopted pursuant to the General Bond Resolution, the Trust Agreement and the Act.

Section 3. Authorization, Designation and Purpose of Series 1998 Bonds. It is hereby declared to be necessary and in the best interests of the University to, and the University shall, issue, sell and deliver, as provided and authorized herein not to exceed \$62,810,000 principal amount of General Receipts Bonds of the University, on a parity with all other outstanding Bonds, which shall be designated "General Receipts Bonds, Series 1998" or such other designation as may be specified in the Series 1998 Certificate of Award (the "Series 1998 Bonds"), for the purposes of paying costs of the 1998 Projects and advance refunding all or part of the Series 1993 Bonds upon the terms set forth herein in order to realize interest cost savings and other benefits which will inure to the benefit of the University. For such purposes, the proceeds from the sale of the Series 1998 Bonds shall be allocated and deposited as provided in Section 6 hereof. The principal amount of the Series 1998 Bonds to be issued shall be determined by the Fiscal Officer and specified in the Series 1998 Certificate of Award, provided that the portion of the Series 1998 Bonds issued to pay costs of the 1998 Projects shall not exceed \$34,260,000. The Series 1998 Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds, or a combination of both, in such respective principal amounts as shall be set forth in the Series 1998 Certificate of Award.

Section 4. Terms and Provisions Applicable to the Series 1998 Bonds.

(a) Forms, Denominations, Dates and Numbering. (i) The Series 1998 Bonds shall be negotiable instruments in accordance with the Act, shall be issued only in fully registered form, without coupons, shall be substantially in the respective forms thereof set forth in the Seventh Supplemental Trust Agreement, shall be in Authorized Denominations and shall express upon their faces the purpose for which they are issued and that they are issued pursuant to the Act. Each Series 1998 Bond shall have only one principal maturity date, except for interim certificates, receipts or temporary Bonds which may be issued pending preparation of definitive Series 1998 Bonds.

(ii) The Current Interest Bonds, if any, shall be dated as set forth in the Series 1998 Certificate of Award, shall be in the aggregate principal amount as set forth in the Series 1998 Certificate of Award, and shall be numbered as set forth in the Series 1998 Certificate of Award.

(iii) The Capital Appreciation Bonds, if any, shall be dated as set forth in the Series 1998 Certificate of Award, shall be in the aggregate principal amount as set forth in the Series 1998 Certificate of Award, and shall be numbered as set forth in the Series 1998 Certificate of Award.

Subject to the provisions of this Resolution for the use of a book entry system, the Series 1998 Bonds shall be exchangeable for other Series 1998 Bonds in the manner and upon the terms set forth in the Trust Agreement.

(b) Execution, Interest Rates and Maturities. (i) The Series 1998 Bonds shall be executed by the Chairman of the Board or the President of the University and by the Fiscal Officer or the Secretary of the Board and may have the seal of the University affixed or printed thereon; provided that all of such signatures and such seal may be facsimiles. The Series 1998 Bonds shall bear interest from the most recent date to which interest has been paid or duly provided for, or, if no interest has been paid or duly provided for, from their dates. Interest on the Series 1998 Bonds shall be based on a 360-day year comprised of twelve 30-day months.

(ii) The Series 1998 Bonds shall mature on the dates and in the amounts set forth in the Series 1998 Certificate of Award, provided that the final maturity of the portion of the Series 1998 Bonds issued to pay costs of the 1998 Projects shall be not later than December 1, 2023, and that the final maturity of any portion of the Series 1998 Bonds issued to advance refund any of the Series 1993 Bonds shall not be later than the latest maturity of such Series 1993 Bonds being refunded. The Series 1998 Bonds shall bear interest (i) payable on each Interest Payment Date or upon earlier redemption, in the case of Current Interest Bonds, and (ii) accrued and compounded on each Interest Accretion Date and payable at maturity, in the case of Capital Appreciation Bonds, in each case as set forth in the Series 1998 Certificate of Award, provided that the average interest rate payable by the University on the Series 1998 Bonds constituting Current Interest Bonds over the entire projected term of such Current Interest Bonds shall not exceed seven per cent (7%) per annum, and that the average yield to maturity to the holders of the Series 1998 Bonds constituting Capital Appreciation Bonds shall not exceed seven per cent (7%) per annum.

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

The Compound Accreted Amount of the Capital Appreciation Bonds of each maturity as of each Interest Accretion Date shall be set forth in Exhibit A to the Series 1998 Certificate of Award. The Compound Accreted Amount of any Capital Appreciation Bond for each maturity as of any other date shall be (a) the Compound Accreted Amount for such Capital Appreciation Bond on the immediately preceding Interest Accretion Date plus (b) the product of (i) the difference between (A) the Compound Accreted Amount of that Capital Appreciation Bond on the immediately preceding Interest Accretion Date and (B) the Compound Accreted Amount of that Capital Appreciation Bond on the immediately succeeding Interest Accretion Date, times (ii) the ratio of (C) the number of days from the immediately preceding Interest Accretion Date to (but not including) the date of determination (determined on the basis of a 360-day year comprised of twelve 30-day months) to (D) the number of days from that immediately preceding Interest Accretion Date to (but not including) the immediately succeeding Interest Accretion Date (determined on the basis of a 360-day year comprised of twelve 30-day months); provided, however, that in determining the Compound Accreted Amount of

a Capital Appreciation Bond as of a date prior to the first Interest Accretion Date, the Closing Date shall be deemed to be immediately preceding the Interest Accretion Date and the original principal amount of that Capital Appreciation Bond shall be deemed to be the Compound Accreted Amount on the Series 1998 Closing Date.

(c) Mandatory Sinking Fund Redemption. The Current Interest Bonds shall be subject to mandatory sinking fund redemption in part on each Mandatory Redemption Date, in the manner provided in the Trust Agreement, at a redemption price of 100% of the principal amount thereof to be redeemed plus accrued interest to the redemption date in such amounts as may be set forth in the Series 1998 Certificate of Award.

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

(d) Optional Redemption. The Current Interest Bonds shall be callable for redemption at the option of the University, in the manner provided in the Trust Agreement, in whole or in part, at such price or prices (but in any case not greater than 102% of the principal amount of Current Interest Bonds to be redeemed plus accrued interest to the redemption date) at such times on or after December 1, 2008, as may be set forth in the Series 1998 Certificate of Award.

(e) Method and Notice of Redemption. If less than all of the outstanding Series 1998 Bonds of one maturity are to be called, the selection of such Series 1998 Bonds of such maturity to be called shall be made by lot in the manner provided in the Trust Agreement. Notice of call for redemption of Series 1998 Bonds, identifying by number or other distinguishing marks the Series 1998 Bonds, or portions thereof, to be redeemed, the date fixed for redemption and the places where the amounts due upon that redemption are payable, shall be given by the Trustee on behalf of the

University by mailing a copy of the redemption notice, at least 30 days prior to the date fixed for redemption, to the person in whose name such Series 1998 Bond to be redeemed in whole or in part is registered on the Bond registration books of the University (the "Bond Register") at the close of business on the 10th day preceding that mailing, at the address then appearing therein; provided that failure to receive notice by mailing, or any defect in that notice, as to any Series 1998 Bond shall not affect the validity of the proceedings for the redemption of any Series 1998 Bond.

(f) Place of Payment. Principal of and the final payment of interest on the Series 1998 Bonds when due shall be payable to the registered holders thereof, upon presentation and surrender thereof, at the principal corporate trust office of the Trustee. Interest on the Series 1998 Bonds (other than the final payment of interest) when due shall be payable by check or draft which the Trustee shall cause to be mailed to the person in whose name the Series 1998 Bond is registered on the Bond Register at the close of business on the Regular Record Date applicable to that Interest Payment Date, at the address then appearing therein. If and to any extent, however, that the University shall make neither payment nor provision for payment of interest on any Series 1998 Bond on any Interest Payment Date, that interest shall cease to be payable to the person who was the registered holder of that Series 1998 Bond as of the applicable Regular Record Date. When moneys become available for payment of that interest, the Trustee shall establish a Special Record Date for the payment of that interest which shall be not more than fifteen or fewer than ten days prior to the date of the proposed payment, and the Trustee shall cause notice of the proposed payment and of the Special Record Date to be mailed to the person in whose name that Series 1998 Bond is registered on a date not fewer than 10 days prior to the Special Record Date, at the address which then appears on the Bond Register, and thereafter the interest shall be payable to the person in whose name that Series 1998 Bond is registered at the close of business on the Special Record Date. "Regular Record Date" means, with respect to the Series 1998 Bonds, the tenth day next preceding an Interest Payment Date applicable to such Series 1998 Bond. "Special Record Date" means, with respect to any Series 1998 Bond, the date established by the Trustee pursuant to Section 7.08 of the Trust Agreement for the giving of notice in connection with the payment of principal or interest thereon following the occurrence of an event of default under the Trust Agreement.

(g) Paying Agent and Bond Registrar. The Trustee shall serve as Paying Agent and Bond Registrar for the Series 1998 Bonds.

(h) Payment. Bond Service Charges with respect to the Series 1998 Bonds shall be payable in lawful money of the United States of America without deduction for the services of the Trustee or the Paying Agent, in the manner provided in the Trust Agreement.

(i) Book Entry System. The Series 1998 Bonds shall only be originally issued to a Depository for use in a book entry system and: (i) such Series 1998 Bonds shall be registered in the name of the Depository or its nominee, as Bondholder, and immobilized in the custody of the Depository; (ii) there shall be a single Series 1998 Bond representing each maturity; and (iii) such Series 1998 Bonds shall not be transferable or exchangeable, except for transfer to another Depository or another nominee of a Depository or to the Bond Insurer in order to obtain payment of principal of

Series 1998 Bonds in accordance with the Trust Agreement and in exchange for any Series 1998 Bonds so transferred, as set forth in paragraph (i) of this Section, without further action by the University. The owners of beneficial interest in the Series 1998 Bonds shall not have any right to receive Series 1998 Bonds in the form of physical certificates.

(j) Change of Depository and Replacement Series 1998 Bonds. If any Depository determines not to continue to act as a Depository for the Series 1998 Bonds for use in a book entry system, the University may attempt to have established a securities depository/book entry system relationship with another qualified Depository under the Trust Agreement. If the University does not or is unable to do so, the University and the Trustee, after the Trustee has made provision for notification of the owners of beneficial interests in the Series 1998 Bonds by appropriate notice to the then Depository, shall permit withdrawal of the Series 1998 Bonds from the Depository, and authenticate and deliver Series 1998 Bond certificates in fully registered form to the assignees of the Depository or its nominee. If the event is not the result of University action or inaction, such withdrawal, authentication and delivery shall be at the cost and expense (including costs of printing or otherwise preparing, and delivering, such replacement Series 1998 Bonds), of those persons requesting that authentication and delivery. Such replacement Series 1998 Bonds shall be in Authorized Denominations.

Section 5. Sale of the Series 1998 Bonds; Series 1998 Certificate of Award. The Series 1998 Bonds shall be awarded and sold to the Original Purchaser at the price set forth in the Series 1998 Certificate of Award, such price for any maturity of the Series 1998 Bonds shall be not less than 95% of the principal amount thereof, plus accrued interest on the aggregate principal amount of the Series 1998 Bonds from their dates to the date of delivery to and payment by the Original Purchaser, all in accordance with, and subject to the terms and conditions of, the Original Purchaser's proposal contained in the hereinafter described bond purchase agreement; provided that the Fiscal Officer shall not award or sell Series 1998 Bonds to advance refund any Series 1993 Bonds unless the Fiscal Officer determines, to the best of his knowledge and based on the advice of the Original Purchaser, which Series 1993 Bonds, if advance refunded with proceeds of the Series 1998 Bonds, would create the maximum financial benefit to the University; the Fiscal Officer shall designate such Series 1993 Bonds as the Refunded Bonds in the Series 1998 Certificate of Award, provided that no such Series 1993 Bonds shall be required to be so designated if the Fiscal Officer determines that such a refunding would not result in a financial benefit to the University. Such award and sale shall be evidenced by the execution of a Series 1998 Certificate of Award by the Fiscal Officer setting forth such award and sale, the other matters to be set forth therein referred to in this Resolution, and such other matters as the Fiscal Officer determines are consistent with this Resolution, the Trust Agreement and the Seventh Supplemental Trust Agreement. That the matters contained in the Series 1998 Certificate of Award are consistent with this Resolution, the Trust Agreement and the Seventh Supplemental Trust Agreement shall be conclusively evidenced by the execution of the Series 1998 Certificate of Award by such officer. The Series 1998 Certificate of Award shall be and hereby is incorporated into this Resolution and the Seventh Supplemental Trust Agreement.

The Fiscal Officer is hereby further authorized and directed to execute and deliver, in the name and on behalf of the University, a bond purchase agreement with the Original Purchaser upon such terms as approved by such officers not inconsistent with this Bond Legislation, containing the customary indemnification provisions, and not substantially adverse to the University. The approval of such officers, and that such bond purchase agreement is consistent with this Resolution and not substantially adverse to the University, shall be conclusively evidenced by the execution of such bond purchase agreement by such officers. The Fiscal Officer is hereby authorized to make arrangements with Peck, Shaffer & Williams LLP to serve as bond counsel and underwriter's counsel for the Series 1998 Bonds, and such firm is hereby appointed to serve in such capacities.

The Fiscal Officer, and any other appropriate officer of the University are each hereby separately authorized to make arrangements for the delivery of the Series 1998 Bonds to, and payment therefor by, the Original Purchaser. It is hereby determined that the price for and the terms of the Series 1998 Bonds, and the sale thereof, all as provided in this Resolution, the Seventh Supplemental Trust Agreement and the Series 1998 Certificate of Award are in the best interest of the University and in compliance with all legal requirements.

Section 6. Allocation of Proceeds of Series 1998 Bonds; Funding of Required Reserve. All of the proceeds from the sale of the Series 1998 Bonds shall be received and receipted for by the Fiscal Officer, and shall be deposited and allocated as follows:

(a) To the Bond Service Account in the General Receipts Bond Service Fund, the portion of such proceeds representing accrued interest and any capitalized interest directed to be deposited in the Bond Service Account by the Series 1998 Certificate of Award; and

(b) To the Bond Service Reserve Account, the amount of any portion of the Required Reserve to be paid from such proceeds as may be set forth in the Series 1998 Certificate of Award; and

(c) To the 1998 Construction Fund which is hereby created as separate deposit account (except when invested as hereinafter provided) in the custody of the University or the Trustee, as the Fiscal Officer shall determine, such amount as set forth in the Series 1998 Certificate of Award, as is necessary to provide for the costs of the 1998 Projects, including costs associated with the issuance of the Series 1998 Bonds, and the refunding of the Refunded Bonds (other than the cost of Defeasance Obligations); and

(d) To the Escrow Fund, the balance of such proceeds to be used to purchase Defeasance Obligations sufficient to advance refund any Refunded Bonds as set forth in the Escrow Agreement.

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

The Fiscal Officer is hereby authorized to make arrangements with the Trustee for the

call for optional redemption of the Refunded Bonds on the dates set forth in the Series 1998 Certificate of Award, which call for redemption is hereby authorized. The Fiscal Officer is hereby authorized to execute and deliver such documents, instruments and certificates as may be necessary to accomplish such redemption of the Refunded Bonds pursuant to the Trust Agreement.

Upon a determination by the Fiscal Officer in the Series 1998 Certificate of Award that it is in the best interest of the University, the Series 1998 Bonds shall be payable from, and the Series 1998 Bonds shall be secured by, any moneys in or investments credited to the Bond Service Reserve Account, and therefore, Bond service charges on the Series 1998 Bonds shall have access to or claims upon the Bond Service Reserve Account. Otherwise, the Series 1998 Bonds shall not be payable from, and the Series 1998 Bonds shall not be secured by, any moneys in or investments credited to the Bond Service Reserve Account, and therefore, Bond service charges on the Series 1998 Bonds shall not have access to or claims upon the Bond Service Reserve Account. Any portion of the Required Reserve necessitated by reason of the issuance of the Series 1998 Bonds shall be funded in accordance with and consistent with Section 7(b) of the General Bond Resolution from (a) proceeds of the Series 1998 Bonds, (b) semi-annual payments from the Bond Pledge Fund and any other General Receipts of the University pursuant to Section 7(b)(2)(i) of the General Bond Resolution, or (c) any combination of (a) and (b), all as set forth in the Series 1998 Certificate of Award.

Section 7. 1998 Construction Fund; Recordkeeping; Application of Moneys. A record of each deposit into and disbursement from the 1998 Construction Fund shall be made and maintained by the party having custody of such Fund.

Moneys in the 1998 Construction Fund shall be used for the purpose of paying costs of the 1998 Projects, including capitalized interest, and any costs associated with the issuance of the Series 1998 Bonds and the refunding of the Refunded Bonds, and shall be disbursed upon the written request of the Fiscal Officer on behalf of the University.

The University covenants that it will proceed with due diligence to complete the 1998 Projects and pay such costs. Upon completion of the 1998 Projects and the final payment of such costs, the University shall deliver to the Trustee a certificate of the Fiscal Officer on behalf of the University stating that fact and setting forth the amount, if any, then remaining in the 1998 Construction Fund which shall be transferred first, to the Bond Service Reserve Account of the Bond Service Fund to the extent that the balance therein is less than the Required Reserve, and then, to the Bond Service Account of the Bond Service Fund pursuant to this Section.

Upon such certification, any moneys remaining in the 1998 Construction Fund and certified pursuant to the preceding paragraph shall be transferred by the party having custody of such Fund to the Bond Service Reserve Account or the Bond Service Account of the Bond Service Fund as set forth in the immediately preceding paragraph.

Moneys in the 1998 Construction Fund may be invested in any lawful University investments in amounts maturing not later than the times when such amounts in the 1998 Construction

Fund are required to pay any costs payable from such Fund. Any investment made by the Trustee shall be at the written or oral (and, if oral, promptly confirmed in writing) direction of the Fiscal Officer.

Any investment of moneys in the 1998 Construction Fund shall constitute a part of the 1998 Construction Fund and the 1998 Construction Fund shall be credited with all proceeds of sale, and gain or loss, from such investment. Interest earnings on moneys in the 1998 Construction Fund shall be credited when received to the 1998 Construction Fund. For investment purposes only, moneys in the 1998 Construction Fund may be commingled with moneys from one or more funds held by the Trustee pursuant to the Trust Agreement; provided that separate records are maintained for each such fund, the investments made therefrom, and the interest earnings credited thereto.

Section 8.. Seventh Supplemental Trust Agreement; Escrow Agreement. The Chairman of the Board, the President of the University, the Secretary of the Board and the Fiscal Officer, or any one or more of them, are each authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, a Seventh Supplemental Trust Agreement pursuant to the Trust Agreement and the Escrow Agreement, in connection with the issuance of the Series 1998 Bonds, in forms not substantially adverse to the University as may be permitted by the Act and the Trust Agreement and approved by the officer or officers executing the same on behalf of the University. The approval of such forms by the Board and such officer or officers, and the fact that such forms are not substantially adverse to the University, shall be conclusively evidenced by the execution of the Seventh Supplemental Trust Agreement and the Escrow Agreement by such officer or officers.

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

The Secretary of the Board is authorized and directed to furnish to the Original Purchaser of the Series 1998 Bonds a true transcript certified by him of all proceedings taken with reference to the issuance of the Series 1998 Bonds along with such information as is necessary to determine the regularity and validity of the issuance of the Series 1998 Bonds.

Section 9. Tax Matters. The University hereby covenants that it will not take any action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Series 1998 Bonds under Section 103(a) of the Code. Without limiting the generality of the foregoing, the University hereby covenants as follows:

(a) The University will not directly or indirectly use or permit the use of any proceeds of the Series 1998 Bonds or any other funds of the University, or take or omit to take any action that would cause the Series 1998 Bonds to be "arbitrage bonds" within the meaning of Sections 103(b)(2) and 148 of the Code. To that end, the University will comply with all requirements of

Sections 103(b)(2) and 148 of the Code to the extent applicable to the Series 1998 Bonds. In the event that at any time the University is of the opinion that for purposes of this sub-section (a) it is necessary to restrict or limit the yield on the investment of any moneys held by the Trustee under the Trust Agreement, the Fiscal Officer shall so instruct the Trustee in writing, and the Trustee shall take such action as may be necessary in accordance with such instructions. The Fiscal Officer, or any other officer having responsibility with respect to the issuance of the Series 1998 Bonds, is authorized and directed to give an appropriate certificate on behalf of the University, on the date of delivery of the Series 1998 Bonds for inclusion in the transcript of proceedings, setting forth the facts, estimates and circumstances and reasonable expectations pertaining to the use of the proceeds thereof and the provisions of such Sections 103(b)(2) and 148, and to execute and deliver on behalf of the University an IRS Form 8038G in connection with the issuance of the Series 1998 Bonds.

Without limiting the generality of the foregoing, the University agrees that there shall be paid from time to time all amounts required to be rebated to the United States pursuant to Section 148(f) of the Code. This covenant shall survive payment in full or defeasance of the Series 1998 Bonds. The University specifically covenants to pay or cause to be paid to the United States at the times and in the amounts determined under Section 10 hereof the Rebate Amounts, as described in the Memorandum of Instructions. The Trustee agrees to perform all tasks required of it in the Memorandum of Instructions.

Notwithstanding any provision of this sub-section (a), if the University shall provide to the Trustee an opinion of nationally recognized bond counsel to the effect that any action required under this Section and Section 10 of this Resolution is no longer required, or to the effect that some further action is required, to maintain the exclusion from gross income of the interest on the Series 1998 Bonds pursuant to Section 103(a) of the Code, the University and the Trustee may rely conclusively on such opinion in complying with the provisions hereof.

(b) So long as any of the Series 1998 Bonds, or any obligations issued to refund the Series 1998 Bonds, remain unpaid, the University will not operate or use, or permit the operation or use of, the 1998 Projects or any part thereof in any trade or business carried on by any person within the meaning of the Code which would cause the Series 1998 Bonds to be "private activity bonds" within the meaning of Section 141 of the Code.

Section 10. Rebate Fund.

(a) There has previously been created and ordered maintained in the custody of the Trustee (except when invested as herein provided), the Rebate Fund. There shall be deposited in the Rebate Fund such amounts as are required to be deposited therein pursuant to the Memorandum of Instructions. Subject to the transfer provisions provided in paragraph (d) below, all money at any time deposited in the Rebate Fund shall be held by the Trustee in trust, to the extent required to satisfy the Rebate Amount (as defined in the Memorandum of Instructions), for payment to the United States of America, and neither the University nor the owner of any Bonds shall have any rights in or claim to such money. All amounts deposited into or on deposit in the Rebate Fund shall be governed by this

Section, by Section 9 of this Resolution and by the Memorandum of Instructions (which is incorporated herein by reference).

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

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

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

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

Section 11. Official Statement. The Fiscal Officer is hereby authorized to execute and deliver preliminary and final official statements on behalf of the University, in such forms as such officer may approve, and to deem such official statements to be "final" for purposes of Securities and Exchange Commission Rule 15c2-12, such officer's execution thereof on behalf of the University to be conclusive evidence of such authorization, approval and deeming, and copies thereof are hereby authorized to be prepared and furnished to the Original Purchaser for distribution to prospective purchasers of the Series 1998 Bonds and other interested persons.

The Fiscal Officer on behalf of the University is hereby authorized to execute and deliver a continuing disclosure certificate or agreement dated as set forth in the Series 1998 Certificate of Award (the "Continuing Disclosure Certificate") in connection with the issuance of the Series 1998 Bonds in such form as such officer may approve. The University hereby covenants and agrees that it will execute, comply with and carry out all of the provisions of the Continuing Disclosure Certificate. Failure to comply with any such provisions of the Continuing Disclosure Certificate shall not constitute a default on the Series 1998 Bonds; however, any holder or owner of the Series 1998 Bonds may take such action as may be necessary and appropriate, including seeking specific performance, to cause the Issuer to comply with its obligations under this paragraph and the Continuing Disclosure Certificate

The Fiscal Officer on behalf of the University is hereby authorized to furnish such information, to execute such instruments and to take such other actions in cooperation with the Original Purchaser as may be reasonably requested to qualify the Series 1998 Bonds for offer and sale

under the Blue Sky or other securities laws and regulations and to determine their eligibility for investment under the laws and regulations of such states and other jurisdictions of the United States of America as may be designated by the Original Purchaser; provided however, that the University shall not be required to register as a dealer or broker in any such state or jurisdiction or become subject to the service of process in any jurisdiction in which the University is not now subject to such service.

Section 12. Bond Insurance. The Fiscal Officer is hereby authorized to apply for Bond Insurance with respect to the Series 1998 Bonds. The Fiscal Officer is hereby authorized, if such officer determines in the Series 1998 Certificate of Award that the projected interest cost savings to the University through the final maturity of the Series 1998 Bonds resulting from the Bond Insurance exceeds the cost thereof, to select the Bond Insurer and to accept the commitment of the Bond Insurer for the Bond Insurance, and the payment of the premium and expenses relating to the Bond Insurance from the moneys deposited in the 1998 Construction Fund is hereby authorized.

Section 13. Temporary Series 1998 Bonds. Pending the preparation of definitive Series 1998 Bonds the University may execute and the Trustee shall authenticate and deliver temporary Series 1998 Bonds in printed or typewritten form. Temporary Series 1998 Bonds shall be issuable in fully registered form, of any denomination, and substantially in the form of the definitive Series 1998 Bonds but with such omissions, insertions and variations as may be appropriate for temporary Series 1998 Bonds, all as may be determined by the Fiscal Officer. Every temporary Series 1998 Bond shall be executed on behalf of the University, and be authenticated by the Trustee upon the same conditions and in substantially the same manner, and with like effect, as the definitive Series 1998 Bonds. If one or more temporary Series 1998 Bonds are issued, then without unnecessary delay the University shall execute and furnish to the Trustee in exchange therefor without charge, and the Trustee shall authenticate and deliver in exchange for such temporary Series 1998 Bonds an equal aggregate principal amount of definitive Series 1998 Bonds. Until so exchanged the temporary Series 1998 Bonds shall be entitled to the same benefits under the Trust Agreement as definitive Series 1998 Bonds.

Section 14. Amendment to General Bond Resolution. From and after the date of delivery of the Series 1998 Bonds, the definition of "University Facilities" in Section 1 of the General Bond Resolution shall be and hereby is amended to provide as follows:

"University Facilities' means buildings, structures, and other improvements, and equipment, real estate and interests in real estate therefor, all or any part of the costs of which are at any time authorized by the Act to be financed by the issuance of obligations, including but not limited to such facilities to be used for or in connection with (i) dormitories or other living quarters and accommodations, or related dining halls or other food service and preparation facilities, for students, members of the faculty, officers, or employees of the University, and their spouses and families; (ii) student activity or student service facilities, dining halls, and other food service and preparation facilities, vehicular parking facilities, bookstores, athletic and recreational facilities, faculty centers, auditoriums, assembly and exhibition halls, hospitals, infirmaries and other medical and health facilities, research, and continuing education facilities; and (iii)

classrooms or other instructional facilities, libraries, administrative and office facilities, and other facilities, other than as described in (i) and (ii) above, to be used directly or indirectly for or in connection with the conduct of the University; and includes any one, part of, or any combination of the foregoing, and further includes site improvements, utilities, machinery, furnishings and any separate or connected buildings, structures, improvements, sites, open space and green space areas, utilities or equipment to be used in, or in connection with the operation or maintenance of, or supplementing or otherwise related to the services or facilities to be provided by, any University Facilities."

The Board hereby determines that the above amendment to the General Bond Resolution is one described in Section 8.01(i) of the Trust Agreement to cure an ambiguity, inconsistency or formal defect or omission in the Trust Agreement and is not to the prejudice of any holder of any outstanding Bonds.

Section 15. Relationship of this Resolution to General Bond Resolution. It is understood and acknowledged by the University that the Series 1998 Bonds are being issued pursuant to the terms of the General Bond Resolution, as amended, as supplemented by the terms of this Resolution; that the Series 1998 Bonds are subject to all of the terms and conditions of the General Bond Resolution, as amended, except as otherwise provided herein; and that all of the terms, conditions, covenants and warranties contained in the General Bond Resolution, as amended, except as otherwise provided herein, shall apply with like force and effect to the Series 1998 Bonds as if originally made in connection therewith.

Section 16. General. The appropriate officers of the University shall do all things necessary and proper to implement and carry out the orders and agreements set forth in or approved in the General Bond Resolution and this Resolution for the proper fulfillment of the purposes thereof. Without limiting the generality of the foregoing, the Fiscal Officer and other appropriate officers of the University are hereby authorized to apply to the Ohio Board of Regents for any required approvals with respect to the 1998 Projects or the Series 1998 Bonds. Should all the Series 1998 Projects or the Series 1998 Bonds not receive such approvals by the time the Series 1998 Bonds are sold, the Fiscal Officer shall set forth in the Series 1998 Certificate of Award the 1998 Projects and the amount of Series 1998 Bonds that have received such approvals. Thereupon, the Series 1998 Bonds shall be issued in a principal amount not exceeding the amount approved by the Ohio Board of Regents and the 1998 Projects shall include only the projects approved by the Ohio Board of Regents.

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

Section 18. Open Meeting Determination. It is found and determined that all formal actions of the Board concerning and relating to the adoption of this Resolution were adopted in an open meeting of the Board, and that all deliberations of the Board and of any of its committees that

resulted in such formal actions were in meetings open to the public, in compliance with all legal requirements, including Section 121.22 of the Revised Code of Ohio.

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

Adopted: October __, 1998

16564.02

STUDENT ADVOCACY FEE MODIFICATION

RESOLUTION 1998 - 1616

WHEREAS, the Ohio University Board of Trustees passed Resolution 1996-1472 to enter into a contract to establish a legal services program under Section 3345.022 ORC, with The Center For Student Advocacy, and

WHEREAS, The Center For Student Advocacy's initial authorization covered junior, senior and graduate students, and the program has been operating successfully within the dictates of the resolution and the Ohio law, and

WHEREAS, The Center For Student Advocacy has requested that its service authorization be extended to approximately 7,500 freshmen and sophomores, with the provision for a negative check-off, to allow for the provision of services to these students,

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby authorizes the President to alter Ohio University's relationship with The Center for Student Advocacy to include freshman and sophomore students in order to assist in providing a thorough analysis of its experience and success after three (3) years of operation, which will be presented to the Board of Trustees next fall.

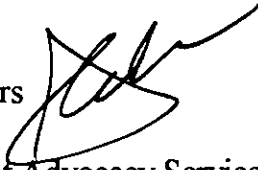


Interoffice Communication

OHIO UNIVERSITY

Date: September 21, 1998

To: The President and Board of Trustees

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

Subject: Extension of coverage of The Center For Student Advocacy Services to Freshmen and Sophomores

The Ohio University Board of Trustees has passed Resolution 1996-1472 authorizing the creation of a student legal services plan pursuant to Section 3345.022 ORC. This resolution authorized the President to enter into a contract with The Center For Student Advocacy, which was created to provide the student legal services, and this arrangement started Winter Quarter 1997.

During the past two academic years, The Center For Student Advocacy has initiated and successfully completed many educational programs, as well as legally represented juniors and seniors who are participating in the program; and they have met the guidelines set forth in the authorizing resolution.

The original resolution called for the Ohio University Board of Trustees to review Ohio University's experience with The Center For Student Advocacy after three (3) years. This three (3) year review will remain in effect, and a thorough report and recommendation for discussion and possible renewal will be presented to the board of trustees next fall. During the coming year, The Center for Student Advocacy has requested, and the President and staff concur, that their services should be extended for freshmen and sophomores, and that the negative check-off should be extended to cover these students (students who have less than 90 hours) in order to participate in the program at \$5.00/quarter.

The current percentage of the juniors, seniors and graduate students who exercise the negative check-off is averaging 45%/quarter. If this percentage remains in effect for the freshmen and sophomores, this will bring in approximately an additional \$55,000/yr. for programing and staffing needs of The Center For Student Advocacy. The extension of the services to these students is recommended to start Winter Quarter 1999, and the Vice President for Finance Office is prepared to implement the extended coverage without any further costs.

The President and staff recommend this be implemented at this time to be sure the review and recommendation that will be prepared for the board of trustees next fall will cover all the potential issues and address possibility of a long-term renewal of Ohio University's relationship with The Center For Student Advocacy.

The staff will be available to answer any questions regarding this recommendation at the meeting.

Thank you.

JFB:vsp

cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees

SECURITY AGREEMENT UPDATE

RESOLUTION 1998 - 1617

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

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

WHEREAS, the University has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the persons occupying the following positions: Robert Glidden, President; Sharon S. Brehm, Provost; Carol Blum, Interim Vice President for Research and Graduate Studies, and Richard Siemer, Treasurer: and

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that Ohio University, Cutler Hall, Athens, Ohio 45701, authorizes the President of the University to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Patricia Ackerman; Gordon F. Brunner; Charles R. Emrick, Jr.; N. Victor Goodman; Brandon T. Grover, Jacqueline Romer-Sensky, Paul Leonard; M. Lee Ong; and Robert D. Walter.

EXTERNAL AUDIT FIRM

RESOLUTION 1998 - 1618

WHEREAS, the Vice President for Finance has advised the Board of Trustees of Ohio University that an external audit of the institution's finances be conducted, and

WHEREAS, the University has complied with all applicable federal, state, and local procurement requirements in selecting a qualified audit firm, and,

WHEREAS, the Board finds it to be in the best interest of Ohio University to accept the recommendation of the Vice President for Finance to have the audit done by KPMG Peat Marwick LLP of Columbus, Ohio.

NOW, THEREFORE, BE IT RESOLVED, that the "Memorandum of Agreement" between KPMG Peat Marwick LLP and Ohio University for audit services is hereby approved and ratified.

It is found and determined that all formal actions of this Board of Trustees concerning and in relation to the adoption of this resolution were adopted in an open meeting of this Board of Trustees; and that all deliberations of this Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

This resolution shall take effect immediately upon its adoption.



September 22, 1998

MEMORANDUM

To: Members of the Ohio University Board of Trustees

From: Dick Siemer *Dick Siemer*

Subject: Approval of External Auditors

The audit for the prior fiscal year (FY 1997-98) ended the five-year engagement for the public accounting firm KPMG Peat Marwick to audit the University's accounts and records. Although we were provided an opportunity to extend the contract for one year, there was a substantial price increase. I elected to take the engagement out to bid. This is an extended process since it runs through the State Auditor's Office, and it did not close until after the June 1998 Board meeting. In order to keep this year's audit on track, I approved the selection of the best bid, again KPMG Peat Marwick, and signed the acknowledgement form that needed to be sent to the State Auditor's Office to complete the action. My intent, though, was to do this only as an administrative action pending your formal ratification and approval at this meeting. Since the external audit firm represents the Board, it is appropriate that their engagement to review the University's accounts and controls should be a Board action. The resolution is attached.

VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Mr. Goodman offered no comment.

Dr. Ackerman thanked Gary North and his staff for the photographs of housing renovations. She congratulated Dr. Barbara Ross-Lee on her recognition as one of Ohio's outstanding women and asked that we revisit the format of Trustee meetings.

Mr. Susany thanked Trustees for welcoming him and noted he looked forward to partnering with them in the upcoming campaign as well as in the work of the University. He thanked the Gliddens for hosting the Thursday evening dinner.

Ms. Miller stated she continues to enjoy and learn in her role as a student trustee and thanked everyone for including her parents in the Trustee activities. She noted her interest in working on minorities affairs as well as residence hall advising.

Mr. Grover thanked the President for his strong statement on Halloween and his attempt to limit housing and parking that weekend. He noted his disappointment with the City of Athens's position on this matter.

Mrs. Ong thanked the Gliddens for the Thursday night dinner; noted she enjoyed the breakfast and visit to Gordy Hall and lunch with the student leaders.

Mr. Emrick congratulated Chairman Brunner on conducting a good meeting.

Mr. Walter commented that most Trustee decisions and matters they considered are a conflict between being efficient and being human.

Mr. Roush thanked Trustees for their support of the Student Advocacy Center.

Mrs. Romer-Sensky thanked the Gliddens for the Thursday dinner and those giving presentations Friday mornings. She commented she wanted to further reflect on issues raised by student leaders during the Friday lunch.

President Glidden thanked Mrs. Victor (Elaine) Goodman for sending the great cheesecakes for the Thursday evening dinner. He commented on Halloween and the changes he's proposed and noted his real concern is with health and safety issues. The President thanked all those giving reports and Trustees for their time and consideration.

Chairman Brunner stated he felt important discussions had been held by Trustees and summarized his thoughts on issues critical to adding value to the University. He solicited from others their thoughts and the following matters were mentioned:

- Enrollment and retention of African-American students.
- Employment of African-American faculty and staff.
- Improvement to the University's public relations efforts.
- Encouragement of intra-unit collaboration with sensitivity to cost and funding sources.
- Encouragement of development of private student housing.
- Assessment of number and mix of students
- Review student service offerings
- Review graduation time(s)

Mr. Brunner concluded by noting his approval of the President's "binge drinking" campaign and indicated the student leaders he lunched with were pained by this phenomenon.

IX. ANNOUNCEMENT OF NEXT STATED MEETING

Secretary Geiger announced the Board of Trustees would meet next on the Athens Campus, Thursday, December 11, 1998, for committee/study sessions and Friday, December 12, 1998, for the formal board meeting.

X. ADJOURNMENT

Determining there was no further business to come before the board, Chairman Brunner adjourned the meeting at 4:20 a.m.

XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975 - 240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

Gordon F. Brunner
Chairman

Alan H. Geiger
Secretary