

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

Thursday, September 28 and Friday, September 29, 2000

Ohio University, Athens Campus

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF September 29, 2000 MEETING

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I. ROLL CALL

Eight members were present—Chairwoman Patricia A. Ackerman; R. Gregory Browning; Gordon F. Brunner; C. Daniel DeLawder; N. Victor Goodman; Brandon T. Grover, Jr.; C. David Snyder; and Robert Walter. This constituted a quorum. Trustee M. Lee Ong was unable to attend.

Student Trustees Deland Basora and Amy Vargas-Tonsi also attended, as did President Robert Glidden and Secretary Alan H. Geiger

II. APPROVAL OF THE MINUTES OF THE MEETING OF June 30, 2000 (Previously distributed)

Mr. Grover moved approval of the previously distributed minutes. Mr. Brunner seconded the motion. All agreed.

III. COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger reported there were no communications, petitions, or memorials.

IV. ANNOUNCEMENTS

Secretary Geiger stated there were no announcements.

V. REPORTS

Beginning with lunch on Thursday at noon, September 28, 2000 Trustees were hosted by the College of Arts and Sciences. Presentations by faculty, staff and students showcased various college programs. A listing of the departments and staff who participated is included with the official minutes.

Thursday afternoon President Glidden briefed Trustees on the Ohio Board of Regents proposed budget recommendations. The President commented the recommendations were forward thinking, favorable to Ohio University and deserving of our support and encouragement. A copy of the regents' recommendations is included with the official minutes.

Friday morning, September 29, 2000 three reports were given to the Trustees. Summary copies of each are included with the official minutes. The first was an update on judiciaries activities by Richard Carpinelli, assistant vice president for student affairs and Judith Piercy, director of judiciaries. The second was a review of the Center for Student Advocacy with Center Director David Baer. The third, a review of best practice studies being coordinated by Dale Tample, director of program assessment.

Friday afternoon the Treasurer's report was given by Vice President for Finance Richard P. Siemer. Provost Sharon S. Brehm, Vice President Siemer, and Assistant Vice President for Finance Darrell Winefordner reviewed with Trustees a proposed schedule of internal budget planning processes and time lines. Vice President Siemer, William C. Elliott, director, Banc One Capital Corporation, and Dennis G. Schwallie, attorney, Peck, Shaffer and Williams, LLP, briefly discussed with Trustees bond indenture and financing options available to the University. Copies of these materials are included with the official minutes.

VI. UNFINISHED BUSINESS

Secretary Geiger reported no unfinished business.

VII. NEW BUSINESS

Chairwoman Ackerman reported that Board committees had, at their respective meetings, discussed matters being presented to the Board. Items for action will be presented by the committee chairperson or a committee member as designated by the chairwoman.

BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chairman Browning reported the Committee received a report on the University's internal audit proceedings from Internal Auditor Tina Abdella. Committee members expressed appreciation for the development of the auditing process and thanked Mr. Siemer for his leadership of this effort. A copy of Ms. Abdella's report is included with the official minutes

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

TECHNOLOGY CENTER NAMING

RESOLUTION 2000 - 1729

WHEREAS, Dr. Bill W. Dingus will retire as Dean of the Southern Campus on December 31, 2000, having served 24 years as head of the Southern Campus,

WHEREAS, under Dean Dingus' skillful leadership, the Southern Campus has grown from a small operation with 250 students in Ironton High School to a campus with three buildings and an enrollment greater than 2,500 students, experiencing unprecedented growth and progress in every facet of its operations, programs, and endowments, and has become the fastest growing regional campus in Ohio, and

WHEREAS, Dean Dingus has worked in public education for over 35 years, leaving footprints in the lives of many Southern Ohio Citizens, and

WHEREAS, under Dean Dingus' administration, a technology center is being built,

NOW, THEREFORE, BE IT RESOLVED that the Coordinating Council of Ohio University Southern Campus formally requests the Ohio University Board of Trustees to name the technology center on the Southern Campus in honor of retiring Dean of Ohio University Southern Campus, Dr. Bill W. Dingus.

BE IT FURTHER RESOLVED that the official name shall be the Bill W. Dingus Technology Center.



OHIO UNIVERSITY

OFFICE OF THE PRESIDENT
CUTLER HALL
ATHENS, OHIO 43701-2979

July 20, 2000

Mr. Keith F. Molihan
Chairman, Coordinating Council
Ohio University Southern Campus
1804 Liberty Avenue
Ironton, OH 45638-2296

Dear Keith:

This will acknowledge receipt of your letter of June 29, which proposed the naming of the new building presently under construction on the Ohio University Southern Campus. We will place this item on the agenda of our next University Board of Trustees meeting, which is scheduled for September 28-29.

Thanks, Keith, for your proposal. The Board of Trustees will be pleased to give it consideration.

Sincerely,

Robert Glidden

c: Vice President Charles Bird
Dr. Alan Geiger

Ohio University Southern

Ohio University Southern Campus
1804 Liberty Avenue
Ironton, Ohio 45638-2296
740-533-4600

June 29, 2000

Dr. Robert Glidden, President
Ohio University
Cutler Hall
Athens, OH 45701

Dear Bob:

It was good to see you at the recent groundbreaking in Ironton and to talk with you about naming the new building after Bill Dingus.

In response to your request, I am submitting a resolution from the Southern Campus Coordinating Council. It was adopted on Thursday, May 11, 2000. It is the hope of the Coordinating Council that the Ohio University Board of Trustees will approve the resolution in order that the announcement about the new building's name can be made during Bill's farewell on Saturday, September 30.

If I can be of further assistance, please do not hesitate to contact me. I look forward to seeing you at Bill's farewell in September and at the Appalachian Regional Commission meeting on July 12.

Sincerely,



Keith F. Molihan, Chairman
Southern Campus
Coordinating Council

PRESIDENT'S OFFICE

JUL 03 2000

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

**APPROVAL OF CONSTRUCTION DOCUMENTS
FOR
JOHNSON HALL**

RESOLUTION 2000 – 1730

WHEREAS, the University deems this project to be of sufficient institutional importance to commit to providing internal auxiliary funding, and

WHEREAS, in 1998, the Ohio University Board of Trustees strongly affirmed their commitment to the value of a residential experience for students' education and to preserving the residential character of the campus; and

WHEREAS, in June 2000, the Ohio University Board of Trustees approved an eight percent increase in housing rates, and

WHEREAS, the University did select Robert Davis, LTD Architecture as the consultant for the project, and

WHEREAS, final plans and specifications have been prepared for advertisement on the construction of Johnson Hall, and

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees does hereby approve construction documents for the mechanical and aesthetical renovations of Johnson Hall.

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



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 14, 2000

Robert Glidden
President
Ohio University
Cutler Hall
Campus

Dear Bob:

As you will recall, we planned to take Johnson Hall off line at the end of spring quarter for renovation. The high residence hall returning student sign up rate and the increase of new freshmen pushed demand for housing beyond capacity; therefore, we had to keep Johnson Hall in service for fall quarter. Our plan is to move Johnson residents to other residence hall rooms at the end of the quarter and begin the renovation process in December. The Facilities and Auxiliaries staff have worked with Architect Robert Davis to develop a mechanical renovation plan for Johnson Hall. The purpose of the project is to do a full mechanical, electrical, and plumbing upgrade, replace bath rooms with units that provide greater privacy, change the door locks to a card technology, add a four pipe air conditioning/heating system, refurbish the lobby, modify space for academic programs, and refresh the building interior with new lights, paint, and carpet. The project cost estimate is \$130.00 per sq. ft. for a total project for of \$2.8 million dollars. Funds for the project will come from residence hall revenue.

Sherwood Wilson is seeking approval of the plans and requests approval to seek bids and award a construction contract.

I recommend approval.

Sincerely,

Gary North
Vice President for Administration

attachments

Ohio University

Interoffice Communication

Date: September 12, 2000

To: Gary North, Vice President for Administration

From: Sherwood Wilson, Associate VP Facilities & Auxiliaries

Subject: Trustee Resolution for Johnson Hall

Please find the attached Trustee Resolution for Johnson Hall. If you have any questions, please feel free to call me at 593-9942.

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

CONSULTANT FOR THE AIRPORT ADMINISTRATION BUILDING PROJECT

RESOLUTION 2000--- 1731

WHEREAS, Ohio University has successfully secured a grant to acquire property and plan the extension of the airport's runway and parallel taxiway, and

WHEREAS, indications are that the Federal Aviation Administration will fund the extension once design work has been complete, and

WHEREAS, the runway extension will promote economic development in the area which will require an improvement in services provided at the airport that will not be possible in the existing administration or operations building, and

WHEREAS, this office, in conjunction with airport personnel and the Vice President for Finance, has done a needs assessment for an administration or operations building and has determined that a facility containing between 6,000 and 7,000 square feet is needed, and

WHEREAS, the Vice President for Finance and the Development Offices have raised a portion of the funding necessary to hire a consultant for the project, and

WHEREAS, Ohio University has advertised for qualified consulting firms and is finalizing a list of organizations to be interviewed for this work.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select an associate architect for the Airport Administration Building Project.

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

AIRPADMIN.RES



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 18, 2000

Robert Glidden
President
Ohio University
Chubb Hall
Campus

Dear Bob:

As a part of our goal to improve transportation services and assist economic development in southeastern Ohio, efforts are being made to expand the capability of the Ohio University Airport to service larger air craft and increased traffic.

The Vice President for Finance and the Development staff are seeking federal and private funds to support the expansion of the airport. Completing a new airport administration building is one of the projects critical to the success of this effort.

John Kotowski is requesting authorization to hire a consultant to complete plans and specifications for this \$1.5 million dollar project.

I recommend approval.

Sincerely,

Gary North
Vice President for Administration

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY

FACILITIES PLANNING OFFICE

Building 19, The Ridges

Athens, Ohio 45701

TELEPHONE: (740) 593-2727

FAX: (740) 593-4081

John Kotowski

ASSISTANT VICE PRESIDENT FOR FACILITIES PLANNING

E-MAIL: kotowski@ohio.edu

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

DATE: September 15, 2000

SUBJECT: APPROVAL TO HIRE A CONSULTANT FOR THE
AIRPORT ADMINISTRATION BUILDING

Recently it has been announced that Ohio University has successfully secured a grant to acquire additional property to extend the runway and taxiway at the airport. This same grant also contains funding to hire a consultant to plan the project. If everything goes as we would like, in the next federal budget, funding will be available for the actual extension. This will help to open up Southeastern Ohio to future development and growth. Along with that growth, we anticipate that the airport will get increased business. To better accommodate the increase in growth will come a need to improve services at the airport itself. These service improvements cannot be accommodated in the existing administration or operations building.

In conjunction with airport operations personnel and the Vice President for Finance, this office has been working on a needs assessment for a new administration or operations facility. The result of this assessment suggests that there is a need for a facility that contains between 6,000 and 7,000 square feet of space. This would include an area for administrative offices, facilities for the pilots and the airport linemen, a passenger waiting area and space for a future commuter airline. The projected cost for this facility is \$1,500,000. The Vice President for Finance has been working with our Development staff in an effort to raise money for this facility. Currently, the money to develop plans and specifications has been identified and I would like to proceed with the hiring of an architectural consultant for the project.

Page Two
Dr. Gary B. North
September 15, 2000

Ohio University has advertised for consulting services statewide and is in the process of finalizing the interview list. In order that I may proceed, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of September 29, 2000. This resolution seeks the authority to interview and select a consulting architect and permits the development of construction documents for the Administration Building Project. If I can be of further assistance by providing additional information regarding this matter, please let me know.

JKK/slw/OPER2000.GBN

enclosure

pc: Dr. Sharon S. Brehm
Mr. Richard Park Siemer

Mr. Browning presented and moved approval of the resolution. Mr. Grover seconded the motion. Trustees enthusiastically approved the resolution and thanked Trustee Snyder for his making this important university and regional project possible. Mr. Snyder abstained on the vote to approve.

**NAMING OF THE OHIO UNIVERSITY
BUSH REGIONAL AIRPORT TERMINAL AND FIELD
IN HONOR OF C. DAVID SNYDER**

RESOLUTION 2000 -- 1732

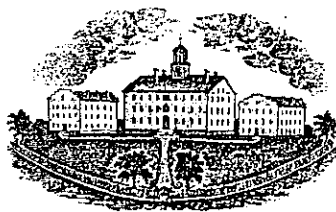
WHEREAS, David Snyder is a deeply loyal alumnus whose generous gift for the Airport Terminal has made this project a reality, and

WHEREAS, he continues to serve the University as a member of its Board of Trustees, is an Ohio University Foundation Board Trustee, and is a long-time member of the College of Business Executive Advisory Board, and

WHEREAS, his generosity and support of Ohio University have provided academic excellence through the C. David Snyder Scholarships, the C. David Snyder Student Activity Awards and the Executive in Residence program in the College of Business; and have advanced the quality of aviation programs through his vision for expanded air service for the University and Southeastern Ohio.

NOW, THEREFORE, BE IT RESOLVED, that the new Ohio University Regional Airport Terminal be named the C. David Snyder Terminal and the runway be known as Snyder Field.

Office of the
Vice President
for Finance



OHIO UNIVERSITY

HDL Center
Athens OH 45701-2979

September 11, 2000

President Robert Glidden
108 Cutler Hall
Ohio University
Athens, Ohio 45701

Dear Bob:

As you know, David Snyder recently committed a significant naming gift for a new terminal building for the Ohio University airport. His loyal support has made this project a reality. A new terminal building will greatly enhance the runway expansion as well as serve as another gateway to the university. I envision that the new terminal building will be a strong enticement for a commuter airline to consider locating at the airport

With your permission and that of the board of trustees, I am requesting adoption of the enclosed resolution at the next board meeting. The resolution names the new airport terminal building the C. David Snyder Terminal, and references the runway as Snyder Field in recognition of his many contributions to Ohio University

If additional materials are needed, please advise. I appreciate your consideration of this request.

Sincerely,

Richard P. Siemer
Vice President for Finance and Treasurer

enclosure

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

CONSULTANT FOR THE LECTURE HALL AND SMART CLASSROOM PROJECT

RESOLUTION 2000--- 1733

WHEREAS, Ohio University has a need for additional large lecture type spaces and technologically smart instructional space to meet the needs of the sciences, and

WHEREAS, after a brief analysis it was felt that a facility containing approximately 40,000 gross square feet and costing approximately \$10,000,000 is what is necessary to address this need, and

WHEREAS, the Ohio University Development Office has identified a portion of the funding necessary for a new Science Lecture Hall and Smart Classroom Facility and,

WHEREAS, the funding identified will permit the University to hire a consultant to develop a program for the facility, design the building and prepare construction documents, and

WHEREAS, Ohio University has advertised for consultants, has received twenty nine proposals of interest from consulting firms through the Department of Administrative Services and is evaluating each proposal received.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select an associate architect for the Lecture Hall and Smart Classroom Building Project.

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

LECTSMCLSRM.RES



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 18, 2000

Robert Glidden
President
Ohio University
Chubb Hall
Campus

Dear Bob:

John Kotowski is seeking authorization to retain an architectural consultant to plan a science lecture hall and smart classroom facility on Trautwine Field. The \$10 million dollar project, to be funded through a combination of public and private sources, will fill a critical teaching space need and will help keep Ohio University in the forefront as a major leader in the use of technology in instruction.

I recommend approval.

Sincerely,

A handwritten signature in cursive script, which appears to read "Gary North".

Gary North
Vice President for Administration

INTEROFFICE MEMORANDUM

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

John Kotowski
ASSISTANT VICE PRESIDENT FOR FACILITIES PLANNING
E-MAIL: kotowski@ohio.edu

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

DATE: September 15, 2000

SUBJECT: APPROVAL TO HIRE A CONSULTANT FOR THE
SCIENCE LECTURE HALL AND SMART CLASSROOM FACILITY

As a part of efforts to expand research activities at the University and strengthen our undergraduate education in the sciences, a need for an increase in the size and number of lecture spaces has been identified. Along with lecture halls, there is also a need for break out spaces and preparation areas. One additional need to be addressed with this facility is trustee space to better accommodate their requirements.

After a brief analysis, it is believed that a building of this type would need to contain between 35,000 and 40,000 gross square feet. In review of the University's master plan and looking at where a facility of this type should be located, it makes sense to utilize the land at the intersection of Richland Avenue and South Green Drive. By doing so, this facility will be located centrally for use by Arts and Sciences, Health and Human Services, College of Medicine and Engineering. This proposed facility would contain approximately five lecture rooms with a total capacity of about 800 persons. A number of breakout rooms would also be provided. These spaces could serve as classrooms, seminar spaces and meeting rooms. As a home for the University's Board of Trustees, this building will provide them with a larger meeting space for the whole and better breakout rooms for the various committee meetings. A large rotunda would be a part of the building at its entry and could serve as a gathering space for special events. This building will have a brick and stone exterior and will be in a traditional vocabulary complementing the architecture of the campus. It is expected that a facility of this nature will cost approximately \$10,000,000.

Page Two
Dr. Gary B. North
September 15, 2000

A portion of the funding for this facility has been identified by Development and it is now an appropriate time to develop this concept further to better define the program and more specifically verify the cost to construct such a building. I have been working with the Department of Administrative Services, Office of the State Architect and the Ohio Board of Regents on this project. The facility has been advertised statewide to seek interested consultants to provide programming, architectural and engineering services. The University has received 29 proposals of interest from firms in Ohio and the surrounding states and this office is currently developing a list of approximately five firms to be interviewed. It is my desire to complete the interview process by the middle of October, 2000.

In order that I may proceed with the selection process and the development of this project, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting on September 29, 2000. This resolution seeks authority to interview and hire a consulting team, develop a better defined program, and prepare construction documents for the Science Lecture Hall and Smart Classroom Facility Project. If I can be of further assistance by providing additional information regarding this matter, please let me know.

JKK/slw/LECT2000.GBN

enclosure

pc: Dr. Sharon S. Brehm

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

**CONSULTANT APPROVAL FOR THE
BRASEE HALL IMPROVMENTS PROJECT – PHASE TWO
LANCASTER CAMPUS**

RESOLUTION 2000 --- 1734

WHEREAS, the 123rd General Assembly, Regular Session, 1999-2000 has introduced House Bill Number 640, and

WHEREAS, House Bill Number 640 does include funding totaling \$1,100,521.00 for the Brasee Hall Rehabilitation, Phase II Project on the Ohio University Lancaster Campus, and

WHEREAS, these funds are intended for the second phase of a renovation project at Brasee Hall, which will renovate the classroom and teaching laboratory area; located on the second floor of the building and also modestly expand and re-organize the library facility, and

WHEREAS, the Ohio University has the support of the Ohio Board of Regents to manage this project locally because the total involved is under the four million dollar threshold and the institution would like to proceed with the interview and selection of either one or two consulting architects to develop construction documents for the Brasee Hall Rehabilitation, Phase II Project, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the President or his designee to interview and select one or two associate architects for the project so long as procedures used to procure these services are in accordance with those of the University and the State of Ohio's Office of the General Services Administration.

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the preparation of construction documents for the Brasee Hall Improvements Project – Phase Two.

BRSEE2000.RES



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 18, 2000

Robert Glidden
President
Ohio University
Chubb Hall
Campus

Dear Bob:

Ohio University received funding through House Bill 640 for capital development projects at regional campus sites. John Kotowski has worked with the Lancaster Campus staff to develop a program statement to guide the renovation of the Brasee Hall Library and classrooms. The estimated cost of this work is \$500,000.

John is requesting authorization to hire an architectural consultant to develop plans for the work.

I recommend approval.

Sincerely,

Gary North
Vice President for Administration

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY FACILITIES PLANNING OFFICE

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

John Kotowski
Assistant Vice President For Facilities Planning

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

DATE: September 15, 2000

SUBJECT: APPROVAL OF CONSULTANT SELECTION FOR THE
BRASEE HALL IMPROVEMENTS PROJECT - PHASE TWO
LANCASTER CAMPUS

House Bill Number 640, the capital improvements bill for FY 2001-2002, makes \$1,100,521.00 available to the University for the Brasee Hall Rehabilitation, Phase II Project on the Ohio University Lancaster Campus. This project is the last phase of work intended to systematically renovate Brasee Hall. These funds will be utilized to renovate two distinct areas in the building. The first is the second floor teaching laboratory and classroom area. The second part of the project will involve the library.

In the teaching laboratory and classroom area, the focus of the project will be the replacement of the existing HVAC distribution system and the building's fire alarm system. In addition, some improvements will be made to the teaching laboratories and classrooms themselves. A portion of the rooms will be reconfigured, lighting improvements made, finishes upgraded, lab tables replaced, new classroom seating purchased and audio/visual systems incorporated along with other needed technological improvements. This portion of the renovation project will utilize approximately \$500,000 of the appropriation.

With the completion of earlier work, the library is now in a position to be re-organized and modestly expanded. This part of the project will focus on increasing shelving space and the area for periodicals. The work associated with the library will also look to increase the workroom area and create a library instruction room. The audio/visual resource area will be moved out of the library. As a part of the project, work will be done on the mechanical systems, electrical service will be expanded, finishes

Page Two
Dr. Gary B. North
September 15, 2000

improved, and lighting upgraded. This portion of the project will use the remainder of the appropriation, or about \$600,000.

The Brasee Hall Improvements Project could be handled as two separate projects or a single consultant may be hired for both segments of work. The decision on which direction to go will be made as a part of the interview process. The reason for considering breaking this appropriation into two projects is because two constituencies are involved and it is imperative that both areas be renovated next summer.

This project is under the four million dollar threshold for local administration and Ohio University has the support of the Ohio Board of Regents to manage this project in-house. The University has advertised for interested consultants and is preparing a list of firms to be interviewed. It is expected that the interview process will be completed by the end of October 2000.

University Facilities Planning, in conjunction with the campus, would like to continue to make improvements at Brasee Hall. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of September 29, 2000 that seeks the authority to hire at least one consultant and develop construction documents for this segment of the building's upgrade.

If I can be of further assistance with this matter, please let me know. Thank you.

JKK/sw/BRSEE2000.GBN

enclosure

pc: Dr. Charles Bird
Dr. Bari Watkins

Mr. Browning presented and moved approval of the resolution. Mr. DeLawder seconded the motion. Approval was unanimous.

**CONSULTANT APPROVAL FOR THE
MASTER PLAN AND SPACE DEVELOPMENT
LANCASTER CAMPUS**

RESOLUTION 2000 --- 1735

WHEREAS, the 123rd General Assembly, Regular Session, 1999-2000 has introduced House Bill Number 640, and

WHEREAS, Amended Substitute Senate Bill Number 264 is the State's re-appropriation bill for FY 2001-2002 and it does include funding totaling \$600,000.00 for the planning on the Ohio University Lancaster Campus, and

WHEREAS, the current master plan of the Lancaster Campus was completed in the late 1970's, and

WHEREAS, with the completion of the second and final phase of the Brasee Hall Rehabilitation Project in this biennium and the recent hiring of new leadership in Lancaster, it is now an appropriate time to look at the direction the campus is moving and develop a plan for future changes in the physical characteristics at the Campus, and

WHEREAS, Ohio University has the support of the Ohio Board of Regents to develop a space management and master plan study.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the President or his designee to interview and select a consultant for a Space Management Study and Master Plan so long as procedures used to procure these services are in accordance with those of the University and the State of Ohio's Office of General Services Administration.

BRASEEMASTER2000.RES



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 18, 2000

Robert Glidden
President
Ohio University
Chubb Hall
Campus

Dear Bob:

Ohio University received funding through House Bill 640 for work on the Lancaster Campus. Bari Watkins, the Campus Dean, and Dr. Charles Bird, Vice President for Regional Higher Education Programs, have recommended that \$100,000. be budgeted for an update on the Lancaster Campus Master Plan. The focus will be facilities needs and land use.

John Kotowski is seeking authorization to hire a consultant for the project.

I recommend approval.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gary North", is written over the printed name.

Gary North
Vice President for Administration

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY FACILITIES PLANNING OFFICE

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

John Kotowski
Assistant Vice President For Facilities Planning

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

DATE: September 15, 2000

SUBJECT: APPROVAL OF CONSULTANT SELECTION FOR THE
MASTER PLAN AND SPACE DEVELOPMENT PLAN
LANCASTER CAMPUS

Amended Substitute Senate Bill Number 264, the re-appropriation bill for FY 2001-2002, contains \$600,000.00 for planning at the Ohio University Lancaster Campus. The University would like to use a portion of these funds to develop a space management plan as well as a new master plan for the Campus. The previous master plan was completed in the late 1970's and does not reflect the changing role of the regional campus system. This Study will examine the programs at the campus, look at how space is being utilized by each, and recommend how the existing space might better be organized. This Study will also look at land management and how growth, in the future, could best be accommodated. This Study is expected to cost approximately \$100,000.

This project is under the four million dollar threshold for local administration and Ohio University has the support of the Ohio Board of Regents to proceed. It is our hope to develop a list of firms to interview during early October and have a firm identified and working on this Study before the end of the year.

I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of September 29, 2000 that seeks the authority to interview and select a consultant to work with the campus on a space management study and master plan. If I can be of further assistance with this matter, please let me know. Thank you.

RJS/sw/braseemaster2000.GBN

pc: Dr. Charles Bird

Mr. Browning presented and Mr. Snyder moved approval of the resolution.
Mr. Browning seconded the motion. All agreed.

APPROVAL OF CONSTRUCTION DOCUMENTS FOR PEDEN STADIUM IMPROVEMENTS PROJECT

RESOLUTION 2000— 1736

WHEREAS, Ohio University has identified a need to improve the University's athletic facilities and bring them up to a level that is comparable with others in the conference, and

WHEREAS, this project will involve the lowering of the playing surface, the addition of seating along both sidelines, the creation of a mounded area to the South end of the facility that will accommodate lawn seating, the development of an area for the Marching 110 in the north end zone and the addition of a new score board system, and

WHEREAS, this project is expected to cost \$2,300,000 and the Athletics Department, in conjunction with the Office of Development, is completing fund raising efforts for the project, and

WHEREAS, Ohio University did select the firm of James Burkart Associates as the consulting for the project, and

WHEREAS, final plans and specifications are being completed, and the University is preparing to advertise for construction contracts.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve the plans and specifications for the Peden Stadium Field Lowering Project.

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

PEDEN2000.RES



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 18, 2000

Robert Glidden
President
Ohio University
Chubb Hall
Campus

Dear Bob:

The Development and Athletic staff have succeeded in raising private funds to continue the improvement of athletic facilities.

John Kotowski has been working the Director of Athletics, Tom Boeh, Coach Jim Grobe, and others to finalize plans and specifications for improving Peden Stadium by lowering the field, replacing the turf, adding seating, increasing the number of restrooms, and improving esthetics. James Burkhart Associates, Inc. have finalized construction bid documents. They estimate the cost to be \$2.3 million dollars. Our goal is to begin work immediately after our last home game in November and complete the project in time to use the new field for the 2001 football season.

I recommend approval.

Sincerely,

Gary North
Vice President for Administration

INTEROFFICE MEMORANDUM

OHIO UNIVERSITY

FACILITIES PLANNING OFFICE

Building 19, The Ridges

Athens, Ohio 45701

TELEPHONE: (740) 593-2727

FAX: (740) 593-4081

John Kotowski

ASSISTANT VICE PRESIDENT FOR FACILITIES PLANNING

E-MAIL: kotowski@ohio.edu

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

DATE: September 15, 2000

SUBJECT: APPROVAL OF CONSTRUCTION DOCUMENTS FOR THE
PEDEN STADIUM FIELD LOWERING PROJECT

As a part of an effort to improve the University's athletic facilities and bring them up to a level that is comparable with others in the conference, I have been working on a project which would lower the playing surface at Peden Stadium. The playing field is the original surface that was installed when the stadium was constructed in the late 1920's, and is in poor condition because of over compaction and a lack of adequate drainage. The field needs to be replaced; the drainage system upgraded, an irrigation system added and a better draining surface installed. In addition, the sight lines for viewing activities in the stadium are poor at best.

With the construction of the new track and turf field in the athletic complex to the West of the Convocation Center, the University can now remove the track that exists in Peden Stadium. This gives the University the opportunity to not only replace the playing surface, but to also lower the field and improve the site lines for those attending athletic activities in the facility.

The scope of work on this project will include the lowering of the playing surface, improving sight lines, the addition of seating along both side lines, the creation of lawn seating in the south end zone, development of an area for the marching 110 on the north end of the field, and the construction of a new turf field with appropriate drainage and irrigation systems. The University is utilizing James Burkart Associates, Inc. to design and develop bid documents for this project. The total cost is expected to be \$2,300,000 and our intent is to start the work following the Marshall University football game on Saturday, November 18, 2000. Funding for this project is being raised by Athletics in

Page Two
Dr. Gary B. North
September 15, 2000

conjunction with the Office of Development and I have been advised that all dollars required will be in place in time to award contracts later this fall.

The plans and specifications are nearly complete and the project is close to being ready to advertise for construction contract bids. I am writing to seek support to proceed with this project. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of Friday, September 29, 2000 that seeks approval of the plans and specifications and authority to award construction contracts so long as total bids received do not exceed funding available.

I will provide a set of construction documents early the week of September 25, 2000 for use at the Board Meeting. If you have any questions or concerns regarding this matter, please let me know. Thank you.

JKK/slw/PEDN0001.GBN

enclosure

pc: Dr. Sharon S. Brehm
Mr. Richard Park Siemer
Mr. Thomas C. Boeh

EDUCATIONAL POLICIES COMMITTEE

Committee Chairman Goodman reported to Trustees on reports given to the committee. He noted that Dean Thomas Shostak's report dealing with Continuing Education Without Boundaries was well received and asked that Trustees receive a comprehensive report on similar programs being offered or planned elsewhere in the University. Mr. Goodman concluded by summarizing First-Year Class Profiles and the report on Academic Excellence given by Provost Brehm

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

**TRANSFERRING ADMINISTRATIVE RESPONSIBILITY FROM
UNIVERSITY COLLEGE TO REGIONAL HIGHER EDUCATION FOR
THE TECHNICAL ASSOCIATE DEGREES**

RESOLUTION 2000 -- 1737

WHEREAS, Technical Associate Degrees are offered through the regional campuses, with faculty members located on those campuses, and

WHEREAS, those programs could benefit from increased coordination across campuses, including evaluation of course and program proposals by peers who teach in related technical programs, and

WHEREAS, University College, which currently administers Technical Associate Degrees and awards degrees to students, otherwise has no direct relationship to faculty members and students involved in the programs, and

WHEREAS, this proposal was developed jointly by the Vice President for Regional Higher Education and the Dean of University College, before being endorsed by the University Curriculum Council and Faculty Senate, and approved by the Provost.

NOW, THEREFORE, BE IT RESOLVED, that the administrative responsibility for Technical Associate Degrees, including the granting of degrees, be transferred from University College to the Office of Regional Higher Education, effective Fall quarter, 2000.

Office of the Provost
Cutler Hall 306
Athens OH 45701-2979
740-593-2600 phone
740-593-9191 fax



OHIO UNIVERSITY
1804

DATE: September 13, 2000
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm ^{SSB} Provost
SUBJECT: Proposed Oversight of Technical Associate Degrees

I support the proposed transfer of administrative responsibility from University College to Regional Higher Education (RHE) for the Technical Associate Degrees. Since these programs are located on regional campuses, University College does not ordinarily have contact with the students, and the faculty, who are most directly responsible for program quality, have no formal relationship to University College.

This change reflects the natural development of RHE within the University and will better serve students who enroll in these programs.

SSB/jt



OHIO UNIVERSITY

Cutler Hall 206
Athens OH 45701-2979
740-593-2551 phone
740-593-2867 fax

DATE: April 6, 2000

TO: University Curriculum Council

FROM: Charles P. Bird, *CPB* Vice President, Regional Higher Education and Patricia Richard, *PR* Dean, University College

SUBJECT: Proposed Change of Administration of Technical Associate Degrees

Ohio University currently offers 18 technical associate degrees available exclusively on regional campuses (see attached list). The administration of these degrees has to this point been assigned to University College (UC). We are proposing to shift the administrative responsibility from UC to Regional Higher Education (RHE).

The most significant implication of this change is the fact that RHE would become responsible for the awarding of these degrees. In the absence of an established process for considering this kind of transfer, we believe it appropriate to bring the proposal to the University Curriculum Council and to ask for your endorsement of this change. We then expect to take the proposal to the Faculty Senate, before requesting support from the Provost, the President and the Board of Trustees.

There are a number of reasons for the proposal. First, because the programs are located on regional campuses, UC does not ordinarily have contact with the students. Further, the faculty in the programs, who are most directly responsible for program quality, have no formal relationship to UC. Moreover, faculty for the technical associate degrees have no "home" department on the Athens campus. Third, new program proposals, course revisions, curriculum review, and other program-related matters originate with RHE faculty, but then are processed through UC. Finally, the growth in numbers of technical associate degrees creates expanded demand on the UC staff for a role outside core College programs and activities.

In addition, this change reflects the natural development of RHE within the University. It recognizes regional faculty members' roles, enables greater coordination and monitoring of curriculum changes that affect technical programs, and encourages communication across campuses in related programs. It offers the opportunity for thoughtful development of technical associate programs.

April 6, 2000

Proposed Change of Administration of Technical Associate Degrees

Page 2

With this transfer, RHE will assume numerous administrative functions, for example, the determination of transfer equivalencies, monitoring students on probation, updating DARS, preparing catalog copy, preparing Dean's List letters, and selecting outstanding graduates. RHE anticipates adding one administrative and one classified staff member to perform these duties, as well as to fill a need for greater support of faculty and program development across the campuses. UC is committed to helping in the transition, to assure that critical services are maintained and appropriate procedures are established.

To provide faculty oversight of activities in the technical programs, RHE will establish a Curriculum Committee, which will include members from technical programs and from outside them. Members of the Athens faculty will also be invited to serve.

We believe that this proposal is in the best interest of the students, faculty, and campuses affected. We believe it will provide for effective oversight and monitoring of technical associate degree programs, while simplifying the administrative structure required.

We would like to implement this change in 2000-2001. Therefore, we respectfully request your endorsement and encouragement.

Attachment

TECHNICAL ASSOCIATE DEGREES OFFERED AT THE REGIONAL CAMPUSES

Majors	Chillicothe	Eastern	Lancaster	Southern	Zanesville
Accounting Technology			X	X	
Business Management Technology	X		X	X	
Computer Science Technology	X (Fall 2000)		X		
Deaf Studies and Interpreting	X				
Electronic Media				X	X
Electronics Technology			X		
Equine Studies				X	
Environmental Engineering Technology	X				
Hazardous Materials Technology	X				
Human Services Technology	X			X	
Industrial Maintenance			X		
Law Enforcement Technology	X		X	X	
Materials Management			X		
Medical Assisting Technology			X		
Nursing	X				X
Office Technology	X		X	X	
Security/Safety Technology	X				
Travel and Tourism				X	

Data as of 4/6/00 (a:\lists\Technical Associate Degrees.wpd)

FOR VOTE: ADMINISTRATION OF TECHNICAL ASSOCIATE DEGREES

The Faculty Senate proposes that administrative responsibility for the Technical Associate Degrees be transferred from University College to the Office for Regional Higher Education; that the Office for Regional Higher Education be the degree granter for these programs; that a curriculum committee will be formed for these programs analogous in function and membership to college curriculum committees on the Athens campus.

Notes and Rationale.

1. The affected programs and degrees are taught only on the regional campuses.
2. The proposed change would enable faculty who teach in the programs to coordinate their efforts and subject their curriculum proposals to evaluation by their peers who teach in technical programs.
3. Recommendations of the proposed technical associate degree curriculum committee remain subject to the UCC and its subcommittees.
4. The proposed change is desired by University College, because most of the faculty and students in these programs have no formal relationship to UC and because the growth of these programs have expanded demand on UC staff in a role outside UC's core programs and activities.

Approved —
7/25/00 SJB

Office of the Provost
Cutler Hall 306
Athens OH 45701-2979
740-593-2600 phone
740-593-9191 fax



OHIO UNIVERSITY
1804

DATE: September 14, 2000
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 those conducted during 1999-2000 and recommend the continuation of three centers. Two centers and three institutes request an extension of the review period.

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

SB/jt



Office of the Vice President for Research
Research & Technology Center 120, Athens OH 45701-2979

tel 740 593 0370
fax 740 593 0380
research@ohio.edu

DATE: September 12, 2000
TO: Sharon Brehm, Provost
FROM: Jack A. Bantle, Vice President for Research *Jack Bantle*
SUBJECT: Review of Centers and Institutes – 1999-2000

Reviews conducted during 1999-2000 included:

- Avionics Engineering Research Center
- Center for Advanced Software Systems Integration
- Center for Corrosion in Multi-Phase System Research
- Child Development Center
- Institute for Applied and Professional Ethics
- O.U. Edison Biotechnology Institute
- Telecommunications Center
- Tropical & Geographical Disease Institute

Attached are reports of these reviews with a brief summary and, in some cases, requests for extension of the review period. I concur with the recommendation associated with each reviewed Center or Institute. I suggest that these recommendations be presented to the Board of Trustees for their action at their September meeting.

by
Enclosures

Mr. Goodman presented and moved approval of the resolution. He noted in doing so that concerns raised in the committee about Centers for Corrosion and Child Development had been answered. Mr. DeLawder seconded the motion. Unanimous approval was given.

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 2000 - 1738

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.

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 1999-2000 Reviews of Centers and Institutes, which recommend that the following centers and institutes be continued or granted extensions to the review period as noted:

Center for Corrosion in Multi-Phase System Research - Continue

Child Development Center - Continue

Telecommunications Center - Continue

Avionics Engineering Research Center - Extension

Center for Advanced Software Systems Integration - Extension

Institute for Applied and Professional Ethics - Extension

O.U. Edison Biotechnology Institute - Extension

Tropical & Geographical Disease Institute - Extension

REVIEW OF CENTERS AND INSTITUTES 1999-2000

COLLEGE OF COMMUNICATION

Telecommunications Center: The Telecommunications Center provides the region with state of the art television and radio signals, educational content of the highest caliber, as well as the best in national, regional and local programming. Dean Krendl recommends continuation of the center. Vice President Bantle supports the recommendation for the continuation of the Telecommunications Center.

RUSS COLLEGE OF ENGINEERING & TECHNOLOGY

Center for Advanced Software Systems Integration: Due to staffing changes in the Department office, Interim Dean Mitchell has requested a one-year extension for the review of the Center. Vice President Bantle supports this request for an extension.

Avionics Engineering Research Center: Because of challenges convening the review committee and, as a consequence, insufficient time to conduct a thorough review, Interim Dean Mitchell has request a one-year extension for the review.

Center for Corrosion in Multi-Phase System Research: The Center for Corrosion in Multi-Phase System Research is one of four centers that make up the Institute for Corrosion and Multiphase Technology and continues to be the keystone of the Institute. This center is Ohio University's only National Science Foundation Industry/University cooperative research center. Former Dean Wray recommended continuation of the center. Vice President Bantle supports the recommendation for the continuation of the Center for Corrosion in Multi-Phase System Research.

COLLEGE OF HEALTH & HUMAN SERVICES

Upon his arrival at Ohio University in July 1999, Dean Gary Neiman requested a one-year extension for the center under review in his college. The Board approved the extension in October 1999.

Child Development Center: The Child Development Center provides for the professional education of students majoring in early childhood education and child development; supports research in child development, early childhood education, teacher education, and

curriculum; and offers developmentally appropriate child care services for children and families. Dean Gary Neiman recommends continuation of the Child Development Center. Vice President Bantle supports the recommendation for the continuation of the Child Development Center.

COLLEGE OF OSTEOPATHIC MEDICINE

Tropical & Geographical Disease Institute: Due to recent transitions in leadership and the home department for the Institute, Dean Barbara Ross-Lee requests a one-year extension for the review of the Institute. Vice President Bantle supports this request for an extension.

VICE PRESIDENT FOR RESEARCH

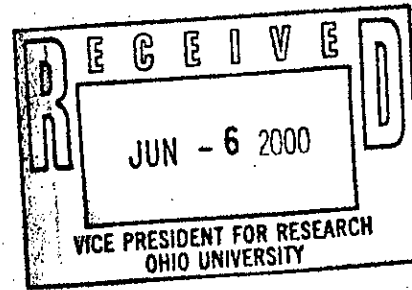
The Institute for Applied and Professional Ethics: Because the strategic planning process initiated by the vice president in September 1999 for the unit is critically important to the review and future plans for the Institute, Associate Vice President Carol Blum requests a one-year extension for the review of the Institute for Applied and Professional Ethics

Ohio University Edison Biotechnology Institute: Because the strategic planning process initiated by the vice president in September 1999 for the unit is critically important to the review and future plans for the Institute, Associate Vice President Carol Blum requests a one-year extension for the review of the Ohio University Edison Biotechnology Institute.

Ohio University

College of Communication
Ohio University
Radio-TV Communication Building
Athens, Ohio 45701-2979

Office of the Dean



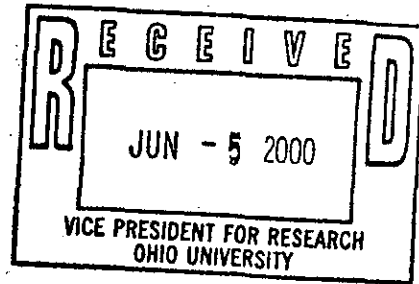
June 5, 2000

TO: Jack Bantle, Vice President for Research
FROM: ^{KAL} Kathy A. Krendl, Dean
RE: Telecommunications Center Review Committee Report

I recently forwarded to your office the report from the Telecommunications Center Review Committee. As the report indicates, the Center plays an important role in providing public broadcasting and information services to the region, as well as supporting and maintaining the distance education infrastructure for microwave and compressed video classes throughout the Ohio University system.

As the FCC-mandated conversion to digital broadcasting proceeds over the next three years, the Center needs to plan aggressively to meet the funding requirements. It has been extremely successful thus far in meeting its goals toward that end, but it will require additional support -- both in terms of funding and strategic positioning -- from the University in the short term. With the conversion will come the possibility of additional revenue generation for the Center, as well as the possibility of fulfilling new missions for Ohio University and becoming more integrated into the institution.

The Center fulfills an important outreach mission to the region. The immediate future represents an important transition for the Center. I support the recommendations of the committee to continue to support the operations of the Center and to work with the staff to expand its potential and its value to the university community.



DATE: May 30, 2000

TO: Dr. Kathy Krendl, Dean, College of Communication, Ohio University

FROM: Telecommunications Center Review Committee:
Chair: Jeff Redefor, Associate Professor, School of Telecommunications
Maggie Channell, Director, Events and Communications, Ohio University
Sharon Huge, Instructional Librarian, Alden Library
Dr. Chris Taylor, Assistant Vice President for Administration, Ohio University
Fred Harner, Executive Director, Educational Television of Southeast Ohio

RE: Five Year Review of the Telecommunications Center

A. EVALUATION OF CURRENT VIABILITY OF CENTER/INSTITUTE

The mission of the Telecommunications Center is to provide broadcasting services to Southeastern Ohio, to instruct students through on-the-job experience, to disseminate educational programming to primary and secondary schools, to provide facilities and technical assistance for instruction at the Athens campus as well as all regional campuses, and to perform contract work with paying clients who require production assistance.

During the past five years the Center has initiated or increased its ability to provide up to nine compressed video services throughout Ohio University and the region including facilities in Alden Library and the Central Classroom building, provided the campus wide television cable system - CATVision, provided television services for graduation and many other live events using the Studio-in-a-Box, provided many successful on-line web based services such as Wired for Books, Bobcat Sports, as well as video streaming of the nightly newscast "Newswatch" among others.

The Telecommunications Center and its six radio transmitters and two television transmitters continue to impact many households in the Southeastern region as well as parts of West Virginia. The latest Nielson ratings indicate that Ohio University public television is entering nearly 80,000 homes in the region, while the WOUB-FM radio signal is enjoyed by over 44,000 homes, an 11% increase from 1999.

Student training continues to be a strong focus of the Center. Ohio University students from the School's of Journalism and Telecommunications as well as other units outside the College of Communication are all part of the WOUB family. Several hundred young broadcasting students participate yearly in areas such as computerized video and audio editing, sports reporting, website design, electronic engineering, on-air talent, marketing, and news reporting to name just a few. The Telecommunications Center plays a vital role in the curriculum in the College of Communication and without the Center this unit's world-renowned programs in journalism and telecommunications would certainly suffer.

B. EVALUATION OF CURRENT FUNDING STRATEGIES

General University operating funds provided 34 percent of the Center's total direct revenue in 1999. (As recently as 1996, University support accounted for 44 percent of the Center's funds.) Given the Center's mandate to provide educational services throughout southeastern Ohio, it may be reasonable that the University administration consider additional funding support.

Grants and state funding provide just over \$1.9 million. Clearly, the bulk of non-University support comes from the Corporation for Public Broadcasting (\$770,175 in 1999), the Ohio Educational Telecommunications Network Commission (\$812,272), and Educational Technology Services of Ohio (ETSEO) (\$166,676).

Funds provided from membership and underwriting have ranged from 5 to 8 percent over the past four years, with those monies totaling 7 percent of the 1999 budget.

As support from other major revenue sources continues to decline (CPB support dropped from 21 percent in 1996 to only 17 percent last year), it is clear that University and Center personnel must identify and exploit other sources of support.

The pledge drive - that necessary evil of public broadcasting - will of course continue. More aggressive and creative approaches have resulted in increased support and probably will continue to do so, but certainly not at a level that can address the Center's many needs.

Increased emphasis on corporate underwriting should continue and most likely increase along with other efforts to build and strengthen relationships in the business sector. The Telecommunications Center and University should consider the added benefits of

employing a full-time programming underwriter. This person could certainly generate income from the many commercial and industrial neighbors throughout the broadcast region.

Center personnel have been most creative in piecing together funding from six distinct sources and generating income from productions, tower leases, and teleconferencing. It seems reasonable to suggest exploration of other funding options, along with an evaluation of current pricing structures. Every entity within Ohio University now seems to operate on a "What account shall I charge that to?" mentality; there is no reason the Telecommunications Center cannot follow suit.

C. EVALUATION OF POTENTIAL FUTURE VIABILITY

Over the last five years, efforts to increase membership and underwriting support have met with some success, and this is extremely important in light of the decreased funding from the Corporation for Public Broadcasting and the modest increase in funding from the University. The Center will no doubt need to find other streams of financial support in the future. As one of its objectives, the Center wishes to increase original productions. This seems an obvious way to enhance the Center's educational mission by providing valuable production opportunities for students, while also generating much needed outside funding.

Leadership will be critical in effecting the conversion to HDTV in the next several years, and will be essential in planning strategies to acquire the funds necessary to pay for that conversion. This will no doubt consume much energy and attention because the sums of money necessary are dauntingly large. Equal attention will need to be paid to the programming that will fill those digital pathways.

Programming for both radio and television have become richer since the last review, and this demonstrates the recognition that the stations' audiences are diverse and have eclectic tastes. Understanding who and what its audiences are is essential if the Center hopes to make the greatest positive impact with its viewers and listeners. Likewise, students wishing to gain credit and work experience at the stations need guided and consistent programs of instruction that also provide them with a variety of interesting challenges. Fulfilling the Center's various missions means striking a delicate balance among the needs of on-site and distance learners, potential customers and current consumers.

It is clear that filling the director's position has been key to helping achieve stability at the Telecommunications Center, and has helped ensure its future viability. There is no question that the Center has the potential to be viable in the future; the more important question is whether it can become indisputably vital to the many communities it serves.

D. EVALUATION OF FUTURE FUNDING STRATEGIES

Since its last review, the Telecommunications Center has made progress in the development of funding resources. The addition of a Director of Development and Marketing has been an impetus for increased pledge dollars and community awareness of the Center. The continued refinement of the Tcom Center web site will most certainly prove to be a great source of income with online sales of WOUB/PBS/Ohio University products as well as giving the viewer/listener the ability to "pledge" on-line.

The Center also realizes the importance of content creation as a valuable source of revenue. Initiatives mentioned in the self-study document such as the development of a grant writing office, the pursuance of more contract production work, the renegotiation of broadcast tower leases, are also steps in the right direction to ensure a stable fiscal foundation. With the multiple streams of data able to travel down a single digital television pipeline, the Center is also considering ways to use this new technology as a way to generate new sources of income.

Other creative means to enhance the Center's budget should also be considered. For instance, allowing the interest from federal grant dollars on account with the University to accrue to the Telecommunications Center and not the University general fund would be another step in the right direction. This action alone could result in a significant University funding increase for the Center.

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

For the past several decades, the Telecommunications Center at Ohio University has been the hub of educational services for many residents of southeastern Ohio. Not only the Athens and university community, but the entire region relies on the broadcast services of WOUB-TV/FM/AM and ACTV-7 for news, information, and educational enlightenment. In the past 10 years, the broadcast industry has changed dramatically and

with each new trend, the Center reinvents itself to keep up with the ever-changing environment. The result is a community with the privilege of state of the art television and radio signals, educational content of the highest caliber, as well as the best in national, regional and local programming. With that, it is the recommendation of this committee that the Telecommunications Center be continued.

Given the trends in external funding support, increased costs associated with Corporation for Public Broadcasting (CPB) programming, and the newly added cost of converting to digital television, the Review Committee also recommends that the administration of Ohio University develop a strong plan in securing an increased budget for The Telecommunications Center for the upcoming years.

Ohio University

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

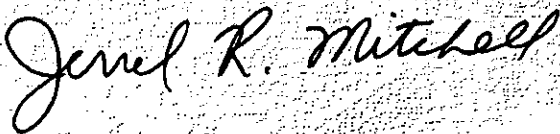
September 8, 2000

Ms. Bonnie Vail
Administrative Assistant
V.P. for Research
Ohio University
120 RTEC
Athens, OH 45701-2979

Dear Ms Vail:

Three of the Centers in the Russ College of Engineering and Technology were scheduled for their 5-year reviews this year. The Institute for Corrosion and Multiphase Technology has submitted their review materials to you. Because of changes in the staffing in the office of the Department of Industrial and Manufacturing Systems Engineering, the self-study report could not be completed on time. The review of the Avionics Engineering Research Center could not be completed because of difficulties in convening the review committee and, as a consequence, there was insufficient time to conduct a thorough review. Thus, the Center for Advanced Software Systems Integration and the Avionics Engineering Research Center have requested one-year extensions. I support these requests.

Sincerely,



Jerrel R. Mitchell, Ph.D., P.E.
Interim Dean

kr

Ohio University

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

July 26, 2000

MEMORANDUM

TO: John A. Bantle, Vice President for Research

FROM: Warren K. Wray *Wray*

SUBJ: 5-Year Review of the Corrosion Center (Institute for Corrosion and Multiphase Technology)

The Corrosion in Multiphase Systems Research Center, a National Science Foundation Industry/University Cooperative Research Center (NSF I/U CRC), is the only organized research center of excellence of its kind in the United States. It is partly supported by a grant from the National Science Foundation and partly supported by dues paid by more than 20 companies and corporations associated with the petroleum industry. The fact that these participating companies and corporations include as many from foreign countries as from companies and corporations headquartered in the United States underscores the world-wide recognition of the quality of the research center as well as providing the center with world-class stature.

The Corrosion in Multiphase Systems Research Center (frequently referred to as simply the Corrosion Center) was initially the only organized research unit pursuing multiphase flow and corrosion research. However, in April 1998 the Corrosion Center became one of six separate research centers (only four centers have been initiated as of 2000) under the umbrella of the Institute for Corrosion in Multiphase Technology. Almost from the very beginning, the research conducted by the faculty and staff associated with the Corrosion in Multiphase Systems Research Center broadened from its initial thrust and involved separate but related multiphase flow problems, many of which were proprietary in nature. Because of the broadening of scope and because of the proprietary nature of the new research projects, the research had to be conducted separately from the NSF I/U CRC unit in order to avoid contractual and confidentiality issues. Thus, the several different research centers were created and the Institute was formed to coordinate the activities of all the centers associated with the broad thrust of the Institute. You may find the attached summary document informative.

At the time of the review and the subsequent report submitted by the Review Committee, the Institute Director was Dr. Paul Jepson. However, on the advice of his physician, Dr. Jepson stepped down as director of the Institute near the end of February, 2000. Dr. Jepson remains associated with the Institute but without his former broad administrative responsibilities and he continues to direct research in the Corrosion Center and in the Corrosion and Flow Improvement Center. He also has some on-going projects in the Proprietary Projects Center. Dr. Charles Alexander, Stocker Visiting Professor in Electrical Engineering and formerly dean of engineering at two institutions and most recently president of the Institute for Electrical and Electronics Engineers, has been appointed as interim director of the Institute. Dr. Alexander is directing a national search to find an appropriate permanent-basis director of the institute. The industrial advisory boards to the various research centers are working with Dr. Alexander to develop the director's job description. The Boards will also provide guidance and counsel to Dr. Alexander and me in evaluating and interviewing applicants and in the selection of the new director.

The Corrosion in Multiphase Systems Research Center is one of the three most important research units in the Russ College of Engineering and Technology in terms of volume of research conducted and the resulting scholarship production, national recognition for the college and university, and graduate student instruction and production, research, and employment. The Institute continues to grow (two more planned centers of excellence are yet to be initiated) but the Corrosion in Multiphase Systems Research Center is the keystone of the Institute. It is my recommendation and request that you continue the charter for this unique and world-class stature research unit for five additional years.

Atch: Summary

NATIONAL SCIENCE FOUNDATION
INDUSTRY/UNIVERSITY COOPERATIVE RESEARCH CENTER
FOR CORROSION IN MULTIPHASE SYSTEMS

5 YEAR REVIEW

W.P. JEPSON
DIRECTOR AND
F.J. RUSS, PROFESSOR OF CHEMICAL ENGINEERING

A. Introduction

1. Research Aims and Focus of the Center

This Center conducts unique fundamental and applied research and development projects aimed at understanding, characterizing, and mitigating corrosion processes in systems that have multicomponent, multiphase flow environments. The focus of the research projects is the oil and gas industry but has applications in the power industry and nationally with the Department of Defense where severe corrosion problems are common. In these systems, the flows are much more complex than single phase flows. There are many different flow regimes and the flows can be highly turbulent and time dependent. These conditions lead to corrosion problems which cannot be easily understood or characterized by typical laboratory corrosion experiments where single phase, laminar flow conditions are employed, or where equilibrium conditions are developed.

1.1 Needs

The need for the Center arises from the technological challenges involving multiphase production and transportation in the oil and gas industry. The research at the Center started by focusing on multiphase flowlines and tiebacks from the wellhead to the central gathering station. It was important to understand the multiphase flow characteristics in these lines. Furthermore, it was clear at that time that these flow characteristics had a dramatic influence on the corrosion rates of these pipes. Carbon steel is the material of construction for these pipes and is susceptible to significant internal corrosion. However, mechanisms governing that interaction were not at all understood. Over the last seven years, the Center has carried out fundamental and applied research aimed at determining the multiphase flow characteristics in large diameter flowlines at different pressures, temperatures, operating flow rates, and inclinations. Some significant understanding and breakthroughs have been obtained in explaining the dramatic increases in corrosion rates in flowlines due to multiphase flows as well. Of particular interest has been the detailed investigation of the effect of the impact of pulses of gas bubbles in multiphase slug flow on the pipe wall and the consequence for corrosion rate. It is to be noted that these problems are also important in several other industries. These include petrochemical refineries, nuclear and thermal power plants, and in defense operations, for example in corrosion of ships.

However, the needs of the oil and gas industry have changed in the last seven years. Subsea production is now the predominant trend and is expected to dominate the industry in the future. The industry is seeking to minimize capital costs by using smaller and more flexible platforms with minimum (or none, if possible) offshore separation of gas, oil and water. Full well stream production lines over several hundred miles are being planned subsea. These lines will experience significant and abrupt changes in inclinations, pressures, and temperatures that will dramatically alter the multiphase flow regimes and characteristics. Such situations need to be studied systematically. The Center has extended its multiphase flow research to confront these new challenges. New projects that investigate hilly terrain situations and higher inclinations are now being initiated. The same combination of fundamental and applied research approach involving both multiphase flow and corrosion will be carried out in hilly terrain environments in the next five years.

Also, natural gas has become a very important product from reservoirs. The number of gas wells being drilled and produced is increasing each year and the trend is expected to continue. The pipes involved in natural gas production are also large diameter, carbon steel lines with very high gas velocity. An important issue in these pipes is the amount of liquid in the gas, particularly the

water content. Gas wells usually are very acidic with the pH being between 3-4. Increasing liquid content can result in multiphase annular/mist flows at very high velocities. Annular flow involves the entrainment and deposition of liquid droplet around the pipe cross-section. This can cause severe corrosion problems. The Center is now beginning research into the corrosion in wet gas flowlines at very high velocities. Corrosion rates will be measured at the bottom and top of the pipe and will be related to the annular/mist flow characteristics. These will include, annular film heights and velocities, and the turbulence, wall shear, and mass transfer of corrosive species in wet gas systems.

Corrosion inhibitors still remain the method of choice for preventing and/or reducing internal corrosion in these multiphase flowlines. Millions of dollars are spent every year in corrosion inhibition efforts. The research at the Center has helped chemical companies understand the forces and mechanisms involved in erosion/corrosion in multiphase flows and newer and better inhibitors have been developed recently to prevent and reduce the high rates of corrosion. However, much still remains to be done. The Center is initiating a multidisciplinary research effort into understanding the morphology and composition of the corrosion product layer surface. It is known that the product layer in carbon dioxide corrosion is predominantly iron carbonate. The structure of this layer is very important in corrosion prevention. Dense, tightly packed crystals lead to a dry, protective layer. Loose, poorly adherent films can be easily ruptured and can cause increased corrosion. The work at the Center has demonstrated that films exposed to multiphase flows become loose and poorly adherent due to the high levels of turbulence and shear. However, these need to be quantified and characterized in detail. Also, the mechanism of inhibitor protective action needs to be understood in multiphase flow. The Center has done some work using EIS and ECN to characterize inhibitors and their interaction with surfactants. However, fundamental research into the adsorption and bonding processes of inhibitors and their interaction with the corrosion product layer still remains to be done.

Also, more fields are being discovered at the present time that contain varying amounts of hydrogen sulfide. Hydrogen sulfide (H_2S) causes many corrosion problems. In many cases, the combination of hydrogen sulfide and carbon dioxide (CO_2) corrosion leads to unexpected failure. H_2S corrosion causes the formation iron sulfide layers on the pipe wall. The type and form of the sulfide layer depends on the amount of H_2S in the system. The effect of multiphase flow on these layers and the interaction between iron carbonate layers produced by CO_2 corrosion are all unknown at the present time. Yet information regarding these effects are important in the future development of subsea oil and gas wells. The Center has just initiated a major research effort into investigating these issues. A new, \$500,000 large diameter Hastelloy multiphase flow system is being commissioned within a 6000 ft² environmental chamber for this purpose. Again, simultaneous measurements of corrosion using EIS, ECN, and ER techniques will be carried out. Sample coupons will be used to expose carbon steel metal to the severe environment and the surface morphological studies described earlier will be carried out. The effect of varying amounts of H_2S in the gas phase will be studied. This research will represent a major new effort by the Center in the next five years.

Finally, there is a need to simulate the multiphase flow and corrosion over the entire terrain of the pipeline. This needs tracking software that can model the multiphase flow and corrosion along the entire pipeline. Using the existing models at the Center and the new knowledge being created in the next five years, a state-of-the-art corrosion and multiphase flow tracking software will be developed. This will allow the many different facts of the Center research to be incorporated into one package.

1.2 Expertise and Resources

Dr. W. Paul Jepson was one of the co-founders of the Center in 1989. He is renowned in the world for his expertise in multiphase flows and has been active in this field for more than twenty years. Since his initiation of the Center, he has co-authored more than fifty papers and is now considered one of the leading experts on multiphase flows and their effect on corrosion. He is currently Chair of the NACE International T-3 symposium in San Antonio, Texas, in 1999. He is also associate editor of the Journal of Energy Resources and Technology, one of the archival transaction journals of ASME and is a member of the International Advisory Committee for the International Conferences on Multiphase Flows held annually as well as on the organizing committee for the Society of Petroleum Engineers Conferences. The Center is co-directed by Dr. Madan Gopal, who has been involved with multiphase flow and corrosion at the Center since 1992. Dr. Gopal has published more than twenty papers in this field, has been session co-chair at the ETCE conference and is currently session chair of one the symposia at The International Conference on Multiphase Technology. Dr. Gopal and Dr. Jepson were the principal authors of a Corrosion Course developed by the Center for Mobil Corporation in 1997.

The Center is also has an interdisciplinary research program with the Department of Chemistry at Ohio University in corrosion surface characterization and organo-metallic chemistry for inhibitor performance studies. Several professors in Chemistry, including Dr. Hugh Richardson and Dr. Mark McMills will be actively involved in this research. Dr. Hugh Richardson is one of the faculty members involved in a multi-million dollar semiconductor device project at Ohio University, funded by the Department of Defense.

Ohio University has invested \$2.3 million towards a new 20,000 sq. ft research facility for the Center. The facility currently houses twelve unique, large diameter, high pressure, multiphase industrial scale flow systems in which more than twenty projects are being carried out. Further, a 100x20 ft. environmental chamber has also been built into the facility to carry out multiphase flow and corrosion research in large diameter pipes involving systems containing hydrogen sulfide and other toxic gases. This will be the only such research facility of its kind in the entire world. The Center is equipped with state-of-the-art electrochemical data acquisition systems, including electrochemical impedance spectroscopy (EIS) and electrochemical noise (EN). It has developed unique large diameter multiphase mass transfer measurement systems using the electrochemical limiting current density technique. It has developed six patented technologies on multiphase mixing and separation, nonintrusive ultrasonic measurement, and nonvisual multiphase flow regime detection system. It is currently developing a multiphase turbulence and shear stress measurement system as well as a multiphase measurement system based on magnetic resonance imaging. The Center also has state-of-the-art flow visualization systems that are connected to two graphics workstations with image analysis and processing capabilities. Two state-of-the-art visualization software packages are available. These include the Cerius2 molecular modeling software and cfx4, computational fluid dynamics software. The Center is will acquire two state-of-the-art multiphase flow simulation software packages this year, namely, OLGA and PipePhase.

The Center has two dedicated technicians and instrumentation engineers and also has access to the Russ College of Engineering and Technology's Engineering Research Facilities. These include a machine shop and other fabrication facilities. The Center also has three post-doctoral research associates and research engineers experienced in corrosion, multiphase flow and electrochemistry. The Center currently has twelve M.S. and Ph.D. students and the number will increase to twenty in the fall. Also, the Center's collaborative research with Chemistry provides

full access to state-of-the-art analytical equipment including SEM/EDAX, STM, IR spectroscopy, GC/MS, XPS, and x-ray diffraction.

B. Center Structure and Operations

1. University Involvement

Ohio University has invested \$2.3 million into the new facility for the Center. The Russ College of Engineering and Technology has promised to fund \$1.3 million of this expenditure, which represents a significant commitment from the College and the University towards continued development of the Center. In addition, Dr. Paul Jepson, director of the Center, has reduced teaching responsibilities to allow his attention to be devoted to the Center. The university has also provided Dr. Gopal with funds totally \$63,000 (based on competitive proposals) towards his contribution to the development of the Center. The Office of Research at Ohio University regards the Center as one of the most important research entities at the University and provides valuable guidance and assistance in its operations.

The university has agreed to charge lower overheads for Center proposals (at the rate of 10%). No overheads apply to the industrial funds. This has a dramatic effect on the ability to carry out research at the Center and the companies get a dollar-for-dollar worth of research for the money they invest into the Center. In addition, the Russ College of Engineering and Technology provides free tuition to every Center graduate student. With a total number of 15-20 graduate students, this amounts to an average of \$2400 per student per quarter and the cumulative amount exceeds \$150,000 a year. Also, Dr. Jepson has been released from his teaching responsibility significantly. The usual number of courses a faculty member is required to teach is 3 per quarter, while Dr. Jepson's load has been reduced to 2 per year plus the departmental graduate seminar. Dr. Gopal teaches two undergraduate and one graduate course a year plus two possible trailer courses for students undertaking cooperative education with industry as part of their undergraduate training.

2. Facilities and Infrastructure

The Center is now housed in a new 20,000 sq. ft research facility with twelve large diameter, industrial scale multiphase flow systems in which more than twenty projects are being carried out as described earlier. This includes a unique 100x20 ft. environmental chamber to carry out multiphase flow and corrosion research in large diameter pipes involving systems containing noxious gases such as hydrogen sulfide. The range of pressures that can be investigated vary from 1.3 bars to 130 bars, and temperatures up to 150 C can be studied. .

There is a large diameter multiphase mass transfer measurement system that is unique in its size. The system flows 2 N sodium hydroxide with dissolved potassium ferro-ferricyanide solutions in a 10-cm diameter, 20 m long pipelines. This can be used for investigating multiphase transport using the electrochemical limiting current density technique.

A 10-cm diameter, high pressure, fully inclinable, industrial scale multiphase flow system can be used to simulate flowlines at any inclination from horizontal to vertical at pressures up to 130 bars and temperatures of 110 C. Another 10-cm diameter system will simulate multiphase flow in hilly terrain with abrupt inclination changes.

The Center currently has six large multiphase Moyno pumps, including three tri-phase pumps. One of the pumps, to be used in the hydrogen sulfide system is equipped with a unique double mechanical seal. This pump is of great interest to industry and its performance will be closely monitored for use in the oilfield in the near future.

The Center has the necessary large-scale instrumentation for multiphase flow and corrosion research. State-of-the-art electrochemical data acquisition systems, including electrochemical impedance spectroscopy (EIS) and electrochemical noise (EN), are available for corrosion research. Six patented technologies on multiphase mixing and separation, nonintrusive ultrasonic measurement, and nonvisual multiphase flow regime detection system have been developed. Currently, several new and unique measurement technologies are being developed for multiphase flow research. These include, a multiphase turbulence and shear stress measurement system as well as a multiphase measurement system based on magnetic resonance imaging. The Center also has state-of-the-art flow visualization systems that are connected to two graphics workstations with image analysis and processing capabilities. Two state-of-the-art visualization software packages are being used. These include the Cerius2 molecular modeling software and cfx4, computational fluid dynamics software. The Center is also expected to acquire two state-of-the-art multiphase flow simulation software packages this year, namely, OLGA and PipePhase.

The Center has its own machining and electronics shop and also has access to the Russ College of Engineering and Technology's Engineering Research Facilities. These include a machine shop and other fabrication facilities. Also, the Center has full access to state-of-the-art analytical equipment including scanning electron microscopy with energy dispersive analysis of x-rays (SEM/EDAX), scanning tunneling microscope (STM), Infrared (IR) spectroscopy, gas chromatography with mass spectrometry (GC/MS), x-ray photoelectron spectroscopy (XPS), and x-ray diffraction. Several faculty members from the department of Chemistry will be actively involved with the Center as mentioned before.

3. Center Director

The Center director is Dr. W. Paul Jepson, an internationally renowned multiphase flow and corrosion expert. Dr. Jepson is also unique in his managerial abilities. Since the inception of the Center in 1989 with 6 oil and gas companies as sponsors, it has grown to its present size involving more than 20 companies sponsoring the Center from the United States, Venezuela, Britain, France, Norway, Italy, Saudi Arabia, and Malaysia. Every year new companies are joining the Center and currently there are extremely high levels of interest from Brazil, Mexico, China, Japan, India, and Russia. All of this has been possible due to the extraordinary leadership and management capabilities of Dr. Jepson, as will be attested to by the many companies. Dr. Jepson has consistently visited every company each year to maintain a high level of interest and involvement and this has resulted in new projects and ideas surfacing each year. The result has been the initiation of two additional focus areas outside the Center that have now grown into separate Centers on their own. These include the Drag Reduction in Multiphase Applications and the Multiphase Metering Section. Together, the annual funding for the overall Center now exceeds \$1 million, with further funding in excess of \$500,000 from special projects with each company.

4. Center Policies and Procedures

The Center has an extremely active advisory board that provides a high level of guidance and suggestion in the continued development of the Center and in the initiation of new projects. Recently, focus groups have been formed for each project in which several experienced scientists

from member companies have agreed to externally provide input and guidance on individual projects. Several members of the Advisory board have been key to the initiation and development of new projects at the Center. These include Dr. Tony Green, Dr. Simon Webster, and Dr. Dominic Paisley of British Petroleum, Dr. Huey Chen of Chevron, Dr. Dan Efird of Exxon, Dr. Gene Kouba of Chevron, and Dr. Sundar Ramachandran of Baker-Petrolite. The details of their involvement are specified under "Student and Advisory Board Involvement".

There are detailed intellectual property and license agreements that are in place between Ohio University and the member companies and can be found in the membership agreement included in the Appendix with this proposal. A six-month delay time for publication of results has been agreed to with the companies.

Each company pays an annual fee of \$25,000 for three years. Each company can send as many people to the two six-monthly advisory board meetings each year where they ask questions, clarify issues pertaining to the results of the research, and guide the future direction of projects. However, each company is expected to have only two members in the Industrial Advisory Board of the Center that reports to NSF.

Mr. Scott Morris is the independent NSF evaluator. He distributes Level of Interest and Feedback Evaluation Forms (LIFE) to each member of each company who comes to the advisory board meeting for each project. The level of interest is graded from 0-4 with 0 being "Abstain" and 4 being "Very Interested". His annual report is included with this proposal as well.

The members of the university policy committee are the Center director and co-director, the Dean of the Russ College of Engineering and Technology, the Vice-President for Research, the director of the Office of Research and Sponsored Programs, and the director of the Technology transfer Office of Ohio University.

C. Research Plan

1. Faculty

Dr. Paul Jepson and Dr. Madan Gopal will direct the following projects jointly. Dr. W. Paul Jepson was one of the co-founders of the Center in 1989. He is renowned in the world for his expertise in multiphase flows. Since his initiation of the Center, his stature has increased around the world and he is now acknowledged as one of the leading experts on multiphase flows and their effect on corrosion. He is currently Chair of the NACE International T-3 symposium in San Antonio, Texas, in 1999. He is also associate editor of the Journal of Energy Resources and Technology, one of the archival transaction journals of ASME and is a member of the International Advisory Committee for the International Conferences on Multiphase Flows held annually as well as on the organizing committee for the Society of Petroleum Engineers Conferences. The projects will be co-directed by Dr. Madan Gopal, who has been involved with multiphase flow and corrosion at the Center since 1992. Dr. Gopal has published extensively in this field, has been session co-chair at the ETCE conference and is currently session chair of one the symposia at The International Conference on Multiphase Technology.

2. Student and Advisory Board Involvement

The general approach in the research plan is as follows: The Center director and co-director formulate a new research project based on ongoing discussions with members of the advisory

board. This involves the scientists and researchers from the 22 companies. The list of new projects is presented to the Advisory Board at the end of the second year of every three-year cycle. Preliminary discussions regarding the scope of the project and the specific deliverable at the end of the project are carried out. Following the approval of the project on a LIFE form by the board, it is offered to graduate students as a thesis/dissertation topic. The assigned graduate student then carries out a detailed literature survey and a research proposal is presented to the Board at the next meeting. The research objectives and experimental approach are further refined and modified based on the discussion at the meeting and the project is initiated. A focus group of select individual scientists from various companies continues to interact with the project director and graduate student on each project. During the duration of the project, results are submitted in the form of progress reports at the semi-annual meetings. There is extensive discussion with regard to each result and the Board critiques each project in the LIFE forms. Finally, the project is completed and a software/model is developed and given to each company.

Several members of the Advisory Board have been instrumental in the initiation and development of new projects and focus areas at the Center. Dr. Tony Green from British Petroleum was at Ohio University from 1995-1996 as a Stocker Visiting Professor and was instrumental in the development of the studies on hilly terrain and inclined flows as well as the focus area on drag reduction. Dr. Simon Webster, also of British Petroleum was responsible for guiding the initial research at the Center on ECN and provided extremely valuable insight into the field pipelines. His work with the Center resulted in an International Conference presentation. Dr. Huey Chen of Chevron provided the initial expertise necessary to carry out EIS studies. Ms. Yue Chen, a doctoral student at the Center, spent the summer of 1997 at Chevron under the guidance of Dr. Chen, carrying out systematic investigations into corrosion inhibition problems in industrial pipelines. Dr. Dan Efird of Chevron and Dr. Dominic Paisley of British Petroleum provided the initial thrust and necessary funding for the unique multiphase mass transfer studies mentioned earlier. Dr. Efird provided specially fabricated test sections that simulated flow upsets in pipes, such as weld beads, pits, and threaded connections, for investigating turbulence and its effect on mass transfer in their vicinity. Exxon, Chevron, and other companies have donated equipment to the Center that exceeds several thousand dollars in value. These include test sections, rotating cylinder test apparatuses, and viscometers.

The list at the end of this section contains the summary information for each of the project areas being carried out at the Center. The summary sheet gives description, experimental plan, related past research, goals and benefits to the companies, the milestones and deliverables, and the budget for each project for the next year.

3. New Thrust Areas

Over the six years the Center has made substantial progress towards understanding the effect of multiphase flow on corrosion. The knowledge has been developed based on a database of more than 50,000 points generated on oil/water/gas holdup and velocity profiles at various inclinations, input ratios and flow rates at different pressures and temperatures in pipes of different diameters. Simultaneously corrosion rates at the pipe wall have been measured using three different techniques and some mechanistic understanding has been gained regarding the underlying process. Particularly, the Center has been instrumental in enlightening the corrosion community about the effect of the impact and collapse of entrained gas bubbles on the pipe wall. It is now recognized that gas bubble mechanisms in multiphase slug flow can cause dramatic increases in corrosion rates that cannot be studied any other way.

However, much work still remains to be done. While uniform (or general) corrosion is now reasonably well-understood, localized corrosion still needs to be investigated further. The interaction of multiphase flow turbulence with electrochemical corrosion processes needs to be better understood. In particular, the transport of corrosive species to the surface, the effect of corrosion product layer structure and porosity, and the surface electrochemical reactions need to be investigated in detail.

Multiphase flow characteristics and their effect on corrosion in hilly terrain and in topographies with abrupt changes in inclination need to be investigated. Since water wetting is so important in multiphase flow effects on corrosion, water dropout due to lowering of flow-enhanced turbulence and mixing in oil/water flows need to be studied. The effect of oil viscosity on this phenomenon needs to be understood.

As the amount of liquid content increases in a natural gas production line, the multiphase flow regimes can change significantly. Entrained liquid droplets can impinge on the top of the pipe causing significant corrosion in unexpected spots. Inhibiting this corrosion is sometimes difficult owing to the presence of the gas phase near the top of the pipe. Vapor phase inhibitors are necessary. However, the stability and protectiveness of such inhibitors under multiphase flow conditions are unknown.

The Center has clearly demonstrated that the impact and possible collapse of pulses of gas bubbles in the mixing zone of slugs is a crucial issue for corrosion of pipes. The effect of this unique phenomenon on the stability of corrosion product layer and inhibitors needs to be examined. The central challenge before the oil and gas industry now is to inhibit the incredibly high rates of corrosion in slug flow. Fundamental studies that decipher the governing mechanisms of inhibitor performance in multiphase flows and methods to further improve them need to be studied. This is of crucial importance to the industry.

Finally, the mechanisms governing corrosion of carbon steel pipes in multiphase flow environments containing hydrogen sulfide are completely unknown. In many new and existing oil reservoirs, small amounts of H_2S are often present with carbon dioxide. All of the problems discussed so far become complicated by the formation of iron sulfide corrosion product layers. With increasing concentration of H_2S , various sulfides of iron are formed whose characteristics can be drastically different. Sometimes the resulting corrosion product layers are protective and sometimes they act as a catalyst for further corrosion. None of these phenomena have been studied in detail and nothing is currently known regarding the effect of multiphase flow on all of these problems.

i.) Corrosion Inhibition Studies

This research aims at utilizing state-of-the-art surface analysis instrumentation to investigate the structure, composition, and configuration of corrosion product layers and adsorbed corrosion inhibitor molecules in the corrosion of carbon steel by acids gases such as carbon dioxide and hydrogen sulfide. The techniques will include infrared spectroscopy, atomic force microscopy, x-ray diffraction, as well as gas chromatography and mass spectroscopy. The surface analysis techniques will be coupled with *in situ* electrochemical noise and electrochemical impedance spectroscopy measurements. The experiments will be carried out in two 10 cm diameter, 20 m long, high-pressure, high temperature, multiphase flow and corrosion systems. One of the systems is constructed from Hastelloy, which is resistant to hydrogen sulfide corrosion, and the other is fabricated from 316 stainless steel. These will be used to carry out fundamental research into the *in situ* molecular and electrochemical structure of the metal surface and its interface with severely

corrosive multiphase flow mixtures. The study will include investigation of the stability of corrosion inhibition chemicals that are adsorbed on to the metal surface.

The corrosion mechanisms studied will include the effect of multiphase flow characteristics on the metal surface and metal/solution interface. Surface features that will be studied include, the electrochemical, morphological, and surface mechanical characteristics of the metal. The electrochemical characteristics include surface composition (adsorbed atoms, dipoles, radicals, ions etc. and their bond types and strengths, their orientation) and the resulting interfacial electrical properties such as polarization impedance, dielectric constant etc. Organic packing density, hydrophobicity effects, rates of adsorption/desorption and heats of adsorption will be determined. Competitive adsorption effects will be modeled. Morphological features include localized corrosion effects, such as pitting and crevice formations, and their dimensions and structural characteristics, and fracture mechanical properties of corrosion layers. Interfacial characteristics include the electrochemical nature of the triple (metal/adsorbed species/electrolyte) layer, shear degradation, and the time-dependency of the interfacial features. The experimental results will be used in the development of molecular models that will be used to visualize the corrosion phenomena.

Combined with the detailed surface and electrochemical studies, a nonintrusive, *in situ* measurement system will be developed for the simultaneous determination of the instantaneous wall shear stress, pressure gradient, and phase distribution in dynamic multiphase systems. These variables will be related to the production and dissipation of turbulent kinetic energy and the consequent effect on the governing corrosion mechanisms will then be determined. These will be combined with multiphase flow visualization studies to obtain detailed, instantaneous information on impact and collapse of gas bubbles and their effect on the molecular mechanisms governing corrosion in such environments. Also, the mass transport of the corrosive species in multiphase flows and their effect on the instantaneous corrosion rates will be studied.

The uniqueness of this research stems from its multiphase environments. All of the surface and interfacial characteristics are strongly influenced by the dynamics of the metal/solution interface. This research will focus on the effect of multiphase flow features such as, *in situ* phase distribution, wetting of metal/nonmetal surface by corrosive mixture, and the synergism between dispersed (such as drops and bubbles) and continuous phases in the production of turbulence. The unique feature of this research will be the determination of the instantaneous turbulence generated and dissipated in the multiphase flow, and the effect of the transmission of that extra energy to the metal/nonmetal surface and adsorbed species on corrosion.

Many inhibitor packages contain drag reducing agents, salting compounds, surfactants etc. to help the active inhibitor molecule in its goal of protecting the pipe wall. The combined surface science and multiphase flow studies described above will systematically investigate the different synergistic mechanisms in such combinations.

An augmented research proposal has already been submitted to NSF in this area this year.

The surface analysis is a new component to the Center. The departments of Chemical Engineering (and the Center) and Chemistry have initiated an extensive collaborative effort towards combining fundamental scientific studies with engineering developments. The Center is one of the cornerstones of this collaboration.

ii.) Corrosion in Sour Systems

The presence of hydrogen sulfide leads to such problems as pitting, sulfide stress corrosion cracking, hydrogen embrittlement, and other localized corrosion problems. It is also well known that hydrogen sulfide can interact with elemental sulfur (which frequently occurs as well) to significantly enhance corrosion problems (Schmitt, 1990). Recently, a pipeline failure was reported due to a combination of H_2S and chloride (Bich and Goerz, 1996). The design expectation that iron sulfide would protect the pipeline wall in combination with some corrosion inhibitor chemical addition, proved to be a costly mistake due to multiphase flow regime effects and the formation of a stagnant water layer. Their work clearly demonstrated that *in situ* multiphase environmental effects could dramatically alter the corrosion process. Another study found that in the presence of sulfides and chlorides, drastically increased generalized corrosion of stainless steels can occur, in which the sulfides attack the nickel, while the chlorides attack the chromium and the iron (Russell and Wortham, 1997). A further complication of this problem occurs when microbes are present in the aqueous phase. Microbial induced corrosion of various materials due to the formation of H_2S in the system is a very well known phenomenon (Dexter, 1986). Among the metals to be affected include stainless steels, brass, and aluminum. Recently Videla (1996) has summarized the various problems due to the presence of microbes in a H_2S environment.

From all of the above information it is known that the chemistry of H_2S and chlorides corrodes the surface of many metals by interfering with their bonding. However, there is currently no information available on the effect of dynamic multiphase environments on the corrosion mechanisms. The report by Bich and Goerz (1997) reveals the significant effects but the details of the mechanisms are unknown. However, in many industries, it is precisely the occurrence of multiphase environments that causes much concern. Hence there is a clear and present need to be addressed in this respect.

A unique, 10 cm diameter, 20 m long, multiphase flow systems at the Corrosion in Multiphase Systems Center will be used for this project. The system is fabricated from Hastelloy C-276 to study corrosion processes in hydrogen sulfide. The system is similar to others used at the Center.

A predetermined mixture of oil and water is placed in a 1.5 m^3 Hastelloy tank. The liquid is pumped by a special multiphase flow pump into the system, where the liquid flow rate is measured using turbine flow meters. Carbon dioxide gas is introduced into the system from a high pressure, 25000 kg storage facility and mixed with the incoming oil/water liquid mixture. For the hydrogen sulfide corrosion studies a 3 ft^3 hydrogen sulfide supply will be introduced along with carbon dioxide. The gas flow rate is measured using variable area gas flow meters. The multiphase mixture then flows through the 10 cm diameter stainless steel pipe, where all the measurements are made using a specially designed test section. The oil/water/gas mixture discharges into the storage tank and is recirculated. The liquid storage tank is equipped with two induction coil heaters connected to a thermostat that is used to maintain a constant system temperature. A backpressure regulator connected to a ball valve is used to maintain a constant system pressure.

The test section is used for extensive corrosion and multiphase flow monitoring in projects currently underway at the Center. Specially designed ports have been fabricated for corrosion measurements, pressure drop, wall shear stress, and impedance profiles. A 10 cm diameter, 15 cm long sapphire pipe will be added to the test section to carry out the flow visualization studies. The sapphire pipe is designed for system pressures up to 5 bars and temperature 300 C.

One unique feature designed into the system is a sample transfer conduit. The conduit is designed and fabricated at the Corrosion Center with Hastelloy C-276. The conduit is attached to the coupon holder port of the corrosion system. A sample retractor rod, similar to antennas on cars, is built inside the conduit, and all surface analysis samples are mounted at the end of the rod. A piezoelectric crystal-based, ultrasonic pressure sensor is mounted at the tip of the sample retractor, flush with the coupon holder, to detect the position of the sample. It is important to mount the sample flush with the pipe wall. Also, drain holes are built into the sample retractor conduit at different positions to drain out the solution from the corrosion system. This is important since the solution will contain dissolved hydrogen sulfide and other noxious gases.

Several measurements will be made simultaneously in this project. The multiphase flow characteristics are expected to be substantially the same as for carbon dioxide flow. The thermodynamics, electrochemistry, surface kinetics, and surface morphological characteristics of corrosion will all be different. Hence, the pH of the flowing mixture will be measured for each condition. Models are available for the prediction of pH in sour systems. The data will be compared with the models. This will yield a complete picture of the ions and dissociation reactions within the mixture.

All the surface science studies discussed under inhibitor studies will be carried out here as well. These include, infrared spectroscopy, x-ray diffraction, and scanning tunneling microscope. In addition, scanning electron microscope with energy dispersive analysis of x-rays will also be done to study the morphological characteristics and composition of the corrosion product layer. These studies will be carried out on sample coupons exposed to the multiphase flow. These will be combined with electrochemical measurements using potentiodynamic polarization, electrochemical impedance spectroscopy, and electrochemical noise. The corrosion rate of the system will be measured using electrical resistance probes.

iii.) Corrosion in Wet Gas Systems

As stated before, natural gas is an increasingly important constituent in the petroleum industry and is expected to replace crude oil as the main source of energy and chemicals in the 21st century. The economical production of natural gas has become an important technology for the industry.

Corrosion problems in natural gas pipes arise from the presence of a condensed water phase. Many gas reservoirs are being discovered offshore and with time, the presence of water becomes an issue in these pipes. Increasing liquid content in the gas due to presence of water as well as the condensation of hydrocarbons due to decrease in temperature can result in multiphase flow situations. Typically, the multiphase flow regime observed in such pipes would be annular and annular/mist flow. In annular flow, the liquid is spread around the pipe wall as a thin film with a gas core in the middle. Significant amounts of liquid can result in a wet, misty gas core and this can result in the atomization and deposition of liquid droplets (including water) at various parts of the pipe wall. Particularly, top-of-the-line corrosion in wet gas pipes has become a major concern.

As before, the corrosion problem is made more severe by the erosive component of the flow. In this case, the flow is not only multiphase, but also at very high velocity. Typical gas velocities of 20 m/s are not uncommon. At these velocities, liquid droplets can be atomized and entrained into the gas core, and secondary flow turbulence can cause them to be impacted at the top of the pipe. To prevent this corrosion from accelerating out of control, vapor phase corrosion inhibitors are also needed. These will become dispersed within the gas and are expected to adsorb on to the dry pipe wall and prevent further corrosion. The nature of the multiphase flow in gas pipes with

increasing amounts of liquid and the consequent effects of corrosion/erosion are unknown at the present time.

An existing high pressure, multiphase flow system at the Center will be modified to study wet gas corrosion. The system will be 10-cm diameter and 20 m long and is made of stainless steel. The maximum pressure that the system can be operated at is 100 bars and the maximum temperature is 110 C. The system is similar to the hydrogen sulfide system described earlier. The gas is introduced from a 20-ton high-pressure storage facility and metered using in-line variable area flow meters. Special provisions are made to inject a mixture of oil and water into the gas flow using a high-pressure spray nozzle.

The test section is a 10.16-cm ID, 0.95-cm thick and 2-m long pipe. A schematic of this section is given in the Appendix. The two pairs of openings at the top and at the bottom are used to insert the flush-mountable electrical resistance probes for corrosion rate measurements and for the introduction of specimen coupon holders. The pressure tapings are connected to a pressure transducer, and are used to measure the pressure drop across the test section. There is a port that can be used to insert a hot film probe to measure the shear stress. There is a sampling tube used to take out samples of the flowing mist isokinetically, and to determine oxygen and carbon dioxide concentrations in the system. The liquid fraction and void fraction measurements are made by connecting the sampling tube to the void fraction tube.

The major objective of this research is to study the effect of carbon dioxide partial pressure, temperature, gas velocity, liquid film thickness and composition on corrosion rate in horizontal multiphase annular flow conditions. To obtain a detailed understanding of these effects a systematic matrix of experimental conditions are proposed. These include varying the temperature from 40-90 C, carbon dioxide pressure from 0.27-0.79 MPa, water cut in the liquid from 20-80%, gas velocities of 10 and 20 m/s, and liquid velocities of 0.1 m/s are lower.

The measurements that will be made include, corrosion rate, film thickness, film height, mist fraction, pH at different CO₂ partial pressures, and pressure drop in the flowing mixture. In addition, coupon samples will be inserted into the pipe wall along with the corrosion probes for surface analysis described before.

From the results, detailed models of the multiphase annular/mist flow characteristics as a function of fluid properties and operating flow rates will be developed. These will be used along the corrosion rate and surface science results to develop mechanistic models predicting the effect of wet gas flow characteristics on corrosion rates.

iv.) Hilly Terrain

A new test facility will be constructed that will complement the existing pilot plant scale flow systems at the Center. The new test facility will operate up to pressures of 3 bars and temperatures up to 60 C. Specified mixtures of oil and water will be placed in a 2.6 m³ storage tank. The mixture will be pumped by a 10 hp centrifugal pump through a 10 cm diameter pipe where the flowrate is measured using the orifice plate. The liquid then passes to a mixing Tee where the gas is introduced. The gas used is carbon dioxide as this is the main component in the corrosion process. Liquid carbon dioxide from an existing large storage facility is passed into a vaporizer and then to a gas storage tank. From here the gas flow rate is measured using a variable area flow meter (I) and the gas is passed to the mixing tank.

The multiphase mixture then flows through the 20 m long 15 cm diameter test section and discharges into the liquid storage tank, where the liquid and gas are separated and the liquid is then recycled and the gas is sent for recompression. The system can be oriented to study vertical upward, downward, and inclined flows using different bend configurations.

Special test sections will be constructed for this system using transparent PVC and glass. This will allow a detailed visualization of the local multiphase flow characteristics.

Each test section component will be fitted with specially designed ports to make specific measurements of flow characteristics and erosion/corrosion effects. At each axial location, there will be eight ports located symmetrically around the pipe wall. Four of these are pressure tapplings at different axial locations. Two of the tapplings will be located in the bend itself, and one each immediately upstream and downstream of the bend. To be able to measure the fluctuations in the pressure, the Omega PX500 type single point pressure transducers are needed.

A similar set of ports will be used for inserting TSI flush-mounted hot film probes for the measurement of real time instantaneous wall shear stress and its fluctuations. The technique has already been used very successfully at Ohio University to indicate unique mechanisms in slug flow (Sun and Jepson, 1992, Zhou and Jepson, 1993, Gopal et.al. 1995). The ports for pressure and shear stress measurements are interchangeable.

In addition to the fluid flow measurements, at two axial locations in the bend, special ports will be fabricated to insert flush-mounted corrosion probes for the measurement of the local corrosion rates and corrosion/erosion mechanisms. At each axial location, the corrosion rate will be monitored at the top, centers, and bottom of the pipe. Corrosion effects will be measured using existing equipment developed at the Center. These include electrical resistance (ER), linear polarized resistance (LPR), electrochemical noise (ECN), and where possible, limiting current density (LCD) techniques.

These ports will also be used for the insertion of electrical conductance probes to determine which liquid is at the pipe wall. Finally, a flush-mounted Omega DLC101 type load cell will be installed to measure the impact force of slugs in the bend. All of these measurements will be collected on-line using a multiplexer. To accomplish the analysis of the flow regimes and phase distribution, use will be made of a novel flow visualization system already developed in the center (Gopal et.al. 1995).

To develop a complete understanding of the mechanisms, the experimental matrix will involve study of several pipeline configurations. Initially, 90° and 45° bends with the bend radius being four times the pipe diameter will be used. This value of the bend radius will facilitate the fabrication of the ports for the different measurements. Pipe lengths of 2 m and then 4 m will connect the bends. Three different flow configurations around the bend will be studied, namely, vertical inlet to horizontal outlet, horizontal inlet to vertical outlet, and horizontal inlet and outlet. For the vertical outlet, both upflow and downflow will be studied. These flow configurations will simulate the flow situations encountered at road crossings, river crossings, and expansion loops in multiphase flow lines.

To simulate the chemistry of oil and gas pipelines, the fluids used for liquid phase will be ASTM D1140-52 substitute seawater and two different oils. The first oil is of viscosity of 2 cp and is similar to that found in gas-condensate systems. The second oil, of viscosity 100 cp, is similar to a moderately viscous crude. These oils have been used frequently by the Center for other research projects. Oil/water mixtures of 0, 20, 40, 60, 80, and 100% oil will be studied. Carbon dioxide

will be used for the gas phase since this is the most important constituent in sweet corrosion systems.

Most of the studies will be conducted at a temperature of 40C. This represents typical flow lines in the oil and gas industry in long distance multiphase transportation systems.

Using the above experimental facility and flow configurations, a detailed study of the corrosion/erosion effects in multiphase flow will be carried out along the lines already mentioned. Predictive models for the local multiphase flow characteristics and their effect on erosion/corrosion will then be developed.

v.) Slug and Corrosion Tracking

The extensive multiphase flow and corrosion work at the Center needs to be translated into reliable corrosion prediction software for industrial pipelines. These will experience changes in pressure, temperature, operating flow rates, and inclinations. The various existing and new projects at the Center will have to be combined in a coherent and organized manner to predict the necessary characteristics for these pipes.

This project area will concentrate on confronting and solving the above problem. A few multiphase flow simulators already exist in the market. They do not however, understand multiphase flow and do not account for the mechanisms involved in three phase oil/water/gas flows.

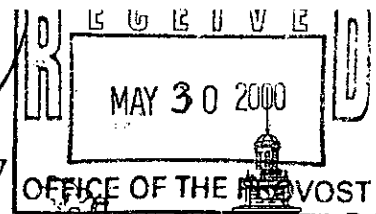
The proposed project will build on the existing infrastructure provided by the commercial software packages. For example, knowing the pipeline layout and topography, and the initial condition for pressure, temperature, flow rates and composition, the existing packages can be used to determine the thermodynamics and thermal characteristics of the flow initially. This is important to start the calculations.

With the initial conditions known, the objective of this project will be to carry out a detailed simulation of the multiphase flow behavior over each section of the pipe. Of particular importance will be the slugging characteristics. This will require knowledge of the oil and water film heights, velocities, and local inclination. Models currently exist at the Center to predict slug characteristics based on these data, which are themselves calculated based on the initial conditions. Models also exist at the Center to calculate in situ water velocity and water layer heights in two-phase oil/water flows. The knowledge of the multiphase flow characteristics then allows the development of corrosion prediction models. Such models have already been developed at the Center for oil/water and slug flows. The knowledge from the other project areas will complement and increase these capabilities.

Starting from the initial pipe section, the simulation will be developed over each section of the pipeline, while accounting for changes in inclination, pressure, temperature, and phase composition due to thermodynamics. Using the flow characteristics and the chemistry will then allow for the prediction of corrosion rates.

Ohio University
Russ College of Engineering & Technology

**Institute for Corrosion and
Multiphase Technology**



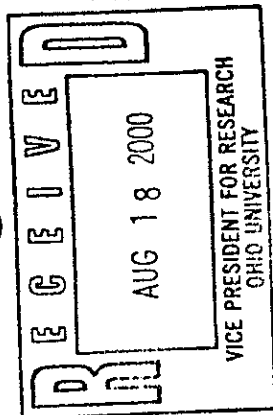
DATE: Wednesday, May 24, 2000

TO: Dr. Sharon S. Brehm, Provost

FROM: Charles Alexander, Interim Director

SUBJECT: STATUS OF THE INSTITUTE FOR CORROSION AND MULTIPHASE TECHNOLOGY

The strategic plan for the Russ College of Engineering has very clear objectives consistent with its vision, purpose, and mission. An essential part of this vision, purpose, and mission is research and development (R&D). R&D is directly addressed by the following objectives:



Objective Four – "Expanded Sponsored Research"

Objective Five – "All Faculty Members Engaged"

Objective Six – "Research Infrastructure"

Objective Eight – "Government and Private Sector Economic Viability and Competitiveness"

Objective Nine – "Reputation, Visibility, and Level of Recognition"

Each of these objectives has strategies for achieving these goals that are directly supported by R&D operations like the Institute for Corrosion and Multiphase Technology (hereafter referred to as the Institute).

The Institute currently is the only R&D operation of its kind in the US in the area of corrosion and multiphase flow. It developed from a National Science Foundation Industry/University Cooperative Research Center (NSF I/U CRC) for Corrosion in Multiphase Systems. Because of an expansion in the breadth of R&D activities that could be addressed, the original center grew into four centers with the Institute being the "umbrella" for all of them. The other three centers are: the Center for Ultrasonic Multiphase Flow Metering, the Center for Flow Improvement, and the Center for Proprietary Projects. These along with the Corrosion in Multiphase Systems Center (sometimes referred to as the Corrosion Center) form the Institute.

There is attached to this document a copy of brochure that gives greater details of the technical aspects of the Institute, a brief description of the current projects, and information about the staff structure (includes a number of graduate students).

Significant Issues

There are a number of issues relative to the Institute that require serious attention if it is to achieve its full potential for the university, for the college, for the students, for the faculty, for the staff, and for industry and the Athens community. Let us start with the easy one. **Is there a significant value in having the Institute be successful?** In the five-year review of the Corrosion Center it is clear that the Corrosion Center/Institute has played a very important role in the university achieving its current research status. In line with this, the Russ College of Engineering and Technology and the various industries served by the Institute feel that the Institute is a valuable asset that can help the university in its goal of achieving even greater success in R&D, raising both the university's overall ranking and the university's recognition as leading the world in specific research areas. This is very true with the Institute in that it is the number one R&D facility of its kind in the world.

Another issue is **what will be the future for R&D in this area?** Clearly as more and more oil and gas sites are developed, more and longer pipelines will be needed. Thus, these pipelines will play an even greater part in the costs to be borne by the oil and gas industry. A related problem is the potentially very serious impact of pipeline problems to the environment. These problems are magnified by the high visibility such pipelines have in the public's eye. These problems and concerns will surely lead to more and more R&D for the Institute. Even though low oil prices hurt us in the short term (some of our current serious financial problems have resulted from the low oil and gas prices) it is anticipated that industry will need to address pipeline problems in the future regardless of the price of oil and gas. So, the outlook for the future of the Institute is very bright.

Perhaps our most serious issue is **how serious are our current financial problems?** There is no question that our current financial status is very serious. Significant losses of projects, probably caused by low oil and gas prices, coupled by a lack of attention to planning and effective utilization of funds have lead to a real deficit this year of about \$214,000. This does not include significant financial support from the college and the Office of Research that does not appear in these figures. When included the overall figure exceeds \$450,000.

So, **what are our long-term financial prospects?** Fortunately, the financial future for the Institute is very promising. However, it must be understood that a great deal of effort by a number of individuals will be required and a positive turn around will not happen overnight. Over time the Institute can pay its own way and be a valuable resource for the college and the university. More will be said about this later.

Do we have the right people resources and do we have enough people resources for the long-term health and success of the Institute? If we just look at the Institute itself, it is questionable that we have adequate people resources. Importantly though, the college and the university have sufficient resources to achieve a significant level of success. There are staff needs that if met will help us secure success more easily and help us achieve a much higher level of success. This will be address in greater detail later.

There are other issues such as those related to **staff**. The most important issue related to staff is will Paul Jepson continue to be a valuable contributor to the Institute? Also, if Paul either scales down his activities or chooses to stop contributing, can the Institute survive? It is believed that Paul is looking at the possibility of joining the staff of the University of Central Florida. My

feeling is that if we are successful in our short-term goals he will stay and play an important role in the Institute's future.

I have given a great deal of thought to what would happen if Paul leaves and tries to set up a similar facility elsewhere. It has been said that if Paul goes all of our industrial partners will go with him. After communicating with a number of individuals, I am convinced that the Institute can survive with Paul trying to set-up similar facilities elsewhere. I even believe we will still receive support from some of our industrial partners. Industry has so much invested in the facilities here that they cannot turn their back on it. In addition, there is a great deal of talent in the technical staff and Madan Gopal. It will take Paul a long time to duplicate the Institute elsewhere.

What is Being Done

What is being done by the RCENT staff. Dean Wray and his outstanding staff (in particular Pam Eveland) as well as college chairs and faculty have been working extremely hard to make the Institute a success. A number of important issues have been addressed. The most important short-term issue is the current financial status. A detailed audit has been performed and is attached to this document. This is leading to a budget process for the Institute that will lead to a more responsible financial stewardship in the future. The Dean and others within the college have been actively involved in working with the industrial partners to increase the financial contributions from each partner and to identify projects that can be done at the Institute. Finally, we have identified a number of faculty members who could be technical contributors to the Institute.

What is being done by the interim director. I see my major goals are to create a healthy Institute and then to find an outstanding permanent director. The following are specific items that are being pursued:

- understand the various financial aspects of the center as quickly as possible in order to set long-term goals for fiscal responsibility.
- deal with the morale of the staff and address immediate problems related to the staff.
 - correct inequities where possible. This deals with such issues as making salary corrections and making sure titles accurately reflect the responsibilities of the individual.
 - work with faculty to make sure their departmental obligations are being adequately addressed. It does not do any good if faculties associated with the Institute do not receive tenure.
 - involve staff in the planning and execution of experiments and completion of projects.
- identify individuals within the university community that can be actively associated with the Institute. A number of faculty members have been identified and the interim director is in the process of communicating with these individuals about the

opportunities that exist for them in the Institute.

- work with the industrial partners to directly involve them in making the Institute financially whole and continue its success in R&D. Additional sources of income are also being actively explored.
- work closely with the Dean and the Associate Dean for Research to identify and address areas of concern and develop a rationale plan for achieving success.

What are the Goals for the Near Term and the Long Term

Goals relative to research.

1. Identify new research areas especially those that will increase the number of university faculty members that are associated with the Institute.
2. Identify missing faculty resources that are needed by the Institute to enhance its R&D opportunities. We have already identified the need for someone with an expertise in organic chemistry that is also knowledgeable about electrochemistry.
3. Identify and develop links with faculty at other universities as well as industry to enhance our capabilities.
4. Upgrade current laboratory setups so that they can be productively used to secure R&D grants. Many of our systems are marginally operational or are currently inoperative due to trying to bring them on line quickly without regard to long-term consequences. A good example of this is the H₂S system in which we have invested approximately \$250,000 and yet needs another \$50,000 to complete it.

Goals for the company partners.

1. Help them to become aware of all the real costs associated with operating the Institute.
2. Help them to become aware of the need to more appropriately fund R&D activities. There needs to be a more appropriate level of overhead return (this represents a real cost to the university). Money needs to be paid for release time. Finally, most if not all projects have historically been under funded. This needs to stop.
3. Help them to be an even more important part of the success of the Institute.
4. There should be a significant increase in the number of Industrial partners (especially from industries outside our core group). As we expand our activities, we need to promote industrial partners from a much broader base of industries.

Goals for the staff.

1. The staff must play a much greater role in the planning and development of the Institute.
2. Staff must feel their suggestions for improving the experimentation process will be carefully considered. In addition, there will be an increasing need to address issues related to safety and the staff input in this area will be critical.

Financial goals.

1. The number one goal will be to make sure the Institute can support itself and be a financial asset to the university.
2. A budget process must be developed that will allow accurate tracking of income and expenditures as well as successful, future financial planning. Fortunately we have already made some important efforts in the implementation of control measures on spending.

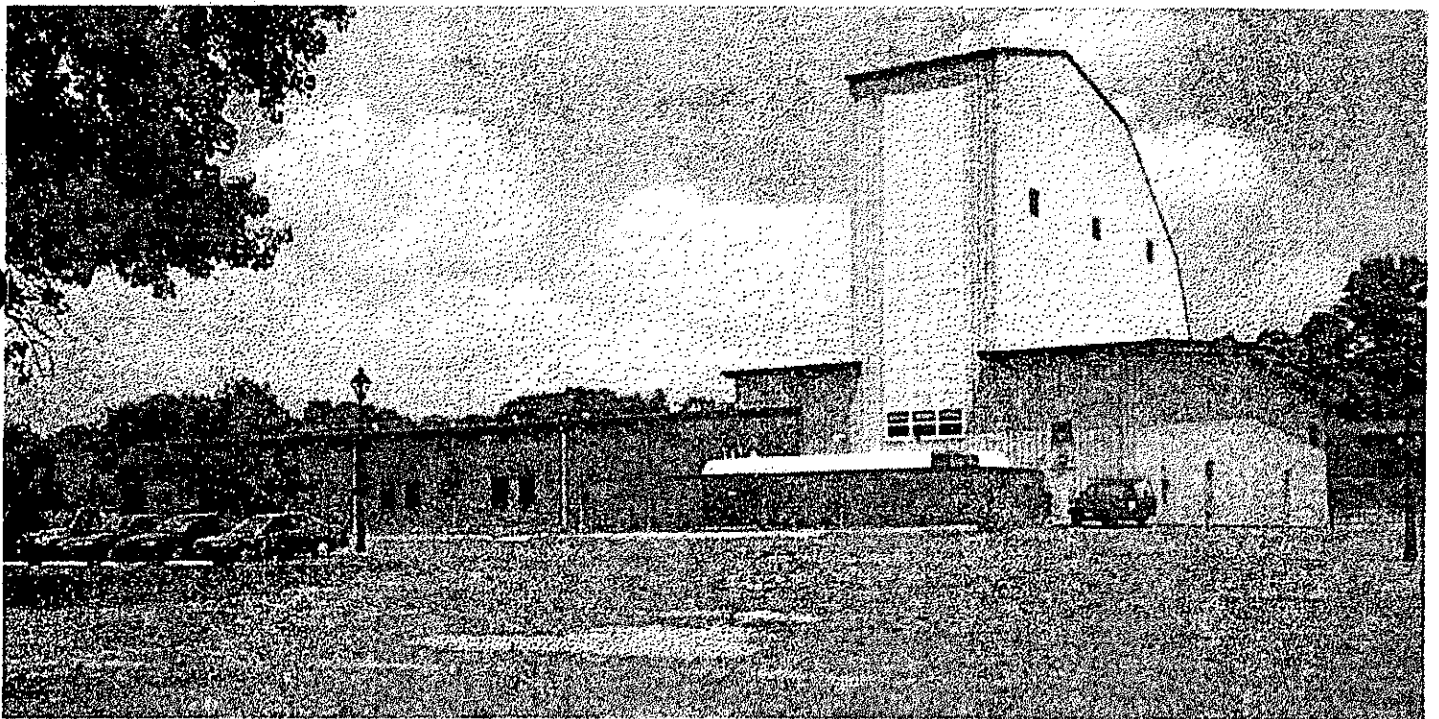
It will take at least three years to reach a significant level of financial stability and five years to reach our ultimate goals.

Formal Recommendation

The Institute for Corrosion and Multiphase Technology represents a key entity for the university in its quest for academic excellence and excellence in research and development. The cost to achieve a similar level of achievement in a new area is significantly higher than the cost to make the Institute healthy. We recommend that the university work to help the Institute become a productive member of the university community.

cc: Dr. Warren Kent Wray, Dean

THE INSTITUTE FOR CORROSION AND MULTIPHASE TECHNOLOGY



ohio university

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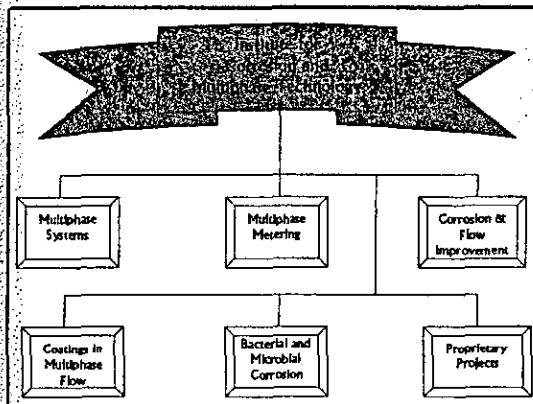
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The Institute for Corrosion and Multiphase Technology is the only one of its kind in the United States in corrosion and multiphase flow. Originally growing out of the National Science Foundation Industry/ University Cooperative Research Center for Corrosion in Multiphase Systems, today the Institute acts as an umbrella for four major research centers: the Corrosion in Multiphase Systems Center (NSF I/UCRC), the Center for Ultrasonic Multiphase Flow Metering, the Center for Flow Improvement and the Center for Proprietary Projects.

The petroleum industry worldwide recognizes the Institute as a premier industrial-scale research facility, which is funded by more than 26 oil, gas and chemical companies. The state-of-the-art facility was assembled in 1997 through Ohio University's Department of Chemical Engineering to provide additional resources for unique flow experiments, computerized support engineering and administrative offices.

To remain a leader for research and development in corrosion and multiphase technology, new thrust areas, innovation, modification and invention are important focuses for the Institute's scientists, faculty, staff and students.

Currently, the Institute supports 20 projects studying multiphase flow characteristics and corrosion mechanisms under elevated pressures and temperatures using many different combinations of oil, water and various gases. The research has a unique database of flow characteristics and corrosion rates with more than 100,000 data points since it first started in 1990. These include flow re-

COMPANIES

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British Gas
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Champion Tech. Inc.
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Dynco Chemicals
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Petrobras
Phillips Petroleum
Robbins and Myers
Saudi Aramco
Statoil
Texaco
Total Fina SA
TR Oil

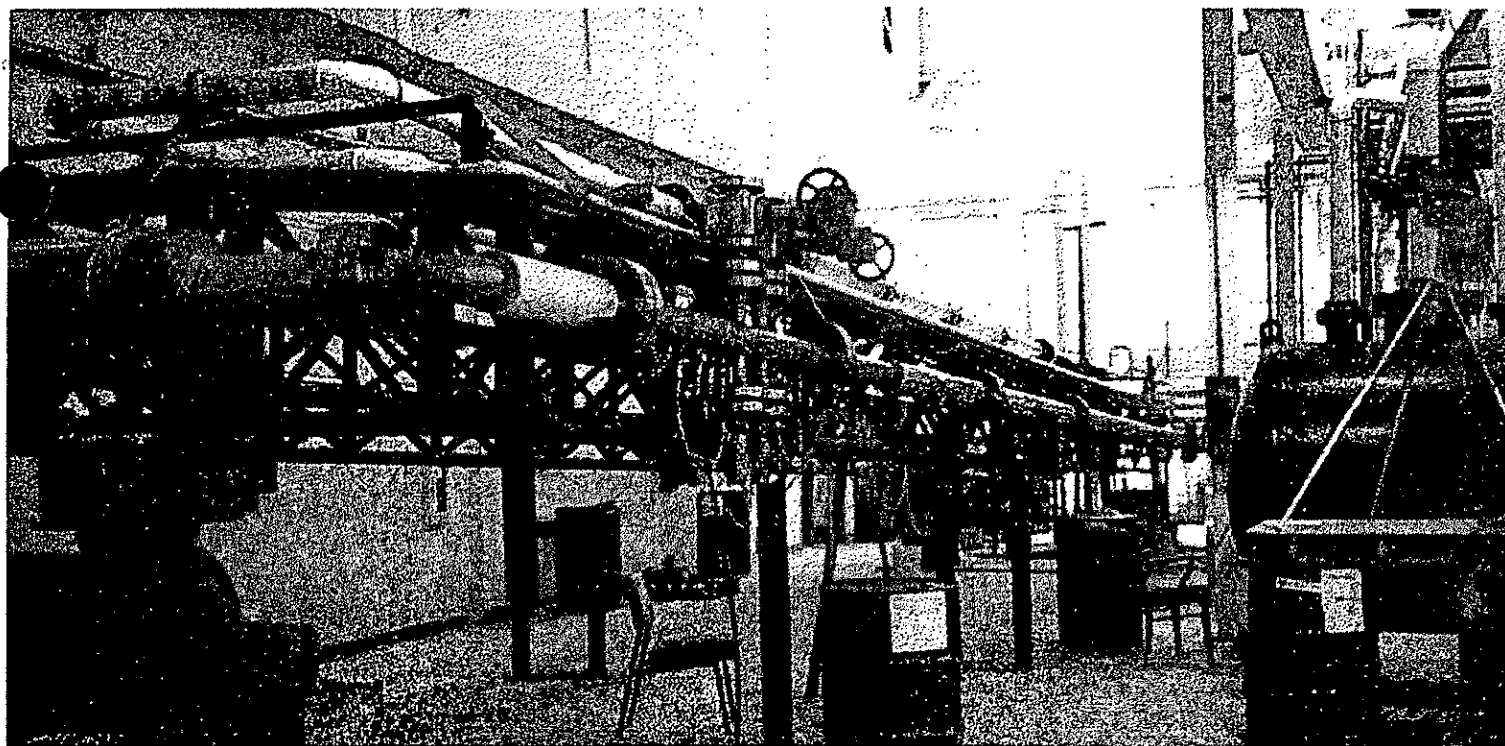
gimes, instantaneous phase distribution, velocity profiles, pressure drop, wall shear stress, and mass transfer coefficients in multiphase flow and corrosion rates, surface characteristics and localized corrosion mechanisms.

Scientists and engineers at the Institute have developed narrated videos illustrating corrosion mechanisms under dynamic multiphase oil/water/gas flow conditions. Particularly, these videos show the effect of impact and collapse of gas bubbles on metal surfaces, even with protective films present.

Models and computer software developed for multiphase flow characteristics show:

- Extent of gas entrainment
- Gas/liquid mixing zone length in

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340 1/2 W. STATE STREET
ATHENS, OHIO 45701



Inclined multiphase flow/corrosion facilities

- Flow regimes and flow regime transitions
- Multiphase flow turbulence intensity in the mixing zone
- Bubble motion and characteristics under multiphase mixing turbulence
- Pipeline inclination effect, operating pressure, and fluid properties on these characteristics

Scientists have modeled the effect of these and other characteristics on instantaneous turbulence-enhanced mass transfer and on pipe surface corrosion/erosion and developed software using Visual Basic.

The Corrosion in Multiphase Systems Center provides pilot and full-scale facilities for corrosion study and the associated flow effects in liquid/liquid, gas/liquid and solid/liquid multiphase environments. It has the only test facility in the world with a large diameter, high-pressure, 90-degree stainless steel inclinable rig designed and assembled for studying multiphase, high shear flows and its effects on corrosion. This system is capable of being op-

erated at pressures up to 150 bars (2500 psi) and temperatures up to 150°C.

Another extremely unique facility at the Institute is a 2,000 ft² environmental chamber that houses a high pressure, 4-inch diameter, 60-ft long, Hastelloy multiphase flow loop, used to study hydrogen sulfide corrosion in multiphase systems. This system can be operated up to pressures of 2,000 psi and temperatures of 150°C.

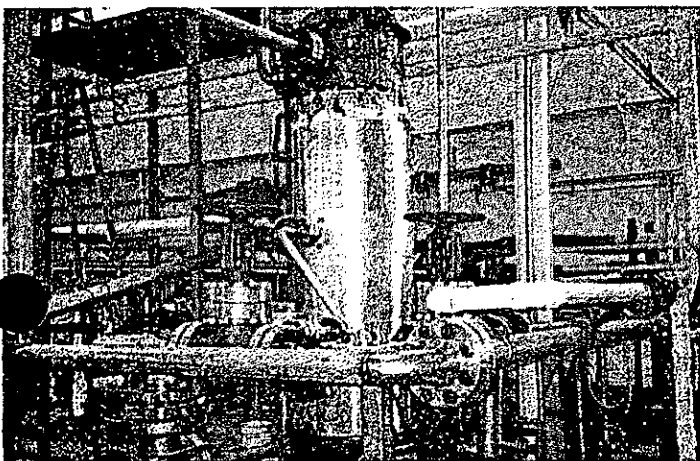
Other projects utilize 11 large-diameter (3 to 12 inches) multiphase pipelines with high-pressure systems capable of being operated at pressures up to 1,500 psi and temperatures of 100°C.

Scientists also have the capability of scrubbing chlorine, sulfur dioxide and nitrogen oxides from gas streams.

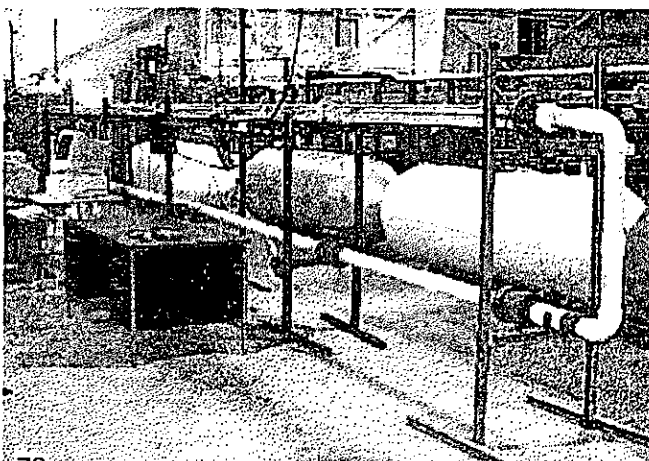
Patented technology includes:

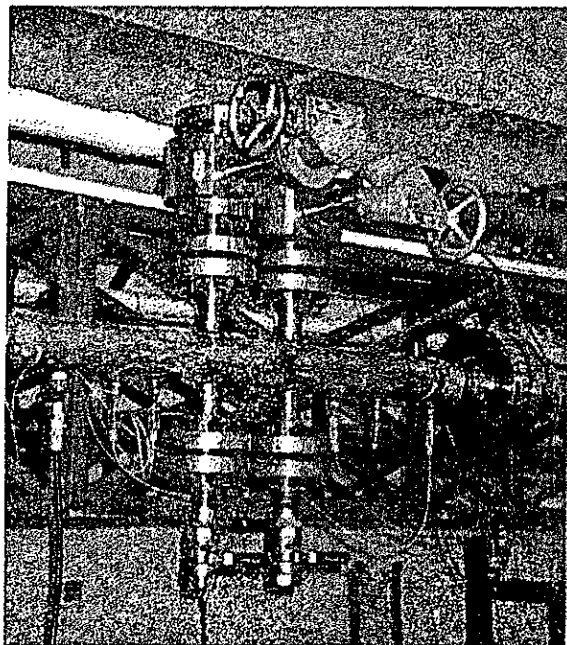
- A non-visual flow regime detection system for high pressure pipes using differential pressure measurements
- Unique, non-intrusive, clamp-on ultrasonic multiphase flow measurement techniques

High pressure tanks and pipework



Corrosion inhibitor characterization





- A unique surface electrochemical measurement system for multiphase systems
- A modified hot-wire anemometer for multiphase flow turbulence measurements
- Flow visualization and digital image analysis techniques used to measure bubble sizes and population density in turbulent gas/liquid mixing zones

The Institute is currently initiating broad collaborative research with the Advanced Materials Processing and Characterization Center (AMPAC) and the Materials Research Facility (MRF) at the University of Central Florida (UCF). State-of-the-art surface analysis instrumentation resources are available to the Institute from UCF. These include:

- Scanning electron microscopy and energy dispersive analysis of x-rays (SEM/EDAX)
- X-ray photoelectron spectroscopy (XPS/ESCA)
- Secondary ion mass spectrometry (SIMS)
- Infrared spectroscopy (IR)
- Scanning tunneling microscope (STM/AFM)

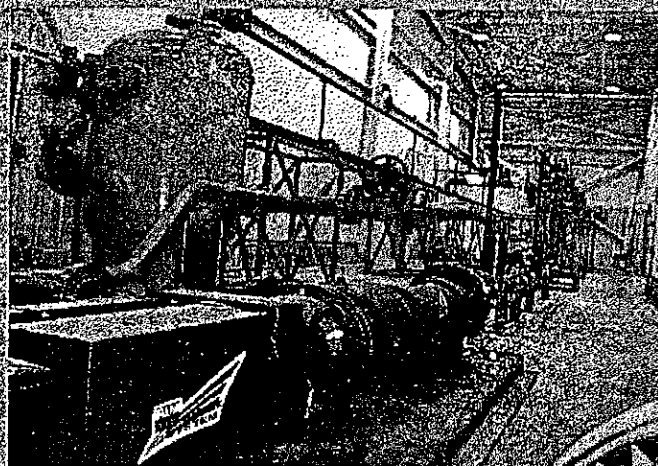
THE CORROSION IN MULTIPHASE SYSTEMS CENTER HAS HAD MANY FIRSTS IN ITS YEARS OF STUDYING SUBSTANCE FLOW THROUGH PIPES, PIPELINES AND CONDUITS

-First to measure high shear, multiphase flow environment effects at high pressure and temperature on corrosion of metals

-First to prove slugs in pipes are hydraulic jumps. Hence, the theoretical equations used for hydraulic jumps and tidal bores can be used in gas/liquid flow with large amounts of entrainment and bubble formation

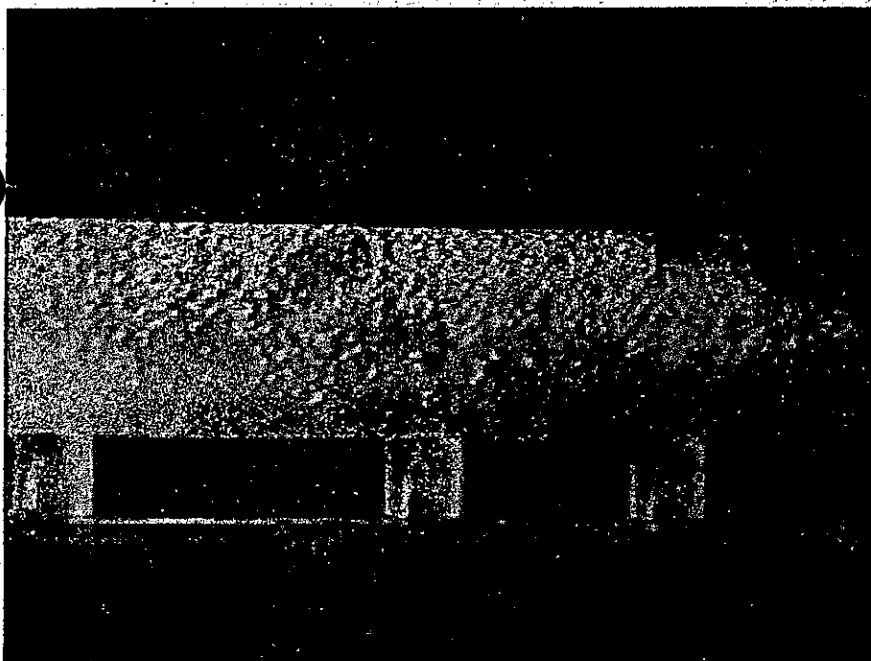
-First to show that unique mechanisms exist in gas/liquid mixing zones behind hydraulic jumps and waves, where gas bubbles/pulses are forced towards the bottom of the pipe. Scientists use scanning electron microscopy to illustrate impact craters caused by bubble impact and collapse, which leads to severe cavitation-type erosion/corrosion of the protective layers on pipe wall

-First to use electrochemical corrosion measurement techniques, such as electrochemical impedance spectroscopy (EIS) and electrochemical noise (ECN) in high-shear, multiphase flow situations, to measure corrosion and characterize corrosion mechanisms. Using ECN, engineers at the Center can depict the pitting type of corrosion shown in the gas/liquid mixing zone behind the breaking slug front due to gas bubble pulses

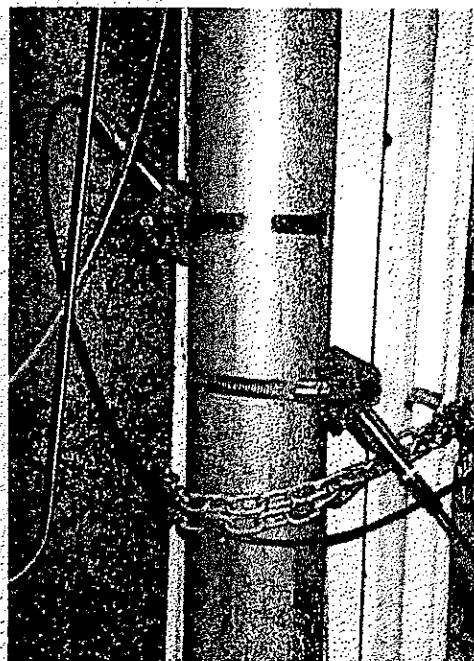


peaks in mass transfer rates leading to three orders of magnitude increase in localized metal loss

-First to study the effect of multiphase flow, turbulence, bubble impact and collapse on degradation of protective/corrosion inhibitor films. From this, scientists have developed standards for inhibitor performance under high shear flow conditions by examining the different localized film degradation mechanisms due to bubble impact and turbulence using EIS and ECN



Slug in pipeline



Ultrasound transducers

The petroleum industry faces an interesting new challenge. With the increasing dependence on offshore and remote-area production, strategies are forced to be flexible to accommodate operating condition changes in operational conditions.

One important facet is proper pipe diameter design for production of oil and gas. Initially, when reservoir pressure is high, the production rates are also high and a larger pipe diameter is needed. However, this phase can end quickly and a more mature and steady production phase commences,

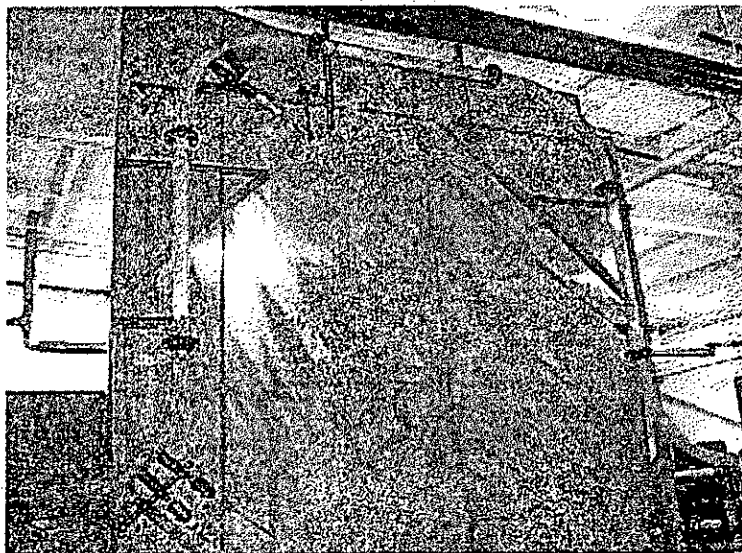
decreasing the pipe diameter needed. Also, as production starts from distances farther and farther away, there is great incentive to reduce energy losses and lower pumping and transportation costs. Drag reducing agents (DRAs) are long-chain polymer molecules that meet this challenge.

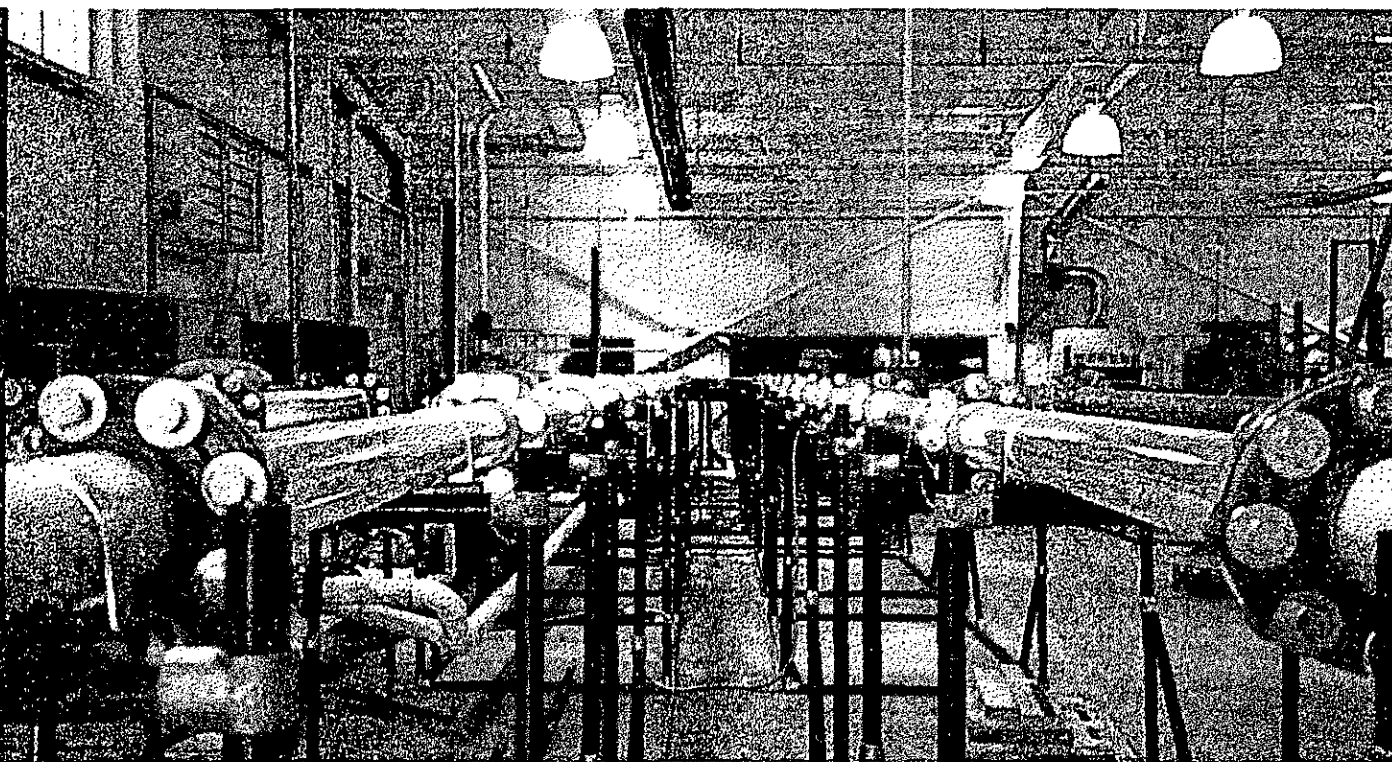
The Center has performed many different projects using DRAs over the last 5 years. Scientists have conducted experiments in a 10-cm diameter, 36-m long, multiphase flow loop at several inclinations to examine the effects of DRAs on corrosion and flow characteristics such as pressure gradient, slug frequency, the height of the liquid film, slug translational velocity, slug length, and Froude number.

The Center assists the petroleum industry by implementing and further developing DRAs for multiphase flow applications. A great deal of DRA research (i.e. existing DRA studies, new generation of DRAs, flow pattern changes, oil types and viscosities; corrosion, emulsion, inhibition, pipe roughness and diameter, injection methods, degradation and field tests) will be performed for the next several years with the support of petroleum companies.

WEBSITE
<http://webche.ent.ohiou.edu/CorrosionCenter>

Hilly terrain facility





Long length multiphase loops for drag reduction

The Center for Ultrasonic Multiphase Flow Metering was created from research developed at the Institute in response to industrial needs. One important challenge facing deep-water production for the oil and gas industry is proper diagnostic and measurement technology of the multiphase mixtures. Variables such as flow regimes and multiphase flow characteristics, including slug velocity and frequency, Froude number, oil, water and gas holdups and individual phase velocities, are all important to continued safe flow line operations. Further, the internal service environment for these long-distance, offshore lines can change dramatically. Sudden changes in temperature and pressure can cause the hydrate formation or wax deposits,

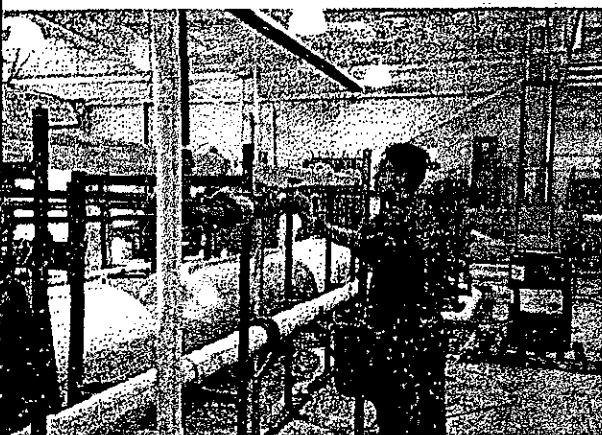
leading to catastrophic pipe failures. The Center is working on nonintrusive instruments that yield detailed information about the interior of pipes.

Currently, there are no simple instruments available to detect or measure multiphase flows. Expensive, highly intrusive and cumbersome techniques exist for determining different multiphase flow characteristics. However, all of them give only approximate averages and cannot be used for continuous measurement.

Ultrasonic technology is an ideal candidate for this area. Ultrasonic waves of different amplitudes and frequencies can be projected into the flowing mixture from the outside pipe wall, similar to medical ultrasonics, and tremendous information can be obtained.

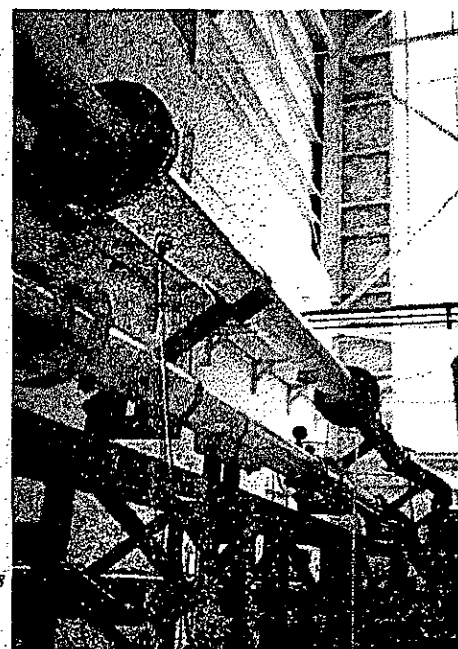
The Center is currently developing a patented, nonintrusive, ultrasonic multiphase wet

gas flow meter that can measure the velocity and hindrance of liquids in annular and annular/mist flows. The Center extends this technology to measure corrosion mechanisms and rates, sand, wax, hydrates, and to determine multiphase viscosity. Several patents are pending in this area.



Multiphase mass transfer measurement

Inclined test sections



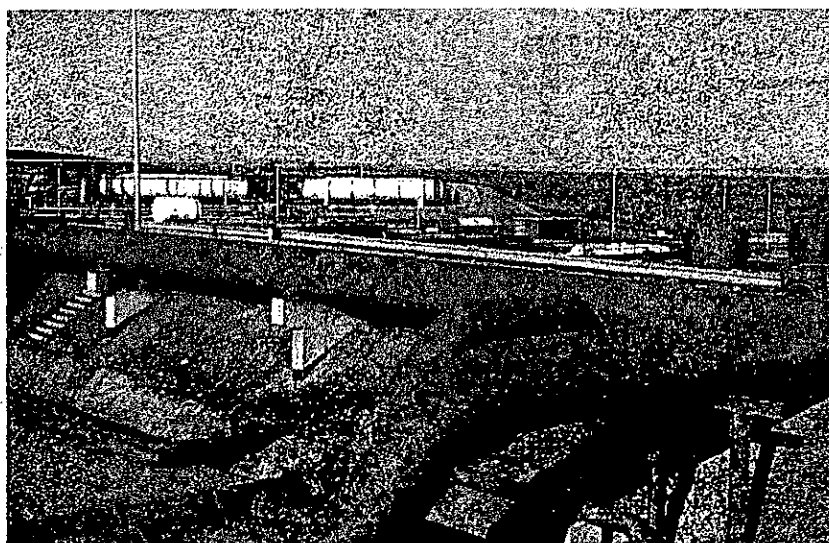
DELIVERABLES

Videos: Flow visualization study of the multiphase flow mechanisms involved with changes in pipeline configurations. S-VHS video format to be used with high resolution TV, VCR and cameras.

Mechanisms: Detailed understanding of flow patterns, phase distribution, and wall contact for different input conditions. Special emphasis of slug flow, with details of scouring, bubble impact, shear and turbulence.

Database: Development of a database of multiphase flow conditions in field pipelines with changes in pipeline configurations and associated erosion/corrosion rates and effects. Comparison with laboratory test results.

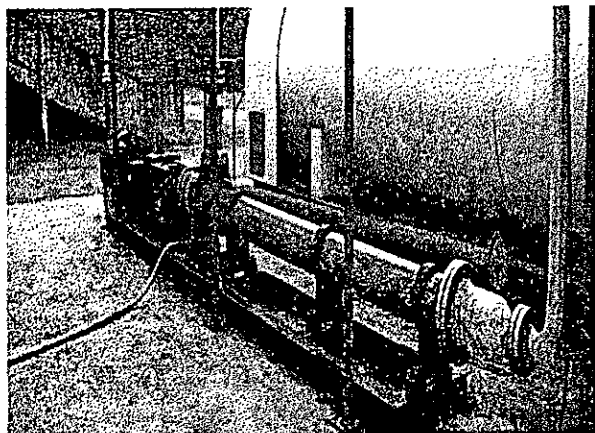
Models and Software: Mathematical models correlating multiphase flow effects with erosion/corrosion rates. Corrosion and multiphase tracking.



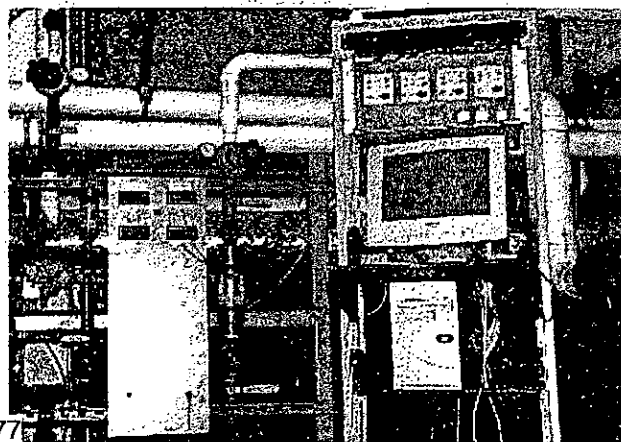
Courtesy of Efird Corrosion International

- Novel instrumentation techniques for determining wall shear stress in multiphase flows
- Inhibitor performance studies in multiphase flows
- Corrosion inhibitor performance investigation and its interaction with Glycol in high-pressure multiphase flows
- Drag reducing agent investigation and its performance in multiphase inclined flows
- Three phase crude oil-water-gas flow characteristics and its effect on corrosion
- Unique experimental system and instrumentation techniques for determining mass transfer rates in multiphase oil/water/gas flows
- Moyno multiphase pumps development
- High-pressure, high-temperature inhibitor studies
- High-velocity, high-shear corrosion inhibition studies for determination of the feasibility of carbon steel use
- Corrosion in low water cut systems
- EIS and ECN use for wet gas inhibition studies
- Top-of-the-line corrosion under condensing multiphase flow environments
- Multiphase corrosion system design and development under a hydrogen sulfide environment
- Downhole oil-water gravity separation
- Investigation of acoustic multiphase flow metering device
- Multiphase flow technology for scrubbing in the cement industry

Multiphase pump



Instrumentation



ATTACHMENTS

Attachment number 1 – a brochure describing the Institute

Attachment number 2 – a financial summary of all of the Institute's accounts

Attachment number 3 – financial details of each of the Institute's accounts

Multiphase Institute Composite of All Projected Account Balances at June 30th

Expenditures	34-08-2171 At June 30th	39-10-8395 At June 30th	30-08-9051 At June 30th	34-08-9239 At June 30th	34-08-9574 At June 30th	34-08-9661 At June 30th	34-08-9782 At June 30th	34-08-9879 At June 30th	00-08-0680 At June 30th	Center Totals
Personnel										
Salaries/Wages	120,854.28	9,000.00	187.95	41,703.77	4,743.00	1,852.11	7,879.00	11,065.37	3,000.00	134,910.74
PT	23,535.53	9,798.75	0.00	2,913.44	0.00	975.00	0.00	3,331.53	0.00	33,891.19
RA	44,074.99	0.00	0.00	5,949.99	0.00	5,835.33	0.00	11,810.58	0.00	55,770.91
Benefits	54,668.36	1,838.63	86.66	22,712.32	0.00	4,587.00	2,055.22	24,600.25	0.00	106,264.68
Total Personnel	243,133.16	2,637.38	101.29	61,379.54	4,743.00	13,249.44	9,934.22	22,013.93	3,000.00	330,837.52
Other										
Supplies	58,625.10	8,504.00	0.00	47,904.67	0.00	15,414.85	5,065.78	8,022.96	35,845.76	9,558.60
Expend. Equipment										0.00
Travel/Entertainment	12,670.07	0.00	33.18	33,293.29	4,545.00	9,035.29	0.00	1,541.65	11,297.10	63,259.22
Print/Memberships	4,442.26	12.05	68.05	18,167.43	4,067.22	4,899.02	0.00	23,312.05	1,157.02	38,056.52
Repair/Maintenance	3,370.43	0.00	0.00	24,355.14	0.00	637.60	2,000.00	26,471.10	200.00	1,183.13
Miscellaneous	279,055.13	17,000.00	0.06	47,264.09	1,328.91	1,047.63	3,000.00	32,192.64	2,961.36	313,541.82
Capital Equipment	13,586.05	3,000.00	0.00	9,895.70	0.00	521.96	0.00	7,649.57	0.00	13,354.14
Building Loan	69,976.00	0.00	0.00	25,150.00	0.00	0.00	9,000.00	14,850.00	0.00	100,976.00
Total Other	143,557.32	22,491.95	101.29	4,098.60	9,941.13	13,485.77	19,065.78	45,051.85	51,461.24	116,228.75
Total Expenditures	99,575.84	19,854.57	0.00	57,280.94	14,684.13	236.33	29,000.00	67,065.78	54,461.24	214,608.77
Revenues										
June 30th	60,000.00	29,675.21	4,400.00	0.00	0.00	50,000.00	29,000.00	25,000.00	0.00	198,075.21
Unrecog.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	60,000.00	29,675.21	4,400.00	0.00	0.00	50,000.00	29,000.00	25,000.00	0.00	198,075.21

34-08-9879 Corrosion Ctr./Oil & Gas

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	330,778.35	470.70	86,158.95	301,779.31	0.00	8,527.27	9,406.40	11,065.37
PT	42,556.00	0.00	580.00	39,224.47	0.00	0.00	0.00	3,331.53
RA	400,000.00	7,838.86	74,514.82	396,132.86	0.00	7,838.86	7,838.86	11,810.58
Benefits	126,127.00	4,339.08	38,164.99	141,166.02	0.00	4,558.36	5,002.87	24,600.25
Total Personnel	899,461.35	12,648.64	199,418.76	878,302.66	0.00	20,924.49	22,248.13	22,013.93
Other								
Supplies	292,346.06	525.70	58,757.34	282,746.95	1,470.86	105.29	0.00	8,022.96
Expend. Equipment								
Travel/Entertainment	42,375.00	32.76	13,057.55	43,881.15	0.00	35.50	0.00	1,541.65
Print/Memberships	52,500.00	1,233.12	17,618.92	75,812.05	0.00	0.00	0.00	23,312.05
Repair/Maintenance	62,264.89	0.00	3,338.13	35,785.79	0.00	8.00	0.00	26,471.10
Miscellaneous	155,469.35	16,857.96	60,397.60	181,407.94	0.00	4,029.24	2,224.81	32,192.64
Capital Equipment	54,000.00	0.00	33,515.50	61,649.57	0.00	0.00	0.00	7,649.57
Building Loan	0.00	0.00	0.00	14,850.00	0.00	0.00	0.00	14,850.00
Total Other	658,955.30	18,649.54	186,685.04	696,133.45	1,470.86	4,178.03	2,224.81	45,051.85
Total Expenditures	1,558,416.65	31,298.18	386,103.80	1,574,436.11	1,470.86	25,102.52	24,472.94	67,065.78

Revenues	Budget	Cur Period	Y-T-D	I-T-D		April/May	June 30th	June 30th
Pri Gift Res	1,558,416.65	25,000.00	375,000.00	1,533,416.65	0.00	0.00	0.00	25,000.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	1,558,416.65	25,000.00	375,000.00	1,533,416.65	0.00	0.00	0.00	25,000.00

34-08-9782 DRA on Fluid Flow/Oils

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	7,879.00	0.00	0.00	0.00	0.00	0.00	0.00	7,879.00
PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RA	0.00		0.00	0.00	0.00	0.00	0.00	0.00
Benefits	2,055.22	0.00	0.00	0.00	0.00	0.00	0.00	2,055.22
Total Personnel	9,934.22	0.00	0.00	0.00	0.00	0.00	0.00	9,934.22
Other								
Supplies	5,065.78	0.00	0.00	0.00	0.00	0.00	0.00	5,065.78
Expend. Equipment								
Travel/Entertainment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Print/Memberships	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Repair/Maintenance	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	2,000.00
Miscellaneous	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00
Capital Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building Loan	9,000.00	0.00	0.00	0.00	0.00	0.00	0.00	9,000.00
Total Other	19,065.78	0.00	0.00	0.00	0.00	0.00	0.00	19,065.78
Total Expenditures	29,000.00	0.00	0.00	0.00	0.00	0.00	0.00	29,000.00

Revenues	Budget	Cur Period	Y-T-D	I-T-D		April/May	June 30th	June 30th
	29,000.00	0.00	0.00	0.00	0.00	0.00	0.00	29,000.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	29,000.00	0.00	0.00	0.00	0.00	0.00	0.00	29,000.00

34-08-9661 Corr Ctr./Flow Metering Section

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	43,297.32	480.37	7,744.57	44,188.69	0.00	480.37	480.37	1,852.11
PT	0.00	0.00	975.00	975.00	0.00	0.00	0.00	975.00
RA	25,334.00	0.00	5,836.00	31,169.33	0.00	0.00	0.00	5,835.33
Benefits	10,058.00	213.08	2,698.89	14,218.84	0.00	213.08	213.08	4,587.00
Total Personnel	78,689.32	693.45	17,254.46	90,551.86	0.00	693.45	693.45	13,249.44
Other								
Supplies	23,495.00	591.78	1,596.05	7,753.96	0.00	326.19	0.00	15,414.85
Expend. Equipment								
Travel/Entertainment	388.68	1,361.20	4,118.30	9,423.97	0.00	0.00	0.00	9,035.29
Print/Memberships	10,304.00	0.00	132.28	5,404.98	0.00	0.00	0.00	4,899.02
Repair/Maintenance	5,090.00	0.00	0.00	4,452.40	0.00	0.00	0.00	637.60
Miscellaneous	15,943.00	1,141.02	3,186.54	13,847.71	0.00	978.32	69.34	1,047.63
Capital Equipment	41,090.00	3,000.00	14,292.95	39,798.04	770.00	0.00	0.00	521.96
Building Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other	96,310.68	6,094.00	23,326.12	80,681.06	770.00	1,304.51	69.34	13,485.77
Total Expenditures	175,000.00	6,787.45	40,580.58	171,232.92	770.00	1,997.96	762.79	236.33

Revenues	Budget	Cur Period	Y-T-D	I-T-D		April/May	June 30th	June 30th
Pri Gift Res	175,000.00	0.00	25,000.00	125,000.00	0.00	0.00	0.00	50,000.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	175,000.00	0.00	25,000.00	125,000.00	0.00	0.00	0.00	50,000.00

34-08-9574 Appl Manual/Corr Multiphase Flow

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	40,902.00	0.00	4,350.00	36,159.00	0.00	0.00	0.00	4,743.00
PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Personnel	40,902.00	0.00	4,350.00	36,159.00	0.00	0.00	0.00	4,743.00
Other								
Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Expend. Equipment								
Travel/Entertainment	4,545.00	0.00	0.00	0.00	0.00	0.00	0.00	4,545.00
Print/Memberships	4,539.00	13.48	471.78	471.78	0.00	0.00	0.00	4,067.22
Repair/Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous	5,014.00	1.35	504.19	3,685.09	0.00	0.00	0.00	1,328.91
Capital Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other	14,098.00	14.83	975.97	4,156.87	0.00	0.00	0.00	9,941.13
Total Expenditures	55,000.00	14.83	5,325.97	40,315.87	0.00	0.00	0.00	14,684.13

Revenues	Budget	Cur Period	Y-T-D-	I-T-D		April/May	June 30th	June 30th
Pri Gift Res	55,000.00	0.00	30,000.00	55,000.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	55,000.00	0.00	30,000.00	55,000.00	0.00	0.00	0.00	0.00

34-08-9239 Center Proprietary Agreements

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb.	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	111,679.13	2,136.54	21,365.43	149,109.82	0.00	2,136.54	2,136.54	41,703.77
PT	9,862.56	0.00	2,913.44	12,776.00	0.00	0.00	0.00	2,913.44
RA	52,000.00	1,250.00	11,550.01	43,550.01	0.00	1,250.00	1,250.00	5,949.99
Benefits	35,172.31	1,152.83	10,284.48	55,578.97	0.00	1,152.83	1,152.83	22,712.32
Total Personnel	208,714.00	4,539.37	46,113.36	261,014.80	0.00	4,539.37	4,539.37	61,379.54
Other								
Supplies	212,282.00	0.00	1,102.36	164,377.33	0.00	0.00	0.00	47,904.67
Expend. Equipment								
Travel/Entertainment	0.00	7,200.00	7,242.50	33,293.29	0.00	0.00	0.00	33,293.29
Print/Memberships	0.00	0.00	160.89	18,167.43	0.00	0.00	0.00	18,167.43
Repair/Maintenance	0.00	0.00	63.57	24,355.14	0.00	0.00	0.00	24,355.14
Miscellaneous	102,654.00	453.93	2,230.16	54,482.05	0.00	453.93	453.93	47,264.09
Capital Equipment	201,450.00	0.00	41,604.17	191,554.30	0.00	0.00	0.00	9,895.70
Building Loan	0.00	0.00	0.00	25,150.00	0.00	0.00	0.00	25,150.00
Total Other	516,386.00	7,653.93	52,403.65	511,379.54	0.00	453.93	453.93	4,098.60
Total Expenditures	725,100.00	12,193.30	98,517.01	772,394.34	0.00	4,993.30	4,993.30	57,280.94

Revenues	Budget	Cur Period	Y-T-D	I-T-D		April/May	June 30th	June 30th
Pri Gift Res	725,100.00	0.00	107,200.00	725,100.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	725,100.00	0.00	107,200.00	725,100.00	0.00	0.00	0.00	0.00

30-08-9051 UCRC Center Renewal Proposal

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	15,326.00	0.00	15,513.95	15,513.95	0.00	0.00	0.00	187.95
PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Benefits	5,597.00	0.00	5,510.34	5,510.34	0.00	0.00	0.00	86.66
Total Personnel	20,923.00	0.00	21,024.29	21,024.29	0.00	0.00	0.00	101.29
Other								
Supplies	0.00	2,441.86	0.00	0.00	0.00	0.00	0.00	0.00
Expend. Equipment								
Travel/Entertainment	5,000.00	0.00	4,036.61	4,966.82	0.00	0.00	0.00	33.18
Print/Memberships	1,000.00	105.86	931.95	931.95	0.00	0.00	0.00	68.05
Repair/Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous	24,077.00	764.32	13,397.88	19,676.94	0.00	4,400.00	0.00	0.06
Capital Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other	30,077.00	3,312.04	18,366.44	25,575.71	0.00	4,400.00	0.00	101.29
Total Expenditures	51,000.00	3,312.04	39,390.73	46,600.00	0.00	4,400.00	0.00	0.00

Revenues	Budget	Cur Period	Y-T-D	I-T-D		May	June 30th	June 30th
Fed Grant Res	51,000.00	3,312.04	39,390.73	46,600.00	0.00	0.00	0.00	4,400.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	51,000.00	3,312.04	39,390.73	46,600.00	0.00	0.00	0.00	4,400.00

39-10-8395 ESDF-Ultrasonic Flowmeter

Expenditures	Total Budget	Cur Period	Y-T-D	I-T-D	Encumb.	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	9,000.00	0.00	0.00	0.00	0.00	0.00	0.00	9,000.00
PT	0.00	1,372.50	5,681.25	5,681.25	0.00	1,372.50	2,745.00	9,798.75
RA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Benefits	0.00	332.66	840.65	840.65	0.00	332.66	665.32	1,838.63
Total Personnel	9,000.00	1,705.16	6,521.90	6,521.90	0.00	1,705.16	3,410.32	2,637.38
Other								
Supplies	9,000.00	0.00	496.00	496.00	0.00	0.00	0.00	8,504.00
Expend. Equipment								
Travel/Entertainment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Print/Memberships	0.00	0.00	12.05	12.05	0.00	0.00	0.00	12.05
Repair/Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous	17,000.00	0.00	0.00	0.00	0.00	0.00	0.00	17,000.00
Capital Equipment	0.00	0.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
Building Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other	26,000.00	0.00	508.05	508.05	0.00	3,000.00	0.00	22,491.95
Total Expenditures	35,000.00	1,705.16	7,029.95	7,029.95	0.00	4,705.16	3,410.32	19,854.57

Revenues	Budget	Cur Period	Y-T-D	I-T-D	May	June 30th	June 30th
Pri Gift Res	35000	1705.16	5324.79	5324.79	0.00	0.00	29,675.21
Total Revenues	35000	1,705.16	36,705.16	5,324.79	0.00	0.00	29,675.21

34-08-2171 Center Drug Reduction Agreements

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	0.00	4,965.34	58,141.87	110,044.48	0.00	4,965.34	5,844.46	120,854.28
PT	0.00	2,114.02	15,076.67	17,193.47	0.00	2,114.02	4,228.04	23,535.53
RA	0.00	1,333.33	20,608.33	41,408.33	0.00	1,333.33	1,333.33	44,074.99
Benefits	0.00	2,963.26	27,772.51	47,753.76	0.00	2,963.26	3,951.34	54,668.36
Total Personnel	0.00	11,375.95	121,599.38	216,400.04	0.00	11,375.95	15,357.17	243,133.16
Other								
Supplies	27,273.00	0.00	9,327.62	85,898.10	0.00	0.00	0.00	58,625.10
Expend. Equipment								
Travel/Entertainment	0.00	0.00	6,009.38	12,670.07	0.00	0.00	0.00	12,670.07
Print/Memberships	0.00	0.00	906.86	4,442.26	0.00	0.00	0.00	4,442.26
Repair/Maintenance	0.00	0.00	123.21	3,370.43	0.00	0.00	0.00	3,370.43
Miscellaneous	362,727.00	8,596.70	62,357.56	80,948.94	0.00	1,187.21	1,535.72	279,055.13
Capital Equipment	30,000.00	0.00	4,616.49	16,413.95	0.00	0.00	0.00	13,586.05
Building Loan	0.00	0.00	0.00	69,976.00	0.00	0.00	0.00	69,976.00
Total Other	420,000.00	8,596.70	83,341.12	273,719.75	0.00	1,187.21	1,535.72	143,557.32
Total Expenditures	420,000.00	19,972.65	204,940.50	490,119.79	0.00	12,563.16	16,892.89	99,575.84

Revenues	Budget	Cur Period	Y-T-D	I-T-D		April/May	June 30th	June 30th
Pri Gift Res	420,000.00	0.00	150,000.00	360,000.00	0.00	0.00	0.00	60,000.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	420,000.00	0.00	150,000.00	360,000.00	0.00	0.00	0.00	60,000.00

88

Expenditures	Budget	Cur Period	Y-T-D	I-T-D	Encumb	April/May	June 30th	Unobligated
Personnel								
Salaries/Wages	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00	3,000.00
PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RA	0.00		0.00	0.00	0.00	0.00	0.00	0.00
Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Personnel	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00	3,000.00
Other								
Supplies	0.00	5,960.67	0.00	0.00	21,886.32	7,459.44	6,500.00	35,845.76
Expend. Equipment								
Travel/Entertainment	0.00	1,702.56	0.00	0.00	0.00	8,797.10	2,500.00	11,297.10
Print/Memberships	0.00	1,015.86	0.00	0.00	0.00	407.02	750.00	1,157.02
Repair/Maintenance	0.00	456.12	0.00	0.00	0.00	0.00	200.00	200.00
Miscellaneous	0.00	913.52	0.00	0.00	0.00	1,666.36	1,295.00	2,961.36
Capital Equipment	0.00	3,978.00	0.00	0.00	0.00	0.00	0.00	0.00
Building Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other	0.00	14,026.73	0.00	0.00	21,886.32	18,329.92	11,245.00	51,461.24
Total Expenditures	0.00	14,026.73	0.00	0.00	21,886.32	18,329.92	14,245.00	54,461.24

[illegible]



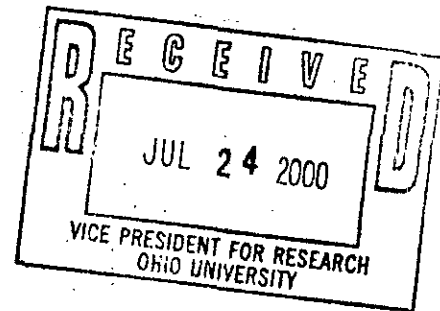
Office of the Dean

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July 21, 2000

John A. Bantle II, Ph.D.
Vice President for Research
120 Research Technology Building
Ohio University
Athens, OH 45701



Dear Vice President Bantle:

I am pleased to forward the report of the committee concerning the Seven Year Review of the Ohio University Child Development Center (CDC). The report recommends continued operation of and support for the Center. In addition, the report offers a number of well-considered observations and suggestions as follows:

1. Increased client/family diversity may be compromised by reliance on the primary target market, viz., Ohio University. This lack of client diversity may compromise eligibility for state and federal grant funding. This office stands ready to work with the School of Human and Consumer Sciences and CDC to increase client diversity, while not diminishing its ability to serve Ohio University faculty, staff, and students.
2. The CDC may not sufficiently be exploited as a research resource. I intend to actively explore additional ways to interface the CDC more effectively into the research agenda of the College of Health and Human Services. It may be that greater research collaboration can be accomplished through the assignment of a graduate assistant (to be housed at the CDC) to the early childhood education faculty in the School of Human and Consumer Sciences.
3. Salary discrepancies between Ohio University CDC master teachers and public school teachers need to be explored. Certainly, a delineation of the value of the staff benefits package of both parties may be helpful in a true comparison. Also, the assignment of support staff, perhaps in the form of graduate assistants, may be helpful in providing additional relief for our master teachers.

The College appreciates the time and care taken by the review committee, and we look forward to working with all parties to continue the evolution of the CDC into a model facility that serves as an indispensable resource to the university and surrounding community, the School of Human and Consumer Sciences, early childhood education majors, and the field of early childhood education.

I look forward to hearing your response to this review.

Sincerely,

Gary S. Neiman, Ph.D.
Dean

Child Development Center Review Report
June 28, 2000

Committee Members:

Averell S. Overby, Dr.P.H., Chair
Regina Weade, Ph.D, College of Education
Grace Essex, Consultant, Early Childhood Education
Ohio Department of Education
Helen Ezell, Ph.D., School of Hearing and Speech Sciences
Eugene Geist, Ph.D., School of Human and Consumer Sciences

Child Development Center
Seven Year Review Report
June 28, 2000

I. Procedures followed to review the Ohio University Child Development Center (CDC)

The committee members, at the request of Dr. Gary Neiman, Dean of the College of Health and Human Services, have met three times to complete the seven year review of the CDC as required by Ohio University for Centers and Institutes. The first time, we reviewed the report and determined questions that we felt still needed to be addressed. The chair then requested the answers to those questions from Cathy Waller, Director of the CDC. When these were received, the committee again met to consider those issues and to determine any other issues requiring further information. Finally, we met with Cathy Waller, toured the Center, and sought additional clarification to our questions. We believe that we have undertaken a thorough review and present our findings here. This report will be presented in four parts according to the *Procedure for the Review of Centers and Institutes* of Ohio University: 1) evaluation of the current viability; 2) evaluation of the potential for future viability; 3) evaluation of current and future funding strategies; and 4) recommendations regarding the continuation of the Center.

II. Evaluation of the current viability of the Center

We find that the CDC has excellent viability. It was originally established as a part-time endeavor in the 1930's and became a full time day care center in 1972 as the Nursery Child Care Center. In 1980, the name was changed to the Ohio University Child Development Center. It is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, and is licensed by the Ohio Department of Human Services.

It is a superior resource for the children and the families which it serves, to the students who participate in practica and classes, and to the faculty who work with the teachers in the Center. The Center is utilized by the School of Human and Consumer Sciences as a practicum for four different courses, HCCF 361, 363, 364, and 464. The first three courses consist of 30 hours while the last course can be 210-400 hours. Students observe and interact with the children in the first course; in the following courses they plan, implement and evaluate activities. The students gain invaluable experience in classroom management under the guidance of master teachers and learn to work with other adults and parents, as well as with the children. In addition, the CDC is used a significant amount of time for student observation by Education, Psychology, Physical Therapy, Environmental Health, Art, Dance, Recreation and Sports Sciences, Music, and Journalism. This is truly a multidimensional and multidisciplinary resource housed within the College of Health and Human Services (CHHS).

The CDC has three main missions as stated in its literature:

1. Professional education of students majoring in early childhood education and child development, as well as students from other disciplines
2. Research in child development, early childhood education, teacher education, and curriculum
3. Provision of developmentally appropriate child care services for children and families

Clearly, the CDC accomplishes its first mission well. The coordination with the School is done through a faculty member designated to perform this task. Dr. Gene Geist is the faculty liaison between the School of Human and Consumer Sciences and the Center, as well as with the College of Education, which facilitates activities by faculty and students. In addition, the Center manager also participates in teaching courses in the School which further solidifies joint objectives. In 1998-1999, 794 students enjoyed the benefits of having the CDC on campus. Although the organizational structure for the Center has changed multiple times during the approximately thirty years of its existence as a full time child development center between an administrative model with a full time administrator and a faculty director model with either a full or part time faculty member being responsible for the Center, the current model with a full time administrator seems to be working well.

The staff consists of 8 master teachers, an administrator (Ms. Cathy Waller) and an assistant administrator (Ms. Terry Swank). The administrator holds a master's degree in Home Economics and Child Development and the assistant administrator is currently working on her master's degree in Early Childhood Education. They are both active in their professional organizations and have done several professional presentations. Each has two publications to her credit. They have both served as master teachers, the administrator for 8 years and the assistant administrator for 5 years. They are clearly qualified for their respective positions and they act as mentors for the other master teachers. The master teachers all have baccalaureate degrees and several are now obtaining their master's degrees as well in Special Education or Early Childhood Education. The job descriptions for the master teachers are comprehensive and seem to reflect accurately what is done. Parents have significant involvement with the Center and the welfare of the children.

Currently, there are two master teachers in each classroom to assist in the supervision and evaluation of undergraduate and graduate students. They currently serve 60 children of which 54 are full time. There are 9 infants, 12 toddlers, and 39 pre-schoolers. A tour of the facility demonstrated a clean, healthy, and stimulating environment with appropriate interactions occurring between the children, staff, and students. Many physical renovations have occurred at the facility that have made it safer, brighter, and more efficient. Review of the facility and materials demonstrate that the activities are age-appropriate, the children are well-behaved and engaged in the activities, and teachers follow the best practices as outlined by the National

Association for the Education of Young Children. Furthermore, teachers have implemented a model where they can determine if there are differences between two different approaches to the early education of children. Therefore, the third mission of the CDC appears to be well met.

The second mission of the Center, research, is less clearly discernible at the CDC. Although there is a current project dealing with the efficacy of two different methods in teaching young children, and although the staff regularly present at professional meetings, there seems to be only a small degree of formal research being undertaken. There is little collaboration across the College (for example with Kids on Campus or Recreation and Sports Sciences) or across the early childhood community beyond the Ohio University campus for research. The faculty and staff seem very responsive to the idea of research programs, so the committee sought a response from Ms Waller. When questioned, Cathy indicated that parents don't want to (or at least fail to) return the consent forms for the children to participate in research. In addition, there is little time or assistance available to write grants. However, model programs could be developed in areas like physical education and recreation for very young children that could potentially have a very positive effect on all children, if such collaboration existed. Outcomes from these models programs could be tracked over time in the young child. The committee believes graduate research assistants might be very helpful to have in this setting to facilitate research projects for faculty and staff. In addition, a grant writer would also be helpful to the staff. Finally, studying other units like this one throughout the country might provide some opportunities for collaboration or at least provide some additional alternatives for scholarly efforts and grant support.

III. Evaluation of the potential for future viability

With the increasing number of majors in Early Childhood Education, there will continue to be a great need for the CDC in the university. From our discussions, there does seem to be some confusion about whether or not the CDC should function as a "benefit" for persons associated with the university, or if the mission to educate students is the primary mission. If the latter is true, perhaps more diversity in the child and family population would be desirable and would also place the Center in a position to receive state dollars to assist in its support (for example, the Head Start Program). The committee recognizes that this decision is one that is not easily answerable (and especially not answerable by the faculty and staff alone) since it is important to attract strong faculty and staff to the university and availability of good child care is always on a parent's mind. However, more discussion on the issue seems warranted to clarify the primary mission.

With the move to the new facility on the Ridges, the number of infant and toddler spaces will be increased since pre-school needs seem to be taken care of in the community. The faculty and staff should be commended for filling an essential need in

the community. They will have 24 infants, 48 toddlers, and 58 preschoolers. They still predict, however, that not all of the needs of the community will be met.

There is some concern with the increased number of students declaring a major in Early Childhood that the CDC may not be able to accommodate all of the students' needs. It is estimated that 100-200 students need a lab experience every quarter. Of course, the number of children will increase with the upcoming move to the Ridges which will help somewhat. The staff has also had the vision to increase technological learning experiences (i.e., install remote cameras in the classrooms for observation) and they plan to stagger student visits so that the children are not overwhelmed. Still, some additional changes, such as decreasing the number of students visiting from other schools and departments, other than from HCS and Education, may be needed.

IV. Evaluation of current and future funding strategies

There was some concern by committee members on the issue of turnover of the master teachers (33% last year); therefore, this issue was addressed to Cathy Waller. She indicated (see attached "Response to Five Year Review Committee") that there is some competition for master teachers with the public preschool programs whose teachers can have a starting salary of \$24, 291 which is about \$1500 more than the starting salary at the CDC, and they have a shorter workday of approximately 6 hours versus the 8 hour day at the CDC. In addition, they do not work the full 12 months of the year which is attractive to many with small children. Finally, changes in teacher licensure have resulted in more opportunities to teach many levels from age 3 to grade 3. These salary issues should be addressed so that turnover does not continue to be a concern for the CDC. Although Ohio University might pay more than other universities in salaries to master teachers, it is still behind the public schools. Because of long hours, staff have difficulty holding meetings and often need to meet at night. With regard to retention, there is no career ladder for staff since there is nothing beyond a master teacher. These conditions should be examined in order to provide the best learning experience for both young and college age students.

The committee did review the fee structure (see attached) for the CDC and queried Cathy Waller concerning other facilities like the CDC in the area. The fee scale is based on an academic year of 181 days. There is a sliding scale for families based on income, with persons making \$40,000 or above paying the maximum for a full day of \$512/month. There is also a 20% discount for a second child in the Center. According to the budget sheets which were submitted, this accounts for approximately 44% in meeting the program's expenses. The rest is subsidized by the College. Comparable centers at universities are as follows: University of Toledo Apple Tree Nursery School ranges from \$324 to \$480/month; Ohio State University's Sophie Rodgers Laboratory School ranges from \$492 to \$624 per month and Bowling Green's Jordan Family Development Center ranges from \$393 to \$460 per month. There is no indication of how much subsidy, if any, is received from the respective

universities. Ms. Waller indicated that the fee scale will change with the move to the Ridges, but the plans have not yet been completed for it.

The committee also reviewed the mix of children in the Center, looking for a connection to attract external funding. The Center supports diversity; however, the mix clearly favors the university population over the surrounding community. Seventy-two of the 99 participants (73%) are from the university with faculty and staff composing 60% of the families. Of the 27 community parents, 22 also have a co-parent in a university-affiliated category. To the extent that this is a university resource being supplemented by university funds, this is probably to be expected. However, it does limit the potential for external funding from state agencies which could increase the viability of the Center. Although the Center staff members try hard to have a range of persons from socioeconomic backgrounds, the community has the smallest participation in the Center.

V. Recommendations regarding continuation of the Center including, if appropriate, levels of institutional support

There is no question that this excellent resource should be continued within the college. There may be some strategies that could assist the CDC become more of a model program for the country through an increase in staff and staff funding and through active support for seeking and getting federal and state grants, as well as possible foundation grants. Most probably this could occur with a fuller connection with the faculty and students in the School of Human and Consumer Sciences (which the staff desires); however, faculty are already overburdened with heavy teaching loads and their own research agenda. A direct connection should be made with the Institute of the CHHS which supports an excellent summer program for children in Kids on Campus and has tremendous grant support. Finally, support should be sought from alumni with the move to the Ridges, possibly in the form of a "name" for the Center as it seems other institutions have done.

The primary mission of the CDC must be made clear to really make recommendations for levels of institutional support. If the college and the university can determine what the primary function of the CDC is, then the answer could be as easy as increasing tuition or increasing subsidy from the university as a benefit for faculty, staff, and students. If the purpose is more directed toward educational benefits for the students in the college or to provide child care for the community of Athens, then the answer may be more complex and involve more space and funding initially for the CDC so that programs like Head Start or Early Start can be set up to improve diversity.

The research mission of the CDC should be strengthened, as should collaboration with other units within the college and within the community. Research holds the second place in the enumeration of the goals of the Center; therefore, one would expect to see research represented more strongly. This may be facilitated with the move to Grover Center; however, the CDC will move to the Ridges, away from the faculty in the

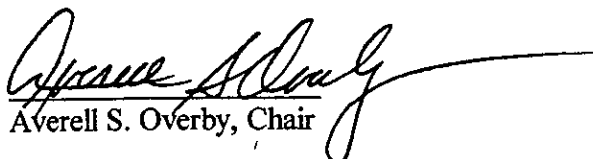
school. At least, the CDC should be provided with graduate research assistants who can facilitate projects for the faculty and staff and with appropriate help to identify and write grants for young children. It seems as though this would provide an eminently fundable interdisciplinary project.

Finally, a plan to assess outcomes following the move of the facility to the horse barn at the Ridges should be formulated to track whether or not the CDC is meeting its mission. Although the program is accredited and the accreditation does occur every three years and input is encouraged throughout the year from many stakeholders, no evidence was presented to the committee of a formal plan to assess the outcomes and quality, particularly in a longitudinal manner.

VI. Conclusion

It was a pleasure reading the self-study and interacting with the staff at the Child Development Center. From our review, the CDC appears to have an excellent faculty, curriculum, space, and involvement with the faculty and community. This resource is a valuable one within the college and community and should receive the support it needs to become even better. The issues that we have brought up as a committee are ones that were also identified by faculty and staff. The issues are not the sum total of the Center; it holds its place of excellence in spite of the issues. However, the committee tried to do its best in discovering any items that would prevent the CDC from reaching its fullest potential and it was on that basis that the review was conducted. The recommendations are meant to foster continuing development of the Center as a model for early childhood education.

Respectfully submitted:


Averell S. Overby, Chair

**OHIO UNIVERSITY CHILD DEVELOPMENT
CENTER**

1999 SELF-STUDY REPORT

**2/99
9/99**

Self-Study Report

1999

CENTER NAME: Ohio University Child Development

ADMINISTRATOR: Ms Cathleen Waller

PURPOSE:

The Child Development Center has a three-fold mission: professional education of university students; research in the field of child development and early childhood education; and quality child care for children and families.

OBJECTIVES:

1. To provide a clinical site for students majoring in child development and early childhood education, as well as for students from other disciplines.
2. To support scholarly activity and research in the field of child development and early childhood education.
3. To serve as a research site for faculty and graduate students interested in studying children between the ages of birth and six.
4. To provide quality child care for families who have children ranging in age from six weeks to six years.
5. To serve as a resource center to the early childhood community in this region.

HISTORY:

After operating a half-day nursery school for well over forty years, the School of Human and Consumer Sciences opened the Nursery Child Care Center in September 1972. The transition to full day child care was made at the time in response to expressed community need. In 1980, as a result of an outside evaluation team and Home Economics faculty, a total restructuring occurred. The name was changed to the Ohio University Child Development Center. A director with a doctorate was hired to manage the program. Master Teachers with Bachelors' degrees in early childhood education were hired to coordinate each classroom, supervise an assistant teacher, coordinate professional education of practicum students and student teachers, and actively participate in research. Assistant teachers were also hired as supplementary staff to the Master Teachers. These changes along with increased financial support from the College of Health and Human Services stabilized the Center.

In 1982, the administrative model was slightly modified. An administrator was hired to manage the Center. The former director became a full-time faculty member in the School of Human and Consumer Sciences with responsibility for overseeing the Center. This model continued until June 1987 when the administrator resigned. At that time the Dean of the College of Health and Human Services and faculty in early childhood education reviewed the program. They decided that in order for the Center to more effectively meet its mission, the Center should be directed by a faculty member in the School of Human and Consumer Sciences. Specifically, the reorganization was designed to effectively:

- ☐ Integrate the goals of the Child Development Center and the goals of the School of Human and Consumer Sciences
- ☐ Provide management services on a full-time basis by a person who has administrative skills and a degree in child development;
- ☐ Provide additional career opportunities for teachers at the Center; and
- ☐ Continue to provide a quality child care program.

In June 1987, a faculty member from the School of Human and Consumer Sciences assumed responsibility for the Center. She was assigned half-time responsibility to the Center with primary responsibility for the overall management of the program and integration of the three components- professional education, research and quality child care. A manager with a degree in Child Development was hired to manage the daily operations.

In 1992 the staffing model was slightly modified. We eliminated the differentiated staffing model of master teacher and assistant teacher position. We implemented a co-teaching model hiring two master teachers for each classroom. The change was based on the need to have two individuals with degrees in each classroom responsible for the supervision and evaluation of undergraduate and graduate students.

In 1997, the administrative model was again modified. The half-time director continued her faculty position and was the director of the Early Childhood Network, founded by a grant from the W.K. Kellogg Foundation. She left her half-time director position and after review by the Dean of the College of Human and Consumer Sciences and faculty in early childhood education, it was decided that to return to the administrator model. The Center manager became the full time administrator and also an adjunct early childhood education faculty member in the School of Human and Consumer Sciences, with the responsibility of teaching two classes per year in addition to overseeing the operations of the Center. The Lead Master

Teacher became the assistant administrator with the responsibility of the professional development of Center staff , assisting with the student teacher practicum and assisting the administrator with the Center operations.

CURRENT STATUS:

Since 1997 the Center has maintained the administrator, assistant administrator, master teacher model. Through the Center we have maintained a quality child care environment for young children; provided for the professional education of university students; participated in scholarly activity and research in the field of child development and early childhood education; and served as a resource center to the early childhood community.

QUALITY CHILD CARE. The Center is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC). The Center is also licensed by the Ohio Department of Human Services and is approved to participate in the United States Department of Agriculture's Child and Adult Care Food Program. The Center also receives Community Block Grant child care monies from the Ohio Department of Human Services to assist low-income families in receiving quality child care.

The Center currently serves 60 children, 54 are full-day and 6 are half-day. The majority of families who utilize the Center are in need of full-day child care. The Center operates daily from 7:30 to 5:30. The children are grouped by age and the breakdown is as follows:

- 9 Infants (6 weeks - 18 months)
- 12 Toddlers and Twos (18 months - 36 months)
- 39 Preschoolers (36 months - 72 months)

The Child Development Center is the one of three child care centers in Southeastern Ohio serving infants.

The Center operates at full capacity. There are waiting lists in each of the age groups. The breakdown for each age group is 24 for the infants, 65 for toddlers and twos, and 75 preschoolers.

The Center's developmental child care program is based on the belief that children best acquire knowledge when they are in an enriched environment that is challenging, stimulating, nurturing and safe. In practice, we provide children with an environment

which is responsive to their developmental levels and abilities and supports their continual growth. Process is emphasized rather than the product or outcome of an activity. Children have an opportunity to have numerous "hands on" experiences with materials which are developmentally appropriate. Activity areas available to children include sensory (sand, water, paints, malleable materials), blocks, dramatic play, language arts/prereading, music, gross motor manipulative, science/mathematics, and microcomputers. The program provides an atmosphere that is multi-cultural, responsive to each child's developmental needs and acknowledges the existence of multiple intelligences. In addition to experiences available within the classroom, children have the opportunity to become involved in the larger community through field trips and interactions with visiting artists and speakers.

Improvements to the physical environment have been made since the last five-year review.

- ☐ The main hallway was renovated to provide a more welcoming and child friendly atmosphere.
- ☐ Dropped ceilings and new lighting were installed in each classroom, the main office and hallway.
- ☐ New carpet was added to each classroom
- ☐ The entire Center was repainted and accents in primary colors were added
- ☐ The main office was reconfigured to provide a reception area, conference area and administrative offices.

Professional Education. Students from departments throughout the university utilize the Center for professional education. The departments usually represented include Human and Consumer Sciences (Early Childhood Education, Nutrition, Interior Design), Hearing and Speech Sciences, Recreation and Sport Sciences, Nursing, Physical Therapy, Education, Psychology, Music, Dance, and Art (Education). Students are involved in observing, planning and implementing activities, and teaching preschool children. During the period since the last review, the number of students participating at the Center are as follows.

1994-1995 CLASS	COURSE TITLE	NUMBER OF STUDENTS
ART 360	Art for Elementary Teachers	8
ART 373	Developmental Art Therapy	1
ART 470	Practicum in Art Therapy	2

DANCE 299 T	Creative Movement in Children	5
Dance 441	Teaching Dance I	13
EDCI 790	Advanced Seminar in Education-Research	2
EDEL 200 L	Field Clinical Exp.-Studies of Children	60
EDEL 310	Teach. Lang. Arts Elementary School	15
EDEL 321	Children's Literature	10
ENG 305 J	Technical Writing	7
HCCF 361	Prin. of Preschool Guidance	87
HCCF 363	Creative Experiences-with Preschool Child	52
HCCF 364	Premath and Science-Young Children	55
HCCF 365	Infant Education	32
HCCF 464	Early Childhood Practicum	28
HCCF 664	Advanced Child Development	8
HLTH 650	Comprehensive Health Planning	1
HPES 405	Motor Learning	10
HPES 485/585	Perceptual Motor Development in Children	12
HSS 442	Senior Speech/Language Practicum	4
MUS 180	Music Therapy Practicum	5
MUS 262	Music in Early Childhood	18
MUS 480	Music Therapy Practicum IV	2
PSY 273	Child and Adolescent Psychology	170
JOUR 452	Electronic News gathering	5
LING 270	Nature of Language	10
Total		622

1995-96

CLASS	COURSE TITLE	STUDENTS
ART 360	Art for Elementary Teachers	12
ART 373	Developmental Art Therapy	3
DANCE 299 T	Creative Movement in Children	3
Dance 441	Teaching Dance I	16

5

EDCI 524-724	Children's Literature	25
EDCI 890	Research in Education	5
EDEL 200 L	Field Clinical Exp.-Studies of Children	54
EDEL 310	Teach. Lang. Arts Elementary School	11
EDEL 306	Kindergarten Theory	12
EDEL 321L	Children's Literature	17
EDSP 463	Exceptional Children	5
ENG 305 J	Technical Writing	3
HCCF 361	Prin. of Preschool Guidance	73
HCCF 363	Creative Experiences-with Preschool Child	60
HCCF 364	Premath and Science-Young Children	54
HCCF 365	Infant Education	22
HCCF 464	Early Childhood Practicum	31
HCCF 664	Advanced Child Development	9
HLTH 269 A	Environmental Health & Safety Occupational	14
HPES 405	Motor Learning	12
HPES 485/585	Perceptual Motor Development in Children	19
JOUR 452	Electronic News gathering	5
LING 270	Nature of Language	6
MUS 262	Music in Early Childhood	18
PESS 485/585	Perceptual Motor Development	16
PESS 405	Motor Learning	30
PSY 273	Child and Adolescent Psychology	144
PT	Brainscape	44
TCOM 486/586 L	Children's TV Programming	20
UP 452	Antecedents of Literacy	19
Total		762

1996-1997

CLASS	COURSE TITLE	STUDENTS
ART 360	Art for Elementary Teachers	5
DANCE 299 T	Creative Movement in Children	10

Dance 441	Teaching Dance I	6
EDCI 790	Advanced Seminar in Education-Research	2
EDEL 200 L	Field Clinical Exp.-Studies of Children	50
EDEL 310	Teach. Lang. Arts Elementary School	4
EDEL 321	Children's Literature	16
ENG 305 J	Technical Writing	5
HCCF 361	Prin. of Preschool Guidance	87
HCCF 363	Creative Experiences-with Preschool Child	45
HCCF 364	Premath and Science-Young Children	40
HCCF 464	Early Childhood Practicum	20
HCCF 664	Advanced Child Development	10
PESS 405	Motor Learning	18
PESS 485/585	Perceptual Motor Development in Children	17
MUS 180	Music Therapy Practicum	11
MUS 262	Music in Early Childhood	14
MUS 480	Music Therapy Practicum IV	4
PSY 273	Child and Adolescent Psychology	150
TCOM 486/586 L	Children's TV Programming	14
JOUR 452	Electronic News gathering	8
LING 270	Nature of Language	5
Total		541

1997-1998

CLASS	COURSE TITLE	STUDENTS
ART 360	Art for Elementary Teachers	9
DANCE 299 T	Creative Movement in Children	14
Dance 441	Teaching Dance I	5
EDCI 201A	Childhood in America	6
EDCI 790	Advanced Seminar in Education-Research	1
EDEL 200 L	Field Clinical Exp.-Studies of Children	43
EDEL 310	Teach. Lang. Arts Elementary School	6
EDEL 321	Children's Literature	14
EH 450	Institutional Env. Hlth & Safety	25

ENG 305 J	Technical Writing	4
HCCF 361	Prin. of Preschool Guidance	75
HCCF 363	Creative Experiences-with Preschool Child	50
HCCF 364	Premath and Science-Young Children	43
HCCF 365	Infant Education	15
HCCF 464	Early Childhood Practicum	16
HCCF 664	Advanced Child Development	8
HSS 609	Beginnings of Speech	10
PESS 405	Motor Learning	30
PESS 485/585	Perceptual Motor Development in Children	26
MUS 163	Intro to Music Education	25
MUS 262	Music in Early Childhood	4
PSY 273	Child and Adolescent Psychology	180
TCOM 486/586 L	Children's TV Programming	2
JOUR 452	Electronic News gathering	5
LING 270	Nature of Language	4
Total		620

1998-1999

CLASS	COURSE TITLE	STUDENTS
ART 360	Art for Elementary Teachers	4
DANCE 299 T	Creative Movement in Children	14
Dance 441	Teaching Dance I	5
EDCI 201A	Childhood in America	16
EDCI 202	Field Experience	8
EDCI 790	Advanced Seminar in Education-Research	1
EDEL 200 L	Field Clinical Exp.-Studies of Children	18
EDEL 310	Teach. Lang. Arts Elementary School	6
EDEL 321	Children's Literature	14
EDSP 463	Field Practicum - Special Needs Children	2
EH 450	Institutional Env. Hlth & Safety	10
ENG 305 J	Technical Writing	4
HCCF 160A	Observing /Recording Behaviors of Young Children	120

HCCF 361	Prin. of Preschool Guidance	68
HCCF 363	Creative Experiences-with Preschool Child	46
HCCF 364	Premath and Science-Young Children	44
HCCF 464	Early Childhood Practicum	19
HCCF 664	Advanced Child Development	10
HSS 310	Language Development	23
PESS 106	Movement Skills	100
PESS 405	Motor Learning	30
PESS 460	Play Behaviors	18
PESS 485/585	Perceptual Motor Development in Children	26
MUS 163	Intro to Music Education	20
MUS 262	Music in Early Childhood	11
PSY 273	Child and Adolescent Psychology	155
JOUR 452	Electronic News gathering	7
LING 270	Nature of Language	5
Total		794

During the period from 1994 to 1999 , the Center also employed 75 workstudy students, 5 PACE students, 3 interns from the AtCo Sheltered Workshop, and 200 student employees. The Center also served as a practica site for students from Washington State Community College in Marietta, Ohio; for students in the Hocking College Nanny Program; and for interns from the Federal Hocking High School "School to Work" program.

SCHOLARLY AND PROFESSIONAL ACTIVITIES.

Professional Activities of Staff. During each academic year the staff at the Child Development Center have been actively involved in professional activities.

Margaret King, Director (through 1997)

Publications:

Books (published)

Curriculum for Nurturing Giftedness in Young Children, Council for Exceptional Children, Reston, Virginia 1996 (with C. June Maker)

Should Language Differences Interfere with Learning to Read, *The Journal of Black Reading and Language Education*, 1987.

Parent Participation in Day Care, *Journal of Children and Youth*, 1980.

Language Differences: Do They Interfere with Learning to Read? ERIC Clearinghouse on Urban Education, 1979.

Presentations:

Nurturing Giftedness: Meeting the Needs of Boys in Early Childhood Classrooms, Ohio Association for the Education of Young Children, Dayton OH., May 1997

An Early Childhood Administrator's Network: A Community Based Approach, Ohio Association for the Education of Young Children, Dayton, OH., May 1997

Young Families are Alike but Different: The Role of the Family Service Worker, Ohio Head Start Association, Cincinnati, Ohio, June 1996

Developmentally Appropriate Programs for Young Children, Early Childhood Education Conference, Edinboro University, Edinboro, PA. May 1996

Nurturing Giftedness in Young Children, National Association for the Education of Young Children Annual Conference, Dallas, TX. November 1996

Back to the Basics : Humane, Responsive and Challenging Environments, North Texas Federation of Area Universities, Dallas TX., November 1995

Curriculum for Nurturing Giftedness in Young Children - Developmentally Appropriate Practices, Council for Exceptional Children, Bethesda, MD. Seattle, WA. October 1995

Back to the Basics: Humane, Responsive and Challenging Environments, Early Childhood Spring Conference, Arizona Department of Education, April 1995

Moving From an Elementary Plus Program to an Integrated Birth to Eight Curriculum, Teacher Education Reform and Renewal, National Association of Early Childhood Teacher Educators Preconference, Washington, D.C., October, 1995

The Early Childhood Network: A Collaborative Model for Increasing the Availability and Quality of Child Care in a Rural Community, 1995

The Early Childhood Network, National Association for the Education of Young Children Annual Conference, Atlanta, GA. November, 1994

The Early Childhood Network: A Rural Model for Preservice and In-service Teacher Education, National Association of Early Childhood Teacher Educators Annual Conference, Atlanta, GA. November 1994

Teaching Mathematics in the Early Childhood Classroom, Ohio Association for the Education of Young Children, Cleveland, OH. May 1994.

Creating Child-Centered Developmentally Appropriate Child Care Environments for Toddlers, Ohio Association for the Education of Young Children, Cleveland, OH. May 1994.

Teaching Mathematics in the Early Childhood Classroom, Region V Head Start Association, Cincinnati, OH. October 1993.

Creating a Developmentally Appropriate Environment for Children Birth Through Eight, Southeastern Ohio Association for the Education of Young Children, Athens, OH., September 1992.

Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children, Cincinnati, Ohio, May 1990.

Observational Study of the Leadership and Followership Behaviors of Preschool Children, National Association for the Education of Young Children Annual Conference, Atlanta, Georgia, November, 1989.

A Child-Centered Curriculum for Full Day Child Care. Midwest Association for the Education of Young Children, Minneapolis, Minnesota, April, 1989.

Home Economics and the Training of the Prekindergarten Teacher. Ohio Home Economics Association Annual Meeting, Columbus, April, 1989.

Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children, Cleveland, Ohio, May, 1989.

Child-Centered Curriculum, Ohio Association for the Education of Young Children, Toledo, Ohio, May, 1988.

Alternatives to Time-out, Roots and Wings Conference, Huntington, West Virginia., April, 1988.

Working with Working Families, Roots and Wings Conference, Huntington, West Virginia., April 1988.

Planning A Responsive Environment for Infants in Day Care, Association for Childhood Education International, Salt Lake City, Utah, April, 1988.

Developmentally Appropriate Practice, Southeast Ohio Elementary, Kindergarten, & Nursery Education, Athens, Ohio, April, 1988.

Can We Afford Quality Child Care?, Ohio Home Economics Association, Akron, Ohio, April, 1988.

Child Care is A Nursery School and Much, Much More!, National Association for the Education of Young Children, Conference, Chicago, Illinois, November, 1987.

The Status of Teachers in Early Childhood Programs - Upgrading the Profession, Sandusky Valley Association for the Education of Young Children, Freemont, Ohio, September, 1987.

A Child-Centered Approach to Day Care and Nursery School, Sandusky Valley Association for the Education of Young Children, Freemont, Ohio, September, 1987

Sensory Materials As Learning Materials, Ohio Association for the Education of young Children, Columbus, Ohio, May, 1987.

A Child-Centered Approach to Day Care, Ohio Association for the Education of Young Children, Columbus, Ohio, May, 1987.

Quality Staff - Getting Them and Keeping Them, YMCA Child Care Conference, Orlando, Florida, April, 1987.

Staffing - New Challenges Ahead!, YMCA Child Care Conference, Orlando, Florida, April, 1987.

The Professional Preschool Teacher, Ohio Home Economics Association, Columbus, Ohio, April, 1987.

Child Care: Making It Better, National Association for the Education of Young Children, Washington, D.C., November, 1986.

Ongoing Development of Teachers Through Observation, Supervision, and Involvement, National Association for the Education of Young Children, Washington, D.C., November, 1986.

Role of the Administrator in the Ongoing Professional Development of Teachers, Ohio Association for the Education of Young Children, Dayton, Ohio, May, 1986.

Day Care is More Than A Nursery School, National Association for the Education of Young Children, New Orleans, Louisiana, November, 1985.

An Investigation of the Effects of Computers in an Early Childhood Program, Society for Research in Child Development, Toronto, Canada, April, 1985.

Arrival Time: Behavior Patterns of Two-Year-Olds, Society for Research in Child Development, Toronto, Canada, April, 1985.

Bridging the Gap: Home and Day Care, the Future of Parenting Symposium, Chicago, Illinois, March, 1985.

Child Care Legislation and Its Impact on Women and Minorities, Ohio Education Association, Columbus, Ohio, November, 1984.

The Black Family: Implications for Home Economics Teachers, Ohio Vocational Home Economics Teacher's Conference, Columbus, Ohio, August, 1984.

Separation Patterns of Two-Year-Olds In Day Care, Midwest Association for the Education of Young Children, Cincinnati, Ohio, May, 1984.

Day Care: Issues in Research and Development, National Association for the Young Children, Atlanta, Georgia, November, 1983.

Day Care is More Than A Nursery School, Ohio Association for the Education of Young Children, Columbus, Ohio, May, 1983.

Working With Children: A Pluralistic Approach to Learning, National Association of Laboratory Schools, Detroit, Michigan, February, 1983.

Afro-American Children and the Schools, Ninth Annual National Conference on the Black Family in America, Louisville, Kentucky, March, 1982.

Campus Day Care: Model or Makeshift, National Association for the Education of Young Children, Detroit, Michigan, November, 1981.

A Non-Racist Framework for Evaluating Programs that Black Children Participate In, National Association for the Education of Young Children, Detroit, Michigan, November, 1981.

Overcoming Racial and Sexual Discrimination, National Head Start Training Conference, Los Angeles, California, May, 1981.

Cathy Waller, Administrator

PUBLICATIONS

Enhancing the Development of Language and Thought Through Conversations with Young Children, *Journal of Research in Childhood Education*, 1987.

Learning More About What Makes a Good Teacher Good Through Collaborative Research in the Classroom, *Young Children*, 1987.

PRESENTATIONS

The Project Approach: Step by Step, Ohio Association for the Education of Young Children, Cleveland, Ohio, April 1999.

Creativity Through Play, Ohio University School of Physical Therapy, Athens, Ohio, May 1998

Developing Appropriate Environments for Infants, Fairfield County Early Childhood Conference, Lancaster, Ohio April 1998.

Why Play is not a Bad Word, Fairfield County Early Childhood Conference, Lancaster, Ohio, April 1998

Who are the Children in Your Classroom?, Ohio Association for the Education of Young Children, Dayton, Ohio, May 1997

Developmental Stages and Differences of Children 6 weeks to 5 years of age, College of Education, Ohio University, Athens, OH January 1997.

Hands-on Creative Experiences for Preschoolers, Tri-County Head Start, Logan, OH, November 1996.

Providing a Responsive Environment for Infants, Early Childhood Consortium, Canton, OH, September 1996.

What is Creativity?, School of Physical Therapy, Ohio University, Athens, OH, May 1996.

Working with Infants in Center or Home-based Programs, Early Childhood Network, Fall 1994

The Importance of Play for Young Children, School of Physical Therapy, Ohio University, Athens, OH, May 1993.

How to Provide What Infants Really Need in a Child Care Setting, Ohio Association for the Education of Young Children, May 1992

Continuing Development of Staff Through Observation, Supervision and Involvement, Ohio Association for the Education of Young Children, May 1992

Providing a Sensory Enriched Environment for Infants, 10th Annual Early Childhood Conference, Marshall University, Huntington, WVA. April 1992.

Careers in Early Childhood Education, Amanda Clear Creek High School, February, 1992.

Developing a Sensory Rich Environment for Infants, Tru-Mah-Col Association for the Education of Young Children Annual Conference", Warren, OH. February 1992

Enriching the Sensory Environment For Infants, Kent State University, Kent, OH , October 1991

Creating a Child-Centered Day Care Environment for Young Children, American Home Economics Association Pre-Conference Workshop, Child Care: A National Crisis, Minneapolis, Minn., June 1991.

Developing a Sensory Rich Environment for Infants, Ohio Association for the Education of Young Children State Conference, Dayton, OH, May 1991.

Infant Curriculum, Ohio Home Economics Association Preconference, Worthington, Ohio, April 1991.

Developmentally Appropriate Curriculum for Three-Four-, and Five Year Old Children, Southeastern Ohio Special Education Resource Center, Athens, Ohio, October 1990

Planning a Responsive Environment for Infants, Ohio Association for the Education of Young Children State Conference, Cleveland, Ohio, May 1989

Music & Movement for Preschool Children, Developmentally Appropriate Curriculum Workshop, Ohio University Child Development Center, October 1988.

Planning a Developmentally Appropriate Environment for Infants, Developmentally Appropriate Curriculum Workshop, Ohio University Child Development Center, October 1988.

Music and Movement in the Preschool Classroom, Ohio University, Athens, Ohio, Summer 1987.

Developmentally Appropriate Curriculum for Preschool Children, Ohio University, Athens, Ohio, Summer 1988.

Enhancing the Development of Language and Thought Through Conversations with Young Children, National Association for the Education of Young Children, Washington D.C., 1986.

Learning More About Teaching Through Active Participation in Collaborative Research, San Francisco, California, 1986.

From Fear to Involvement: Learning More About Teaching Through Collaborative Research, National Association for the Education of Young Children, New Orleans, Louisiana, November 1985.

Encouraging Conversation with Young Children in a Preschool Classroom, Ohio Association for the Education of Young Children, Cleveland, Ohio, May 1985.

An Ethnological Approach to Studying One's Teaching Style, Los Angeles, California, November, 1984.

Planning An Individualized Curriculum for an Infant Program Utilizing an Observational Approach, Ohio Association for the Education of Young Children, Cincinnati, Ohio, May 1984.

An Observational Approach to Developing an Infant Assessment Tool, National Association for the Education of Young Children, Atlanta, Georgia, November 1983.

The Developmental Stages and Characteristics of Infants and Toddlers, Athens, Ohio, 1981.

Terry Swank, Assistant Administrator

PRESENTATIONS

Worms, Weeds and Birds: Creating a Naturalistic Environment for Preschoolers, Mid-West Association for the Education of Young Children, Toledo, Ohio April 1998.

Worms, Weeds and Birds :Creating a Naturalistic Environment for Preschoolers, Southeastern Ohio Association for the Education of Young Children, Athens, Ohio September 1997.

I've Got Rhythm...Tapping into the Toddlers and Twos' Musical and Rhythmic Intelligence, Ohio Association for the Education of Young Children, Dayton, Ohio, May 1997.

Creativity and Young Children, Brainscape, Tier III, Ohio University Athens, Ohio , October 1996.

Gender Equity - An Issue for Males in the Early Childhood Classroom, Ohio Early Childhood Education and School-Age Child Care Conference, Columbus, Ohio, October, 1996.

Creating a Child Centered Environment for Infants and Toddlers, National Association for the Education of Young Children, Anaheim, California, November 1993

Creating a Child Centered Environment for Infants and Toddlers, Ohio Association for the Education of Young Children, Toledo, Ohio, May 1993.

The Nuts and Bolts of Creating a Child-Centered Environment for Older Toddlers and Twos, National Association for the Education of Young Children, New Orleans, LA, November, 1992.

Play Patterns of Toddlers and Twos', West Virginia Association for the Education of Young Children, Huntington, West Virginia. April 1992

Nuts and Bolts of Creating a Child Centered Environment for Toddlers and Twos, Pre-Conference Session, National Association for the Education of Young Children. November, 1991.

Top Twenty Tunes for Toddlers and Twos, Ohio Association for the Education of Young Children, Dayton, Ohio. May, 1991.

Play Patterns for Toddlers and Twos, Ohio Association for the Education of Young Children, Dayton, Ohio. May, 1991.

Curriculum for Toddlers and Twos, Ohio Home Economics Association Pre-Conference, Worthington, Ohio, April 1991.

Self Selected Activity Choices of Twos' in Child Care Setting, Illinois Association for the Education of Young Children Conference, October 1990.

Play Patterns for Toddlers & Twos, Ohio Association for the Education of Young Children Columbus, Ohio May 1990.

Self-Selected Activity Choices of Twos in a Child Care Setting, Illinois Association for the Education of Young Children, Champaign-Urbana, Illinois, October 1990.

Creating A Child-Centered Day Care Environment for Toddlers and Twos, National Association for the Education of Young Children, Washington, D.C., November 1990.

Developmentally Appropriate Activities for Toddlers & Twos, Washington Technical Community College, Marietta, Ohio, May 1989.

Play Patterns for Toddlers & Twos, Ohio Association for the Education of Young Children State Conference, Cleveland, Ohio, May 1989.

Helping Make the Twos Terrific, South Eastern Ohio Association for the Education of Young Children, January 1989.

Helping Make the Twos Terrific & "Music for Preschool Children, Developmentally Appropriate Curriculum Workshop, Ohio University Child Development Center, October 1988.

Making the Twos Terrific, Ohio Association for the Education of Young Children. Cleveland, Ohio, May 1988.

Music for Preschoolers, Ohio University, Athens, Ohio June 1987.

Fingerplays, Ohio University, Athens, Ohio, April 1987.

PUBLICATIONS

Creating a Child Centered Environment for Toddlers ,(with Margaret King and Anne Oberlin) Thomas Publishing, Spring 1993.

Supporting the Activity Choices of Two-Year-Olds (with Margaret King and Anne Oberlin), *Day Care and Early Education*, Winter, 1990.

Ruth Al-Esaili, Master Teacher

PRESENTATIONS

Working Through the Project Approach, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Multi-Cultural Education, It's More than Crayons and Band-aids, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Portfolios; A Holistic View of the Developing Child, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Portfolio Assessment, Midwest Association for the Education of Young Children, Toledo, OH., April 1998.

I've Got Rhythm.... Tapping into the Twos' Musical and Rhythmic Intelligence, Ohio Association for the Education for Young Children, Dayton, OH., April 1997

Portfolio Assessment, Ross County Association of Young Children, Chillicothe, OH, October 1997.

Alfred Clapp III, Master Teacher

PRESENTATIONS

Working Through the Project Approach, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Who are the Children in Your Classroom?, Portfolio Assessment, Midwest Association for the Education of Young Children, Toledo, OH., April 1998

Portfolio Assessment, Ohio Association of Young Children, Dayton, OH., Spring 1997

Portfolio Assessment, Ross County Association of Young Children, Chillicothe, OH, October 1997.

Diana DiPofi, Master Teacher

PRESENTATIONS

Working Through the Project Approach, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Multi-Cultural Education, It's More than Crayons and Band-aids, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Portfolios; A Holistic View of the Developing Child, Ohio Association for the Education for Young Children, Cleveland, OH., April 1999

Portfolio Assessment, Midwest Association for the Education of Young Children, Toledo, OH., April 1998.

Shelley England, Master Teacher

PRESENTATIONS

Science is Simple, Ohio Association for the Education of Young Children Annual Conference
Cleveland, OH., April 1999

Portfolios; A Holistic View of the Developing Child, Ohio Association for the Education for
Young Children, Cleveland, OH., April 1999

Beth Murphy, Master Teacher

PRESENTATIONS

Science is Simple, Ohio Association for the Education of Young Children Annual Conference
Cleveland, OH., April 1999

I've Got Rhythm.... Tapping into the Twos' Musicaland Rhythmic Intelligence, Ohio
Association for the Education of Young Children Annual Conference, Dayton, OH., May 1997

Music with Toddlers and Twos, Ross County Association for the Education of Young
Children, Chillicothe, OH, October 1997.

Kathleen Salisbury, Master Teacher

PRESENTATIONS

Science is Simple, Ohio Association for the Education of Young Children Annual Conference
Cleveland, OH., April 1999

Gina Sarchione, Master Teacher

PRESENTATIONS

Working Through the Project Approach, Ohio Association for the Education for Young
Children, Cleveland, OH., April 1999

Portfolios; A Holistic View of the Developing Child, Ohio Association for the Education for
Young Children, Cleveland, OH., April 1999

Amy Sasack, Master Teacher

PRESENTATIONS

Science in the Classroom: Cooking with Young Children, Ohio Association for the Education

of Young Children Annual Conference Cleveland, OH., April 1999

Worms, Weeds and Worms: Creating A Naturalistic Environment for Young Children, Ohio Association for the Education of Young Children Annual Conference, Toledo, OH., May, 1998

Creating an Learning Enviornment for Infants, Ohio Association for the Education of Young Children Annual Conference, Dayton, OH., May 1997

FUNDING COMMITMENTS AND NEEDS

Percentage of Time Staff Spend Meeting the Objectives of the Center:

Administrator (100%)

77% - Direct administration of the Center's Program

9% - Outreach/ Scholarly activity

14% - Professional Education including supervision and inservice training of staff, teaching HCS courses

Assistant Administrator (100%)

50% - Administration of Center- enrollment, parent orientations, tours

30% - Professional Education including the coordination of students; mentoring new staff members, assisting teachers with supervision of students

10% - Curriculum support for staff

5% - Outreach and Scholarly Activity

5% - Onsite support of HCS senior practicum students

Master Teachers: (100%)

60% - Direct supervision of the classroom; plaaning the daily program

40% - Supervision nd training of students and scholarly activity

FUNDING/NEEDS

The 1998-99 budget breakdown and income sources for the Center are as follows:

Total Budget

Parent Fees	\$233,413
Community Block Grant	6,000
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Income from Fees	239,413
University Subsidy	294,220
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Total	\$533,633

3,890/child/y

Budget Breakdown

Payroll	\$309,215
Benefits	133,817
Supplies	50,425
Travel	12,000
Information/Communication	11,700
Maintenance/Repair	11,476
Equipment	5,000
<hr/>	
Total	\$533,633

Cost per day per child = \$38.67

(based on full-day equivalent of 60 children for 230 days)

The Child Development Center needs the continual financial support from the University in subsidy and also with the annual raise pool allocation. The Child Development Center provides an invaluable site as a practicum placement for students, through staff who are active through presentations and stay current with developments in early care and

education and implement that knowledge in the classrooms. The Center currently enrolls four children who have physical or developmental disabilities or delays. These children are naturally integrated into the classrooms and receive support services from outside resources during their day at the Center.

Future Viability

The field of early care and education is rapidly growing and that is reflected at Ohio University by the growing numbers of majors in the Early Childhood program. There are currently between 150 -200 majors in this program and we expect the 1999-2000 enrollment to add to those numbers. With the change in the State of Ohio 's Department of Education teacher licensure becoming Early Childhood (age 3 years to age 8 years), the numbers of students will continue to grow.

The University is committed to providing additional child care slots for its employees and students at a designated site at The Ridges. If chosen to operate this site, the Child Development Center would at last have an opportunity to expand the quality program now in operation in Putnam Hall. We would be able to serve an increased number of children , students, and to explore new collaborations with other departments.

Addendum

In July 1999, Ohio University selected the Child Development Center as the entity to administer the child care facility at The Ridges. The Horse Barn from the previous Athens Mental Health Center will be renovated into a state of the art facility for child care and early childhood education. The program will expand from four to ten classrooms serving 130 children: 24 infants; 48 toddlers; and 58 preschool children. This move will assist the University in addressing the needs of child care, particularly for infants and toddlers, for its employees, students and the community. The target opening date for the new facility is September, 2000.

Ohio University Child Development Center
Response to Five Year Review Committee
By Cathy Waller, Administrator

1. **HCCF 160A: Observing and Recording Behaviors of Young Children**
Students practice techniques for gathering information on young children for research and/or for developmental documentation and curriculum planning. Students utilize the remote video camera at the Center, as well as practice in developing a hypothesis and collecting data by various methods.

HCCF 361: Principles of Preschool Guidance

Students complete a thirty-hour practicum in an assigned classroom at the Child Development Center. The focus is on the understanding of appropriate guidance principles and techniques for working with young children. The Master Teachers model the interactions and guidance techniques based on developmentally appropriate practices and give support and constructive feedback to the students.

HCCF 363: Creative Experiences with Young Children

Students complete a thirty-hour practicum focusing on activities addressing art, music, movement, language and literacy. Students identify and assist in the implementation of activities planned by the Master Teachers in these areas. During the practicum, each student also plans and implements one to two activities, which are evaluated by the Master Teachers.

HCCF 364: Math and Science for Young Children

Students complete a thirty-hour practicum focusing on identifying and implementing activities in mathematical concepts and scientific principles. Students assist with these activities in the classroom and develop a portfolio of activities for their own use. Students also are encouraged to plan and implement an activity, which is evaluated by the Master Teachers.

HCCF 464: Early Childhood Practicum

This is the culminating student teaching practicum for 400 hours for early childhood majors or 200 hours for early childhood/primary majors. In this practicum, students plan and implement activities in an integrated curriculum, beginning with partial day responsibilities and gradually working up to a full two week unit. The student also has experiences in classroom management, utilization of materials, supervising other adults, working with parents and overseeing transitions. The Master Teachers support the students in the gradual addition of responsibilities, and expose the students to a collaborative teaching approach.

The following courses utilize the Center for a one-time observation. Students focus on the developmental differences of younger/older children as it pertains to the course.

PSY 273: Child and Adolescent Behaviors
PT: Physical Therapy: Brainscape
EH 450: Institutional Environmental Health and Safety

The following courses utilize the Center for repeated observations or interactive labs (2 – 10 hours) based on course criteria.

ART 360: Art for Elementary Teachers
DANCE 299 T: Creative Movement in Children
DANCE 441: Teaching Dance I
EDEL 310: Teaching Language Arts in Elementary School
EDEL 321: Children's Literature
EDSP 463: Field Practicum- Special Needs Children
HCCF 664: Advanced Child Development
PESS 106: Movement Skills
PESS 405: Motor Learning
PESS 460: Play Behaviors
PESS 485/585: Perceptual Motor Development in Children
MUS 163: Intro to Music Education
MUS 262 Music in Early Childhood Education
JOUR 452: Electronic NewsGathering

2. The best practices referred to in our five year review statement are based on the Developmentally Appropriate Practices in Early Childhood Programs as developed by the National Association for the Education of Young Children. I have enclosed a copy of the guidelines for the committee's review.

3. Employee education/background: I believe this was covered in the RFP prospectus.

4. Turnover Issues: To be a Master Teacher at the Ohio University Child Development Center, an individual must have a bachelor's degree in early childhood education or a related field. Depending on the program of study and an individual teacher's credentials, he/she may be certified to teach children birth to 5 years; birth to grade six; or age three to grade three. In the last decade, but especially in the last few years, public preschools have become more common. These preschools are part of the public school systems with the teachers receiving the same pay and benefits as teachers in the primary/elementary grades. Our current pay scale is \$22,716 for a beginning teacher, which is a twelve-month contract running from July 1 to June 30. Teachers at the Center work either 7:30am to 4:30 PM or 8:30 am to 5:30 PM (with two fifteen minute breaks and an hour lunch) Monday through Friday. Master Teachers receive the same benefits package as other administrative employees as regards health, vacation, retirement, and educational benefits.

These same individuals can work in a public preschool or in a primary classroom with a starting salary of \$24,291. The workday with children is usually 9:00am to 3:30 PM from

late August to early June. There is some difference in the benefit package and professional development opportunities, but to many of our former staff, the shorter day and time off in the summer (and snow days) is an irresistible offer.

With the recent change in teacher licensure in the state of Ohio, a degree in early childhood education now certifies an individual to teach children age three to grade three. This opens many more doors for early childhood educators who previously would have been potential OUCDC staff members.

5. Center Tuition: I have enclosed copies of the current fee scale for the Center. There are currently 12 income levels on our scale, which is based on a family's total household income. The fee is paid monthly. There is a 20% discount for the second (or more) child enrolled in the Center. The fee scale is for the 9-month academic year (181 days) and then there is the summer fee scale. The summer fee scale is based on two five week sessions, Summer I and Summer II. Summer I is based on days under the previous fiscal year's fee scale and also days on the new fiscal year fee scale. (July 1 starts the new budget year, which is why Summer I is calculated in this way.) Summer II is based entirely on the new fiscal year.

Parents pay the monthly fee at the beginning of each month or summer session.

The fee scale will change upon our move to The Ridges. We are currently working on what it will look like, as there will be new factors to consider. Possible extended hours; part-time enrollment (less than 5 day a week); reduced closing days (we currently close during Spring Break, two weeks at the end of August/beginning of September, and two weeks at the end of December. During the closing times, all staff use their vacation days, eliminating the need for ongoing substitutes; and we use this time for scheduling intrusive upkeep, such as repainting of classrooms, renovation work, replacing carpeting, etc.) substitutes for vacation coverage; are all factors that will impact our new scale.

Comparable Centers: The University of Toledo Apple Tree Nursery School charges range from \$324 to \$480 per month; Ohio State University's A. Sophie Rodgers Laboratory School fees range from \$492 to \$624 per month; and Bowling Green University's Jordan Family Development Center's fees range from \$392 to \$460 per month.

Mix of Children: Our Center community is diverse. Many families are composed of different categories. Currently our enrollment has the following representation:

Faculty	Staff	Students	Community
36	24	12	27

* of the 27 community parents, 22 have a co-parent in one of the other categories)

6. Waiting List: In the twenty years that I have been affiliated with the Center, there has been a waiting list. Each February, we distribute a re-enrollment survey to the families

enrolled in the Center. The survey asks for information regarding a child's enrollment in the Center for the upcoming summer sessions and for the upcoming academic year session. Based on the survey replies, it is determined where the openings will be for the new year. As it states on our application, "openings are filled on a first come, first serve basis, although income status and age may influence our decision depending on the actual available slot".

Although it is important to take in enough tuition to make our budget each year, we try to have a diverse mix of socioeconomic ranges in each classroom. As spot opens up, we determine if the classroom is still in balance for tuition income. If it is, we go to the next individual on the list for that age group. If the income is out of balance, we go to the first family on the list that meets the income criteria.

We do give siblings of children enrolled priority as openings become available. Currently we have ten families with siblings enrolled at the Center.

Changes: As more options for preschool children (3yrs to 5yrs) have become available in the surrounding community, our preschool waiting list has been reduced. Currently on any given day, there are approximately 75-100 open slots for preschool children in the Athens County area. However as there are few options for infant and toddler care, those waiting lists have increased.

Each spring we attempt to contact families on the waiting lists to determine the current level of interest. We have utilized communication by telephone and mail to determine if numbers and addresses are correct. Usually there are families who have left the area, found other childcare options, or are unreachable. Of ten there are families who ask to be kept on the list, but when later offered a slot, decline for various reasons. Therefore when we attempt to fill an opening, especially for preschoolers, it may take six or seven calls to fill that spot. I am not sure we can ever truly get to the real demand.

New facility: The new facility will increase the number of infant and toddler spaces which is a significant need in the community. We will have 24 infants, 48 toddlers, and 58 preschoolers. I predict these new slots will have an impact on our waiting list, but still will not be able to address the childcare needs of everyone.

7. Needs assessment/Proposal: I have previously forwarded a copy of the Child Development's response to the university's RFP. The Child Development Center did not do the needs assessment. In June 1998, Ohio University engaged the Bright Horizons Family Solutions organization to provide an assessment of the feasibility of a near-site child care center. I have enclosed a copy of that document for the committee.

8. College collaboration: We have done limited work with Kids on Campus. In the past a few of the Kids on Campus groups have utilized our playgrounds and we have provided some support materials to faculty members doing educational sessions for Kids on Campus. Presently we are involved in a grant proposal for Kids on Campus focusing on nutrition and gardening. Terry Swank, our assistant administrator, who is also a certified

Master Gardener, is working with Dr. David Holben, Dr. Annette Graham, and Dr. Margaret King, all from the School of Human and Consumer Sciences, on a grant that will involve the children in creating miniature garden plots that they will maintain and then use the produce for meals.

We have also worked closely with the Early Childhood Network utilizing Center staff as trainers in the community, and we are also currently involved with the Pre-Birth to Age Three Initiative.

9. New Teacher Licensure Links: We currently have links with several of the faculty in the College of Education to serve as a practicum site for students: Dr. Joan McMath, Dr. William Smith, Ms. Marcy Keifer and Ms. Perianne Bates. With the new courses that will be offered for the new teacher licensure, we are open to serve as a support. Dr. Eugene Geist is the faculty member from the School of Human and Consumer Sciences, who is serving on the Early Childhood Steering Committee. The Center is a part of the School of Human and Consumer Sciences so as the Early Childhood faculty visualize the Center serving additional roles with the new licensure components, we will do so. I currently serve as an adjunct faculty member in the School of Human and Consumer Sciences so that the link between theory and practice is consistently upheld.

Date: February 11, 2000



**OHIO UNIVERSITY CHILD DEVELOPMENT CENTER
108 PUTNAM
593-1819**

Administrator: Ms. Cathy Waller

The Child Development Center opened in September, 1972. The Center has a three-fold mission-

1. Professional education of students majoring in early childhood education and child development, as well as students from other disciplines. Students from various departments within the university utilize the Center for professional education. The departments that are generally represented include Human and Consumer Sciences (Early Childhood Education, Nutrition, Interior Design), Hearing and Speech Sciences, Health and Sport Sciences, Education, Psychology, Music, Dance, and Art Education. Students are involved in observing, planning and implementing activities, and teaching preschool children.

2. Research in child development, early childhood education, teacher education, and curriculum. Faculty and graduate students in Human and Consumer Sciences, Hearing and Speech Sciences, Education, Health and Sport Sciences, and Psychology often develop and implement research projects using the Center. Recent research projects have included observations of children's leadership and followership behaviors, an examination of the play choices of two-year-olds during self-selected activity time, and arrival time behaviors of two-year-olds.

3. Provision of developmentally appropriate child care services for children six weeks to five years. The child care component of our program offers a full day and half day center-based program for children between the ages of 6 weeks and 5 years old, we are open from 7:30 am to 5:30 pm five days a week and enroll approximately 65 children. Children are accepted on a first come, first-served basis, although other factors such as income and age may influence our decision depending on the actual available slot. We try to provide an integrated program of children from different socioeconomic and ethnic backgrounds.

The Center is licensed by the Ohio Department of Human Services. The license is posted in the administrator's office. The law and rules governing child day care are available at the center office for review upon request, and the Center's licensing record including compliance report forms and evaluation forms from the health, building and fire departments are available upon request from the department. Currently, our licensed capacity is 83 children. The toll free complaint number for the ODHS is 1-800-686-1568.

The Center is also accredited by the National Academy of Early Childhood Programs, a Division of the National Association for the Education of Young Children.

**Ohio University Child Development Center
Enrollment Application**

Child's Name: _____

Date Applied (office use only): _____

Date of Birth: _____

Sex: _____

Mother's name: _____

Father's name: _____

Address: _____

Address: _____

Phone:

(w) _____ (h) _____

Phone:

(w) _____ (h) _____

Employer: _____

Employer: _____

Address: _____

Address: _____

Student__ Staff__ Faculty__ Non OU__

Student__ Staff__ Faculty__ Non OU__

Enrollment for: __12 month, year round
 __Summer, June to Sept.
 __9 month

Half day __AM 8:00-12:00
 __PM 1:00-5:00
Full day __8:00-5:00

With whom does the child live? Both parents__ Mother __ Father__ Other__

Please include names and ages of other children applying for admission to the Center _____

Family Income (please use attached sliding fee scale to indicate income)\$ _____

Why are you choosing to enroll your child at the Ohio University Child Development Center?

Children are accepted on a first come, first serve basis, although income status and age may influence our decision depending on the actual available slot.

Parent(s) Signature _____

Date _____

**Please return to: Ohio University Child Development Center
 108 Putnam Hall
 Athens, Ohio 45701**

Ohio University Child Development Center
Fee Scale
1999-2000 Academic Year

<u>Range</u>	<u>Income</u>	<u>Full Day</u>	<u>Monthly Payments</u>	<u>20% Discount *</u>
1	\$0 - 6,999	12.53	252	202
2	\$7,000 - 9,999	13.77	277	222
3	\$10,000 - 12,999	15.12	304	243
4	\$13,000 - 15,999	16.43	330	264
5	\$16,000 - 18,999	17.54	353	282
6	\$19,000 - 21,999	19.02	383	306
7	\$22,000 - 24,999	20.08	404	323
8	\$25,000 - 27,999	21.35	429	343
9	\$28,000 - 30,999	22.67	456	365
10	\$31,000 - 33,999	23.89	480	384
11	\$34,000 - 39,999	24.90	501	401
12	\$40,000 +++++	25.46	512	410

<u>Range</u>	<u>Income</u>	<u>Half Day</u>	<u>Monthly Payments</u>	<u>20 % Discount *</u>
1	\$0 - 6,999	6.34	128	102
2	\$7,000 - 9,999	6.90	139	111
3	\$10,000 - 12,999	7.56	152	122
4	\$13,000 - 15,999	8.26	166	133
5	\$16,000 - 18,999	8.77	176	141
6	\$19,000 - 21,999	9.49	191	153
7	\$22,000 - 24,999	10.10	203	162
8	\$25,000 - 27,999	10.70	215	172
9	\$28,000 - 30,999	11.36	228	182
10	\$31,000 - 33,999	11.96	241	193
11	\$34,000 - 39,999	12.47	251	201
12	\$40,000 +++++	12.73	256	205

Fee scale is based on an academic year of 181 days.

* 20% discount is for second child enrolled

**OHIO UNIVERSITY
BUDGET SUMMARY 1999-00**

B-1

Child Development Center
Department Name

00-11-2530
Account Number

OBJECT CODE	DESCRIPTION	REF FORM	1999-00 OPERATING PLAN
1110-1760	Total Payroll	B-2	301,598
2200-2700	Total Employee Benefits	B-3	140,435
1790-1950	Total Personal Services	B-3	-
	TOTAL 1000 - 2000		442,033
3000's	Supplies	B-8	60,698
4000's	Travel	B-8	15,000
5000's	Information & Communication	B-8	20,500
6000's	Rental, Maintenance & Repair	B-8	13,500
7000's	Miscellaneous & Scholarships	B-8	-
8000's	Purchase for Resale	B-8	-
9000's	Equipment	B-8	6,000
	TOTAL 3000 - 9000		115,698
	TOTAL EXPENSES		557,731
	Department & Auxiliary Income	B-9	(244,201)
	Expense Transfers To Operating/Auxiliaries	B-9	-
	Support For Auxiliaries	B-9	-
	NET GENERAL OPERATING FUNDS		313,530

Income

Subsidized

APPROVAL:

DEPARTMENT: _____
DEAN/DIRECTOR: _____
PROVOST: _____
BUDGET: _____

DATE: _____
DATE: _____
DATE: _____
DATE: _____

**SUBMIT TWO COPIES OF YOUR BUDGET(S) AND SUMMARIES
TO THE BUDGET OFFICE, ROOM 276 HDL, ON OR BEFORE AUGUST 6, 1999**

7/25/99

**OHIO UNIVERSITY
PAYROLL SUMMARY 1999-00**

B-2

Child Development Center
Department Name

00-11-2530
Account Number

OBJECT CODE	DESCRIPTION	REF FORM	1999-00 OPERATING PLAN
	<u>Presidential Contract:</u>		
1110	Admin., Department Heads	B-4	-
1150	Aviation Pilots	B-4	-
1190	Other Contract Personnel	B-4	255,225
1210	Professors	B-4	-
1220	Associate Professors	B-4	-
1230	Assistant Professors	B-4	-
1240	Instructors	B-4	-
1250	Lecturers	B-4	-
1270	Lab. Technicians	B-4	-
1280	Visiting Professors	B-4	-
1290	Other Academic Personnel	B-4	-
1310	Physicians	B-4	-
1320	Dentists	B-4	-
1331	Nurses	B-4	-
1341	Medical Technicians	B-4	-
1390	Other Medical Personnel	B-4	-
	Total Presidential Contract		255,225
	<u>Graduate Contract:</u>		
1130	Administrative Graduate Assistants	B-5	-
1260	Graduate and Teaching Assistants	B-5	-
1710	Other Stipends	B-5	-
	Total Graduate Contract		-
	<u>Classified Employee:</u>		
1120	Secretary-Clerks	B-6	-
1330	Nurses	B-6	-
1340	Medical Technicians	B-6	-
1350	Attendants and Aides	B-6	-
1410	Maintenance-Custodial	B-6	21,373
1420	Security	B-6	-
1510	Part-Time Classified Employee	B-6	-
1720	Longevity Bonus		
1760	Overtime	B-6	
	Total Classified Employee		21,373
	<u>Other:</u>		
1520	Students with PERS reduction		25,000
1520	Students without PERS reduction		
1580	Administrative Interns		
	Total Other		25,000
	TOTAL PAYROLL		301,598

7/25/99

**OHIO UNIVERSITY
EMPLOYEE BENEFITS - PERSONAL
SERVICES SUMMARIES 1999-00**

B-3

Child Development Center
Department Name

00-11-2530
Account Number

OBJ CODE	DESCRIPTION	REF FORM	1999-00 OPERATING PLAN
	RETIREMENT:		
2200	Retirement Contribution	B-7	76,618
2300	Workers' Compensation	B-7	1,206
2420	Group Insurance - Classified	B-7	5,921
2430	Medicare Insurance	B-7	2,880
2440	Group Insurance - Contract	B-7	53,810
2510	Faculty Fee Credits		
2520	Staff Fee Credits		
2540	G.A. Spouse's Summer Fee Credits		
2550	G.A. Special Summer Fee Credits		
2610	Employee Meals	B-7	-
2640	Employee Uniforms	B-7	-
	TOTAL EMPLOYEE BENEFITS		140,435
	<u>Personal Services: Non-Wage Payments</u> <u>(Object Codes 1790-1950):</u>		
1840	Consultants		
1900	Honoraria		
0			-
0			-
0			-
0			-
0			-
0			-
	TOTAL PERSONAL SERVICES		-

7/25/99

B-43

Department Name

00-11-2530

Account Number

[illegible]

✓
true

00-11-2530
Account Number

[illegible]

9 quarters equal one F.T.E.

33

Department Name

00-11-2530

Account Number

[illegible]

**OHIO UNIVERSITY
EMPLOYEE BENEFITS DETAIL 1999-00**

B-7

Child Development Center
Department Name

00-11-2530
Account Number

OES CODE	DESCRIPTION	RATE		OPERATING	OTHER	TOTAL
				PLAN AMOUNT	AMOUNT	AMOUNT
	RETIREMENT:	PAYROLL AMOUNT				
2200	Contract - STRS	255,225	x 0.2568908	65,565	-	65,565
2200	Contract - PERS	-	x 0.2383607	-	-	-
2200	Contract - P-LE	-	x 0.2824176	-	-	-
2200	Classified - PERS	21,373	x 0.2383607	5,094	-	5,094
2200	Classified - P-LE	-	x 0.2824176	-	-	-
2200	Students - PERS	25,000	x 0.2383607	5,959	-	5,959
2200	3 Qtr Sabbatical - STRS	-	x 0.4061592	-	-	-
2200	2 Qtr Sabbatical - STRS	-	x 0.3147231	-	-	-
	TOTAL 2200			76,618		76,618
2300	WORKERS' COMP.	301,598	x 0.004	1,206	-	1,206
2430	MEDICARE	198,633	x 0.0145	2,880	-	2,880

	GROUP INSURANCE:	PEOPLE				
2420	Classified	1.00	x \$ 5,921	5,921	-	5,921
2440	Contract	10.00	x \$ 5,381	53,810	-	53,810
2440	Contract (Early Retire)	-	x \$ 137	-	-	-

		QUANTITY				
2610	EMPLOYEE MEALS	-	-	-	-	-
2640	EMPLOYEE UNIFORMS	-	-	-	-	-

NOTE: Column titled "Other Amount" is to be used for amounts charged to Rotaries, Grants, or Other Departments.

7/25/99

OHIO UNIVERSITY
SUPPLIES THROUGH EQUIPMENT 1999-00
3000-9000 OBJECT CODES

B-8a

Child Development Center
Department Name

00-11-2530
Account Number

Object Code Totals		3000 series	4000 series	5000 series	6000 series	7000 series	8000 series	9000 series
		\$60,698	\$15,000	\$20,500	\$13,500	\$0	\$0	\$6,000
Detailed Code	DESCRIPTION							
3000	SUPPLIES	17,000	--	--	--	--	--	--
3100	OFFICE SUPPLIES	6,000	--	--	--	--	--	--
3140	COMPUTER SUPPLIES	7,700	--	--	--	--	--	--
3200	INSTRUCTIONAL SUPPLIES	29,998	--	--	--	--	--	--
		--	--	--	--	--	--	--
		--	--	--	--	--	--	--
4000	Travel & Living Expenses - DOMESTIC		10,000	--	--	--	--	--
4510	OPERATION OF O U VEHICLES		2,500	--	--	--	--	--
4930	Travel & Living Expenses - FOREIGN		2,500	--	--	--	--	--
		--	--	--	--	--	--	--
5100	PURCHASED PUBLICATION/SUBSCRIP	--	--	1,500	--	--	--	--
5200	MEMBERSHIP DUES	--	--	2,000	--	--	--	--
5310	PHOTO COPYING	--	--	6,000	--	--	--	--
5400	ADVERTISING	--	--	4,000	--	--	--	--
5500	TELEPHONE BASIC CHARGES	--	--	2,500	--	--	--	--
5520	TELEPHONE LONG DISTANCE	--	--	1,500	--	--	--	--
5710	U S POSTAGE	--	--	3,000	--	--	--	--
		--	--	--	--	--	--	--
		--	--	--	--	--	--	--
6000	MAINTENANCE AND REPAIRS	--	--	--	5,000	--	--	--
6110	BLDG/BUILT-IN EQUIP REPAIRS	--	--	--	4,000	--	--	--
6210	EQUIPMENT SERVICE CONTRACTS	--	--	--	2,000	--	--	--
6220	EQUIPMENT REPAIRS-OTHER	--	--	--	2,500	--	--	--
		--	--	--	--	--	--	--
		--	--	--	--	--	--	--
9410	EDUCATION & RECREATION EQUIP.	--	--	--	--	--	--	6,000
		--	--	--	--	--	--	--
		--	--	--	--	--	--	--
		--	--	--	--	--	--	--

OHIO UNIVERSITY
INCOME - EXPENSE TRANSFERS - SUPPORT
1999-00

B-9

Child Development Center
Department Name

00-11-2530
Account Number

OBJECT CODE	DESCRIPTION	Department & Auxiliary Income	Expense Transfers to Operating/Aux	Support for Auxiliaries
152	NURSERY CHILD CARE	244,201		
TOTAL INCOME-EXPENSE TRANSFERS-SUPPORT		244,201	-	-

OHIO UNIVERSITY
F.T.E POSITION SUMMARY 1999-00

B-10

Child Development Center
Department Name

00-11-2530
Account Number

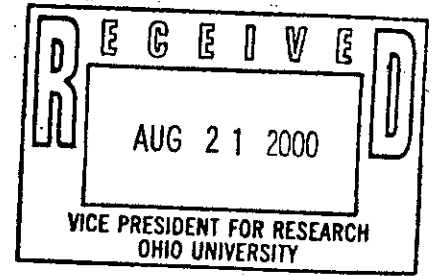
OBJECT CODE		OPERATING	RESTRICTED	ROTARY	TOTAL
<u>ADMINISTRATIVE:</u>					
1110	Admin., Department Heads	0.00			0.00
1120	Secretary, Clerk-Classified Employee	0.00			0.00
1150	Aviation Pilots	0.00			0.00
1190	Other Contract Personnel	10.00			10.00
	Sub-Total	10.00	0.00	0.00	10.00
<u>ACADEMIC AND RESEARCH:</u>					
1210	Professors	0.00			0.00
1220	Associate Professors	0.00			0.00
1230	Assistant Professors	0.00			0.00
1240	Instructors	0.00			0.00
1250	Lecturers	0.00			0.00
1280	Visiting Professors	0.00			0.00
1290	Other Academic Personnel	0.00			0.00
	Sub-Total	0.00	0.00	0.00	0.00
1270	LAB TECHNICIANS	0.00	0.00	0.00	0.00
<u>GRADUATE STUDENTS:</u>					
1130	Administrative Graduate Assistants	0.00			0.00
1260	Graduate and Teaching Assistants	0.00			0.00
1710	Fellowships	0.00			0.00
	Sub-Total	0.00	0.00	0.00	0.00
<u>MEDICAL AND NURSING:</u>					
1310	Physicians	0.00			0.00
1330, 31	Registered Nurses	0.00			0.00
1340, 41	Technicians	0.00			0.00
1350	Attendants and Aides	0.00			0.00
1390	Other Medical Personnel	0.00			0.00
	Sub-Total	0.00	0.00	0.00	0.00
<u>MAINTENANCE AND SAFETY:</u>					
1410	Maintenance, Custodial	1.00			1.00
1420	Security	0.00			0.00
	Sub-Total	1.00	0.00	0.00	1.00
1520	STUDENTS	10.00	0.00	0.00	10.00
<u>PART-TIME HELP:</u>					
1510	Part-Time Classified Employee	0.00			0.00
	Sub-Total	0.00	0.00	0.00	0.00
GRAND TOTAL		21.00	0.00	0.00	21.00

7/25/99



Interoffice Communication

August 17, 2000



TO: Jack Bantle, Ph.D.
Vice President for Research

FROM: Barbara Ross-Lee, D.O., Dean
College of Osteopathic Medicine

SUBJECT: Tropical Disease Institute

In the past, the Tropical Disease Institute was managed by Dr. William Romoser, who is currently conducting research in Fort Detrick. Dr. Romoser has elected to take early retirement effective July 1, 2000, and Dr. Calvin James has assumed the directorship of the Institute. In addition to the transition of leadership for the Institute, a transition in the reporting department from the College of Arts and Sciences to the College of Osteopathic Medicine took place two years ago.

Based on these factors, I would like to request an extension for the five-year review of the Tropical Disease Institute. Due to the retirement of one of the members, the review committee will be reestablished according to the guidelines from the Office of Research. The review will be conducted during this 2000-2001 academic year.

Collaborations have yielded exciting research opportunities and an exchange of educational possibilities through the efforts of members of the Tropical Disease Institute. We look forward to providing you and the Board of Trustees with a report that will be informative and enlightening.

cab

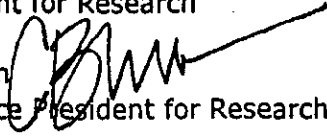
cc: Ron Portanova, Ph.D.
Calvin James, Ph.D.
William Romoser, Ph.D.



Office of the Vice President for Research
Research & Technology Center 120, Athens OH 45701-2979

tel 740 593 0370
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TO: Jack Bantle
Vice President for Research

FROM: Carol J. Blum 
Associate Vice President for Research

DATE: 1 September 2000

As you know, all Board-established centers and institutes are required to be reviewed every five years. The purpose of these reviews is to evaluate the accomplishments of the center or Institute within the context of the goals set at its formation with modifications resulting from previous reviews. This assessment serves to set the agenda for the next five years.

The Institute for Applied and Professional Ethics' five-year review was scheduled to be conducted this year. The Institute reports directly to you as an independent research and programming unit at the university. The work and activities of the Institute involve the faculty and students from throughout the university and the coordinating colleges include the College of Arts & Sciences, College of Business, and College of Communications.

With your arrival last autumn, you focused our attention on conducting a wide-ranging review of the role and accomplishments of all the departments and offices reporting to you, including the Institute for Applied and Professional Ethics. Following this review, we embarked on a strategic planning process to set the agenda for each department for the next four to eight years.

Because of the critical importance of the strategic planning process to the review and future plans, it seemed judicious to delay the Institute's review until these tasks were complete. I request a one year extension for the review of the Institute for Applied and Professional Ethics. The review will be completed during 2000-2001.

If I can provide additional information, please contact me at your convenience.

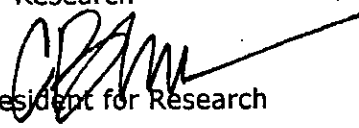
cc: Arthur Zucker, Director, Institute for Applied and Professional Ethics



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FROM: Carol J. Blum 
Associate Vice President for Research

DATE: 1 September 2000

As you know, all Board-established centers and institutes are required to be reviewed every five years. The purpose of these reviews is to evaluate the accomplishments of the center or institute within the context of the goals set at its formation with modifications resulting from previous reviews. This assessment serves to set the agenda for the next five years.

The Edison Biotechnology Institute's (EBI) five-year review was scheduled to be conducted this year. EBI reports directly to you as an independent research unit at the university. The senior scientists in the Institute hold faculty appointments in the College of Osteopathic Medicine and the College of Arts & Sciences.

With your arrival last autumn, you focused our attention on conducting a wide-ranging review of the role and accomplishments of all the departments and offices reporting to you, including EBI. Following this review, we embarked on a strategic planning process to set the agenda for each department for the next four to eight years. Simultaneous with this review, EBI completed a two-year hiring process for a senior member of the scientific staff and competed successfully for state funds to support a visiting senior research scientist at the Institute.

Because of the critical importance of the strategic planning process and the task of seeking new scientific staff members to the review and future plans, it seemed judicious to delay the Institute's review until these tasks were complete. I request a one year extension for the review of the Edison Biotechnology Institute. The review will be completed during 2000-2001.

If I can provide additional information, please contact me at your convenience.

cc: David Wight, Director, Edison Biotechnology Institute

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740-593-2600 phone
740-593-9191 fax



OHIO UNIVERSITY

1804

DATE: September 13, 2000
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm, ^{UPB}Provost
SUBJECT: Seven-Year Program Reviews

Attached are summaries of the seven-year reviews of academic programs completed during 1999-2000 by the University Curriculum Council. These reviews provide a useful self-examination of our programs.

Mr. Goodman presented and moved approval of the resolution. In doing so, he commented that issues of program quality affecting Interpersonal communication had been satisfactorily answered. All voted aye.

MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2000 -- 1739

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

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

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

THEREFORE, BE IT RESOLVED, that the Board of trustees of Ohio University accepts the 1999-2000 reviews and approves the recommendations for the following:

School of Interpersonal Communication
School of Journalism

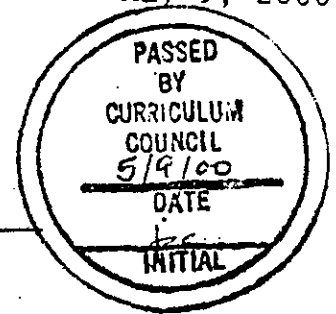
**Board of Trustees
September 28 - 29, 2000**

Program Review Summaries -- 1999-2000

College of Communication

School of Interpersonal Communication
School of Journalism

SEVEN YEAR REVIEW COVER SHEET



Name of Program: E.W. Scripps School of Journalism

PROGRAM TYPE	
<input type="checkbox"/> undergraduate certificate	<input checked="" type="checkbox"/> bachelor's degree
<input type="checkbox"/> graduate certificate	<input checked="" type="checkbox"/> graduate degree
<input type="checkbox"/> associate degree	(<input checked="" type="checkbox"/> MS and/or <input checked="" type="checkbox"/> PhD)

Date last review was approved by Board of Trustees: 1990

Program Review Task Force members: Daniel Gulino
Gordon Schanzbach

Draft completed and sent to chair and dean:*

PRTF chair: Daniel Gulino 2/11/00
(signature) (date)

Seen by and returned:

Program chair: Daniel Ruff 3/13/00
(signature) (date)
Dean of college: Kathy Stund 4-19-00
(signature) (date)

Return draft and any and all comments to PRTF chair by 4/15/00
(date)

Approved by UCC chair: [Signature] 5/9/00
(signature) (date)

* the word "DRAFT" must be stamped on each page of the review until it has been formally approved by the University Curriculum Council

University Curriculum Council
Program Review Executive Summary

Program: SCHOOL OF JOURNALISM

Date: May 2000

The School of Journalism offers a Bachelor of Science in Journalism and a Masters of Science in Journalism. The School of Journalism and the School of Telecommunications jointly offer a doctoral program in mass communications. Students may work toward a PhD in Mass Communication with an emphasis in telecommunications, journalism, or mass communications research.

COMMENDATIONS

- Faculty: High level of faculty scholarly activity in all areas of journalism (articles, books, editorships, workshops, and broadcasting) and an equally high level of service; diverse faculty.
- Facilities and Staff: Support provided for program by three staff secretaries and excellent facilities which include renovated and new buildings outfitted with equipment with the latest technology.
- Graduates: High success rate (96% were employed or in graduate school; 50% were employed in communication positions); 78% of bachelors degree and 80% of masters degree graduates were very or extremely satisfied with their preparation for their careers.

AREAS OF CONCERN

- Relatively low enrollment of minority (6%) and male students (28%) at the undergraduate level.

RECOMMENDATIONS

- The School of Journalism is encouraged to improve student diversity at the undergraduate level.

SUMMARY RATING

- Undergraduate: Acceptable
- Graduate: Acceptable

Date of Next Recommended Review: 2005-2006

PROGRAM REVIEW SUMMARY RATINGS

EVALUATION OF E. W. Scripps School of Journalism
(name of department, program, certificate, institute, etc.)

DATE May 2000

PROGRAM TYPE

☐ undergraduate certificate ☐ bachelor's degree
☐ graduate certificate ☒ graduate degree
☐ associate degree (☒ MS and/or ☒ PhD)

Highest ←

→ Lowest

	Exceeds Expectations			Meets Expectations			Fails to Meet Expectations		
Goals of the Program					X				
Quality of Students					X				
Mix of Students					X				
Quality of Curriculum					X				
Quality of Instruction					X				
Quality of Scholarly and Creative Activity		X							
Quality of Faculty Advising					X				
Quality of Faculty Service			X						
Mix of Faculty				X					
Success of Graduates					X				
Adequacy of Support Staff	X								
Quality of Facilities and Equipment	X								
Judgment of Future of Program			X						

	Outstanding	Acceptable	Unsatisfactory
OVERALL EVALUATION		X	

PROGRAM REVIEW SUMMARY RATINGS

EVALUATION OF E. W. Scripps School of Journalism
(name of department, program, certificate, institute, etc.)

DATE May 2000

PROGRAM TYPE	
<input type="checkbox"/> undergraduate certificate	<input checked="" type="checkbox"/> bachelor's degree
<input type="checkbox"/> graduate certificate	<input type="checkbox"/> graduate degree
<input type="checkbox"/> associate degree	(<input type="checkbox"/> MS and/or <input type="checkbox"/> PhD)

	Highest ←————→ Lowest								
	Exceeds Expectations			Meets Expectations			Fails to Meet Expectations		
Goals of the Program					X				
Quality of Students				X					
Mix of Students						X			
Quality of Curriculum				X					
Quality of Instruction				X					
Quality of Scholarly and Creative Activity		X							
Quality of Faculty Advising					X				
Quality of Faculty Service			X						
Mix of Faculty				X					
Success of Graduates				X					
Adequacy of Support Staff	X								
Quality of Facilities and Equipment	X								
Judgment of Future of Program		X							
	Outstanding			Acceptable			Unsatisfactory		
OVERALL EVALUATION				X					

Program Review
Director's Update
Fall 2000
E. W. Scripps School of Journalism

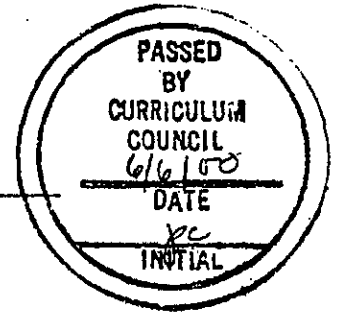
In response to the Seven-Year review of the Journalism School, the faculty has initiated efforts to improve the student diversity at the undergraduate level. Outlined below is the recommendation as well as our response to the recommendation.

Recommendation: The School of Journalism is encouraged to improve student diversity at the undergraduate level.

Response: Two specific directions are being pursued. We are planning extensive collaboration with the Journalism Department at Hampton University, a traditional Black college; Hampton's Journalism Department has this year received special funding from the Scripps Howard Foundation, which also has endowed our school. We expect to collaborate with faculty and student exchanges and joint workshops with Hampton. The Scripps School has also developed a Diversity Enhancement plan to generate minority scholarships and fellowships and a minority high school journalism workshop. We believe these plans have the potential of substantially improving the diversity of our undergraduate student population over time.

Michael Real
Director
E. W. Scripps School of Journalism

SEVEN YEAR REVIEW COVER SHEET



Name of Program: Interpersonal Communication

PROGRAM TYPE	
<input type="checkbox"/> undergraduate certificate	<input checked="" type="checkbox"/> bachelor's degree
<input type="checkbox"/> graduate certificate	<input checked="" type="checkbox"/> graduate degree
<input type="checkbox"/> associate degree	(<input checked="" type="checkbox"/> MS and/or <input checked="" type="checkbox"/> PhD)

Date last review was approved by Board of Trustees: 6-1-93

Program Review Task Force members: Michael Kellogg, Chair
Mary Manusos
Jeanne Steele

Draft completed and sent to chair and dean:*

PRTF chair: Michael Kellogg 5-19-99
(signature) (date)

Seen by and returned:

Program chair: Doree Desautels 4/3/00
(signature) (date)
Dean of college: Walter Hurd 4-4-00
(signature) (date)

Return draft and any and all comments to PRTF chair by 4/7/00
(date)

Approved by UCC chair: [Signature] 6/6/00
(signature) (date)

*the word "DRAFT" must be stamped on each page of the review until it has been formally approved by the University Curriculum Council

University Curriculum Council
Program Review Executive Summary

Program: SCHOOL OF INTERPERSONAL COMMUNICATION

Date: May 2000

COMMENDATIONS

- Reputation: Forensics ranked 10th in the United States in 1999; Organizational Communication ranked 5th by NCA.
- Faculty: Well-developed, very professional, strong publication record, service oriented.
- Leadership: Raymie McKerrow is President Elect of NCA; developed Corporate Communications Leaders Programs.
- Administration: Faculty utilized in areas of interest and expertise through undergraduate program tracks; effective evaluation and promotion processes.
- Assessment: Ongoing assessment with very good documentation from various sources (focus groups, surveys, exit interviews with seniors); thorough self-study.
- Service: High level of service to non-majors for in-demand courses.
- Student/Alumni Satisfaction: 90% satisfaction level with education, teaching and knowledge of faculty; 92% retention rate; 4+ rating av. on teaching and 4.5+ on faculty knowledge.

AREAS OF CONCERN

- Focus should be on the development of the undergraduate program; faculty connection with their undergraduate students should occur earlier in the student's program.
- More than half of the courses taught to undergraduate students have graduate student instructors.
- Resources at this time are inadequate to keep such a large commitment to the general student population.
- Schools that ACT identified as peer institutions are not the schools with which the program wants to be compared.
- Some graduate students meet their requirements by taking independent study courses.
- An increasing number of graduate students have been recruited in order to staff INCO 101 and other service courses, which may decrease quality.
- Lack of rigor in the program as seen in the admissions requirements, quality of majors, and courses; grades in capstone courses are too low (too many C's).
- Need further development of multimedia skills.

RECOMMENDATIONS

- School needs to put more emphasis on their undergraduate program and advising INCO majors.
- Increase more rigor into the curriculum including writing skills.
- Consider a reduction in the commitment to service components to the University or seeking additional faculty positions.

SUMMARY RATING

- Undergraduate: Outstanding
- Graduate: Acceptable

Date of Next Recommended Review: 2005-2006

UNDERGRADUATE REVIEW SUMMARY RATINGS

EVALUATION OF INTERPERSONAL COMMUNICATION

DATE May 20, 1999 (name of department, program, certificate, institute, etc.)

Check the appropriate box:

Highest ← → Lowest

	Exceeds Expectations			Meets Expectations			Fails to Meet Expectations		
Goals of the Program		X							
Quality of Students					X				
Mix of Students				X					
Quality of Curriculum			X						
Quality of Instruction	X								
Quality of Scholarly and Creative Activity		X							
Quality of Faculty Advising					X				
Quality of Faculty Service				X					
Mix of Faculty			X						
Success of Graduates				X					
Adequacy of Support Staff					X				
Quality of Facilities and Equipment					X				
Judgment of Future of Program		X							

	Outstanding	Acceptable	Unsatisfactory
OVERALL EVALUATION	X		

GRADUATE REVIEW SUMMARY RATINGS

EVALUATION OF INTERPERSONAL COMMUNICATION
(name of department, program, certificate, institute, etc.)

DATE May 20, 1999

Check the appropriate box:

	Highest ← → Lowest								
	Exceeds Expectations			Meets Expectations			Fails to Meet Expectations		
Goals of the Program			X						
Quality of Students			X						
Mix of Students				X					
Quality of Curriculum			X						
Quality of Instruction				X					
Quality of Scholarly and Creative Activity		X							
Quality of Faculty Advising					X				
Quality of Faculty Service				X					
Mix of Faculty			X						
Success of Graduates			X						
Adequacy of Support Staff					X				
Quality of Facilities and Equipment					X				
Judgment of Future of Program				X					

	Outstanding	Acceptable	Unsatisfactory
OVERALL EVALUATION		X	

Program Review
Director's Update
Fall 2000
School of Interpersonal Communication

In response to a request for a follow-up report on the Seven Year Review of the School of Interpersonal Communication conducted by the University Curriculum Council, here is an update on the progress the School has made in addressing that Review's recommendations.

Recommendation: School needs to put more emphasis on its undergraduate program and on advising its majors.

Response: Historically, we have had between 450 and 500 majors, but we began last year with 650 majors, which compromised our advising efficacy and forced us to deny many of our majors admission to our courses. By graduating 250 majors over the course of the 1999-2000 academic year and by only admitting select internal transfers (average GPA of internal transfers admitted last year was 3.2) and freshmen with strong high school academic profiles, and through careful management by Dr. J.W. Smith, the School's Director of Undergraduate Studies, we were able to begin this year with 457 enrolled majors. Unlike last fall when we had serious close-out problems that were intensively covered by the local media, this fall we had fewer such problems. Having fewer majors has allowed us to reduce the number of majors each faculty member advises, which certainly will help to improve the quality of our advising. We also took the step of training our new faculty so that they begin advising effectively from the start.

Recommendation: School should introduce more rigor into the curriculum and put more emphasis on writing skills.

Response: Aware of the Seven Year Review Committee's recommendation that our School's curriculum should be examined, we conducted a comprehensive curriculum review last year under the direction of Dr. Anita James. Dr. James' committee surveyed recent graduates of the School, researched similar programs at other universities, and reviewed all current syllabi and course materials. Last week we met as a faculty along with our colleagues from the regional campuses to begin to discuss the recommendations of Dr. James' committee. Among the recommendations related to incorporating more rigor into our curriculum were to include a research methods course and an advanced presentation course, and to require a practicum or internship in each of the five undergraduate concentrations. Also recommended as a way to instill more rigor was to require that our majors take three courses in the same language or complete three courses in technology. We have had a "writing across the curriculum" commitment in place for a number of years; we will continue that commitment for it has served our majors well.

Recommendation: School should consider a reduction in the commitment to service responsibilities in the university and should seek additional faculty positions.

Response: We value service to the university in our School and reward faculty for their work on such significant university committees as the Council on Research, Scholarship, and Creative Activity, the Advising Council, the Graduate Council, Faculty Senate, the Baker Fund, and the Ohio University Research Council, to name just a few. At the same time, we are sensitive to the need not to burden excessively our faculty, and especially our probationary faculty, with service. As part of our review of our probationary faculty last year, we encouraged all of them to concentrate on building their records as scholars and teachers and to wait to take on university service assignments. As far as seeking additional faculty positions, we followed that advice to the letter by taking advantage of institutional opportunities for program enhancement. First, the Provost supported the College of Communication's request that our School be awarded a new faculty line as part of the 1999-2000 budget hearings. Second, we wrote a proposal to the Dual Career Fund to secure funding to hire the spouse of a new tenure track faculty member we hired last year; our proposal was approved, and we now have another new faculty member who will concentrate on undergraduate teaching. Being able to hire new faculty will also permit us to use more faculty, and fewer graduate students, in our undergraduate courses.

Let me close by saying that it is evident from the above that we took seriously the recommendations of the Seven Year Review Committee. Their judgment that our undergraduate program is "outstanding" was certainly an affirmation of our program's quality, and what we have done over the last year is further evidence of our commitment to continue to improve the educational experience of all of our undergraduate students.

David Descutner
Interim Director, School of Interpersonal Communication
College of Communication

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Cutler Hall 306
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740-593-9191 fax



OHIO UNIVERSITY
1804

DATE: September 14, 2000
TO: Robert Glidden, President
FROM: Sharon Stephens Brehm^{SSB}, Provost
SUBJECT: Establishment of the Center for Information Technology Education

I have reviewed this proposal and recommend the establishment of such a center. The center will provide a basis for collaborative work among Ohio University's information technology programs in the colleges of Business, Communication, and the Russ College of Engineering and Technology. This center will strengthen those already well-established programs in information technology and allow for the creation of unique interdisciplinary curricula.

SSB/jt



Office of the Vice President for Research
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research@ohio.edu

September 12, 2000

TO: Sharon S. Brehm, Provost

FROM: Jack A. Bantle, Vice President for Research

SUBJECT: Establishment of the Center for Information Technology Education

Attached is a proposal and a resolution for the Board of Trustees regarding the establishment of the Center for Information Technology Education at Ohio University. I have reviewed the proposal and recommend taking it to the President and the Board of Trustees.

The Center will provide a basis for collaborative work among Ohio University's information technology programs in the colleges of Business, Communication, and Engineering and Technology to address the educational challenges and to strengthen their well-established programs in information technology. Collaborative recruitment, curriculum development and solicitations for external support will keep these programs at the state-of-the-art in an ever changing field.

The Center Coordinator will operate under the guidance of the four Information Technology department chairs and will report through the Associate Provost for Information Technology to the Vice President for Research

bv
Enclosures

Mr. Goodman presented and moved approval of the resolution. Mr. Snyder seconded the motion. All voted in favor.

**ESTABLISHMENT OF THE
CENTER FOR INFORMATION TECHNOLOGY EDUCATION (CITE)
RESOLUTION 2000 - 1740**

WHEREAS, Ohio University has identified expertise in the area of Information Technology, and

WHEREAS, such expertise exists within the Colleges of Business, Communication, and Engineering and Technology; and the Departments of Management Information Systems, Industrial Technology, Electrical Engineering and Computer Sciences, and Communication Systems Management, and

WHEREAS, the recruitment and placement of students and partnerships for funding and curriculum development will strengthen these departments while preserving their unique contributions.

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees establishes the Center for Information Technology Education (CITE).

Office of the Provost
Cutler Hall 306
Athens OH 45701-2979
740-593-2600 phone
740-593-9191 fax



OHIO UNIVERSITY
1804

DATE: September 11, 2000
TO: Jack Bantle, Vice President for Research
FROM: Doug Mann, Associate Provost for Information Technology *Doug*
RE: Center for Information Technology Education (CITE) proposal

Attached is a proposal requesting establishment of a new Center for Information Technology Education (CITE) at Ohio University.

The CITE would support collaboration among four academic programs (Communication Systems Management, Computer Science and Electrical Engineering, Management Information Systems, and Manufacturing Information Technology within Industrial Technology) in three colleges (Communication, Engineering, and Business).

The CITE would enable collaborative student recruitment and advising, grant writing, curriculum development, and development of new corporate partnerships to enhance these four high-demand programs.

Proposal for a Center for Information Technology Education (CITE) at Ohio University

September 11, 2000

John Day (Chair, Management Information Systems, College of Business)

James Fales (Chair, Industrial Technology, Russ College of Engineering and Technology)

Dennis Irwin (Chair, Electrical Engineering and Computer Science, Russ College of Engineering and Technology)

Trevor Roycroft (Chair, Communication Systems Management, College of Communication)

Doug Mann (Associate Provost for Information Technology)

Building on successful academic programs

Ohio University's information technology programs in the colleges of Business, Communication, and Engineering and Technology are innovative programs with well-developed curricula that produce approximately 250 highly marketable graduates per year. These programs are:

- the BBA in Management Information Systems (College of Business)
- the BS in Communication Systems Management (College of Communication)
- several programs from the School of Electrical Engineering and Computer Science (College of Engineering and Technology):
 - the BS in Computer Science (also available as a BA or BS through the College of Arts & Sciences)
 - the BS and in Electrical Engineering with a Computer Engineering concentration
 - the MS in Electrical Engineering with a Computer Science concentration
 - the PhD in Electrical Engineering
- the BS in Industrial Technology with a focus in Manufacturing Information Technology (a new curriculum track in Fall 2000 from the Department of Industrial Technology, Russ College of Engineering and Technology)

The School of Communication Systems Management is the only program of its kind in the state, and the three colleges offer degrees covering a breadth of information technology applications that is unmatched in the state of Ohio. New topics such as eCommerce are being

integrated into the curricula, and proposals for two new Masters programs (in Communication Systems Management from the College of Communication, and Computer Science from the College of Engineering and Technology) are pending before the Ohio Board of Regents.

Addressing the IT workforce needs of the state of Ohio

Recently, Chancellor Chu of the Ohio Board of Regents has asked the state's higher education system to address the exploding demand for IT workers in the state of Ohio. The shortfall of IT workers in the state mirrors a national and international trend (Freeman & Aspray, 1999; Office of Technology Policy, 1999). Ohio University's information technology programs should be coordinated and expanded to help to meet this crucial need. Hans Kruse, Associate Professor of Communication Systems Management, is already involved in statewide efforts to address IT workforce issues in K-12 education. Ohio University is also participating in the ITAAO (IT Alliance of Appalachian Ohio), a branch of the statewide "Ohio's IT Alliance" Edison Technology Center.

However, the three colleges offering IT programs face several challenges that must be addressed in order to increase both the quality and the quantity of information technology graduates from Ohio University:

- the lack of coordinated program marketing and student recruitment
- faculty recruitment and retention
- space and resources to expand technology facilities

Faculty from the three colleges are eager to collaborate to address these challenges and to strengthen their well-established programs. No mechanism exists to foster this collaboration. Therefore, we propose the development of a Center for Information Technology Education (CITE) at Ohio University.

Goals of the Center for Information Technology Education (CITE)

An ITE Center would help the programs to continue to grow in size and quality in several ways:

The CITE would make it feasible to recruit students for all programs using one set of integrated materials. Student enrollment and advising would be more efficient; a higher percentage of students would graduate on time, and there would be fewer course closeouts and

delays. Specifically, collaboration via the CITE would reduce course closeouts in the IT programs by at least 25%, and there will be a reduction of 25% or more in changes in major by students in their third and fourth years as undergraduates. The quality and attributes of an "OU IT graduate" could be enhanced using a unified approach.

The CITE will help the IT programs to make optimal use of existing teaching facilities, and to coordinate college and departmental efforts to secure space and resources to expand teaching facilities. The existing IT teaching facilities are technologically sophisticated and heavily used, with modest capacity in some areas to support additional courses or programs. The McClure School of Communication Systems Management has two labs: the Applications Laboratory contains communication and networking equipment as well as 25 networked computers, and the MCI Telecommunications Laboratory includes microwave radio equipment, PBX equipment, and a satellite earth station on loan from NASA. The McClure School's classroom includes computer projection and videoconferencing equipment. The Department of Computer Science and Electrical Engineering has labs providing students with access to more than 100 heavily-used personal computers, and also more than 100 Unix workstations, with some capacity to expand courses involving Unix. The Management Information Systems program has four computer labs with a total of 148 networked Windows 95 and NT workstations.

The Center would support collaboration among the programs in seeking grant funds for curriculum development and research. At least one collaborative grant proposal will be submitted each year, and at least one proposal will receive funding in the first five years of the CITE's operation. The CITE Coordinator can play a valuable role in coordinating OU's response to major technology grant RFP's such as the National Science Foundation's ITR (Information Technology Research) program.

The Center would increase OU's ability to form strong partnerships with IT corporations. Such partnerships would increase opportunities for faculty research and consulting that would help to recruit and retain IT faculty. Corporate partnerships could also lead to increased funding for IT educational facilities at Ohio University.

The college and departmental commitment of faculty and chair time, secretarial support, and other resources to the CITE will grow over time as the collaboration develops and proves its value. The CITE will help the four IT programs to operate as efficiently as possible and to

Resources for the CITE

Establishment of a Center for Information Technology Education at Ohio University will require resources. These include:

1. A full-time Coordinator for the CITE. This administrator would coordinate the activities of the CITE and carry out decisions made by the program chairs. Some clerical support would be donated by the academic departments. Annual cost, salary plus benefits (pay grade 84): \$47,000
2. Space: one office in the Computer Center or at the Ridges.
3. Operating budget of \$20,000 for development/printing/distribution of recruitment materials, travel, and office expenses.

TOTAL annual budget for the CITE: \$67,000

Sources of CITE funding for five years

Provost Brehm, who initiated the discussions leading to the CITE proposal and for whom the CITE is a high priority, has agreed to fund the Center for its first year from existing funds and to seek permanent base funding from Ohio University for the CITE. One of the short-term goals of the CITE is to work with University Advancement to attract IT corporate sponsorships. Ohio University has significant relationships with major IT vendors, including IBM, Oracle, Cisco, Cabletron, Compaq, Sun, AEP Communication, and Gateway. Many IT vendors are currently making investments in higher education and we are optimistic that sponsorships will be obtained.

CITE governance

The CITE Coordinator will perform work under the guidance of the four IT department chairs, and the Coordinator will report to the Associate Provost for Information Technology (APIT). The Coordinator will meet monthly with the chairs and the APIT in a group meeting to discuss the progress and goals of the CITE.

An annual meeting will be held including the CITE Coordinator, IT chairs, Assoc. Provost for IT, the VP for Research, and the three involved college Deans to review the progress and future goals of the CITE (as per University policy 01.015).

The CITE will have an external advisory board consisting of representatives of information technology corporations who employ our graduates and graduate education programs in which some of our graduates matriculate. Each of the four OU information technology academic programs will nominate two external advisory board members, for a total of eight members. The external advisory board will meet annually with at least five members in attendance to do business. The board will help to define the CITE mission, assist in development activities (possibly including funding for internships and graduate fellowships), advise on new areas for IT curriculum development, and identify opportunities for interdepartmental projects.

Conclusion

Ohio University must move quickly to create the Center for Information Technology Education to strengthen and coordinate its successful IT academic programs and to establish a leadership role in addressing Ohio's IT workforce needs.

References

- Freeman, P., & Aspray, W. (1999). *The Supply of Information Technology Workers in the United States*. Washington, D.C.: Computing Research Association.
- Office of Technology Policy (1999). *America's New Deficit: The Shortage of Information Technology Workers*. Washington, D.C.: U.S. Department of Commerce.

Ohio University

College of Communication
Ohio University
Radio-TV Communication Building
Athens, Ohio 45701-2979
Office of the Dean

September 15, 2000

To Whom It May Concern:

Subject: CITE Proposal

The College of Communication strongly supports the establishment of the Center for Information Technology Education. I would hope that the coordinator is entrepreneurial in generating partnerships with industry.

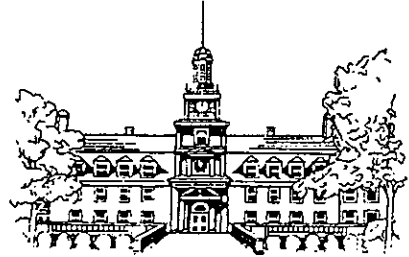
This will be essential to the long-term sustainability and viability of the Center. The new structure would help with recruitment, placement, partnerships, funding and visibility for our program, and there is strong faculty support for the idea. We would very much like to see this happen.

Sincerely,

Kathy A. Krendl

Kathy A. Krendl
Dean

Ohio University
Russ College of Engineering & Technology
Dean's Office



DATE: August 29, 2000
TO: Doug Mann, Associate Provost for Information Technology
FROM: Jerrel Mitchell, Interim Dean, Russ College of Engineering and Technology
SUBJECT: Center for Information Technology Education

A handwritten signature in black ink, appearing to be 'JRM', located to the right of the 'FROM' line.

The Russ College fully supports the proposed Center for Information Technology Education (CITE). This initiative will appropriately combine the recruiting and outreach activities of MIS, CSM, EE/CS, and IT to differentiate our programs to prospective students and prospective employers of our graduates. The CITE also provide visibility to potential donors and sponsors. Service to Southeast Ohio will be significantly enhanced by a unified focus of our efforts to educate the working public in the economically important area of information technology.



Office of the Dean
Glenn E. Corlett

Copeland Hall 614 • Athens, Ohio 45701-2979 • (740) 593-2002 • FAX (740) 593-4489

August 25, 2000

To Whom It May Concern:

The College of Business has been an advocate of the Center for Information Technology Education (CITE) concept from the beginning. We recognize the need for a centralized organization charged with coordinating Ohio University's technology initiatives, both curricular and outreach. The College of Business fully supports the CITE proposal, and we will support the Center in any way possible.

It is our hope that the CITE will help to span the boundaries between academia and the business world, and that the Center will provide a means to advance the application of technology in our region.

Sincerely,

Glenn E. Corlett
Dean, College of Business

GC/eb

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

Appointment to Regional Coordinating Council

RESOLUTION -2000 --1741

BE IT RESOLVED BY the Board of Trustees of Ohio University that the following person be appointed to membership on the Coordinating Council at the Regional Campus of Ohio University - Chillicothe.

Robert R. Hitchens, Jr.

For a three-year term beginning July 1, 2000, and ending at the close of business June 30, 2003, vice Judy Benson, who resigned.

Robert R. Hitchens, Jr.

Personal

Native of Chillicothe. Graduated from Chillicothe High School in 1992. Married to Monica L. Hitchens March 1994. Two children. Lauren McKenzie – Age 4 and Robert III – Age 2.

Experience

1992–Current

Mill's Pride Ltd. – Waverly, OH

- 1992 to 1994 Staff Cost and Inventory Accountant.
- 1994 to 1997 Senior Buyer.
- 1998 to 1999 Purchasing Manager
- 2000 to present Director of Materials Management

1988–1991

General Motors Acceptance Corporation (GMAC)

- 1988 to 1999 Staff Accountant
- 1989 to 1991 Senior Staff Accountant

Education

- 1982–1987 University of Dayton, Dayton, OH
- B.S. in Business Administration
- Major: Accounting

Interests

- Church: Member of the First Baptist Church of Chillicothe. Ordained as a Deacon in 1993. Licensed as an Associate Minister in 2000, Sunday School Teacher, budget committee chairperson.
- Sports
- Reading
- Traveling

ROBERT R. HITCHENS, JR.

Robert R. Hitchens, Jr. is a 35 year old native of Chillicothe. Rob is the son of Shirley Hitchens, and Robert Sr. and Cheryl Hitchens all of Chillicothe. Rob is married to the former Monica L. Patton of Lima, Ohio. They are the proud parents of two children, Lauren McKenzie Hitchens age four and Robert R. Hitchens, III (better known as Trey) who is two years old.

Rob graduated from Chillicothe High School in 1982 and earned a Bachelor of Science Degree in Business Administration in 1987 from the University of Dayton.

Rob's professional career includes a 4 year stint with the General Motors Corporation as a Staff Accountant and the past eight years with Mill's Pride Inc., in Waverly, Ohio as an Inventory Cost Accountant, a Senior Buyer, Purchasing Manager and most recently has been promoted to the position of Director of Materials Management. As a Materials Director, Rob oversees a budget of over \$350 million dollars annually.

Rob's proudest achievement though is accepting Christ in April of 1992. As a born again Christian, Rob is a member of the First Baptist Church here in Chillicothe. He was ordained as a Deacon in January of 1993 and licensed as an Associate Minister in May of this year. Rob also has served in many capacities in the church including Sunday School teacher, Choir member, Budget committee, Building renovation committee, and a member of the Joint Board of Officers.

Rob is also involved in many other activities and organizations but is proudest to be a member of the Kappa Alpha Psi Fraternity since 1984 and Promise Keepers since 1995.

Rob also has very special interest in watching all sports, loves to play golf and readily enjoys a challenging conversation on world events including politics.

BOARD ADMINISTRATION COMMITTEE

Acting Committee Chairwoman Ackerman convened the Committee as a committee-of-the-whole and asked Vice President Siemer to begin the reporting session. A record of the reports given is included under the "Reports Section" of the minutes.

Mr. DeLawder presented and moved approval of the resolution. Mr. Grover seconded the motion. Approval was given.

SECURITY AGREEMENT UPDATE

RESOLUTION 2000— 1742

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

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

WHEREAS, the university has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the persons occupying the following positions: Robert Glidden, President; Sharon S. Brehm, Provost; John Bantle, Vice President for Research, Carol Blum, Associate Vice President for Research, 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 to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Patricia A. Ackerman; R. Gregory Browning; Gordon F. Brunner; C. Daniel DeLawder; N. Victor Goodman; Brandon T. Grover; M. Lee Ong; C. David Snyder; and Robert D. Walter

Office of the Provost
Cutler Hall
Athens OH 45701-2979



OHIO UNIVERSITY
1804

DATE: September 15, 2000
TO: Ohio University Board of Trustees
FROM: Sharon Stephens Brehm^{SSB}, Provost
Richard Siemer, Vice President for Finance
SUBJECT: Budget Planning Process

In order to inform the board in a timely manner about the budget planning process, we have developed the attached planning schedule. We would like to talk to you about this schedule at the meeting and hope that you would find it useful.

SSB:RS/gc

Attachment

Outline of Budget Planning Process For Discussion with Board of Trustees

Date of Board Meeting	Discussion Items
<u>September 28-29, 2000</u>	<ul style="list-style-type: none"> ◆ Update on Ohio Board of Regents' Budget Recommendations ◆ Outline of Budget Process ◆ Update on Financial Issues Relevant to Health Care ◆ Comparison of Tuition and Fees of Ohio Public Universities ◆ Tuition and Fees at Ohio University
<u>December 7-8, 2000</u>	<ul style="list-style-type: none"> ◆ Update on State Budget ◆ Update on University Planning Advisory Council (UPAC) Discussions ◆ Update on Regional Higher Education Budget Planning ◆ Update on College of Medicine Budget Planning <ul style="list-style-type: none"> ◆ Updates to Include Preliminary Estimates of Revenue and Enrollments ◆ Update on Health Care ◆ Overview of Financial Aid ◆ Overview of University Reallocation Fund (URF) Process
<u>February 1-2, 2001</u>	<ul style="list-style-type: none"> ◆ Update on Governor's Budget Recommendations ◆ Update on UPAC Discussions ◆ Update on RHE Budget Planning ◆ Update on OUCOM Budget Planning ◆ Update on URF Process
<u>April 5-6, 2001</u>	<ul style="list-style-type: none"> ◆ Update on Legislative Actions on the State Budget ◆ Update on UPAC Discussions ◆ Update on RHE Budget Planning ◆ Update on OUCOM Budget Planning ◆ Update on URF Process
<u>Proposed May Meeting</u>	<ul style="list-style-type: none"> ◆ Update on Legislative Actions on the State Budget ◆ Review and Discussion of Preliminary Budget Outline
<u>June 28-29, 2001</u>	<ul style="list-style-type: none"> ◆ Update on Legislative Actions on the State Budget ◆ Final Budget Resolutions Presented to the Board

Improving Performance: Using Benchmarking to Identify Effective Practices An Update on Six Projects

Dale R. Tampke, Director of Assessment
September 29, 2000

I. Benchmarking and effective practices

- Definitions
- Rationale
- Benchmarking model

II. Identifying the projects

- Executive officers
- Department staff

III. Project organization – team members, methodology

- Transfer articulation
- Faculty involvement in Student Affairs programs
- Graphic identity
- Alumni donor rate
- Alternative work
- Finance peers

IV. Preliminary findings

- Process maps
- Comparable institutions
- Effective practices

V. Next steps

- Recommendations
- More data gathering
- Campus visits

VI. Questions

09.2000

Mr. Snyder presented and moved approval of the resolution. Mr. Browning seconded the motion. All agreed.

Mutual Assistance Agreement with the City of Athens

RESOLUTION 2000— 1743

WHEREAS, Ohio University and the City of Athens have had a long and productive history of mutual assistance and cooperation between their law enforcement agencies, and

WHEREAS, the Ohio General Assembly has enacted Section 3345.041 of the ORC to authorize Boards of Trustees of state universities to enter into such Agreements for police services with local municipalities for a four-year period, and

WHEREAS, Ohio University and the City of Athens have effectively worked with a mutual assistance agreement from October 1996 to October 2000, and

WHEREAS, The Board-Administration Committee has reviewed the draft of the proposed new agreement,

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby authorizes the President or his designee to reach a new agreement in accordance with the above statute and for the President to execute it on behalf of Ohio University.

MUTUAL ASSISTANCE AGREEMENT
CITY OF ATHENS AND OHIO UNIVERSITY

This agreement is entered into by Ohio University, hereafter called "University", and the City of Athens, Ohio, hereafter called "City", pursuant to the provisions of the Ohio Revised Code 3345.041. The purpose of the agreement is to identify areas of mutual assistance, provide arrest authority for University police officers when off University property, and establish general guidelines and general policies governing instances of mutual assistance.

The City agrees to the following:

1. Reserve police appointment

Pursuant to Athens Code of Ordinances 34.23, the Service-Safety Director will appoint at his sole discretion, University police officers as reserve police officers. The City recognizes and agrees that this reserve police authority is absolute, although enforcement action by University police officers may be limited by the Agreement or University policy.

2. Serving of arrest or search warrants

Should City officers need to serve an arrest or search warrant on University property, they shall notify the University police. University officers shall accompany and/or assist City police officers when necessary.

3. Assistance to University

Subject to manpower limitations, the City police will assist University police officers on University property.

4. Insurance, Hospitalization, Pensions

The City will provide all insurance, hospitalization and pension payments to its officers in accordance with City compensation schedules for its employees.

5. Indemnification in Accordance with Ohio Revised Code 3345.041(D)

The City of Athens hereby specifies that it will indemnify and hold harmless Ohio University for any damages awarded by the Court of Claims in any civil action arising from any action or omission of Ohio University law enforcement officers acting pursuant to this Agreement only to the extent of its liability insurance coverage for said claims. The City will not indemnify and hold harmless Ohio University for any damages not covered by the City's liability insurance, if any.

The University agrees to the following:

1. Serving of arrest or search warrants

Should University police officers need to serve arrest or search warrants on city property, they shall notify the City police. The City police shall accompany and/or assist University police officers when necessary.

2. Assistance to City

Subject to manpower limitations, the University police will assist City police officers.

3. Uniforms and equipment

University police officers acting under the authority of this agreement shall wear that uniform prescribed by the Director of Campus Safety and paid for by Ohio University.

4. Insurance, Hospitalization, Pensions

The University will provide all insurance, hospitalization and pension payments to its officers in accordance with University compensation schedules for its employees.

General

1. Violations observed on City property

University officers will take appropriate enforcement action for violations of law observed on City property. Under normal circumstances, this will not include minor criminal and traffic violations except in those instances deemed appropriate by University police officers.

2. Investigations

Investigations conducted by University police officers that in whole or in part take place on City property, or investigations conducted by City police officers that in whole or in part take place on University property, shall be with notification to the parties.

3. General mutual assistance

- A. University police officers given reserve police appointments pursuant to this agreement shall not be subject to call by the Mayor or Service-Safety Director. The use of University police officers on City property shall be with the express consent of the President or the Vice President for Administration or the Director of Campus Safety or their designees.
- B. A request for City police officers to assist in maintaining law and order on University property will be initiated by the President or the Vice President for Administration or the Director of Campus Safety or their designees, to the Mayor or the Service-Safety Director or the Chief of Police.
- C. A request for University police officers to assist in maintaining law and order on City property will be initiated by the Mayor or the Service-Safety Director or the Chief of Police, to the President or Vice President for Administration or the Director of Campus Safety or their designees.
- D. Requests for assistance on a day-to-day basis for incidents such as fights, robberies, etc. will normally be handled between supervisors of the respective police agencies. In these instances subsequent notification to the proper administrative official shall be by policy of the respective parties.
- E. Other areas of mutual assistance may be identified and agreed upon by the parties during the effective date of this agreement.
- F. The necessity and availability of police personnel and equipment requested shall be subject to priority use of the responding party.
- G. Police officers providing mutual assistance pursuant to this agreement shall remain under the control and supervision of their respective agencies and supervisors.
- H. Mutual assistance pursuant to this agreement shall be provided without cost to the requesting party.

This agreement shall be in effect and in full force for the period beginning October 26, 2000, through October 25, 2004. Either party may withdraw from the agreement upon giving the other party at least sixty (60) days prior written notice.

This agreement is mutually agreed to by Ohio University and the City of Athens.

DATE: _____ PRESIDENT _____
Ohio University

DATE _____ SERVICE-SAFETY DIRECTOR _____
City of Athens



Vice President for Administration
Cutler Hall 209
Athens OH 45701-2979

tel 740.593.2556
fax 740.593.2124

September 5, 2000

Dr. Robert Glidden
President
Ohio University
Cutler Hall
Campus

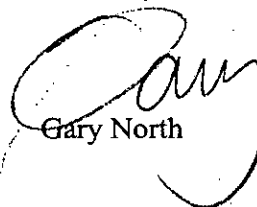
Dear Bob:

Ted Jones has updated the Mutual Assistance Agreement between Ohio University and the city of Athens which was approved by our Board of Trustees and the city in 1996. He seeks Board approval for its continuation. The dates have been changed to reflect a commitment to an additional four year period of time. All other aspects of the agreement remain the same as previously approved.

The agreement has served both agencies well through joint efforts with special events, day to day operations, emergency responses, the Habits program, and training programs.

I recommend approval.

Sincerely,



Gary North

GN:mm

cc:Ted Jones
Wayne Key

PRESIDENT'S OFFICE

SEP 06 2000



Interoffice Communication

Date: September 1, 2000

To: Ted Kohan, Associate V.P. for Administration

From: Ted Jones, Director of Campus Safety

Re: Mutual Assistance Agreement

Find attached a resolution for the Board of Trustees as well as a copy of the agreement which will be moving through Athens City Council. It is unlikely that the resolution enabling Wayne Key to execute the agreement will be passed before our Board meets but Chief Mayer has been in touch with Wayne twice to insure that it is moving forward.

If you need anything else let me know.

VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed William Burke, D.O., president of the national Alumni Board of Directors, who sits by invitation of the Board of Trustees. Individual Trustees noted their appreciation for outstanding reports and presentations made during the meeting and asked that the discussion on diversity continue.

Individual Trustees and President Glidden recognized Trustee C. David Snyder for his support of the development of the University airport and its potential for increasing economic development in Southeastern Ohio.

IX. ANNOUNCEMENT OF NEXT STATED MEETING

Chairwoman Ackerman announced the Board of Trustees would meet next on Thursday, December 7, 2000, for committee/study sessions and Friday, December 8, 2000, for the formal board meeting.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chairwoman Ackerman adjourned the meeting at 3:15 p.m. and the Trustees voted to move to an executive session.

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.

Patricia A. Ackerman
Chairwoman

Alan H. Geiger
Secretary

EXECUTIVE SESSION

3:15 p.m. Friday, September 29, 2000
McGuffey Hall and President's Residence
Ohio University, Athens Campus

On a motion by Mr. Snyder and a second by Mr. Grover, the Ohio University Trustees resolved to hold an executive session to consider personnel under Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation or the threat thereof under Section 121.22(G)(3) of the Ohio Revised Code on the 29 day of September 2000.

On a roll call vote Dr. Ackerman, Mr. Browning, Mr. Brunner, Mr. DeLawder, Mr. Grover, Mr. Goodman, Mr. Snyder, and Mr. Walter voted aye. This constituted a quorum. President Robert Glidden and Board Secretary Alan Geiger attended the session. Also attending were student Trustees Deland Basora and Amy Vargas-Tonsi, William J. Burke, D.O., John Burns, Charles Glander and Richard P. Siemer.

Personnel

No personnel matters were considered.

Real Estate

Mr. John Burns, director of legal affairs, reported that the lease agreement and financial closing of the University Courtyard project have been completed. He noted the project is to be open Fall Quarter 2001.

Mr. Burns stated he anticipated the signing of the lease agreement with Continental Property for the East State Street project within a few weeks and that the announcement of prospective tenants and the filling of the site to follow shortly thereafter.

Litigation

Legal Counselor John Burns reported a faculty member has filed a civil rights complaint against the University. Mr. Burns also indicated the University has completed the purchase of the former Athens Lumber Company property.

Trustees asked that the review of the Center for Student Advocacy continue to better determine if organizational operating guidelines are being met.