

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

Friday, December 7, 2001

Ohio University, Athens Campus

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF December 7, 2001 MEETING

TABLE OF CONTENTS

Prologue.....	67
Roll Call.....	67
Approval of September 28, 2001 Minutes	67
Communications, Petitions, and Memorials.....	68
Announcements.....	68
Reports	68
Unfinished Business.....	68
New Business	68
Budget, Finance, and Physical Plant Committee	69
Reauthorization for Bond Anticipation Notes Program – Resolution 2001 – 1804	70
2000-2001 FY Treasurer’s Audited Financial Statements and FY Audit Pursuant to the Single Audit Act of 1984 and OBM Circular A-133 – KPMG – Resolution 2001 – 1805	79
Educational Policies Committee.....	80
The Central Region Humanities Center – Resolution 2001 – 1806	81
5-Year Review of the Ohio University Edison Biotechnology Institute – Resolution 2001 – 1807	125
Review of Academic Programs – Resolution 2001 – 1808	131
Appointments to Regional Coordinating Council for Zanesville Campus – Resolution 2001 – 1809	161
Board Administration Committee/Committee of the Whole	164
Endowment Alternative Investment Strategy – Resolution 2001 – 1810	184
General Discussion - Call of Members	184
Announcement of Next Stated Meeting.....	184

Adjournment	185
Certification of Secretary	185
Executive Session	186

PROLOGUE

President Glidden began the morning session by providing an update on the status of the recently completed state budget. He commented he hoped the budget proposal agreed to holds and higher education will not be forced to bear more budget reductions. The President reported the overall reductions to the University for the current year are \$9.2 million. President Glidden described how the University expects to manage the shortfall while advancing institutional quality and the need to selectively increase salaries.

The President referred to the "Presidential Mission statement" as a document giving direction to our efforts over the next three years. Highlights of the statement are:

- a. Provide undergraduate students a distinctive education that prepares them for life and career.
- b. Emphasize distinctiveness in graduate education through program focus at the advanced graduate level and creative approaches to master's education.
- c. Maintain excellence in research through support for creative activity and the search for new information, knowledge, and understanding.
- d. Maximize the learning opportunities afforded by a residential campus environment.
- e. Expand service to the region.

I. ROLL CALL

Seven members were present—Chairwoman M. Lee Ong, Patricia A. Ackerman, Larry L. Schey, R. Gregory Browning, Brandon T. Grover, C. Daniel DeLawder, and C. David Snyder. This constituted a quorum. Trustee Walter, who attended all sessions prior to the roll call, was called away on a business matter prior to the beginning of the formal meeting. Trustee Gordon F. Brunner and Student Trustee Vargas-Tonsi were unable to attend.

Student Trustee Barry Spurlock also attended, as did President Robert Glidden and Secretary Alan H. Geiger. William J. Burke, D.O., was present as a representative and president of the Alumni Board of Directors.

II. APPROVAL OF THE MINUTES OF THE MEETING Of September 28, 2001 (Previously distributed)

Secretary Geiger reported a technical correction was needed on original material provided by Peck/Shaffer. The correction is found on page 18 of the September 28, 2001 minutes, fourth paragraph, fourth line, the wording is "not in excess of five percent," not hundredths. Given the correction, Mr. DeLawder moved approval of the previously distributed minutes as corrected. Mr. Grover seconded the motion. All agreed.

III. COMMUNICATIONS, PETITIONS, AND MEMORIALS

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

IV. ANNOUNCEMENTS

President Glidden introduced Provost Designee Stephen Kopp and his wife Jane. The President stated he was delighted the Kopps had accepted the invitation to join Ohio University and that he looked forward to working with them. Dr. Kopp expressed his appreciation to President Glidden for the opportunity and challenges the position presents and said he looks forward to beginning his new role.

V. REPORTS

William Y. Smith, executive assistant to the president for institutional equity, reported on the University's workforce for the years 1992-2002. A copy of Mr. Smith's report was distributed to those present and is attached to the official minutes.

Mr. Smith's presentation described three categories of full-time employees – faculty, administrators, and civil service. His report included an analysis of all the filled positions within those three categories as of October 2001. He noted positive changes in workforce categories by race and gender due to increasing availability of individuals in those categories. Mr. Smith commented he was generally pleased with the progress being made in diversifying our workforce.

Erek Perry, assistant to the president for diversity, reported on the progress and status of his efforts. A copy of Mr. Perry's report was distributed to all those present and a copy is attached to the official minutes.

Mr. Perry introduced his staff and acknowledged the support of many. He then outlined the content of his report, discussed issues of trends affecting diversity, and described how state programs, initiatives, and processes will progressively position Ohio University.

VI. UNFINISHED BUSINESS

Secretary Geiger reported no unfinished business.

VII. NEW BUSINESS

Chairwoman Ong stated committees would report on matters previously reviewed.

BUDGET, FINANCE, AND PHYSICAL PLANT COMMITTEE

Committee Chairman Snyder reported that a presentation was given by Harold Zeidman and Aleisa Masters of External Auditors KPMG. Ms. Masters reviewed audit procedures and results and explained the processes utilized and key areas examined. The auditors reported no disagreements with management and no material weaknesses were found. A copy of all material presented is included with the official minutes.

The auditors did note that with the implementation next year of GASBS No. 35, that entity-wide statements will be required along with additional management discussions and analysis. Vice President Siemer thanked staff members Bob Courtney and Tina Fetty for their work on the audit.

Trustee Walter asked several follow-up questions which will be responded to in writing.

As permitted by statute, the committee met in executive session with the representatives of KPMG. Those attending were Mr. Zeidman; Ms. Masters; Trustees Snyder, Browning, and Walter; President Glidden, Board Secretary Geiger, and Internal Auditor Tina Abdella. The auditors reported a clean audit with no findings. The reporting structure of Internal Audit function was reviewed and a recommendation for change will be given to the committee at its next meeting.

On a motion by Mr. Snyder, with a second by Mr. Browning, all Trustees voted aye to approve the following resolutions:

Reauthorization for Bond Anticipation Notes Program – Resolution 2001 – 1804
2000-2001 FY Treasurer's Audited Financial Statements and FY Audit Pursuant
to the Single Audit Act of 1984 and OBM Circular A-133 – KPMG –
Resolution 2001 – 1805

RESOLUTION NO. 1804

PROVIDING FOR THE AUTHORIZATION, ISSUANCE AND
SALE OF NOT TO EXCEED \$8,550,000 GENERAL RECEIPTS
BOND ANTICIPATION NOTES OF THE PRESIDENT AND
TRUSTEES OF THE OHIO UNIVERSITY

WHEREAS, by authority of Sections 3345.11 and 3345.12 of the Ohio Revised Code (the "Act"), the President and Trustees of the Ohio University (hereinafter called the "University"), a state university of Ohio created and existing under Chapter 3337 of the Ohio Revised Code, is authorized to acquire and construct "facilities", as therein defined, to issue its obligations to pay all or part of the costs of such facilities or to reimburse itself for such costs which it has paid from its own funds, and to refund obligations previously issued, in accordance with the applicable provisions of Section 3345.12 of the Act, and to secure said obligations by a pledge of and lien on all or such part of the "available receipts" of the University (as defined in such section) as may be provided for in the proceedings authorizing such obligations, excluding moneys raised by taxation and state appropriations; and

WHEREAS, the University, pursuant to Section 3345.12 of the Act and a General Bond Resolution adopted by this Board of Trustees (hereinafter called the "Board") on April 14, 1972, entered into a Trust Agreement (the "Indenture") dated as of June 1, 1972 (of which a resolution of the Board known as the "General Bond Resolution" constitutes a part), providing for the issuance from time to time of General Receipts Bonds of the University and pledging such available receipts as security for such bonds; and

WHEREAS, the University has previously issued general receipts bond anticipation notes in the principal amount of \$8,650,000 (the "Prior Notes") for the purpose of acquiring administrative information management systems including expenses necessary or incident to such acquisition of these systems and the placing of them in use and operation, and costs of issuance of such notes (collectively, the "Project"), which notes were issued in anticipation of the issuance of General Receipts Bonds of the University under and pursuant to Section 3345.12 of the Act and Resolution No. 2000-1745, adopted by the Board on December 8, 2000; and

WHEREAS, it is necessary and desirable to refund the Prior Notes in the principal amount of \$8,550,000 by issuing general receipts bond anticipation notes pursuant to Section 3345.12 of the Act in anticipation of the issuance of General Receipts Bonds of the University under the Indenture and the General Bond Resolution, and which such bond anticipation notes are to be secured as hereinafter provided;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PRESIDENT AND TRUSTEES OF THE OHIO UNIVERSITY, AS FOLLOWS:

SECTION 1. In order to obtain funds for the purpose of refunding the Prior Notes, the Board hereby determines that (i) it is necessary and in the best interests of the University to issue General Receipts Bonds of the University in a principal amount not to exceed \$8,550,000 bearing interest at the rate of approximately six per cent (6%) per annum, maturing in

substantially equal annual or semiannual installments of principal and interest over a period not exceeding thirty (30) years after their issuance, and having an estimated annual principal and interest payment of approximately \$625,000, (ii) it is necessary and in the best interests of the University to issue notes in anticipation of the issuance of such bonds in a principal amount not to exceed \$8,550,000 (herein the "Notes") pursuant to the laws of the State of Ohio, and particularly the Act, upon the terms set forth herein; and (iii) the Project will constitute "auxiliary facilities" or "education facilities" as defined in the Act.

The Notes shall (i) be issued in a principal amount not to exceed \$8,550,000 in one or more series; (ii) be of the denominations, dated and numbered; (iii) bear interest at a rate or rates not exceeding six per cent (6%) per annum, based on a 360-day year comprised of twelve 30-day months, payable at maturity; and (iv) mature on a date not exceeding one year from the date of issuance; all as determined by the Vice President for Finance and Treasurer of the University (herein the "Treasurer"). The Notes may be subject to call for redemption prior to maturity, upon such terms as the Treasurer may determine. The principal of and interest on the Notes shall be payable upon presentation at maturity in lawful money of the United States of America at the office of the Treasurer or at such bank or trust company as may be designated by the Treasurer (herein the "Paying Agent"). The Notes may be issued in bearer or fully registered form, without coupons, as determined by the Treasurer, and the Paying Agent shall serve as Note registrar and transfer agent for any Notes issued as registered obligations. If the Notes are issued in registered form, principal and interest shall be paid only to the registered owner thereof as shown on the Note registration records maintained by the Paying Agent on behalf of the University.

Notes issued in registered form shall be transferable by the registered holder thereof in person or by his attorney duly authorized in writing at the principal office of the Paying Agent upon presentation and surrender thereof to the Paying Agent. The University and the Paying Agent shall not be required to transfer any registered Note during the 15-day period preceding any interest payment date or preceding any selection of Notes to be redeemed, or after such Note has been selected for partial or complete redemption, and no such transfer shall be effective until entered upon the registration records maintained by the Paying Agent. Upon such transfer, a new Note or Notes of authorized denominations of the same maturity and for the same aggregate principal amount shall be issued to the transferee in exchange therefor. The University and the Paying Agent may deem and treat the registered holders of registered Notes as the absolute owners thereof for all purposes, and neither the University nor the Paying Agent shall be affected by any notice to the contrary.

SECTION 2. The Notes shall bear such designation to distinguish them from other obligations of the University as shall be made by the Treasurer, shall be negotiable instruments and shall express upon their face the purpose for which they are issued and that they are issued pursuant to general laws of Ohio, particularly the Act, and to this Resolution. The Notes shall bear the manual or facsimile signatures of the Chairman of the Board or the President of the University and the Treasurer and may bear the official seal of the University or a facsimile thereof, and shall bear the manual authenticating signature of the Paying Agent or an authorized representative of the Paying Agent.

SECTION 3. The Notes shall be awarded and sold to Banc One Capital Markets, Inc., Columbus, Ohio (the "Original Purchaser"), at a price determined by the Treasurer provided that such price shall be not less than 100% of the principal amount thereof, plus accrued interest on the aggregate principal amount of the Notes from their date to the date of delivery to and payment by the Original Purchaser, all in accordance with, and subject to the terms and conditions of, the Original Purchaser's proposal contained in the hereinafter-described note purchase agreement. The determinations and designations to be made by the Treasurer pursuant to this Resolution and such award and sale shall be evidenced by the execution of a certificate of award (the "Certificate of Award") by the Treasurer setting forth such award and sale, the other matters to be set forth therein referred to in this Resolution, and such other matters as the Treasurer determines are consistent with this Resolution, including without limitation, restrictions on the issuance of additional notes on a parity with the Notes and requirements for payments into the Note Payment Fund. That the matters contained in the Certificate of Award are consistent with this Resolution shall be conclusively evidenced by the execution of the Certificate of Award by such officer.

The Treasurer is hereby further authorized and directed to execute and deliver, in the name and on behalf of the University, a note purchase agreement with the Original Purchaser upon such terms as approved by such officer not inconsistent with this Resolution, and not substantially adverse to the University. The approval of such officer, and that such note purchase agreement is consistent with this Resolution and not substantially adverse to the University, shall be conclusively evidenced by the execution of such note purchase agreement by such officer. The Treasurer is hereby authorized to make arrangements with Peck, Shaffer & Williams LLP to serve as bond counsel and underwriter's counsel for the Notes, and such firm is hereby appointed to serve in such capacities.

The Treasurer, and any other appropriate officers of the University, are each hereby separately authorized to make arrangements for the delivery of the Notes to, and payment therefor by, the Original Purchaser, to give all appropriate notices and certificates and to take all actions necessary to effect the due authorization, execution and delivery of the Notes pursuant to the provisions of the note purchase agreement. It is hereby determined that the price for and the terms of the Notes, and the sale thereof, all as provided in this Resolution, are in the best interest of the University and in compliance with all legal requirements.

SECTION 4. The proceeds from the sale of the Notes shall be deposited and allocated as follows:

- (a) \$8,550,000 shall be deposited in the Note Payment Fund referred to in the Prior Resolution and used, along with other moneys deposited by the University in the Note Payment Fund, to pay the principal of and interest on the Prior Notes at their maturity.

Such proceeds shall be used for the purposes set forth above and for no other purpose. Pending such use, the proceeds of sale of the Notes may be invested in lawful University investments approved by the Treasurer. Any of such proceeds remaining after the completion of the Project shall be transferred to the Note Payment Fund and used to pay the principal of and interest on the

Notes. Interest on such proceeds shall be deposited in such fund or account of the University as the Treasurer shall determine.

The Notes shall be payable from a special fund previously created in the custody of the University or the Paying Agent, as determined by the Treasurer (the "Note Payment Fund") which shall be used solely for the payment of the principal of and interest on the Notes. Moneys for the payment of the principal of and interest on the Notes, but only from the hereinafter-described sources, shall be deposited in the Note Payment Fund not later than the date on which payment the Notes is payable. Interest on such moneys shall be deposited in such fund or account of the University as the Treasurer shall determine.

SECTION 5. Principal of and interest on the Notes, together with the principal of and interest on any other notes that may currently be outstanding or that may hereafter be issued by the University on a parity therewith, shall be equally and ratably payable from and secured by a pledge of and a lien on, the "General Receipts" of the University as defined in Section 1 of the General Bond Resolution, but subject to the existing pledges thereof in favor of the University's General Receipts Bonds heretofore or hereafter issued pursuant to the General Bond Resolution and the Indenture. The principal of and interest on the Notes shall also be equally and ratably payable from, and secured by a pledge of and lien on, the moneys and investments in the Note Payment Fund and the proceeds of the sale of bonds or notes issued pursuant to the Act or other authorizing provisions of law to refund or retire the Notes which shall be deposited in the Note Payment Fund; provided that neither the State of Ohio, the University nor the Board shall be obligated to pay the principal of or interest on the Notes from any other funds or source, nor shall the Notes be a claim upon or lien against any property of the State of Ohio or any other property of or under the control of the University, and the Notes, as to both principal and interest, shall not be debts or bonded indebtedness of the State of Ohio, shall not constitute general obligations of the State of Ohio or the University, the full faith and credit thereof are not pledged thereto, and the owners of the Notes shall have no right to have any excises or taxes levied by the General Assembly of the State of Ohio for the payment of such principal or interest.

In consideration of the loan evidenced by the Notes, the University covenants and agrees that (i) it will use its best efforts to do all things necessary to effect the authorization, issuance and delivery, prior to the maturity of the Notes, of bonds or notes to refund or retire the Notes, pursuant to the Act, or other authorizing provisions of law, in such principal amount as shall be necessary together with other lawfully available funds, if any, to pay the principal of and interest on the Notes, (ii) it will do all things necessary to sell such bonds or notes at the time provided above and will accept such price and such interest rate or rates as shall be necessary in order to effect such sale, and (iii) it shall apply the proceeds of such bonds or notes to the extent necessary to make full payment of the principal of and interest on the Notes; such obligations are established as duties specifically enjoined by law upon the University and its officers, and resulting from their respective offices, trusts or stations within the meaning of Section 2731.01 of the Ohio Revised Code. In connection with the aforesaid covenant, it is the present intention of the University that such bonds as may be issued to retire the Notes will be issued as "General Receipts Bonds" pursuant to the General Bond Resolution.

SECTION 6. The foregoing pledges in favor of the Notes shall be released upon the deposit by the University, in the Note Payment Fund, of cash or noncallable direct obligations of the United States of America, or a combination thereof (which United States government securities mature on or before the maturity date of the Notes) in an amount sufficient fully to discharge the principal and interest requirements of the Notes at and prior to maturity.

SECTION 7. In the event any of the Notes shall not be presented for payment when the principal thereof becomes due, if moneys for the purpose of paying, and sufficient to pay, such Note shall have been made available to the Paying Agent therefor, it shall be the duty of the Paying Agent to hold such moneys in trust, without liability to the University or the owner of the Note for interest thereon, for the benefit of such owner, who shall, subject to the provisions of this Section, thereafter be restricted exclusively to such moneys for any claim of whatever nature on his part under this Resolution or on, or with respect to, such Note. Any moneys which shall be so held by the Paying Agent, and which remain unclaimed by the owner of the Note not presented for payment, for a period of three years after the date on which such Note shall have become payable as provided above, shall, upon request in writing by the University, be paid to the University, and thereafter the owner of such note shall look only to the University for payment and then only to the amounts, or to the extent of amounts, so received by the University without any interest thereon, and the Paying Agent shall have no further responsibility with respect to such moneys.

The moneys paid to the University pursuant to this Section shall be credited by it to a special fund of the University, as a trust fund separate and apart from other funds of the University, to be maintained in an account or accounts with a bank or banks that are members of the Federal Deposit Insurance Corporation. The University shall keep a record of the amounts so deposited in said special fund, and moneys in such fund shall be applied to payment of principal of the Note or Notes with respect to which such money is transferred to the University. Moneys in such special fund unclaimed for fifteen years after such moneys are paid to the University shall become the absolute property of the University free from all claims of any kind.

SECTION 8. The Board hereby covenants, for and on behalf of the University, that the University will not take any action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Notes under Section 103(a) of the Internal Revenue Code of 1986 and regulations promulgated thereunder (the "Code"). Without limiting the generality of the foregoing, the University hereby covenants as follows:

(a) The University will not directly or indirectly use or permit the use of any proceeds of the Notes or any other funds of the University, or take or omit to take any action that would cause the Notes to be "arbitrage bonds" within the meaning of Sections 103(b)(2) and 148 of the Code. To that end, the University will comply with all requirements of Sections 103(b)(2) and 148 of the Code to the extent applicable to the Notes, including any expenditure requirement, investment limitations or rebate requirements. The Treasurer, or any other officer having responsibility with respect to the issuance of the Notes, is authorized and directed to give an appropriate certificate on behalf of the University, on the date of delivery of the Notes for inclusion in the transcript of proceedings, setting forth the facts, estimates and circumstances and reasonable expectations pertaining to the use of the proceeds thereof and the provisions of such

Sections 103(b)(2) and 148, and to execute and deliver on behalf of the University an IRS Form 8038G in connection with the issuance of the Notes.

Without limiting the generality of the foregoing, the University agrees that there shall be paid from time to time all amounts required to be rebated to the United States pursuant to Section 148(f) of the Code. This covenant shall survive payment in full or defeasance of the Notes. The University specifically covenants to pay or cause to be paid to the United States at the times and in the amounts determined under such section.

Notwithstanding any provision of this sub-section (a), if the University shall obtain an opinion of nationally recognized bond counsel to the effect that any action required under this Section is no longer required, or to the effect that some further action is required, to maintain the exclusion from gross income of the interest on the Notes pursuant to Section 103(a) of the Code, the University may rely conclusively on such opinion in complying with the provisions hereof.

(b) So long as any of the Notes, or any obligations issued to refund the Notes, remain unpaid, the University will not operate or use, or permit the operation or use of, the Project or any part thereof in any trade or business carried on by any person within the meaning of the Code which would cause the Notes to be "private activity bonds" within the meaning of Section 141 of the Code.

SECTION 9. The Notes are hereby designated as "qualified tax-exempt obligations" to the extent permitted by Section 265(b)(3) of the Code. This Board finds and determines that the reasonable anticipated amount of qualified tax-exempt obligations (other than private activity bonds) which will be issued by the University during the calendar year in which the Notes are issued does not, and the Board hereby covenants that during such year, the amount of tax-exempt obligations issued by the University and designated as "qualified tax-exempt obligations" for such purpose will not, exceed \$10,000,000. The Treasurer and other appropriate officers, and any of them, are authorized to take such actions and give such certifications on behalf of the University with respect to the reasonably anticipated amount of tax-exempt obligations to be issued by the University during the calendar year in which the Notes are issued and with respect to such other matters as appropriate under Section 265(b)(3).

SECTION 10. For purposes of this Resolution, the following terms shall have the following meanings:

"Book entry form" or "book entry system" means a form or system under which (i) the beneficial right to payment of principal of and interest on the Notes may be transferred only through a book entry, and (ii) physical Note certificates in fully registered form are issued only to the Depository or its nominee as registered owner, with the Notes "immobilized" to the custody of the Depository, and the book entry maintained by others than the University is the record that identifies the owners of beneficial interests in those Notes and that principal and interest.

"Depository" means any securities depository that is a clearing agency under federal law operating and maintaining, together with its Participants or otherwise, a book entry

system to record ownership of beneficial interests in Notes or principal and interest, and to effect transfers of Notes, in book entry form, and including and means initially The Depository Trust Company (a limited purpose trust company), New York, New York.

“Participant” means any participant contracting with a Depository under a book entry system and includes security brokers and dealers, banks and trust companies, and clearing corporations.

Upon a determination by the Treasurer, all or any portion of the Notes may be initially issued to a Depository for use in a book entry system, and the provisions of this Section shall apply to such Notes, notwithstanding any other provision of this Resolution. If and as long as a book entry system is utilized with respect to any of the Notes: (i) there shall be a single Note of each maturity; (ii) those Notes shall be registered in the name of the Depository or its nominee, as registered owner, and immobilized in the custody of the Depository; (iii) the beneficial owners of the Notes in book entry form shall have no right to receive Notes in the form of physical securities or certificates; (iv) ownership of beneficial interests in any Notes in book entry form shall be shown by book entry on the system maintained and operated by the Depository and its Participants, and transfers of the ownership of beneficial interests shall be made only by book entry by the Depository and its Participants; and (v) the Notes as such shall not be transferable or exchangeable, except for transfer to another Depository or to another nominee of a Depository, without further action by the Board of Trustees. Debt service charges on the Notes in book entry form registered in the name of a Depository or its nominee shall be payable in the manner provided in the University’s agreement with the Depository to the Depository or its authorized representative.

The Paying Agent may, with the approval of the Treasurer (if the Paying Agent is an entity other than the Treasurer), enter into an agreement with the beneficial owner or registered owner of any Note in the custody of a Depository providing for making all payments to that owner of principal and interest on that Note or any portion thereof (other than any payment of the entire unpaid principal amount thereof) at a place and in a manner (including wire transfer of federal funds) other than as provided in this Resolution, without prior presentation or surrender of the Note, upon any conditions which shall be satisfactory to the Paying Agent and to the officer executing the same. That payment in any event shall be made to the person who is the registered owner of that Note on the date that principal is due, or, with respect to the payment of interest, as of the applicable date agreed upon as the case may be. The Paying Agent shall furnish a copy of each of those agreements, certified to be correct by the Paying Agent, to other paying agents for Notes and to the Treasurer (if the Paying Agent is an entity other than the Treasurer). Any payment of principal or interest pursuant to such an agreement shall constitute payment thereof pursuant to, and for the purposes of, this Resolution.

The Treasurer is authorized and directed to execute, acknowledge and deliver, in the name of and on behalf of the University, a letter agreement with The Depository Trust Company, as Depository, to be delivered in connection with the issuance of the Notes to the Depository for use in a book entry system.

If any Depository determines not to continue to act as Depository for the Notes for use in a book entry system, the University and the Paying Agent may attempt to establish a securities depository/book entry relationship with another qualified Depository under this Resolution. If the University and the Paying Agent do not or are unable to do so, the University and the Paying Agent, after the Paying Agent has made provision for notification of the beneficial owners by the then Depository, shall permit withdrawal of the Notes from the Depository and authenticate and deliver Note certificates in fully registered form to the assigns of the Depository of its nominee, all at the cost and expense (including costs of printing definitive Notes), if the event is not the result of action or inaction by the University or the Paying Agent; of those persons requesting such issuance.

SECTION 11. This Resolution and the pledges and covenants of the Board made herein shall constitute a contract between the University and the owners of the Notes, and no alteration or variation of any of the provisions of this Resolution, which shall have, in the opinion of the Treasurer, a material adverse affect on the then current holders of said Notes shall be made so long as any of said Notes remain outstanding and unpaid, except with the written consent of all of such owners.

SECTION 12. The officers of the University and of the Board are hereby authorized to take any and all action necessary or proper to comply with the terms of this Resolution and to effect timely delivery of the Notes, and to execute all necessary and appropriate certifications with respect to the Notes and the disposition of the proceeds of sale thereof.

SECTION 13. This Board hereby finds and determines that all formal actions relative to the passage of this Resolution were taken in an open meeting of this Board, and that all deliberations of this Board and of its committees, if any, which resulted in formal action, were taken in meetings open to the public, in full compliance with applicable legal requirements, including Section 121.22 of the Revised Code.

SECTION 14. The proper and appropriate officers of the Board and of the University, to the extent authorized by law, are hereby authorized to take such actions, and to execute and deliver appropriate closing certificates, and such other documents, certificates and statements, as may be required in connection with sale and delivery of the Notes. Without limiting the generality of the foregoing, the Treasurer and other appropriate officers of the University are hereby authorized to apply to the Ohio Board of Regents for any required approvals with respect to the Project or the Notes, and any such actions heretofore taken are hereby approved, ratified and confirmed.. Should all the Project or the Notes not receive such approvals by the time the Notes are sold, the Treasurer shall set forth in the Certificate of Award the portions of the Project and the amount of Notes that have received such approvals. Thereupon, the Notes shall be issued in a principal amount not exceeding the amount approved by the Ohio Board of Regents and the Project shall include only the portions approved by the Ohio Board of Regents. In addition, the Treasurer is hereby authorized to enter into an agreement with the Paying Agent for its services if the Paying Agent is an entity other than the Treasurer.

SECTION 15. The Treasurer is hereby authorized to execute and deliver preliminary and final official statements on behalf of the University, in such forms as such officer may approve, and to deem such official statements to be "near final" and "final" for purposes of Securities and Exchange Commission Rule 15c2-12, if such officer determines that doing so is in the best interests of the University, such officer's execution thereof on behalf of the University to be conclusive evidence of such authorization, determination, approval and deeming, and copies thereof are hereby authorized to be prepared and furnished to the Original Purchaser for distribution to prospective purchasers of the Notes and other interested persons.

The Treasurer on behalf of the University is hereby authorized to execute and deliver a continuing disclosure certificate or agreement dated as set forth in the Certificate of Award (the "Continuing Disclosure Certificate") in connection with the issuance of the Notes in such form as such officer may approve. The University hereby covenants and agrees that it will execute, comply with and carry out all of the provisions of the Continuing Disclosure Certificate. Failure to comply with any such provisions of the Continuing Disclosure Certificate shall not constitute a default on the Notes; however, any holder or owner of the Notes may take such action as may be necessary and appropriate, including seeking specific performance, to cause the University to comply with its obligations under this paragraph and the Continuing Disclosure Certificate

The Treasurer on behalf of the University is hereby authorized to furnish such information, to execute such instruments and to take such other actions in cooperation with the Original Purchaser as may be reasonably requested to qualify the Notes for offer and sale under the Blue Sky or other securities laws and regulations and to determine their eligibility for investment under the laws and regulations of such states and other jurisdictions of the United States of America as may be designated by the Original Purchaser; provided however, that the University shall not be required to register as a dealer or broker in any such state or jurisdiction or become subject to the service of process in any jurisdiction in which the University is not now subject to such service.

SECTION 16. This Resolution shall take effect and be in force from and after its adoption.

Adopted: _____, 2001

34264.01

**2000-01 FY TREASURER'S AUDITED FINANCIAL STATEMENTS AND
FY AUDIT PURSUANT TO THE SINGLE AUDIT ACT
OF 1984 AND OBM CIRCULAR A-133**

RESOLUTION 2001 -- 1805

WHEREAS, the Ohio University Board of Trustees has reviewed the fiscal year financial statements of the Treasurer and Vice President For Finance, and audit reports,

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby accepts the Treasurer's Audited Financial Statements for fiscal year 2000-2001 ending June 30, 2001 and

BE IT FURTHER RESOLVED, that the board hereby accepts KPMG Peat Marwick LLP's Audit Report issued pursuant to OMB Circular A-133 for the fiscal year 2000-2001 ending June 30, 2001.

EDUCATIONAL POLICIES COMMITTEE

Committee Chairman DeLawder asked individual committee members to present resolutions to the Trustees for their consideration. Following the presentations, Mr. DeLawder moved approval of the following resolutions, seconded by Mr. Grover.

Approval was unanimous:

The Central Region Humanities Center – Resolution 2001 – 1806

5-Year Review of the Ohio University Edison Biotechnology Institute –
Resolution 2001 – 1807

Review of Academic Programs – Resolution 2001 – 1808

Appointments to Regional Coordinating Council for Zanesville Campus –
Resolution 2001 - 1809

**ESTABLISHMENT OF THE
CENTRAL REGION HUMANITIES CENTER**

RESOLUTION 2000 - 1806

WHEREAS, Ohio University has identified teaching and research expertise in American culture studies, and

WHEREAS, such expertise exists with the Colleges of Arts and Sciences, Communication, and Fine Arts, and

WHEREAS, the establishment of the Center will provide Ohio University with an administrative unit from which to support interdisciplinary teaching, sponsored research, and other activities in regional American Studies.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees establishes the Central Region Humanities Center.



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: November 19, 2001
TO: Robert Glidden, President
FROM: Jack Bantle, Vice President for Research
SUBJECT: Establishment of the Central Region Humanities Center

Attached is a request for the establishment of the Central Region Humanities Center at Ohio University. This proposal is one that I support and recommend for approval.

The Center will provide support for inter-disciplinary teaching and research in American cultural studies through the colleges of arts and sciences, fine arts, and communication, increasing visibility of all programs. The Central Region includes the five state area of Indiana, Michigan, Kentucky, Ohio and West Virginia.

The Center's co-directors will report to the vice president for research.

by

Proposal to Establish
The Central Region Humanities Center @ Ohio University

Faculty with teaching and research expertise in American culture studies seek to establish The Central Region Humanities Center@Ohio University (CRHC) as an Institute that supports interdisciplinary teaching and learning in American culture, especially large-scale externally funded collaborative regional projects focusing on the Central Region, established by the National Endowment for the Humanities as the five-state area of Indiana, Michigan, Kentucky, Ohio, and West Virginia.

A. Need

Needs in three areas of American culture studies at Ohio University--teaching, research, and service--drive this proposal for Institute status for the Central Region Humanities Center @ Ohio University (CRHC). Although this proposal asks for Institute status, in accordance with university policy distinctions between research and teaching, the NEH guidelines under which we are seeking funding call for the proposed entity to be called a "Center."

Teaching: Faculty collaborating on interdisciplinary teaching and research in American Studies need a home base and administrative support for their work, which will soon result in a new M.A. in Communication and American Studies and a host of externally funded research projects for student-faculty collaboration.

Research: Regional humanities research requiring external funding needs specialized support for the development of proposals, particularly in collaboration with partners across the five-state Central Region established by the National Endowment for the Humanities, and needs efficient use of institutional resources.

Service: Our 2001 proposal to the National Endowment for the Humanities for \$5 million to establish the Central Region Humanities Center (one of ten regional humanities centers nationwide) requires us to demonstrate Ohio University's commitment of space and resources to the center.

Teaching:

Student learning stands at the core of the initiative to establish the CRHC. In 1997, a group of more than twenty Ohio University faculty members from three colleges and representatives of Alden Library began planning an interdisciplinary master's degree program in Communication and American Culture. With assistance from an 1804 Foundation grant for needs analysis and outside consultation, faculty organized themselves into the American Studies Steering Committee with the goal of supporting interdisciplinary teaching and research on

American culture. The faculty are presently completing the proposal to the University Curriculum Council for action in the Winter of 2002. *This unique degree program will offer professional training for documentary media producers, museum and site professionals, K-12 teachers (especially at the secondary level), and other specialized careers in American culture studies for which excellent and growing career prospects—but no formal academic programs—exist.*

A few universities offer master's degrees in public humanities or public history, but none of these programs emphasizes communication. The M.A. in Communication and American Culture draws on a recognized center of excellence at Ohio University while filling a unique educational niche.

The increasing number of media outlets, including educational CDs and the internet, have created opportunities for production, dissemination, and display of American regional materials. In addition, the statutory requirement of master's degrees for Ohio teachers and a growing market for informal education in museums and outlets for cultural tourism constitute a new market for professionals in communicating American culture. We expect to admit 15 to 20 students per year in a two-year program culminating in a thesis or equivalent media product. Students will develop programs of study in American Studies generally or they may concentrate in American Women's Studies, African-American Studies, or Regional American Studies (midwestern or Appalachian). Students who are interested in the Ph.D. will be encouraged to pursue interdisciplinary theses within traditional Ph.D. programs. *Thus the M.A. in Communication and American Culture will complement and extend existing interdisciplinary undergraduate programs as well as provide leadership in new professional areas and at the undergraduate level.* Once the M.A. is in place, we will develop an interdisciplinary bachelor's degree program in American Studies as well.

Research

In 1999, as the American Studies Steering Committee began securing support from the provost and the deans of Arts and Sciences, Communication, and Fine Arts for the new interdisciplinary M.A., we learned of the initiative by the National Endowment for the Humanities to establish a network of 10 endowed regional humanities centers to promote research, teaching, and public programming on regional American culture. Inspired by this opportunity, we began work on developing a planning proposal, which would enable us to compete for the big prize: a \$5 million endowment for regional humanities activities in the NEH Central Region: Indiana, Michigan, Ohio, Kentucky, and West Virginia. We competed successfully against Ohio State University, University of Cincinnati, University of Kentucky, West Virginia University, and others to win one of two \$50,000 planning grants in our region in August, 2000. *Thus we now compete only with one rival, Michigan State University's already established "Center for Great Lakes Studies," for a \$5 million endowment from the NEH.*

As we enter the final phase of competition, the Central Region Humanities Center@ Ohio University is poised for success, which would—in a single stroke—launch Ohio University into the ranks of America's top ten universities in the humanities. With supplementary funding from the Ohio University Foundation, we have engaged in an intensive and highly

successful collaborative outreach and planning process involving some 500 scholars and professionals not only from colleges, universities, museums and humanities organizations across our five-state region but also from organizations around the nation and in Europe. Leadership has come from a core of 25 faculty and librarians at Ohio University and another 30 from institutions across our region, including the Universities of Kentucky, Indiana, West Virginia, and Michigan.

During the planning year, 2000-2001, work on proposals to support American studies humanities research has exploded, despite lack of administrative support--secretarial help, meeting and work space for collaborators, and inter-collegiate resources for identifying and exploiting opportunities for private external funding. In addition to our \$5 million implementation proposal to the NEH, submitted July 31, 2001, we also completed and filed a proposal for \$628,270 (total project costs \$1,006,713) to the NEH Division of Preservation and Access for *Pathseeker: The Hypertextual Atlas of the Central Region*. Additional *Pathseeker* proposals and two other projects are also on the agenda. These proposals involve collaborations with numerous humanities scholars and organizations across the region: university-based regional studies centers, several state historical societies, state historic preservation offices, regional public policy institutes (including organizations akin to ILGARD in two of our states), heritage tourism organizations. *All these efforts were hampered by our fragmented access to space and other resources. Thus we are grateful to the Office of the Vice-President for Research, Dr. John A. Bantle, who located appropriate interim space for us in RTech for Fall, 2001, and has secured permanent space in the Technology & Enterprise Building (Bldg. #20) beginning January, 2002. Dr. Bantle has also provided start-up funding and secured promises of financial support from the Provost and the Deans of Arts and Sciences, Communication, and Fine Arts.*

Service:

Mindful of the service mission of the NEH regional humanities centers, with their seed money of \$5 million in federal dollars, the CRHC planning group developed a mission statement in consultation with scholars and humanities professionals across our five-state region. The Center's mission is to create lifelong audiences for the humanities in Indiana, Kentucky, Michigan, Ohio, and West Virginia, and to serve students, teachers, scholars, and the general public. In exploring human experiences in our region, we will celebrate literature and history, and popular and material culture in local and regional communities, institutions, and organizations. We see region as a physical fact of life whose political and cultural dimensions find expression in (and are likewise shaped by) language, literature, history, philosophy, religion, music, art, architecture, landscape, folklife, and mass media. The Center's inventory of humanities resources, created through partnerships with regional organizations and through its own efforts, will provide access to these cultural materials. The Center will act as a clearinghouse, linking resources with audiences who seek to enjoy, study, interpret, and preserve them. *The first version of the inventory, completed in the summer of 2001, is available online via the CRHC homepage: www.ohiou.edu/crhc/.*

With NEH funding, the Center will advance regional humanities study through fellowships, grants, educational programming, professional consultation, and public outreach.

Special efforts will draw small, local organizations and under-represented publics into planning and programming. Center programs will support scholars and practitioners as they create new knowledge about the region's writing and folklife, history and social practices, local values and cultural expressions, taking as a given the diversity of rural and urban communities stretching from Appalachia to the Upper Peninsula. Together with its partners across the Central Region, the Center will provide for the communication of that knowledge--orally and in print, as well as through video, radio, CD-ROM, online, and other emerging formats. Our audiences begin in the region's communities, but extend to scholars across the nation and publics around the world.

The more than 500 individuals and dozens of regional groups who have participated in our NEH planning process since September of 2000 now look to the CRHC for leadership in regional humanities programming and planning--and we are providing it. Thanks to the CITL, we have established an online Center (<http://www.ohiou.edu/chrc/crossing.html>) where more than 200 people have come to discuss regional humanities topics. Thanks to leadership by Alden library staff, we have created an inventory of the humanities resources in the five states. Thanks to Ohio U faculty and others who have spread the word of the CRHC while delivering papers at more than 30 regional and national scholarly meeting this year, we are building networks of expertise across the region. Our plans for *Pathseeker*, an online hypermedia humanities atlas of the Central Region, for which we are preparing additional proposals to the NSF and private foundations, have won us partnerships with organizations in all five of our states, including (among others) the Institute for Regional Analysis and Public Policy (Kentucky), OhioLink, Ohio State Historic Preservation Office, Center for Upper Peninsula Studies (Northern Michigan U), Indiana (Polis Center/IUPUI). The *Pathseeker* faculty group at Ohio served as consultants to several regional electronic reference tools, including the recently released Kentucky Online Encyclopedia and the forthcoming Census of History Organizations of the American Association for State and Local History. We will be hosting here in Athens the 2002 annual conference of the Great Lakes American Studies Association (GLASA, the regional affiliate of the American Studies Association). In addition to providing opportunities for faculty and students to present their research and learn from others, plans for the GLASA meeting include a teachers' institute, in collaboration with the Ping Institute, on Native American culture in this region. ***While we are prepared to support CRHC activities through external funding, we need an administrative infrastructure to support the clerical and organizational activities necessary for such collaborative research and grant-writing across colleges.***

B. Meeting the Needs

Establishing the Central Region Humanities Center @ Ohio University meets the needs described above in three specific ways:

1. Officially establishing the CRHC and allocating space, staff, and basic resources to it will enable our implementation proposal to the NEH (filed July 31, 2001) to demonstrate that OHIO is ready to put the first \$1 million installment of the award for realizing the regional humanities center's mission to use immediately upon its distribution in December, 2001.

2. 'Giving formal recognition to the CRHC will solidify Ohio University's reputation for leadership among the more than 500 individuals and organizations who have entered into affiliation with Ohio University through the CRHC planning process--including representatives of most of the region's Research I institutions and several state and federal agencies. *Just as our leadership during the planning period has enhanced OHIO's status in academic institutions and humanities organizations across the Central Region and nationwide, so we now risk alienating our new partners, especially the regional and national leaders who have come to admire us, if we appear insincere in our commitment to the Center's mission.*

3. Establishing the CRHC will provide Ohio University with an administrative unit from which to support interdisciplinary teaching, sponsored research, and other activities in regional American Studies-- aside from the competition for the NEH regional humanities center endowment. .

Our partners' contribution to the CRHC planning process have made the CRHC real although its primary location remains in cyberspace. Impressed by the dedication of the faculty from so many institutions across our region (including several affiliated with our competitor!), President Glidden endorsed in his 2000 "State of the University" address the establishment of a (smaller) Regional Humanities Center even if OU is unsuccessful in securing NEH funds.

OHIO stands an excellent chance of winning the \$5 million NEH Implementation Grant for Regional Humanities Centers, but our proposal was considerably enhanced by Dr. Glidden's public commitment to establish the Center regardless of the NEH competition's outcome. An actual organizational and physical presence of the CRHC on the Athens campus will underscore that commitment. Michigan State University's competing proposal comes from its two-year-old Center for Great Lakes Studies. Ohio University's proposal, by contrast, comes from two dozen self-appointed faculty members who have worked for three years to create an interdisciplinary regional program but have no regular budgetary status or administrative home. *Establishing the Central Region Humanities Center as an Ohio University Institute in December 2001 will announce to the NEH and other funding agencies OHIO's commitment to American regional humanities teaching, scholarship, and public programming as required by the guidelines for regional humanities centers.* Formally granting institute status to the proposed regional humanities center will add weight to OU's bid to secure the \$5 million federal award. Within the Ohio University community, establishing the CRHC as an Institute would facilitate interdisciplinary American studies work by faculty and students in the classroom teaching and research teaching across colleges

If we do not establish the CRHC as an official institute in December, 2001, the Center will disappear. That disappearance will cost us credibility as well as momentum. Basic funding and infrastructure will enable Ohio University, in the period following submission of the implementation grant, to share with the region's academic institutions, libraries, state agencies, and other groups the results of our first major collaborative effort: the inventory of the humanities programs, organizations, and research collections in our five states--a listing of some

4000 records. Regardless of the outcome of the competition for the NEH regional humanities centers endowment, Ohio's Inventory of Regional Humanities Resources will stand as a monument to our capacity for regional leadership in collaborative humanities.

Even a modest Center can furnish a designated physical location, designated staff support, and designated workspace for collaborative research activities by faculty, graduate students, and undergraduates. Moreover, grants written by this interdisciplinary group need an organizational unit to coordinate requests for and distribution of funds.

Finally, Ohio University needs a unit to operate interdisciplinary American research and teaching. No official academic or administrative structure presently exists for American Studies; the American Studies Steering Committee, established in 1998 by Joseph W. Slade & Judith Yaross Lee, is an ad-hoc group of self-selected volunteers who have organized themselves for this purpose. Creating a Center will recognize the success of this group in modeling interdisciplinary research and teaching at Ohio University, and fulfilling the need to work across administrative boundaries.

C. Unique Value to Ohio University

The humanities in America have only recently begun to embrace collaborative, large-scale projects. For that reason, humanities scholars have seldom developed the kind of externally funded research programs that have long marked the natural and social sciences. The humanities at Ohio University (and nationwide) lag behind the sciences in developing extensive programs of sponsored research. The CRHC will provide that leadership as a catalyst and resource for major research interdisciplinary projects for the large community of Americanists and other humanities scholars at Ohio University.

Specifically, the CRHC will provide synergy for cross-disciplinary collaborations at OHIO and regional leadership for highly fundable innovations in humanities computing and public humanities. Three such projects are already in the works: the online hypermedia *Pathseeker: The Humanities Atlas of the Central Region*, the multi-state Dunbar Project, and the teacher institute in conjunction with GLASA 2002. In addition to preparing OU's proposal for the multi-million dollar NEH Central Region Humanities Center (\$5 million in federal funds), PIs Joseph W. Slade and Judith Yaross Lee are leading their colleagues in developing the following:

1. **The online hypertextual *Pathseeker: The Humanities Atlas of the Central Region* (\$628,270 requested outright from NEH, subsequent funding from other public and private sources)** to create one of the most ambitious research and reference tools ever envisioned. Being developed with Ann Kovalchick of the CITL and Sandra Sleight-Brennan of the School of Telecommunications, *Pathseeker* will integrate regional GIS maps, digitized databases, massively linked scholarship, community web sites, interactive road trips, and thousands of site links, among other features, the whole ensemble to be produced in collaboration with partners (state agencies, academic institutions, National Park Service) in the five states and hosted by OhioLink

2. *The Paul Laurence Dunbar Project (proposals in development: \$500,000 for a video documentary; additional funds for a series of programs for general public, high school students, teachers, and scholars).* Being planned by OHIO faculty in conjunction with the National Park Service, Ohio Historical Society's Dunbar House, the National Afro-American Museum and Cultural Center, and faculty at several regional institutions, the Dunbar Project will include musical performances, traveling exhibits, and a major scholarly conference to re-evaluate the life, work, and legacy of Dunbar, an Ohio poet and a crucial figure in the development of African-American literature. OHIO faculty on the project come from African-American Studies, English, Music, Telecommunications, and Interpersonal Communication.

3. *The Great Lakes American Studies Association (GLASA) conference to be held on campus in April, 2002.* Headed up by GLASA Vice-President Thomas Scanlan (English), this conference will burnish Ohio University's national reputation through leadership in humanities scholarship, teaching, and public programming on regional American studies. The Ohio University Press plans to announce a new GLASA-CRHC award for regional scholarship at this conference, and is developing guidelines for the program. In addition, plans are in process to collaborate with the CRHC planners in the Native American Cultures Roundtable and OHIO's Ping Institute and campus units to enhance the conference with a teachers' institute on our region's Native American cultures. This combination of scholarly meeting and teachers' institute will provide a model for future CRHC programs in service to regional K-12 teaching.

Beyond these current objectives, the CRHC will enhance the university's public service mission to the region through collaborations with the five state humanities councils, the Appalachian Regional Commission, OhioLink, regional PBS affiliates, and historical societies, libraries, schools, and universities across the five states of the NEH Central Region. By serving as home to the M. A. program in interdisciplinary American Studies, the CRHC will enhance programs in African-American Studies and Women's Studies through interdisciplinary collaboration in research and graduate teaching. For similar reasons, CRHC will enhance recruitment of minority faculty and students through advanced research and teaching on African-American, Native-American, and other diverse groups in American culture.

D. Personnel

The initial staff for the CRHC will include two half-time co-directors and a secretary with budgetary skills.

In accordance with Ohio University Policy 01.0105, which identifies a center or institute's director as the individual responsible for organizing it, initial leadership will come from Professors Joseph W. Slade (TCOM) and Judith Yaross Lee (InCo), who founded the American Studies Steering Committee and have co-authored all its grants. Subsequent staff, including a computer specialist and research assistants, will be funded through grants. Should OU receive the \$5 million implementation grant for a NEH regional humanities center to serve

five states, staffing needs will be larger (see attached list of personnel excerpted from our NEH implementation proposal for the Central Region Humanities Center).

Faculty will come primarily from the Colleges of Arts and Sciences, Communication, and Fine Arts, but one of the goals of the CRHC will be to identify personnel from other colleges to seek the CRHC services and participate in CRHC projects. Because these individuals advance the teaching and research interests of their departments and colleges through their contributions to the interdisciplinary teaching and research missions of the CRHC, active membership and participation in the CRHC should be recognized accordingly by their home departments.

Joseph W. Slade, Telecommunications, Co-chair
 Judith Yaross Lee, Interpersonal Communication, Co-chair
 Crystal Anderson, English <andersoc@ohio.edu>
 Tim Anderson, Geography <anderst1@ohio.edu>
 Marilyn Atlas, English <atlas@ohiou.edu>
 George Bain, Libraries <bain@ohio.edu>
 Gillian Berchowitz, OU Press <berchowi@ohiou.edu>
 Joe Bernt, Journalism <berntj@ohiou.edu>
 Phyllis Bernt, Communication Systems Management <bernt@ohio.edu>
 Geoffrey Buckley, Geography <buckleg1@ohiou.edu>
 Susan Burgess, Women's Studies & Political Science <burgess@ohio.edu>
 Vibert Cambridge, African-American Studies <cambridg@ohio.edu>
 William Condee, Comparative Arts, Theater <condee@ohio.edu>
 Terry Eiler, Visual Communication <eiler@ohiou.edu>
 Beverly Flanigan, Linguistics <flanigan@ohio.edu>
 Ann Kovalchick, CITL <kovalchi@ohio.edu>
 Kevin Mattson, History <mattson@ohio.edu>
 Andy McGreevy, Lancaster Campus <mcgreevy@ohio.edu>
 Jerry Miller, Interpersonal Communication <millerj5@ohiou.edu>
 Chester Pach, History <pach@ohio.edu>
 Adah Ward Randolph, Education <wardrand@ohio.edu>
 Lewis Randolph, Political Science <randolpl@ohio.edu>
 Tom Scanlan, English <scanlant@ohio.edu>
 Sandra Sleight-Brennan, Telecommunications <sleight@ohiou.edu>
 Ann Tickamyer, Sociology <tickamye@ohio.edu>
 Jack Wright, Film <wrighte@ohiou.edu>
 Arthur Zucker, Philosophy <zuckera@ohio.edu>

E. Funding and Fiscal Resources

Since the current NEH Planning Grant and the 1804 Support Grant are nearly exhausted, the CRHC has been given a temporary and modest budget from the Vice-President for Research. *Should the NEH implementation grant proposal be successful, the Center will receive \$1 million for each of five years, to be invested as endowment, which the university must match (over seven years) with \$15 million.* Income from the endowment will approximate \$50,000 the

first year and rise as private matching funds generate additional federal installments. The Center may expend up to 20% of total funding for start-up and capital costs. (A Sample Matching Schedule provided by the NEH is attached to this proposal.) Endowment income may be used in support of our regional humanities teaching, research, and service missions--including the directors' salaries, faculty released time for teaching regional American studies, conferences and other programming, computer equipment, and other administrative costs--but not for other (non-regional) American studies activities. NEH guidelines permit direct expenditure of up to \$200,000 of the first year's endowment for "bridging" costs and capital expenses, but of course spending the eligible portion of the endowment will diminish future years' operating funds.

Should the NEH implementation grant application not be successful, the Center, once established, will seek outside grant support for its projects, but will continue to need basic support for its academic and administrative functions, which will not be directly reimbursed by funding agencies.

Basic costs for August 1, 2001-June 30, 2002, are as follows (add \$2,500 for annualized base costs for subsequent years, July 1-June 30 (not adjusted for salary increases):

replacement teaching (Slade & Lee), 3 quarters @ \$5,000 per quarter x 2	\$30,000
secretary, @ \$36,885 per year including benefits (8 months above)	\$24,590
computer equipment	\$6,000
<u>administration (maintenance, postage, telephone, travel)</u>	<u>9,410</u>
Total	\$ 70,000

Sources of budget for year:

Vice-President for Research	50,000
Provost	10,000
<u>Remainder of Provost Match for 1804 Grant</u>	<u>10,000</u>
Total	70,000

In addition, three deans have pledged in-kind costs (graduate assistants, released time for faculty) for special academic projects and initiatives (GLASA conference, Dunbar project, etc.)

Dean of Fine Arts	3,500
Dean of Communications	10,000
Dean of Arts and Sciences	10,000

This budget for the preliminary phase of the Center covers only the research and service components through June, 2002. Financial support for teaching will be needed when the new M.A. in Communication and American Culture begins operation. Under this preliminary budget, the Center will operate in the summer of 2002 only on the skeleton staff of a secretary unless grants provide summer salary for one or more co-directors or another Group I faculty member, who can then serve as Acting Director.

F. Space and Equipment Needs

An ideal space for the CRHC in the period before NEH funding will be a portion of the space needed for the larger NEH Center:

2 co-directors' offices	360 sq. ft
1 secretary's office	140
1 reception area	210
1 shared office for GAs	140
<u>conference/ work room</u>	<u>500</u>
	1350 sq. ft.

Thanks to the Office of the Vice-President for Research, the NEH Central Region Humanities Center has been given temporary space in the Research and Technology Building (Suite 218). *The Vice-President for Research has secured more permanent and expandable space on the second floor of the Technology and Enterprise Building (Building 20 on The Ridges) to which the CRHC will move in January of 2002. Rooms include administrative and faculty offices, a reception area, a small kitchen area, a small gallery/library, and a computer room. The rooms and offices will need to be furnished appropriately to serve students and visitors.*

Since distribution of humanities resources is key to the Center's operations, it will require extensive electronic equipment. Some of that equipment can be acquired over time, of course, and several computers and software have been purchased to handle projects already in motion. We have begun discussions with Associate Provost Doug Mann about our technology needs, principally for server support and programming, which offer IT some opportunities for leadership in humanities computing.

G. Administrative Control

The Center will operate under bylaws that will be created when the institute is established within the general culture of faculty governance at Ohio University. The Co-directors of the Center (Professors Slade and Lee) will coordinate the academic and administrative decisions made by the American Studies Steering Committee, composed primarily of American Studies teaching faculty and principals (PIs and research professors at various ranks) on CRHC/American Studies grants. Membership in the Committee will also remain open to any faculty in Groups I or II having teaching interests or research expertise in American culture, and to specialists in Alden Library. The members of the Steering Committee may also choose to elect other officers for purposes and terms designated by the Committee. Meetings of the American Studies Steering Committee will take place at least once a month during the academic year.

Oversight will come from an Advisory Committee, composed (in accordance with OU Policy and Procedure 01.0105) of the Center Co-Directors, the Dean of Arts and Sciences, the Dean of Communication, the Dean of Fine Arts, the Dean of Libraries, and the Vice-President for Research. This committee will meet at least twice a year during the formative years, and at least once a year during subsequent years. Following an initial five-year term of the founding co-directors, subsequent directors will be appointed by the Vice-President for Research with the advice and consent of the Advisory and American Studies Steering Committees.

Subsequent directors must be tenured faculty in the one of the following units: College of Arts and Sciences, College of Communication, or College of Fine Arts. Directors will report to the Vice-President for Research.

CRHC Personnel

(excerpted from NEH Implementation Proposal, filed 7/31/01)

Personnel

Co-Director Joseph W. Slade, Professor of Telecommunications, is a former professor of American literature at Long Island University and New York University. He held an NEH fellowship at the National Humanities Institute in Humanities and Technology at the University of Chicago (1976-77) and the distinguished Fulbright Bicentennial Chair of American Studies at the University of Helsinki (1986-87). He established and for twenty years edited *The Markham Review*, a quarterly journal of American culture noted for essays on regional literature and history, and has written four books and 50 articles on American literature, film, and communication. Founder of the Department of Media Arts and the Communications Center at Long Island University, and former Director of the School of Telecommunications at OHIO, Slade now specializes in technology and culture.

Co-Director Judith Yaross Lee, a specialist in popular culture (especially regional literary humor and electronic rhetoric), has broad interdisciplinary research and teaching experience in American studies. She is the author of Garrison Keillor: A Voice of America and Defining New Yorker Humor, and numerous articles and essays on American cultural history. A founder and former executive director of the Society for Literature and Science, whose membership reached 800 during her tenure, Lee is Professor in the rhetoric program of the School of Interpersonal Communication. She is at work on a book on Ohio political humor from the 1850s to 1930.

An Administrative Associate will provide staff support to the co-directors and manage the office.

The Regional Humanities Bibliographer will be a professional reference librarian having a second master's degree in a humanities discipline and substantial experience with regional resources. The Bibliographer is a half-time appointment.

The Preservation Field Services Coordinator will be a full-time professional preservation specialist with experience in needs assessment, training, and conservation methods.

REACH Officers will staff the CRHC's Regional Electronic Assistance Center for the Humanities to provide technical support for small humanities organizations. REACH staff will help clients (by telephone or internet) develop or update web pages, locate web hosting facilities, navigate the online CRHC, identify potential funding sources, and find mentors and partners for digital or conventional projects. Doctoral students with interests in regional humanities will receive fellowships for service in REACH.

An Online Services Team of a webmaster, database developer, and instructional designer will design, implement, and support the broad range of interactive electronic tools and services delivered through the CRHC website. The CRHC will contract for part-time services of these professionals from OHIO's Center for Innovations in Technology for Learning.

APPENDIX I

Sample Matching Schedule for the Implementation Phase

The NEH portion of the implementation challenge grants for regional humanities centers would be offered over five years of funding, but the allowable fund-raising period would extend for over seven years. The schedule for the release of NEH funds will allow the campaign's momentum to build in the early years and will allow time for fulfilling pledges in the campaign's final years. As with regular NEH Challenge Grants, NEH funds are released as fund raising proceeds, according to a formula that permits eligible donations, given or pledged in anticipation of the center's challenge award, from as early as six months prior to the application deadline for the implementation grants. The formula also includes two extra years after the last NEH funds are released to complete the matching requirement.

A sample schedule for the release of NEH implementation funds follows:

Year	2001	2002	2003	2004	2005	2006	2007	Total
Funds Offered by NEH	\$1m	\$1m	\$1m	\$1m	\$1m	n/a	n/a	\$5m
Nonfederal Donations								
Remaining match for previous years	n/a	\$1m	\$2m	\$2m	\$2m	\$2m	\$1m	\$10m
This year's match	\$1m	\$1m	\$1m	\$1m	\$1m	n/a	n/a	\$5m
Total to be raised	\$1m	\$2m	\$3m	\$3m	\$3m	\$2m	\$1m	\$15m

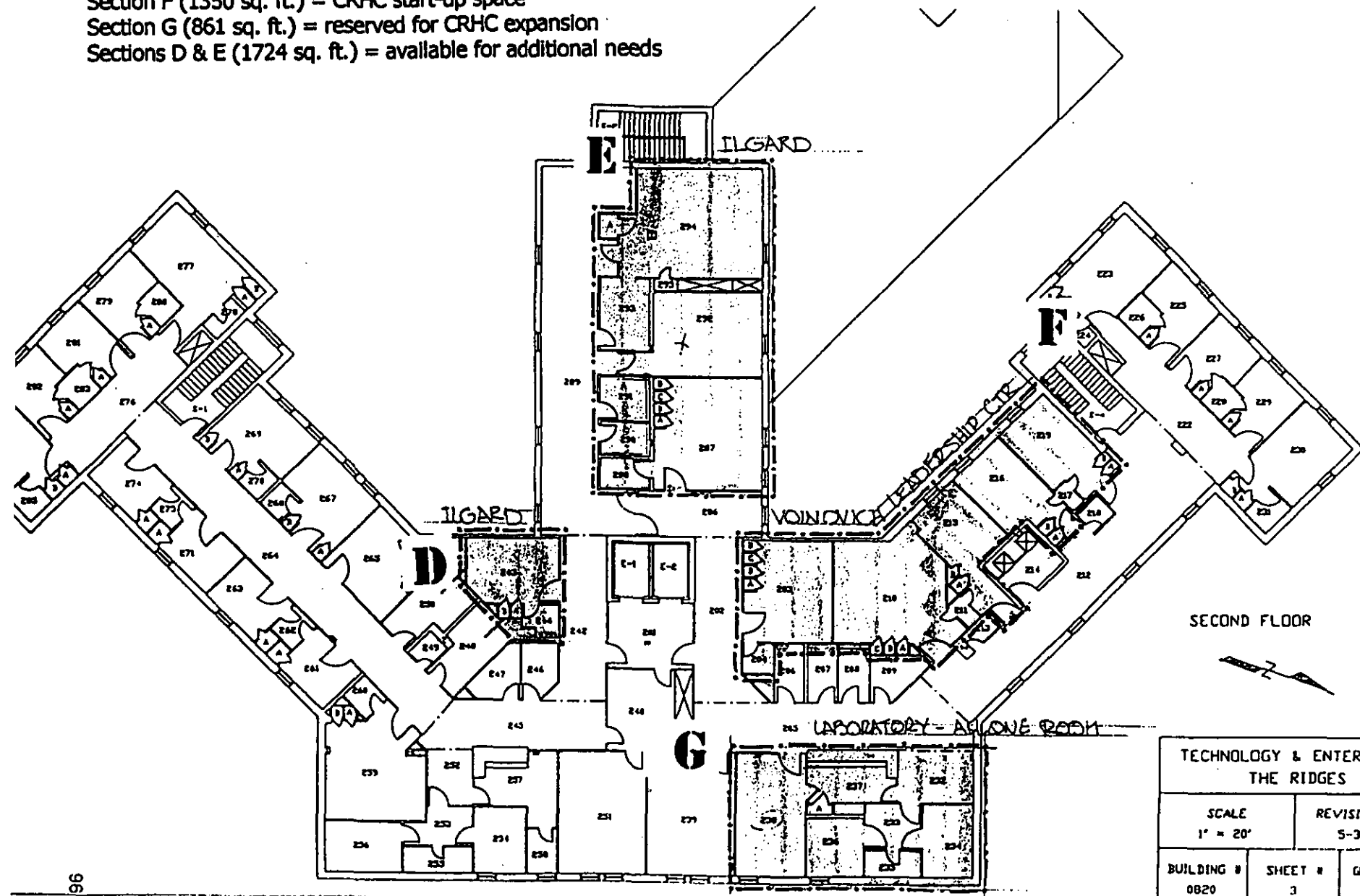
As this example demonstrates, the first year's NEH allocation is released as matched one-to-one. The second year's allocation is released as matched one-to-one but only after one-half of the remaining first-year match is met. Allocations for the third, fourth, and fifth years are each released as matched one-to-one but only after the previous year's remaining match is completed. Two final years allow completion of the three-to-one matching requirement.

CRHC Facility on The Ridges

Section F (1350 sq. ft.) = CRHC start-up space

Section G (861 sq. ft.) = reserved for CRHC expansion

Sections D & E (1724 sq. ft.) = available for additional needs



TECHNOLOGY & ENTERPRISE
THE RIDGES

SCALE
1" = 20'

REVISION DATE
5-3-95

BUILDING #
0820

SHEET #
3

GROSS AREA

BUILDING NO. 20
Space Summary

ARE I (A)	479	NASF
ILGARD/MSES (B)	2,978	NASF
SBDC (C)	1,084	NASF
ILGARD (D)	236	NASF
ILGARD (E)	1,488	NASF
VOINOVICH (F)	1,350	NASF
LAB	<u>861</u>	NASF
	8,476	NASF

$$8,476 \div 0.65 = 13,040 \text{ GSF}$$

BUILDING NO 20
Second Floor

ILGARD (D) SQ. FT.

243	194	(Office)
243A	4	(Storage)
243B	4	(Storage)
2 44	<u>34</u>	(Storage)
	236	Sq. Ft.

ILGARD (E)

287 + A&B	388	(Lab)
288	49	(Storage)
290	54	(Unassigned)
291	72	(Unassigned)
292	315	(Conference)
293	115	
294	474	
294A	13	(Storage)
295	<u>8</u>	(Mechanical)
	1,488	Sq. Ft.

VOINOVICH CNTR (F)

203 + A&B	282	
204	29	(Restroom)
210 +A&C	409	(Unassigned)
211	15	(Restroom)
215 +A&B	211	(Unassigned)
216 +A&B	196	(Unassigned)
217	13	(Restroom)
219 +A& B	<u>95</u>	(Unassigned)
	1,350	Sq. Ft.

LABORATORY (G) SQ. FT.

232	124	(Vestibule)
233	82	(Unassigned)
234	115	(Unassigned)
235	46	(Unassigned)
236	105	(Unassigned)
237	111	(Unassigned)
237A	8	(Storage)
238	<u>270</u>	
	861	Sq. Ft.

List of Support Letters
(Selected from Implementation Proposal)

Kathy A. Krendl, Dean, College of Communication, Ohio University

Leslie A. Flemming, Dean, College of Arts and Sciences, Ohio University

Raymond Tymas-Jones, Dean, College of Fine Arts, Ohio University

Charly Bauer, Assistant Director of Library Systems, Digital Media, OhioLink

Lynda Ann Ewen, Ph.D., Co-Director, Center for the Study of Ethnicity and Gender in Appalachia, Marshall University

John E. Hancock, Professor of Architecture, University of Cincinnati

Russell M. Magnaghi, Director, Center for Upper Peninsula Studies, Northern Michigan University

Ray Browne, Secretary-Treasurer, American Culture Association

Steven Merritt Miner, Chair, Department of History, Ohio University

Jesse L. White, Jr., Federal Co-Chair, Appalachian Regional Commission

Ted Strickland, Member of Congress of the United States of America

Dan Angel, President, Marshall University

Sharon Stephens Brehm, Chancellor, Bloomington Campus of Indiana University

Blaine A. Brownell, President, Ball State University

Ronald G. Eaglin, President, Morehead State University

Robert W. Kustra, President, Eastern Kentucky University

Dr. Andrew Mazzara, President, Henry Ford Community College, Dearborn, Michigan

Joseph A. Steger, President, University of Cincinnati

Charles T. Wethington, Jr., President, University of Kentucky

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

June 4, 2001

TO: Jack Bantle, Vice President for Research
FROM: Kathy A. Krendl, ^{JK}Dean, College of Communication
RE: Center Proposal

I have reviewed the proposal to establish The Central Region Humanities Center @ Ohio University. The goal of competing for the National Endowment funding for such a center has received strong support from the College of Communication, and we are optimistic about winning the award from NEH.

Many of the opportunities included in the proposal are still very much in the planning phase and will require additional review and discussion as they develop. However, the planning team has identified an interesting set of opportunities that are worthy of further investigation for the institution and the three colleges involved in the initiative, and the linkages with the NEH initiative are extremely strong. The individual colleges will need to work with your office and the broader university to find the resources necessary to make the Center a reality and to provide ongoing support for its mission. I look forward to working with you toward that goal.

College of Arts and Sciences
Wilson Hall, College Green
Athens OH 45701-2979
740-593-2850 phone
740-593-0053 fax



June 4, 2001

Drs. Judith Lee and Joseph Slade
Central Region Humanities Center Proposal
Ohio University
Athens, OH 45701

Dear Drs. Lee and Slade,

On behalf of the College of Arts and Sciences, I am pleased to provide a letter endorsing your proposal for the Central Region Humanities Center at Ohio University.

As I understand it, the purpose of the center is support of inter-disciplinary teaching and research in American cultural studies. Although the College of Arts and Sciences has not had an American Studies program as such, the presence of such a center will materially advance the mission of the college. Many faculty members in such fields as English, History, and African American Studies have been trained in and actively pursue scholarship in American Studies. Our Contemporary History Institute, which focuses primarily on the U.S., has gained national visibility for its graduate programs and research productivity.

What is more important, faculty members in this college have been actively involved in helping to develop this proposal. Their teaching and research lives have already been enhanced by that involvement. Were the center to become a reality at Ohio University, their teaching, research, and outreach to the wider community would continue to be enhanced through the collaborative ventures that the center would support. There is also no question in my mind that the presence of this center will increase the visibility of all our programs in this area.

I strongly encourage you in this venture and hope that you are successful in gaining the needed funding from the National Endowment for the Humanities.

Sincerely,

A handwritten signature in cursive script, reading "Leslie A. Flemming", is written over the typed name.

Leslie A. Flemming
Dean

Office of the Dean

College of Fine Arts
Jennings House
Athens OH 45701-2979
740-593-1808 phone
740-593-0570 fax



OHIO UNIVERSITY

June 4, 2001

Dr. Jack Bantle
Vice President for Research
RTEC 120
Ohio University
Athens, OH 45701

Dear Dr. Bantle:

I am writing this letter on behalf of the proposal to establish the Central Region Humanities Center at Ohio University. I have reviewed the proposal and am in complete support of this initiative. The concept merits support because the exploration, investigation and, ultimately, propagation of the myriad contributions made by the inhabitants, past and present, of the Midwest and Appalachia region. Of particular note, this proposal is the result of work and efforts of highly respected, interdisciplinary faculty from three colleges at Ohio University: Arts and Sciences, Communication and Fine Arts as well as the staff of Alden Library.

As a Carnegie Foundation Research II institution, Ohio University is committed to supporting regional humanities research, teaching and service. This Center would be a marvelous resource in supporting the Appalachia region.

Sincerely,

Raymond Tymas-Jones
Dean

RTJ/sb



May 29, 2001

2455 North Star Road
Suite 300
Columbus, OH 43221
Phone: 614-728-3600
Fax: 614-728-3610

Program Office/Review Committee
Division of Preservation and Access
National Endowment for the Humanities

Dear Review Committee:

The purpose of this letter is to affirm OhioLINK's support of the Hypermedia Humanities Atlas of the Central Region, and to offer additional information and support.

OhioLINK is a statewide, State of Ohio funded, library and information network linking more than seventy universities, colleges, technical and community colleges, and the State Library of Ohio. To support the information needs and to leverage the information assets of these institutions, OhioLINK centrally provides access to over 60 databases of full-text, electronic journals, and bibliographic citations. As of spring 2001, more than 2.5 Terabytes of information are managed on OhioLINK computers and are available to the approximately 600,000 faculty, staff, and students who use our information systems.

OhioLINK has added a central image storage and access system to its information services, known as the Digital Media Center (DMC). As a result of this effort, OhioLINK is providing its member institutions a large central computer facility where images, audio, and video from digitization projects can be stored made available to the Internet.

The DMC has software that can be used to search for and display images over the WWW. Truly a multimedia facility, it is possible to store any kind of multimedia together in this system: textual documents that describe images, audio files, video, or other media related to a particular collection all can be stored together. Users can go directly to this site to find images, add links from their pages to individual images stored in this archive. In this way, it is possible for faculty to create instructional pages that link to individual images, or for museums and archives to build exhibit pages that include images stored in OhioLINK's facility.

Institutions such as universities, colleges, and historical societies are able to add content to OhioLINK databases. These databases are constructed so that images produced by multiple projects related to one topic, e.g. Ohio history, will be placed together in a single thematic database. While it will be possible to still search and view individual collections in this database like the images and other media created by the Hypermedia Humanities Atlas of the Central Region these individual projects will contribute to an information resource greater in depth than any single image project.

OhioLINK uses Informix as its database management system and *Bulldog Media Asset Management Software* as its multimedia management and access system. Currently over 100,000 images are available to the OhioLINK community. OhioLINK has signed an agreement with the Ohio Supercomputer Center that facilitates a large-scale, multi-Terabyte storage facility for images and other multimedia. OhioLINK staff work to coordinate digitizing efforts of member institutions, provide practical expertise for workflow and standards use, and offer technical training for use of the system. OhioLINK also provides imaging expertise to digitization projects at OhioLINK institutions.

One of the principal goals of our efforts is to make it possible for digitization projects to devote most of their effort and funding to scan and catalog images, not on the technical challenges of maintaining servers and database systems. By building one central media delivery system, we hope that we can make it much richer in content and ensure that it will have a more sophisticated set of functionality than would be possible for one institution to build on its own. It is projects such as the Hypermedia Humanities Atlas of the Central Region that we have in mind while we are pursuing these goals. We are happy to assist their efforts to disseminate data about the region by lending them the support of OhioLINK multi-media infrastructure.

Sincerely,

Charly Bauer
Assistant Director of Library Systems, Digital Media

cc: Tom Sanville, OhioLINK



May 28, 2001

Dr. Judith Lee and Dr. Joseph Slade
Central Region Humanities Center Proposal
Ohio University
Athens, Ohio

Dear Dr. Lee and Dr. Slade,

It is with even greater pleasure that I write a second letter endorsing your proposal for the Central Region Humanities Center. When I wrote my first letter supporting your request for the initial grant, I was confident that you, and Ohio University, would be capable of developing a good final NEH proposal. But I had no foreknowledge of the level of enthusiasm, the diversity focus, or the broad base of support that subsequently emerged. Thus, although my first letter was a positive one, this letter must be a congratulatory one.

Your approach to the planning process was collaborative, inclusive, and empathetic. You have been open to input—suggestions and criticisms—in a way that is rare in academia. You have been patient with those who did not understand the scope of the endeavor, or who felt threatened by it. You have been supportive of those who wanted to participate, and opened avenues for them to do so. As a result, the final plan is not yours at all. It is the result of innumerable conversations—by mail, email, in person, and through web crossings. It is the result of disagreements and compromise. It is the result of redefinitions and reformulations, taking in all that has been said.

My own input in the planning process has reflected my own position and interests. For too long, programs have marginalized women and minorities, satisfied if they are “mentioned” or given token support. We at Marshall University have received two Rockefeller Foundation for the Humanities scholars-in-residence grants because we successfully argued that the field of Appalachian Studies had largely neglected ethnicity and gender. And as an Appalachian scholar, I am extremely sensitive to the way that national and regional programs marginalize or stereotype Appalachian culture and research. Thus, I have been greatly relieved to find the planning process willing and able to fully incorporate women and minorities—as subjects and as participants. Likewise, there is no question in my mind but that the proposal will respectfully incorporate those parts of the region that are Appalachian.

When we received the Rockefeller funding to create a Center for the Study of Ethnicity and Gender in Appalachia, we faced a number of difficult questions. How were we to administer a large grant in a way that would encourage collaboration, support “cutting-edge” research, and impact an interdisciplinary field that had traditionally neglected these areas? Those of us working on the grant struggled to make process as important as content—to be systematically

aware of the ways in which our work impacted persons and institutions. I believe we have been successful, for the Appalachian Studies Association voted this March to make Marshall University the home base for the association, and the publisher of their journal. I have seen the same concern in the planning process at Ohio University. There is a caring about persons as well as program; there is sensitivity to bureaucratic impediments that might prevent some sectors of the community from participating; there is a willingness to share, and work with others. Again (and I know I've already said it), this attitude is far too often absent in academic endeavors.

We all know that funds are short and needs are long. We all know that it is easy to build careers and not community. We all know words are easy and deeds are difficult. I am not easily impressed, and am often among the critics of university programs that I perceive to be "hot air." I became a sociologist because I wanted to understand and strengthen those social forces that support a democratic society in which all persons can fully participate. And I truly believe that it is through the humanities that persons learn who they can be in the fullest sense.

Looking back on what I have written, I realize that my language is that of "emotional intelligence," rather than that of "rational intelligence" (using the concepts of ecofeminist philosopher Karen Warren). I am sure that the documentation that accompanies the final proposal will provide many rational arguments for designating Ohio University as the Central Region Humanities Center. And so perhaps it is best that I speak from the heart, as well as the head.

I would be more than happy to provide any further information or comments that might be useful.

Sincerely,



Lynda Ann Ewen, Ph.D.

Professor of Sociology

Co-Director, Center for the Study of Ethnicity and Gender in Appalachia
Marshall University

Phone: 304-696-2797 Email: ewen@marshall.edu

John Hancock, 01:54 PM 5/15/200, Ohio Valley Region

X-Sender: hancocje@email.uc.edu
Date: Tue, 15 May 2001 13:54:51 -0700
To: slade@ohiou.edu
From: John Hancock <john.hancock@uc.edu>
Subject: Ohio Valley Region

Re: Regional Humanities Center Proposal

May 15, 2001

Dear Drs. Slade and Lee,

This follows up a phone message I left with Stephanie Highsmith at 593-4824, this morning.

During a recent meeting at the NEH in DC, it was suggested that I should contact you about plans for the Regional Humanities Center, to see if I or my work might be of some help. I am an architectural historian and co-director of a computer imaging lab which has been involved for several years in the ancient architecture of the Ohio Valley Region, and in the development of public education projects. Both the content, and our unique "interactive video navigation" interface methods, may be of some use in productions or resources connected with the proposed Center. In any case, if you are looking for collaborators, or for significant prior NEH projects in the region to fold into your planning process, I would be extremely interested.

I may be in the Athens area on the 25th of May; and if it would be convenient, I have a laptop demo/prototype of "EarthWorks" which I could show you. Below is a brief description of the Project.

Sincerely,

John E. Hancock
Professor of Architecture
University of Cincinnati

::

EarthWorks: virtual explorations of the ancient ohio valley
John E. Hancock, Professor of Architecture, PI
CERHAS/ Center for the Electronic Reconstruction of Historical
and
Archaeological Sites
College of DAAP, University of Cincinnati
Project Description

Executive Summary:

EarthWorks is a multi-media production project about one of North America's richest prehistoric legacies. Buried and nearly invisible beneath our modern Midwestern landscapes is one of the largest concentrations of monumental earthen architecture in the world: effigies, embankments, mounds, roadways, and enclosures.

Only fragments of these works by the "Ohio moundbuilders" exist today, and, like the cultures that made them, are very little known outside specialized academic circles. Many are destroyed and the rest so vast and subtle in design that they are hard to see and even harder to understand. The goal of the EarthWorks project is to lift these sites from oblivion and make them readily accessible to the general public, to schoolchildren, and to university students and scholars.

To achieve this goal, we have produced "virtual" computer model restorations of the earthwork complexes, which can be adapted and presented in multiple digital formats (such as interactive video, exhibitions, optical disc, and the Internet) suitable for various audiences. The centerpiece of this effort will be a DVD-ROM disc that will offer visually compelling interactive video tours of the reconstructions, built around a multi-disciplinary script, immersive graphics, interviews with various

John Hancock, 01:54 PM 5/15/200, Ohio Valley Region

experts, and a variety of hypertext resources.

Previous funding from all public and private sources has totalled over

\$500,000, including a grant from the National Endowment for the Humanities

enabling us to outline content, produce sample scripts, build most of the

computer models, and test production processes. For NEH, we are completing

a disc for in-school curriculum testing. We will produce an interactive

museum exhibition using similar content, in Cincinnati in 2002.

We are

also fund-raising for the full completion of the project: script development, technical upgrades, and video production to achieve a full,

balanced view of the whole topic, and to proceed with DVD

authoring,

mastering, and marketing.

For information contact:

John E. Hancock

Professor of Architectural History

University of Cincinnati

513-556-0223 <john.hancock@uc.edu>

ask Richard + sue



Northern
Michigan
University

Center for Upper Peninsula Studies
1401 Presque Isle Avenue
Marquette, MI 49855-5301
906-227-1229
FAX: 906-227-1396
Web site: www.nmu.edu

May 1, 2001

Dr. Judith Yaross Lee
Co-Director, NEH Central Region Humanities
Center Planning Project
Lasher Hall
Ohio University
Athens, OH 45701

Dear Dr. Lee:

I am pleased that the Center for Upper Peninsula Studies has been asked to participate in the NEH Central Region Humanities Center Planning Project.

The purpose of the Center is to promote the academic side of the region. We have done this since 1996 with a series of classes on the undergraduate and graduate level; symposia; lectures; and by interacting with local and state historical associations and societies.

Thus our mission fits well into your mission. Given the nature and expertise of the Center we can easily cover local heritage and other groups throughout the Upper Peninsula. I know that our relationship of mutual academic interests will prove to be beneficial to both groups.

Please check our webpage under "Center for Upper Peninsula Studies" for further information on the Center.

Sincerely,

Russell M. Magnaghi, Director,
Center for Upper Peninsula Studies



American Culture Association

web site: <http://h-net.msu.edu/~pcaaca>

June 5, 01

Drs. Judith Yaross Lee and Joseph Slade
Central Region Humanities Center
Ohio University
Athens, OH 45701

Dear Judith and Joe:

I want to congratulate you on the splendid job you have done in developing the Central Region Humanities Center Planning Project for the NEH grant. As you know I have supported your plan from the beginning and now see how it is developing and will bear fruit.

You are leading an academic swell of interest in international culture which should be developed with close ties to and at times in regional cultures, since the latter are microcosms of the international cultures and cultures studies.

In your work you will have the close interest of and support of the American Culture Association and Popular Culture Association. As you know, the latter association has always been interested in popular culture throughout the world. Now the ACA is expanding. The Journal of American Culture has been expanded into the new title and comprehensiveness, Journal of American and Comparative Cultures, and the vast influx of articles I get submitted for publication demonstrate the expanding growing interest. So my two associations and publications can both feed on and assist your work in the new regional chapter.

Also, as you know, I have published some 75 books on the many aspects of folklore, regional, international and comparative cultures. Though there have been pioneers out in the field, the settling and developing of the territory is both a great field and challenge to us all. So we have much work to do.

I have known your work and interests for years. That was the reason I signed on with your undertaking early and am delighted that it is maturing. The 4500 members my two associations will work enthusiastically with you. So count on us.

Sincerely

Ray Browne
Ray Browne

PRESIDENT
Kathy Merlock Jackson
Communications
Virginia Wesleyan Coll.
VICE-PRESIDENT/PRES. ELECT
David Sokol
Art History
Univ. of Illinois-Chicago
SECRETARY-TREASURER
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Popular Culture Association
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rbrowne@bgnet.bgsu.edu
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Ohio University

Department of History
Bentley Hall
Ohio University
Athens, Ohio 45701-2979
740/593-4334

College of Arts and Sciences

September 10, 2001

Dear Dr. Lee:

I write to offer the strong support of Ohio University's Department of History for your "Implementation Proposal: Central Region Humanities Center." I believe that the proposal is one that will greatly strengthen the humanities in general and at Ohio University in particular. It is one of the stated goals of the university administration that the resources of Ohio University should be used better to understand and to support the region in which we are located. This proposal is ideally suited to do precisely that.

The department of history is prepared to support the proposal in more than words; it is clear that we can do so very strongly by placing our teaching resources at your disposal. Local history is laced throughout the proposal, and there are a number of ways that our faculty can add to the intellectual capital of the Humanities Center. First, you mention the political history of the region. Not only do we offer numerous well-attended and highly valued courses on the political history of the United States, but we also offer courses in Ohio History—the only department that does so in a comprehensive fashion. You mention other aspects of history that will come under the rubric of your proposed Center: the history of Native Americans, African Americans, immigrants, popular culture, military history, women of the region, sports and recreation, and so forth. Our department offers courses in each of these areas, and they would, in my opinion, be crucial in undergirding the Center that you propose.

Some of the faculty that might be involved include: Distinguished Professor Charles Alexander (Intellectual and sports history); Professor Marvin Fletcher (African American and military history); Dr. Ann Fidler (early republic and social history of the old Northwest); Dr. Patrick Griffin (Colonial American and native American); Dr. Chester Pach (U.S. foreign relations and American cultural history); Dr. Valerie Mendoza (Immigration); Dr. Phyllis Field (United States 19th century and Ohio History); Professor Bruce Steiner (American colonial and Ohio History).

In sum, as you can see, the resources of the department are well suited to support a center of the sort that you envision. We are enthusiastic about the proposal, and we will do what we can within our powers to see that it becomes the success that it surely will be.

Sincerely,

Steven Merritt Miner
Professor of History
Chair, Department of History



July 31, 2001

Dr. Judith Yaross Lee
Dr. Joseph Slade
NEH Central Region Humanities Center Planning Project
035 Lasher Hall
Ohio University
Athens, OH 45701

Dear Drs. Lee and Slade:

I would like to offer my support to you and your center as a National Endowment for the Humanities Regional Humanities Center for the central region. Part of the mission of the Appalachian Regional Commission is to help support and bolster the arts and humanities in the region. Your center includes the heart of Appalachia and we are looking forward to working with you as we do with the Appalachian Studies Centers throughout the region.

The Commission assisted NEH by helping to finance the planning stage of the grant program. When you open your full center, ARC will make available to you our rich collection of data on the region and analyses conducted by our staff. We will also provide you access to our networks of researchers through the Appalachian Studies Association and other institutes, the various collectors and collections that exist throughout the region, and other projects such as the *Encyclopedia of Appalachia* to assist you in fulfilling your mission.

The Commission has had a longstanding relation with Ohio University going back many years, collaborating on many different types of projects, so I know that you have the resources and expertise to serve not only Appalachia, but your entire service area superbly. We are looking forward to working with you on the Regional Center.

Sincerely,

Jesse L. White, Jr.
Federal Co-Chair

TED STRICKLAND
8TH DISTRICT, OHIO

ENERGY AND COMMERCE

**SUBCOMMITTEE ON ENERGY
AND AIR QUALITY**

**SUBCOMMITTEE ON
OVERSIGHT AND INVESTIGATIONS**

SUBCOMMITTEE ON HEALTH



Congress of the United States
House of Representatives
Washington, DC 20515-3506

HOUSE RURAL HEALTH CARE COALITION

OLDER AMERICANS CAUCUS

EDUCATION REFORM CAUCUS

CONGRESSIONAL STEEL CAUCUS

CONGRESSIONAL MINING CAUCUS

**CONGRESSIONAL CORRECTIONAL
OFFICERS CAUCUS**
FOUNDER AND CO-CHAIR

July 30, 2001

National Endowment for the Humanities
Office of Challenge Grants
1100 Pennsylvania Avenue NW
Washington, DC 20506

Dear Members of the Selection Committee:

The purpose of this letter is to express my strong support for the proposed National Endowment for the Humanities (NEH) Central Region Humanities Center at Ohio University. Once realized, the Center will serve as a regional clearinghouse for students, teachers, scholars and general public who seek to advance humanities-based knowledge. Through fellowships, grants, educational programming and formal and informal outreach, the Center will create lifelong audiences for regional culture and the humanities.

Of particular importance is the unique geographical location this Center will provide. Because of the many challenges that Appalachia faces, funding for the humanities is sometimes compromised. The Ohio University Center will help leverage \$15 million in new, non-federal funds to support a humanities endowment for this region. This Center is a truly regional one that encompasses and serves the states of Ohio, West Virginia, Kentucky, Indiana and Michigan.

This grant application is the result of countless hours of collaboration and cooperation. State humanities councils, historical societies, cultural organizations, commercial enterprises, community groups, and hundreds of scholars have all participated in developing a vision for the Center. I am proud to offer my enthusiastic and strong support.

Thank you for your attention and consideration of this important application. Please feel free to contact me with any questions or concerns.

Sincerely,

Ted Strickland

Ted Strickland

Member of Congress

D.C. OFFICE
238 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3705

MAIN OFFICE
1236 GALLIA STREET
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WILMINGTON, OH 45177
(937) 383-4385

CENTRAL OFFICE
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(740) 286-6647

EASTERN OFFICE
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MARIETTA, OH 45750
(740) 376-0768

PRINTED ON RECYCLED PAPER



OFFICE OF THE PRESIDENT
400 Hal Greer Boulevard
Huntington, West Virginia 25755-1000
304-696-2300

June 6, 2001

Dr. Robert Glidden, President
c/o Stephanie Hysmith
CRHC Project Manager
Ohio University
Lasher Hall
Athens, OH 45701-2979

Dear Dr. Glidden,

I am writing to indicate Marshall University's support of Ohio University's application to be designated as the Central Region Humanities Center by the National Endowment for the Humanities.

Over the years Marshall University has developed strong ties with Ohio University as many of our faculty have completed advanced degrees there, and many of our students have left Marshall to continue graduate work at your institution. We are excited and proud of the current partnership of Ohio University Press with our Center for the Study of Ethnicity and Gender in Appalachia in developing the book series "Ethnicity and Gender in Appalachia."

Marshall University has just been designated as the "home" of the Appalachian Studies Association and the *Journal of Appalachian Studies*. We have developed an interdisciplinary major in Appalachian Studies. We have also developed an Appalachian Transportation Institute, our College of Education has received generous funding for research and programming in rural education, and our Joan C. Edwards School of Medicine is well known for its work in the area of rural medicine.

Thus, we have been particularly concerned that the institution designated as the Central Region Humanities Center fully supports an outreach to, and understanding of, Appalachian issues. We are confident that a Center at Ohio University would provide such support. Our faculty who have worked with the planning process have spoken highly of the ways in which Marshall and other area institutions have been included in the development of the final proposal. We look forward to working with the Center in achieving its goals for support and development of the humanities in our region.

Sincerely,

Dan Angel
President

INDIANA UNIVERSITY



July 24, 2001

PRESIDENT'S OFFICE

JUL 27 2001

OFFICE OF THE
CHANCELLOR
BLOOMINGTON CAMPUS
AND
VICE PRESIDENT
FOR
ACADEMIC AFFAIRS

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

Dear President Glidden,

I am writing to add my support for Ohio University's application to the National Endowment for the Humanities to establish a Regional Humanities Center to advance regional scholarship, teaching, and public programming in the five states of the Central region. As a former provost (1996-2001) at Ohio University, I am familiar with the effort that has already gone into planning the Center. And now that I have moved to Indiana University, I have been pleased to discover that several Bloomington faculty members (such as Scott Sanders, Sam Cronk, Candida Jaquez, Perry Willett, and Felicia Miyakawa) as well as researchers at Polis, an academic research center at IUPUI, have indicated their interest in collaborating with Ohio University's proposed Center. Once the Center is established, these scholars working together with other scholars throughout the region will bring great strengths to the projects that will be developed at the Center. We all look forward to a fruitful partnership.

Sincerely,

Sharon Stephens Brehm
Chancellor, Bloomington Campus

SSB:ndb

Bryan Hall 100
100 South Indiana Avenue
Bloomington, Indiana
47405-1201

812-855-9011
Fax: 812-855-1871



BLAINE A. BROWNELL
PRESIDENT

June 11, 2001

National Endowment for the Humanities
Washington, D.C.

I write in support of the designation of Ohio University as the site of the Central Region Humanities Center.

We are quite familiar with the capabilities to value and support such a Center among our colleagues at Ohio University, and we believe that it will prosper under their leadership and also reach out to other universities and partners in the region in the development of the Center's work.

Sincerely,

Blaine A. Brownell
President
Professor of History and Urban Planning



OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.
MOREHEAD, KENTUCKY 40351-1689
TELEPHONE: 606-783-2022
FAX: 606-783-2216

July 2, 2001

Dr. Robert Glidden
President
Ohio University
Athens, OH 45701

Dear President Glidden:

I am writing to enthusiastically support Ohio University's proposal to the National Endowment for the Humanities to establish the Central Region Humanities Center. This project will provide significant linkages between Ohio University and its partners with citizens and communities in the five-state region. Most importantly, the proposed NEH project provides a facilitated and structured method to engage Ohio University and its partners in an interactive community process that addresses community needs and provides access to information in technologically innovative ways.

Morehead State University has for more than a century been committed to excellence in education, scholarship, and service to the people of Appalachian Kentucky and the nation. The University's vision for the next century is to be a leading student-centered university linking the Appalachian region to the world through learning, discovery, and service. Relating and interfacing the "spatial orientation" of MSU's Institute for Regional Analysis and Public Policy (IRAPP) with the "cultural orientation" of the Central Region Humanities Center will allow fruitful collaborations and enhanced synergy between our universities. It will also facilitate the cultural and civic capacity of citizens of our region. I am aware of and impressed with the initial collaborations between faculty and staff from MoSU's with faculty from Ohio University. This type of partnership can lead to stronger collaborations between our universities and through leveraging of resources will allow us to more fully serve citizens in our area. The NEH grant will help in the achievement of this vision by providing additional opportunities for our faculty, staff, and students to be engaged in important aspects of cultural community building as well as in cultural and technology transfer.

MSU has engaged in the grassroots community visioning and comprehensive planning processes in selected Appalachian communities. We look forward to working with you to develop imaginative content and delivery of cultural, social, and spatial resources to the citizens of Kentucky, Ohio, West Virginia, Indiana, and Michigan.



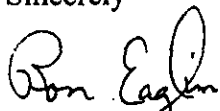
Dr. Robert Glidden
Page 2
July 2, 2001

It is my understanding that IRAPP was one of the earliest partners on your project and that designated IRAPP faculty and staff will serve as consultants, on advisory boards, and fulfill other obligations. Recently created as our state Program of Distinction, IRAPP serves as an interdisciplinary social science research unit for MSU with its mission being the integration of University resources in serving our communities throughout the region. As President, I encourage and support the community work and relationships in which MSU and IRAPP faculty and staff members participate. Furthermore, as a public institution in a rural, distressed region, MSU recognizes the need to use its resources strategically to achieve its mission of community outreach and service.

Morehead State is committed to the success of the proposed project and to the sustainability of the partnership and programming and the institutionalization of your efforts. Along with faculty and staff commitment and participation, the University can provide knowledge, resources, and opportunities to the residents of this five-state area through programs in the proposed NEH project.

We fully endorse and support your proposal and are looking forward to working with you in its further development.

Sincerely



Ronald G. Eaglin
President

PRESIDENT'S OFFICE

JUL 10 2001



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Serving Kentuckians Since 1906

Office of the President

109
Coates Box 1A, 107 Coates Building
Eastern Kentucky University
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-2101 ~ Fax (859) 622-2196
Bob.Kustra@eku.edu • www.eku.edu

June 27, 2001

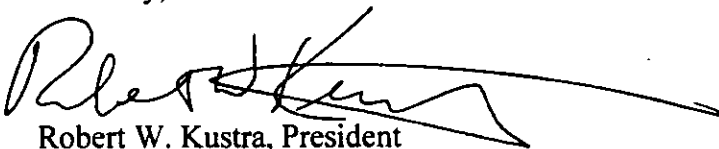
Dr. Robert Glidden, President
Office of the President
Ohio University
Athens, Ohio 45701-2979

Dear President Glidden:

I am writing in strong support of the National Endowment for the Humanities locating the Central Region Humanities Center at Ohio University. The establishment of this key regional center at Ohio University would allow our faculty involved in the Center for Kentucky History and Politics, the Appalachian Studies Center and our newest Center for the Study of Popular Narrative to be able to take full advantage of the services of the center and to interact professionally with the regional center on a regular basis.

Eastern Kentucky University looks forward to a future partnership with Ohio University in this National Endowment for the Humanities sponsored service. We will undoubtedly benefit from the planned assistance in preserving and archiving materials, in identifying potential resources for our academic centers, and in securing funding for special projects. We applaud Ohio University's initiative in developing a proposal to establish such an important service center in our region.

Sincerely,



Robert W. Kustra, President



PRESIDENT'S OFFICE

JUL - 5 2001

Dr. Andrew Mazzara, President
Henry Ford Community College
5101 Evergreen Road
Dearborn, Michigan 48128-1495
313-845-9217

June 21, 2001

Dr. Stephanie Hysmith, Project Manager
NEH Central Region Humanities Center Planning Project
035 Lasher Hall
Ohio University
Athens, Ohio 45701
740-593-4824/FAX 740-593-4810
Email: hysmith@ohio.edu

Dear Dr. Hysmith:

This letter is in regard to the call for support for the Central Region Humanities Center. As the President of Henry Ford Community College, I would welcome and support the foundation of this Internet-based project to be housed at Ohio University.

For one thing, I think it would be heavily used by regional faculty. As an example, at least three HFCC faculty members have become involved in the roundtables focused on the establishment of the Center. These three faculty members have all been heavily involved in carrying out oral history interviews of working people in southeastern Michigan, particularly in terms of the changes in working people's lives stemming from the globalization of the American economy. This type of electronic resource would be a valuable asset to the faculty participating in this project, a project which has been funded by the NEH and carried out by the HFCC Center for the Study of Work.

In addition, HFCC is offering a course in Michigan History. This course has been offered for many years at HFCC, but it is experiencing a comeback after some hiatus. The course is being counted as fulfilling a requirement for Pre-Education majors at HFCC before transfer to a four year institution. With Education again a major goal of many of our students, and with the course again in some demand, the Center could easily become a resource for the history instructors teaching the course as they revise it from a strictly local history course to one demonstrating how Michigan fit into the regional, national, and international context, and still does today.

These reasons do not exhaust the list justifying the establishment of the Center. The NEH and Ohio University should be strongly encouraged to proceed with

their plans to establish the Center and make it a model for NEH-sponsored regional humanities centers across the entire nation.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Mazzara", with a long horizontal flourish extending to the right.

Andrew Mazzara, President
Henry Ford Community College
Dearborn, Michigan

University of Cincinnati



112

Office of the President
University of Cincinnati
PO Box 210063
Cincinnati OH 45221-0063
Phone (513) 556-2201
Fax (513) 556-3010
Email Joseph.Steger@UC.Edu

June 20, 2001

Dr. Robert Glidden
President
Ohio University
Athens, Ohio 45701

Dear Bob,

We, at the University of Cincinnati, are pleased to have the opportunity to participate in the Central Region Humanities Center.

Professor John Hancock from our architecture program and others have worked with your PIs in the planning. They are very optimistic over the possibilities for research collaborations with others from the region. We support the Ohio University proposal for a Central Region Humanities Center.

Sincerely,

Joseph A. Steger
President

C: Howard E. Jackson
Anthony J. Perzigian



UNIVERSITY OF KENTUCKY

113

Office of the President

18th Floor Patterson Office Tower

Lexington, Ky 40506-0027

(859) 257-1701

Fax: (859) 257-1760

www.uky.edu

June 25, 2001

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

Dear President Glidden:

I support Ohio University's strong efforts to document and build humanities resources in the National Endowment for the Humanities Central Region. University of Kentucky faculty with expertise in Midwestern and Appalachian literature, culture, and music participated in the overall process and led scholarly analysis and planning efforts in their respective disciplines. They report significant research and planning efforts, innovative approaches, and strong use of technology to enhance scholarly and public access on humanities issues across the region and beyond.

I also support Ohio University as the National Endowment for the Humanities Center for the Central Region. Your very strong, broadly inclusive efforts to involve scholars and institutions across the five-state region make Ohio University a partner we will want to work with in the future.

Sincerely,

Charles T. Wethington, Jr.
President

/pfw

REVIEW OF CENTERS AND INSTITUTES

RESOLUTION 2001 - 1807

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 2000-2001 Review of the Ohio University Edison Biotechnology Institute, which recommends that the institute be continued.



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: November 19, 2001
TO: Robert Glidden, President
FROM: Jack Bantle, Vice President for Research *Jack Bantle*
SUBJECT: Review of Ohio University Edison Biotechnology Institute

Attached is the 5-Year Review of the Edison Biotechnology Institute and a brief summary. I concur with the recommendation for continuation of the Institute. I suggest that this recommendation be presented to the Board of Trustees for their action at their December meeting.

by
Enclosures

SUMMARY

Institute: Ohio University Edison Biotechnology Institute

Director: David C. Wight, Ph.D.
Edison Biotechnology Institute
Konneker Research Center
The Ridges

Affiliated Faculty: John J. Kopchick, Goll-Ohio Professor of Molecular Biology, Biomedical Sciences, College of Osteopathic Medicine

XiaoZhuo Chen, Assistant Professor, Biomedical Sciences, College of Osteopathic Medicine

Leonard Kohn, Distinguished Senior Visiting Scientist, Biomedical Sciences, College of Osteopathic Medicine

Susan Evans, Assistant Professor, Chemistry and Biochemistry, College of Arts and Sciences

Unfilled senior faculty position, Chemistry and Biochemistry, College of Arts and Sciences

Mission: EBI conducts interdisciplinary basic discovery research in biomedical genetics with a dual mission of advancing basic understanding of the cellular and molecular genetic basis of disease, and development of new technology and transfer of technology to the private sector for economic development, particularly in southeastern Ohio.

Future Activity: EBI will continue to focus on its core missions and provide a focal point for basic research and technology innovation in the life sciences at Ohio University and subsequent commercialization. The institute will continue growth and expansion of activities begun in the current period, including: 1) increasing the number of core faculty at the institute through additional partnerships with academic units; 2) broadening the base of faculty affiliates from other units; 3) enhancing relationships with economic development partners; 4) expanding collaborative research relationships within Ohio, nationally, and internationally; 5) seeking programmatic funding to support a broadened, more interdisciplinary research theme for EBI and Ohio University on biomedical diagnostic and therapeutic technologies.

Funding Summary FY 1996-2002:

Source	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	Totals
External Grants/Contracts	\$ 1,878,456	\$ 1,717,442	\$ 2,216,910	\$ 1,912,030	\$ 1,518,498	\$ 1,718,153	\$ 2,447,155	\$ 13,408,643
Corporate	\$ 1,122,156	\$ 950,668	\$ 1,340,107	\$ 1,273,505	\$ 922,498	\$ 668,014	\$ 1,270,096	\$ 7,547,043
State Science & Technology	\$ 640,000	\$ 640,000	\$ 640,000	\$ 620,800	\$ 596,000	\$ 1,046,000	\$ 1,036,100	\$ 5,218,900
Federal	\$ 66,300	\$ 69,274	\$ 213,142	\$ 17,725	\$ -	\$ -	\$ 140,959	\$ 507,400
Foundations	\$ 50,000	\$ 57,500	\$ 23,661	\$ -	\$ -	\$ 4,139	\$ -	\$ 135,300
Internal Awards/Operating	\$ 181,833	\$ 155,935	\$ 114,685	\$ 152,853	\$ 153,409	\$ 169,824	\$ 300,000	\$ 1,228,538
Total	\$ 2,060,289	\$ 1,873,377	\$ 2,331,595	\$ 2,064,883	\$ 1,671,907	\$ 1,887,977	\$ 2,747,155	\$ 14,637,181

Note: FY 2002 research award figures are projections described in more detail below.



November 8, 2001

John A. Bantle
Vice President for Research
Research and Technology Center 120
Ohio University

RE: 5 Year Review of the Edison Biotechnology Institute

Dear Jack:

Accompanying this letter is the report of the review committee appointed to assess the Edison Biotechnology Institute. The 5 Year Review document generated by David Wight was very informative and complete. After in person discussions and follow-up email communication, the committee, consisting of Dorothy Baunach, Gayle Mitchell, Steven Burke, Bob Rakowski, and myself, submit this report. Please let me know if there are any questions or if you wish further information.

Sincerely,



Edwin C. Rowland

Report of EBI 5 Year Review Committee

Executive Summary:

Edison Biotechnology Institute has had an eventful 5 years. The Institute has moved into a new facility at the Ridges area of campus and has benefited in both growth and maturation. EBI has continued to fulfill its mission of research in biotechnology discovery and promotion of these discoveries into economically feasible products. During this time period, the Institute has increased its number of principal investigators (PIs) with the addition of Leonard Kohn and Susan Evans. This addition, along with the increase in cross campus interactions involving other faculty, should enhance both the quantity and diversity of EBI research. In response to the reduction in direct funding from the State of Ohio, EBI has engaged in a strategic approach, which should increase, PI initiated federal grants to support basic discovery while partnering with other organizations for the development of the commercialization stages of new technology.

The committee believes that EBI should continue to enjoy institutional support from the University with additional support available for growth in space and personnel when the funding strategy gains success. As such, it is recommended that EBI outline their plan for adjusting to the shift in state funding that would include expected milestones to indicate achievement of their goals. This information would not only help the University follow progress but could also be used by the Edison BioTechnology Center (EBTC) of the State to help plan interim funding for the period of change.

Evaluation of Current Viability:

EBI has continued to successfully pursue its mission of research discovery and economic benefits thus validating its value to the university and the state. In recent years the number of PIs has increased in both number and diversity. Len Kohn's arrival at EBI has provided an experienced researcher with a strong international reputation in addition to strengthening the hormone molecular biology focus group. With the addition of Susan Evans, the area of tumor biology has been added to the group. There have been efforts to enhance the interaction of EBI staff with other faculty on campus to promote mutualistic growth. Examples include Douglas Goetz from Chemical Engineering, Marcia Kieliszewski from Chemistry and Biochemistry and members of the Department of Biomedical Sciences in the College of Osteopathic Medicine and the Department of Biological Sciences in the College of Arts and Sciences. As the direct funding from the state EBTC has been reduced, EBI has redirected its funding strategy towards PI initiated federal and corporate grants to support basic discovery research. Importantly, given the personnel and infrastructure limitations that EBI faces, they have engaged in a partnership with the Battelle Institute in Columbus to develop their discoveries through the commercialization stages. Therefore, EBI has adjusted to changes in their funding base and adapted to their limitations.

Evaluation of Future Viability

EBI has developed strategies that will enhance their activity in the future. By emphasizing technology discovery, EBI will continue to do what they do best, basic research. Though continued collaboration with Battelle and the generation of other similar arrangements, EBI should efficiently see their discoveries progress through the stages required for commercialization. This approach is especially realistic given the present lack of regional infrastructure and the personnel limitations of the EBI staff. The present involvement of other scientists on campus in collaborative projects will likely be expanded resulting in working groups that will strengthen the quality of work and the viability of grant proposals.

Evaluation of Funding Strategies

Due the decrease in direct EBTC funding, EBI has generated a strategy emphasizing PI initiated federal and corporate grants to support their basic discovery research. This is expected to not only compensate for the loss of state support, but also to result in more stable funding. The addition of new PIs and encouragement of cross campus interactions should result in more proposal submissions. In partnering with other institutions, such as Battelle, EBI gains the expertise that these organizations have for the commercialization stages of new technology without duplicating that expertise in Athens. As indicated above, this strategy is very practical in the present environment. Also, EBI has used internal funds to help obtain additional outside support for their initiatives, for example in obtaining Ohio Technology Action funding for Len Kohn, and should be encouraged to continue this approach.

Recommendations

Due to its value to both the University and the State, EBI should definitely be continued. It is recommended that EBI outline its funding strategy, with inclusions of expected milestones of progress, and to use this outline in negotiations with EBTC for transition funding for the implementation period of this new strategy. The University has consistently provided significant financial support to EBI, and should continue to do so. This support should include future staff and space needs as they arise resulting from successful funding efforts. As the cross campus interaction develops among EBI and other scientists, mechanisms should be provided by the University to enhance this interaction.

MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2001 — 1808

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 2000-2001 reviews for the following:

Master of Social Sciences
School of Telecommunications

Office of the Provost
Cutler Hall
Athens OH 45701-2979



OHIO UNIVERSITY
1804

DATE: November 19, 2001
TO: Robert Glidden, President
FROM: Gary M. Schumacher, Interim Provost *GMS*
SUBJECT: Seven-Year Program Reviews

Attached are summaries of the seven-year reviews of academic programs completed during 2000-2001 by the University Curriculum Council. These reviews provide a useful self-examination of our programs.

2000 - 2001 Program Review Results

Program Name	General Department Information			Undergraduate Program Review				Graduate Program Review				Overall Evaluation Rating	University Curriculum Council	Graduate Council Rating
	Faculty Profile	Programmatic Practices	Adequacy of Resources	Program Goals and Curriculum	Faculty	Students	Graduates	Program Goals and Curriculum	Faculty	Students	Graduates			
Social Science, Master of	Exceeds Expectations	Meets Expectations	Meets Expectations	n/a	n/a	n/a	n/a	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approved	Acceptable
Telecommunications	Meets Expectations	Meets Expectations	Fails to Meet Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Fails to Meet Expectations	Fails to Meet Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Approved	Acceptable

Academic Assessment Report-Cover Sheet

EVALUATION OF School of Telecommunications

PROGRAM TYPE

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

Date last review was approved by Board of Trustees: 1993

Unit Review Committee Members: Robert Shelly

Claudia Hale

Roger Radcliffe

Sandra Turner

Susan Eastman (Indiana University) Alison Alexander (University of Georgia)

Draft completed and sent to chair and dean: April 23, 2001

Unit Review Committee Chair: Robert Shelly 4/23/01
(signature) (date)

Seen by and returned:

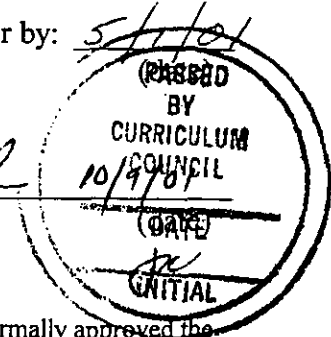
Program chair: Kathy Minner 5-9-01
(signature) (date)

Dean of college: Kathy Minner 5-9-01
(signature) (date)

Return draft and any and all comments to Unit Review Committee chair by: 5/1/01

Approved by UCC chair:

Margaret Appel
(signature)



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

School of
Seven Year Review for period ending December, 2000
April 24, 2001

Review Task Force: Robert Shelly Chair, Alison Alexander (University of Georgia) and Susan Eastman (Indiana University) external evaluators, Claudia Hale, Roger Radcliff, Sandra Turner

The following report is based on data gathered from the School of Telecommunications by members of the Review Task Force January 18 and 19, 2001 (Professor Eastman) and April 1 and 2, 2001 (Professor Alexander). We reviewed the self study document prepared by the School, conducted interviews with faculty, students and staff, and met with Dean Kathy Krendl of the College of Communication. Dean Krendl is serving as interim director of the School. Immediate past director George Korn participated in the meetings as well. We asked for clarification of information provided in the self study relating to degree completion and faculty resources in the graduate program. We have incorporated contents of the reports prepared by Professors Alexander and Eastman in this document. The report reviews the School by first considering global properties of the school, the undergraduate program, and graduate education as it is implemented in the Master of Arts and Ph. D. programs. We consider how the School makes use of the resources available to it and the success of the various programs in fulfilling stated goals. The report concludes with a series of recommendations for improving the functioning of the school.

The School has a long and credible history as an effective educational environment for the preparation of professional personnel for the broadcast industry and as a graduate training environment for media scholars. This historic advantage is reflected in the number of undergraduate students who choose Ohio University for this program, the success of the graduate program in attracting funding for students in its programs for Minorities and Women in Public Broadcasting, and its ability to attract international students and foundation funding for students in the Ph. D. program. The school has a number of issues to resolve if that success is to continue. If current problems are not resolved, the future of this program will be seriously compromised.

Ohio University's School of has the advantage of being in a field of rising social and economic importance in the developed as well as developing countries, and its significance can be expected to continue well into the future. The field continues in popularity with students and parents, and telecommunication courses attract majors and non majors in large numbers. What is exceptional about the Ohio University School's faculty is its long-time international orientation. Virtually every faculty member has been involved in activities that connect the University to individuals and institutions in other countries, largely in developing nations or areas of particular upheaval, such as Bosnia. These connections are demonstrated in the School's ability to attract foreign students, particularly to its master's programs.

A substantial challenge the School and Ohio University must face is that the telecommunications industry is changing at a terrific rate. Teaching the traditional media skills is no longer enough to attract students or meet their long term career needs. On the media production side, universities with cutting-edge curricula focus on developing applications software of the future (for virtual reality, DVD, and the Internet, for example) that will influence the long-term direction of media production and distribution. Schools with more applied programs focus on creating video

and audio content utilizing such innovative applications software as it moves into the mainstream. Some universities do both, in the same or different departments. For all programs, a large capital and operational investment in state-of-the-art equipment and facilities is an ongoing necessity. While Ohio University may have the software and equipment for creating content for the new media, it appears to be spread among two or three schools, and the School of lacks the technical expertise among its faculty to guide a new media program—even an applied program. Current staff expertise can lead to innovative classes but not the wider orientation that leads to innovative curriculum; that requires a faculty that takes a long and broad view of undergraduate education in telecommunications. The TCOM self-study describes a program with a traditional media orientation, not a new media orientation.

We would recommend that a vigorous faculty development effort be undertaken with key individuals interested in developing skills to teach new media technology in the undergraduate program so this problem can be addressed.

Resources for the Mission of the School

The TCOM self-study claims that the School lacks adequate space and sufficient funds for equipment repair and upgrading. We have not been able to assess the quality of library resources available to support scholarly work by students or faculty. A strongly related issue is the lack of a sense of community within the school.

The second component of the space issue relates to the quality of space and facilities. It was shocking to see the condition of Studio C. Its Master Control Room is located in a bulge in a hallway; an unusually narrow hall and stairwell the studio's lighting board was an antique two decades ago; and the aluminum foil-covered lighting instruments look unprofessional. The entire setup seems shabby and badly in need of renovation. This is especially disturbing in light of attempts to comply with ADA guidelines about accessibility of facilities and opportunities for individuals with disabilities. The impact is especially startling when one exits Studio C into the modernized facilities of the Center. In other locations, lack of adequate sound insulation may make some spaces unusable or too noisy.

Teaching spaces also lack modern video and computer display equipment. To be effectively used to teach TCOM, classrooms should have Internet access, video projection equipment, and very large television monitors with up-to-date video play back capacity (VHS and DVD).

We recommend immediate attention be given to upgrade equipment as funds are available, and immediate improvements be undertaken in the classrooms assigned to the school. Waiting for a new building is simply not an option, given the current state of the situation regarding pedagogical spaces.

Undergraduate Sequences

TCOM's self study report repeatedly claims that 80% of the School's majors choose an emphasis in professional production, and from that "fact" follows the need to focus on the production sequences (in proportions of faculty hiring, in resource allocation, and in the general salience of its needs). Clearly, undergraduates have been getting the message, despite the fact that it is unlikely that 80% of nearly 600 majors have marketable creative talent. Moreover, some faculty have begun to question the accuracy of the 80% number, and at least one informal survey of undergraduates quite logically showed that the 20% of students who do not choose production sequences feel themselves to be on the margins of the School mission and without focus. They sense

Undergraduate Executive Summary

EVALUATION OF School of Telecommunications

DATE April 24, 2001

Commendations

The School of Telecommunications has much to be proud of. It has a long and distinguished history of preparing undergraduate students for careers in broadcasting. It has been very successful in creating a diverse faculty with the number of minority faculty well above the norm for the university.

Concerns

The success in ensuring ethnic diversity has not carried over to gender diversity. The faculty do not have a clear vision of the focus of their programs at the undergraduate level.

Weaknesses

Faculty inbreeding has created a situation in which the programs of the school are not forward looking in terms of the future of the field. The faculty need to develop a plan for all of the programs in the School which takes advantage of the strengths of the faculty and takes account of the resources available in the near and long term.

Graduate Executive Summary

EVALUATION OF School of Telecommunications

DATE April 24, 2001

Commendations:

The School has a very successful program of ensuring international diversity in its graduate program enrollment, especially in the Master of Arts program.

Concerns

The diversity of international students in the graduate program has been at the expense of domestic students, especially at the Ph. D. level. There are simply not enough domestic students to ensure diverse population experience in the Ph. D. program for international students. The faculty do not have a clear vision of the focus of their program at the graduate level. Low levels of scholarship overall are a concern as well.

Weaknesses

Faculty inbreeding has created a situation in which the graduate programs of the school are not forward looking. The faculty need to develop a plan for these programs which takes advantage of the strengths of the faculty within the context of available resources. We recommend a review of the Ph. D. program in three years to determine if progress in addressing the concerns has been made.

that failure to choose production leaves them out of the important and exciting—even glamorous—part of the School's culture.

To correct this imbalance, the undergraduate curriculum should be reinvented to reduce the salience of production for old media and increase the salience of the components of (a) empirical research and critical theory and analysis, (b) global communications (logically incorporating international and comparative courses, law and policy, management, and public broadcasting), and (c) production for new media. Some redistribution of curriculum and resources would better reflect the actual composition of the faculty and its varied interests, and more important, begin to move the School toward graduating students with a wide range of skills and experiences (a more responsible academic stance), prepared to function in the new media environments of today and the future. To be effective in attracting good students, a strong effort in marketing the revised sequences should accompany their implementation.

Solving the curriculum problem in the manner suggested above, leaves the problem of how to continue to serve students who genuinely have talent as well as interest in the creative side of the program (audio and video production, screen writing, multimedia). Supplementing the existing production faculty with part-timers and adjuncts to fill the need for expertise in teaching production courses without tilting the proportion of tenure-track faculty too far in the production direction would help solve this problem.

In light of this curricular reform, we must raise one caution. This unit needs to look at existing curriculum ask whether it is a necessary area, whether they still have depth in that area, the resources, and student demand. We are concerned about proliferation of courses such that students are unable to get needed courses within their majors or emphasis areas. The teaching of studio courses in small sections (<12) is not efficient, given the national standard of 16 for such courses. This issue is directly related to the effective, efficient use of resources.

We recommend a combination of industry professionals, Center staff, and some graduate students be recruited to teach courses to meet the program's needs. We think this can enhance the program without diminishing the quality of instruction if done correctly. Full-time tenure-track faculty would then be available to move the overall curriculum toward more breadth in other sequences and more depth in all sequences.

Graduate Program

There are problems of direction and focus in the graduate program. The large number of international students and the international interests of the faculty are a perfect mesh. But, what do these students need to know? Certainly, not how the media operates in their own countries. So, what is it they hope to learn? We urge the faculty to clearly articulate the unique learning opportunities offered at Ohio. We would hope that it is the theory and practice of media systems, impacts, and institutions, presented with a global focus. The faculty must facilitate the development of research programs that will carry graduate students into a successful academic career.

We urge the faculty to pare down their offerings to a program of study (not just a bunch of disconnected or potentially relevant classes) that builds on faculty expertise, and does not try to be all things to all people

The graduate program is fragmented at the MA level into five different component sequences. Some of these are fragile because of low numbers of students and faculty. Others are

fragile because faculty expertise is lacking, even in the face of interest from students. The effort to mount complex programming with limited resources should be examined carefully and the curriculum and recruiting strategies implemented to focus the program more carefully on what can be accomplished effectively with available resources. A similar problem of fragile programming exists at the Ph. D. level and is addressed more fully below.

Once the areas of focus are clearly understood, they can be used to attract others students who want to work in those areas. And it can be used to attract students of the highest caliber. Present scores, which we know have their limitations, do not indicate the highest level of achievement. One indication of the falling stature of the program is the lack of outstanding domestic students, who should be a part of a diverse student population. We urge the faculty to pare down their offerings to a program of study (not just a bunch of disconnected or potentially relevant classes) that builds on faculty expertise, and does not try to be all things to all people.

On the scholarly side, top programs in Telecommunications demand that their faculty have high levels of productivity in national and international peer-reviewed publications. Articles and books that contribute to theory building and policy formation are valued over descriptive and comparative work. Conference presentations and grant proposals become meritorious when they reach publication or win grants. It seems crucial for faculty to have an open discussion of expanded definitions of scholarship (see for example, *Scholarship Assessed: Evaluation of the Professorate* by Glassick, Huber and Maeroff), and of the expectations this imposes on faculty at a research institution. Then, we strongly recommend that the new Director have such general meetings and also meet with individual faculty to set scholarship goals and to make clear her expectation of performance.

We suspect the faculty has become comfortable with reduced expectations. In general their output does not put them in the league of colleagues at other research institutions. It is not clear to us that faculty who have been productive have been rewarded with time and money, or that faculty who have not maintained their productivity have been penalized. Although differential teaching loads are controversial, some reallocation of workload assignments is vital to address the issues of inequity among faculty who are productive in research and those who are not.

A serious concomitant problem is that faculty without personal records of scholarly productivity have been teaching graduate courses and serving on—even guiding—program committees and theses and doctoral dissertations. At some time in the past, most of the faculty were given “graduate faculty” status. That distinction needs to be revisited with the goal of establishing and rigorously enforcing scholarly criteria for teaching and chairing doctoral committees.

It is the quality and quantity of the end products from the faculty and their former doctoral students that builds and maintains a school’s reputation (as well as determines individual merit and promotion, of course). While service activities may be admirable, they contribute little to scholarly reputation unless they result in peer-reviewed and widely disseminated publications. One of the faculty’s problems has been an acceptance of undisseminated “activity” as a substitute for publication.

We believe the national reputation of the school has slipped recently due to low levels of scholarship, placement records of Ph.D. students and the low proportion of American applicants to its graduate program. In consequence, faculty who received their PhDs from Ohio University are reluctant to push their own bachelor’s and master’s students to attend Ohio University. For example,

current doctoral students complained of inadequate mentoring about standards and expectations of the external academic community, the absence of opportunities for doctoral students to become involved in faculty scholarly and creative activity¹, and a School culture that does not actively encourage doctoral students to publish while at Ohio University. This culture seriously impedes the search for positions for these students as they complete their degrees in today's competitive academic market place.

The School faculty does not foster scholarly publication by (1) providing its own prolific example of publication both as independent scholars and as collaborators with other faculty and students; (2) having an on-going research laboratory; (3) having a year-round research colloquia; (4) inviting prestigious media scholars to work with doctoral students at Ohio University; or (5) instituting curricular requirements for advanced students to carry their work through to the presentation and publication stages.

In addition, there have been almost no opportunities for doctoral students to become teachers of record. Learning to prepare syllabi, teach independently, and gain student evaluations is critical for aspiring academics. To ignore this fact of life for students, ill-prepares them for the current academic job market. Without a dramatic change in this culture, the School will continue to be caught in a downward spiral, where its PhD students go to even poorer quality programs or leave the field for non-academic employment in large numbers.

We note that approximately seventeen percent of recent PhD graduates could not be located when the committee asked for information about post degree employment. While this may be partly excused by the international students who have received degrees, a large number of American students seem to appear on this listing of recent Ph.D. graduates without information about current whereabouts. This is a reflection of the problems in the graduate program and needs to be remedied. Advanced degree graduates are a critical source of future students and a reflection of the School's success as an educational environment for creating and disseminating new knowledge.

We recommend that graduate students be made partners in scholarly and creative endeavors of faculty, be groomed as teachers of record and given their own course sections so they have records to substantiate applications for teaching positions in the academy, and that a conscious effort be made to mentor students with a goal of encouraging joint and independent publication of scholarly work while in the program.

Composition of the Faculty

The School has been successful in hiring minority faculty and ensuring their valued place in the curriculum at the undergraduate and Master of Arts program. The presence of these minority faculty may explain the higher than average enrollment of minority students in the School (a range of 4.9% to 7.3% over the years covered by the self study). However, the School has not been as successful in identifying and hiring women in faculty ranks. This gender imbalance has had a substantial impact on two important constituencies within the student body. Undergraduate enrollment is overwhelmingly male (70% +/-). This statistic is glaring in its contrast to the populations of other programs of a similar type.² The second constituency affected by this problem is the graduate program. Female graduate students report substantial advising problems which result in low levels of mentoring for professional development. This is unacceptable in the context of this program and its role in preparing professionals for industry and scholars of media. Modern work

places in this field require a balance of male and female participation. The School needs to work to remedy this problem.

We recommend that efforts to redress these inequities in the gender composition of the faculty be undertaken as soon as possible. An immediate option which would help in this area is visiting female faculty with expertise in media scholarship be employed to increase gender diversity in the staff. Ideally, these visitors would be most helpful in production areas and scholarly arenas as role models for all students in the program.

Other Areas of Concern

Lack of Faculty Coherence

Past history has led to an atmosphere of caution in the faculty. Conflict, rather than cooperation, seems to be the interactional norm, whether between faculty or with the college. There is not a strong sense of collegiality and mutual support among the faculty members. This attitude inhibits progressive discussion of curriculum, personnel, and resource allocation. We also suspect that the Department has much more agreement on core issues than is generally realized. It is that commitment to the school and its goals on which future agreements can be built.

Hiring and Tenuring Practices

Another criticism of the School is its history of hiring—and tenuring—too many of its own graduates. Out of 16 full-time faculty, at least 6 have degrees from Ohio University, most from the School of . Many of these faculty lack extended teaching experience at other institutions. Part of the School's diminution in standards and pressure to adhere to self-imposed "tradition" comes from the absence of leavening proportions of new faculty from other institutions. The self-study clearly lacks a vision statement and a strategy for attaining its goals. One overriding aim might be to improve the School's academic ranking, to be implemented by hiring junior scholars from other institutions to bolster the non-production teaching (as well as by other efforts in curriculum redirection already discussed). Current and new faculty need support for scholarly and creative efforts. In a tight economic environment, realistic strategies are needed that do not require substantial financial investment to accomplish the goal of improving the School.

We suggest some or all of the following steps be adopted to improve School personnel practices:

1. One effective tool at other institutions is to move toward two-day-a-week teaching responsibilities (Tues/Thur or Mon/Wed) for those actively doing scholarly and creative work. Since at least one day each week is occupied by such service activities as committee meetings, student advising, and external obligations, that leaves one or two weekdays open for concentration on scholarly and creative work. Effective use of such time often requires relocating out of the building and away from telephones and student interruptions, and colleagues' recognition that such time is sacrosanct and for the benefit of all. Similar arrangements are needed for creative faculty to be productive. After experimentation with scheduling, the facilities can continue to be fully utilized and students served by faculty, part-timers, and graduate students without scholarly or creative agendas.

2. Another effective tool is to encourage the incorporation of small research projects in most courses. Students can be required or invited to participate in experimental

studies or actually conduct interviews, survey, or content analyses themselves. While naive students are necessarily limited in what they can do, and their efforts require replication and supplementation, such ongoing involvement in research activities can help modify the entire School's culture, and in some cases over time, actually produce publishable studies. Since it is the culture that needs to be changed, the constant planning and implementation of small studies, with concomitant reporting back to students of their collective results each quarter, should have a widespread impact. Research would then have a chance to become as central to the School--and perhaps as glamorous--as production is presently perceived by both students and faculty.

3. Another tool is to have funds for visiting faculty who come with a scholarly and creative agenda. Visitors can draw in both faculty and students in short-term and long-term projects.

4. The creation of a research laboratory, although costly, would provide a location for experimental and other research and should have the benefit of directing faculty, student, and alumni/donor attention to the School's scholarly and creative activities. Although the Institute for Telecommunication Studies has been active in raising funds, it needs a prominent home adjacent to the School's faculty offices and classrooms, and it needs support staff to keep it open and accessible. A visible presence for scholarly and creative activity should lend importance to the activity and, over time, contribute to students' willingness to participate in studies and faculty's ambition to become involved.

5. Finally, hiring needs to be limited to non-Ohio University alumni who have demonstrated their potential for scholarly productivity. We expect that these hiring opportunities will be used to redress the gender imbalance in the faculty. Such persons should be sought for any replacement positions which become available in the school.

Endnotes

1. By "scholarly and creative activity" we mean work that encompasses either research about media and its consequences, creative efforts for production purposes, or criticism of media products or media effects which is disseminated by faculty and students for assessment by the wider professional community through presentation, performance, or publication.
2. Indiana University reports enrollment which is approximately evenly balanced between men and women.

Executive Summary

Commendations: The School of Telecommunications has much to be proud of. It has a long and distinguished history of preparing undergraduate students for careers in broadcasting. It has been very successful in creating a diverse faculty with the number of minority faculty well above the norm for the university. It has a very successful program of ensuring international diversity in its graduate program enrollment, especially in the Master of Arts program.

Concerns: The success in ensuring ethnic diversity has not carried over to gender diversity. The diversity of international students in the graduate program has been at the expense of domestic students. There are simply not enough domestic students to ensure diverse population experience in the Ph. D. program for international students. The faculty do not have a clear vision of the focus of their programs at either the undergraduate or graduate level.

Weaknesses: Faculty inbreeding has created a situation in which the programs of the school are not forward looking in terms of the future of the field. The faculty need to develop a plan for all of the programs in the School which takes advantage of the strengths of the faculty and takes account of the resources available in the near and long term.

Recommendations: School members need to develop a plan for engaging the future of telecommunications at both the graduate and undergraduate levels. We recommend the doctoral program be reviewed in three years for improvements in mentoring students as scholars and teaching faculty. We also recommend an effort be undertaken to improve the gender composition of the faculty and the technical capacity of classroom spaces.

**Doctoral Graduates, School of Telecommunications
(November 2000 - March 1995)
Current Appointments**

November 2000

Blankson, Isaac A., Southern Illinois University, Edwardsville
Campbell, John W. II, Texas A&M International University, Laredo, TX
Irwin, Mark T., Director of Training, HCJB Radio, Kiev, Ukraine

June 2000

Storr, Juliette M., University of North Carolina
Zacharias, Usha, Westfield State College, Connecticut

August 2000

no graduates

March 1999

Johnson, Randall D., Dean, Aerospace Studies, Embry-Riddle Aeronautical University,
Prescott, Arizona
Lamnadi, Ahmed, Radio-Television, Morocco
Windborne, Janice, Southwest Missouri State University

November 1999

Lee, Sang-Chul, Samsung Corp., Korea
Lootah, Hessah B., United Arab Emirates University

Summer 1999

Akindes, Fay, Y., University of Wisconsin, Parkside
Souder, Mary, Independent media consultant, Richmond, VA

June 1999

Grubb, Max V., Southern Illinois University, Carbondale

November 1998

Frontani, Michael R., Elon College, North Carolina

August 1998

Al-Dhaheri, Amina K., United Arab Emirates University
McKenna, Katelyn Y., Research Associate, Department of Psychology, New York
University, New York, NY

June 1998

Fox, Kathleen A., Research Director, WWWB TV, Louisville, KY

March 1998

Al-Tamini, Qais M., American University, United Arab Emirates
Cromwell, Arthur C., School of telecommunications, Ohio University
Kanayama, Tsutomu, Sophia University, Tokyo

Faculty have begun a discussion about productivity and workload issues. The general assumption is that the School will need to enforce its policy on faculty teaching in the graduate program, as well as revise its faculty workload policy to require additional teaching or service assignments for those who are not producing at an acceptable level either through traditional scholarly activity or creative activity.

I am also attaching additional information on recent graduates of the program. Because of the many international students who have completed the program, it is more difficult to track their careers over time. Additional research yielded the information attached.

I appreciate your cooperation in conducting this review. It has been most helpful in identifying the key areas that will establish clear priorities for the new director.


xc: Claudia Hale, School of Interpersonal Communication
Roger Radcliff, College of Engineering and Technology
Sandra Turner, College of Education

Rating Sheet for Unit Review Committee

EVALUATION OF School of Telecommunications

DATE April 23, 2001

PROGRAM REVIEW	
<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"/> MA, <input type="checkbox"/> MS, and/or <input checked="" type="checkbox"/> PhD)



 High ← → Low

Program Review Elements in Relation to The Goals of The Unit		Exceeds Expectation		Meets Expectation		Fails to Meet Expectation	
General Department Information							
	Faculty Profile				✓		
	Programmatic Practices				✓		
	Adequacy of Resources					✓	
Undergraduate Program Review							
	Program Goals and Curriculum				✓		
	Faculty				✓		
	Students				✓		
	Graduates				✓		
Graduate Program Review							
	Program Goals and Curriculum					✓	
	Faculty						✓
	Students				✓		
	Graduates				✓		
Overall Evaluation						✓	

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

April 30, 2001

TO: Robert Shelly, Chair, Seven-Year Review Committee

FROM: Kathy A. Krendl, ^{JKV}Interim Director, School of Telecommunications
Dean, College of Communication

RE: School of Telecommunications Seven-Year Review

I am writing in response to your committee's Seven-Year Review of the School of Telecommunications. Working with the two external reviewers, Professor Susan Eastman, Indiana University, and Alison Alexander, University of Georgia, the committee has identified a series of issues that will help set the course of the School in the coming years. The issues include focusing the undergraduate and graduate curricula, recruiting more diverse graduate students, recruiting faculty with strong national reputations to enhance faculty research productivity and offer additional research opportunities for graduate students, making necessary safety improvements in instructional facilities, and equipping instructional spaces with appropriate information and presentation technology.

Faculty in the School are aware of these problems and have taken significant steps already to address some issues. The faculty recently approved a new set of requirements for the undergraduate major, which will reduce the demand on audio and video production courses and facilities. The new requirements offer more balanced programs of study in media studies and sales and management, and will gradually incorporate new directions in media applications, using the College's recently established multimedia lab.

In addition, a new director has been recruited from the University of Wisconsin-Milwaukee. She is widely recognized as an outstanding scholar and will bring to the School several ongoing research projects, which will help attract top-notch graduate students in the field.

Facilities Management has conducted a space audit of the production facilities identified in the review as safety hazards. We are currently awaiting the report on the necessary steps to take to correct these problems. Richard Post, director, Instructional Media Services, has reviewed the instructional facilities and identified the necessary technology to bring the teaching facilities up to university-wide standards.

November 1997
no graduates

August 1997
no graduates

June 1997
Taylor, Gwendolyn C., Assistant VP for Administration, Ohio University, Athens

March 1997
Kanyongo, Willmore T., Bank One, Columbus, OH

November 1996
Dilawari, Sudesh R., not known

August 1996
Adhoum, Mounir, Tunisian Consulate, New York City
Murphy, Patrick, D., Director of Graduate Studies, Southern Illinois University,
Edwardsville

June 1996
Kraidy, Marwan Michael, Director of Graduate Studies, University of North Dakota
Turner, John Stephen, Dennison University, OH

March 1996
Antwi, Ransford Kwame, University of Ghana
McClean, Anne Lisa, Claflin College, Orangeberg, SC
van de Veur, Paul Roscoe, Montana State University

August 1995
Barner, Mark R., Niagara University
Ford-Ahmed, Travellya, West Virginia State College
Kaltfleiter, Caroline K., Department Chair, Morningside College, Sioux City, IA
Kapoor, Priya, Portland State University
Lengel, Laura Beth, American University in London
Shen, Jinguo, Chair, Communication Dept., Richard Stockton College, New York City
Williams, Kevin Clark, Shepherdstown State College, WV
Ziyati, Abdelali, Ohio University

November 1995
Sun, Mine-Ping, National University of Taiwan

June 1995
Gaines, Elliott I., Ashland University, OH
Gonzalez-Pinto, Raul E., Dean of College, Monterrey Technological University

March 1995
no graduates

**Graduate Council
Program Review**

Program: School of Telecommunications

General Department Information

Departmental information was considered acceptable but at a minimal level due to concerns mentioned in the Unit Review Committee report. It is recommended that this program focus some effort on highlighting these areas in the next self-study. Specific areas of concern are as follows:

1. The programs seem to involve disjointed collections of courses.
2. The school has a high number of Ohio University graduates serving on the faculty without experience elsewhere.
3. There is a lack of effective and efficient use of graduate student and faculty resources in course offerings.

Advances in the discipline and benchmark programs were areas of concern for a number of Graduate Council reviewers.

Graduate Program

There is general agreement with the Unit Review Committee about this graduate program. Some concerns were noted. They are:

1. Program goals were not highlighted in the summary document.
2. The focus of the program and its curricular offerings need to be studied and articulated.
3. Efforts to recruit academically qualified domestic students should be encouraged.
4. The faculty needs direction and encouragement to do scholarly research and publish in professional journals. Future recruitment should be of persons who have Ph.D.'s from other well known schools.
5. The department needs to have more contact with alumni.

Numbers 2 and 4 will be reviewed in 3 years by Graduate Council.

Overall Rating

There are some important problems with this program. The hiring of a new school director provides the opportunity for significant changes and improvements.

Graduate Council has reviewed the School of Telecommunications' self-study and concurs with the Unit Review Committee that the overall rating for this program is Acceptable, given reservations noted above that will be revisited in 3 years.

Approved by Graduate Council on June 1, 2001.

Margaret Appel
Chair, Graduate Council

June 4, 2001
Date

Academic Assessment Report-Cover Sheet

EVALUATION OF Master of Social SciencesPROGRAM TYPE: Graduate degree (MS)Date last review was approved by Board of Trustees: September 1993Unit Review Committee Members: Mehmet Celenk (chair)Patrick WashburnJohn FurlowMark Gingerich (external reviewer)

Draft completed and sent to chair and dean:

Unit Review Committee Chair:

(signature)

(date)

Seen by and returned:

Program Chair:

(signature)

(date)

Dean of college:

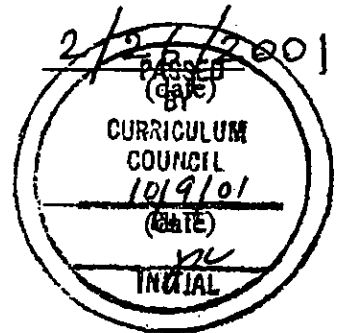
(signature)

(date)

Return draft and any and all comments to Unit Review Committee chair by:

Approved by UCC chair:

(signature)



Graduate Executive Summary

EVALUATION OF Master of Social Sciences

DATE February 2001

Commendations:

The MSS program currently offered by Ohio University is successful, and certainly merits sustained support. The program appears to meet its own objectives, and serves well the interests of its constituents, most of whom are secondary school teachers pursuing the master degree for both professional and practical reasons. It is recommended that this program be retained in its present form, although there are several areas that could perhaps be modified to improve what is already a successful program. The courses are directed primarily to teachers who want to enhance their discipline-based knowledge in the areas of History, Political Science, and Geography. The emphasis on contemporary issues in these fields gives the students materials that they can utilize in their classes. The coursework is academically worthwhile and challenging to the point that it stimulates the students for critical thinking and analysis.

Concerns:

The program seems lacking of theoretical framework or overarching theme, and consists of an eclectic array of courses (drawn primarily from History) devoid of any unifying core social science concept. Development of an introductory or capstone social science course (or both) would provide commonality to an otherwise diverse range of courses drawn from several disciplines. Other methods in which concerns about a lack of overarching theoretical cohesiveness could be satisfied are: by providing an introductory session for all students that would outline the goals of the program; developing a standard reading list of theoretical works, upon which the students would be examined upon completion of the program; tasking the instructor of the first course in the program's sequence to begin his/her course with a discussion of the social sciences as a discipline; recasting the final/exit examination process to compel students to grapple with broader theoretical issues rather than test them on the specifics of several of the courses they had taken. Another area of concern was the relative overrepresentation of several social science disciplines (History in particular) and the under-representation or absence of several others. The program currently consists of 10 courses chosen from 11 possibilities, all drawn from History, Political Science, and Geography. There is presently no Economics and Sociology/Anthropology component.

Weaknesses:

In the 1993 report, reviewers suggested the need for an introductory seminar to "introduce them to graduate school expectations and the variety of social science courses available," which still does not exist. The director of the program should have an advisory committee, made up of each of the directors of the units involved, which would do such things as plan the curriculum and look at other areas of the program which might need revising. The program should consider offering both an oral exam and a thesis as options to end the program. Currently, only the former exists. In the previous review, it was suggested that there should be an advanced seminar for students who are close to completing the degree. This might better prepare the students and result in a more meaningful oral final examination. Faculty teaching in the program need more thorough preparation by the director of the program on what to expect when they teach. New faculty should be carefully selected and oriented to the type of student typically involved in the program. Many of the faculty who repeatedly teach in the program hold senior rank and some are near retirement. Faculty recruitment should be planned to avoid the teaching overload. The final oral examination needs to be reviewed, especially as to the format in which it takes place.

OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL

SEVEN-YEAR REVIEW (1993-1999)
MASTER OF SOCIAL SCIENCES

I. General Department Information

The Master of Social Sciences (MSS) program is an interdisciplinary degree program established in 1987. It is designed for graduate students whose jobs or positions make it desirable to study further in one or more disciplines in social sciences. Although most students are secondary school teachers pursuing a master degree for both professional (promotions and salary increases) and practical (classroom material) reasons, other social service professionals and interested individuals also apply. The MSS degree program is terminal in that it does not lead to any specific Ph.D. granting curriculum. The program has been offered on the Chillicothe campus from 1994 to 1996 and on the Lancaster campus from 1996 to 2000. Very few students take this program on the Athens campus. Between 1993 and 1999, there were 38 University graduates from the program scattered among the different disciplines.

The MSS program is directed by a coordinator appointed by the dean of the College of Arts and Sciences. Students who participated in the 2000 on-campus interview in Ohio University-Lancaster commented very favorably about the quality of instruction and the faculty. It appears that the faculty is quite adequate to the needs of the program.

1. Faculty Profile

The MSS program faculty is drawn from existing History, Political Science, and Geography departments at Ohio University. Each faculty member must be authorized to teach graduate courses by the appropriate department. All of the faculty members who have taught in the MSS sequence have Ph.D. degrees in their respective disciplines.

Since each faculty is a member of a specific department or Campus faculty, there are no requirements from the MSS program for productivity in teaching, research, or scholarly activity. Research funding issues are not applicable to the program and no grants or fellowships have been sought by the program. Though there are no specific service requirements for individual faculty, the program itself provides a service to the teachers of the region. Since the state of Ohio has mandated that teachers continue their education and receive Master's degrees, the MSS program provides them another option to fulfill that requirement.

2. Programmatic Practices

The MSS program coordinator supervises the policies and procedures which guide the program and coordinates such matters as admission, the assignment of teachers and advisors within the participating social science departments, assembling a relevant course package, and the selection of a committee to administer each student's oral terminal (exit) examination. The coordinator consults with the chairs of the social science departments whenever necessary and any significant changes in the program or its operation are approved by the dean.

The coordinator visits each class at the beginning of the quarter and appoints the instructor for advising in the quarter that he/she teaches. Students can consult the coordinator by e-mail for

academic advice or instruction. A specific faculty member is also available on the regional campus and has an advising function in the program. Each instructor is responsible for advising in the quarter that he/she is teaching.

3. Adequacy of Resources

There is no specific budget allocated for the MSS program. The program coordinator receives \$500 per annum from the College of Arts and Sciences. Individual faculty members receive overload contracts from the campus on which the program is held. There are no graduate stipends for the program. Student tuition payments are the only source of funds for the coordinator, faculty salaries, and regional-campus costs.

Because the program draws its courses and faculty from existing Ohio University departments, facilities and services are taken care of by those departments. Secretarial assistance has been provided by the History Department for the coordinator. When the program is taught on a regional campus, the necessary services are provided by the regional campus in such matters as marketing, facilities, secretarial support, and library resources. The regional campuses provide classrooms and any other needed space. The regional campuses have small libraries and the students supplement them by using ALICE, Ohio Link, and the World Wide Web. Web utilization has become increasingly significant during the period under review.

II. Undergraduate Program Review

There are no undergraduates in the program.

III. Graduate Program Review

1) Program Goals and Curriculum

The MSS program is designed to help teachers improve and enhance their knowledge in two or more disciplines in social sciences. A candidate for the MSS degree must complete a minimum of 45 quarter hours in a minimum of 10 graduate courses in History, Political Science, and Geography. These courses can be selected from a group of 11 graduate courses composed of 6 History, 3 Political Science, and 2 Geography courses. Other subject areas such as Sociology/Anthropology and Economics related to a candidate's academic interest may be approved as minor fields or auxiliary areas. Each student can elect to write a research essay in the major field, which counts as one of the ten required courses. Each candidate also completes a survey course about recent scholarship in the major field and must pass an oral terminal (exit) examination guided by the program of courses and research pursued. The oral examination is conducted by three faculty who are chosen by the students from their course instructors. The oral exit-examination tests the students over about 1/3 of the courses that they have taken. It is often an interdisciplinary exam as faculty from the different subject areas bring their disciplines together in the questions they ask the students.

2) Faculty

The professional competence of the faculty involved in the MSS program insofar as their ability to offer state-of-the-art social science courses is impressive. The faculty who are chosen to participate in this program represent a highly talented group of seasoned professors who combine classroom excellence with strong research credentials. All of the faculty have their Ph.D. degrees, and they are full time members of Ohio University. Most are senior rank

who teach well and often in the program. They are evaluated by their departments, the regional campuses on which they teach, or both.

3) Students

The number of students admitted each year for the past seven years has varied significantly, from a high of 38 in 1999-2000 in the Lancaster campus to a low of 1 in 1996-97 in the Chillicothe campus. All students who have applied each year have been admitted. The vast majority of the admitted students complete their study. Usually 1 or 2 students begin the program and then voluntarily withdraw, because the course work is very demanding in relation to their work environment. The students are usually employed as teachers or federal, state, or local government employees, and their degree enhances their earning capabilities.

Degrees awarded in each of the past seven years have varied significantly, from a high of 24 in 1999-2000 in the Lancaster campus to a low of 0 in 1994-95 and 1998-99 in the Chillicothe and the Lancaster campus, respectively. On average, students take 48 hours to complete the degree, because some students transfer in credit, take directed studies, or both. Students take an average of three years to complete the degree.

The minimal criteria for unconditional admission are a 2.75 g.p.a. and at least one year's employment in an occupation related to the courses to be taken. Some graduate courses already taken can be counted toward degree requirements. There are no standardized test scores required for admission. Several regional-campus students have been conditionally admitted with low undergraduate g.p.a.'s. Those few students whose undergraduate g.p.a. is below the admission grade requirement (2.75 g.p.a.) are given provisional, 1 quarter, admission, if there was evidence of improvement during the undergraduate years. They usually show that they can perform graduate level work in their probationary quarter.

Because the program draws almost completely from Southeastern Ohio, an area with few minorities, there are consequently very few minority students in the program. From 1994 to 1999, there was only 1 minority student enrolled in the program each year. However, the student mix is fairly well balanced between males and females.

The coordinator does not meet annually with each student to review progress toward the degree, as the program is small enough to keep students informed through their grade reports in the file. The coordinator visits regional-campus students at the beginning of each quarter to discuss individual and group problems.

4) Graduates

All students have been employed while in the program, so in general they have simply continued in their existing positions with a higher salary expectation after graduation. Between 1993 and 1999, there were total of 38 graduates from the program scattered over the years and among the different disciplines. Thirteen of the degrees were granted from the Chillicothe campus between 1994 and 1997, and twenty-five from the Lancaster campus between 1997 and 2000.

IV. Overall Evaluation

A seven-year review of the MSS program has been conducted in the Athens and Lancaster campuses in 2000, resulting in a favorable recommendation. Based upon the information

presented in the program coordinator's "Self Study for Academic Assessment, Master of Social Sciences" and impressions gathered from the on-campus interviews of faculty, administrators, and students in Athens and Lancaster, the MSS Program currently offered by Ohio University is successful and desirable, and certainly merits sustained support. The program appears to meet its own objectives, and serves well the interests of its constituents, most of whom are secondary school teachers pursuing the MA degree for both professional (promotions and salary increases) and practical (classroom material) reasons. The seven-year unit review committee recommends that Ohio University retain this program in its present form, although there are several areas that could perhaps be modified to improve what is already a successful program.

The courses are directed primarily to teachers who want to enhance their discipline-based knowledge in the areas of History, Political Science, and Geography. The emphasis on contemporary issues in these fields gives the students materials that they can utilize in their classes. They believe that the coursework is challenging to the point that it causes them to do critical thinking and analysis. Students who take the degree for enrichment agree that the courses are academically worthwhile.

Several participants in the interview process voiced concerns about what they regarded as a lack of theoretical framework or overarching theme for the program, and noted that the program consisted of an eclectic array of courses (drawn primarily from History) devoid of any unifying core social science concept. Development of an introductory or capstone social science course (or both) would provide commonality to an otherwise diverse range of courses drawn from several disciplines. Another idea was to offer one or more courses designed to explore the theory and methodology of the social sciences as a discipline. Other methods in which concerns about a lack of overarching theoretical cohesiveness could be satisfied are by providing an introductory session for all students that would outline the goals of the program; developing a standard reading list of theoretical works, upon which the students would be examined upon completion of the program; tasking the instructor of the first course in the program's sequence to begin his/her course with a discussion of the social sciences as a discipline; recasting the final/exit examination process to compel students to grapple with broader theoretical issues rather than test them on the specifics of several of the courses they had taken. The overwhelming majority of students who participated in the interviews were quite content with the program as structured, and explicitly rejected the notion of implementing any theory courses, preferring content rather than theory courses because of their direct applicability to their careers.

Another area of concern voiced by some of the interviewees was the relative overrepresentation of several social science disciplines (History in particular) and the underrepresentation or absence of several others. The program currently consists of ten courses chosen from eleven possibilities, all drawn from History, Political Science, and Geography. There is presently no Economics, Sociology, or Psychology component (or others). This no doubt results from practical and structural constraints, and does not seriously impact the program, especially considering that most of the students are secondary school teachers teaching US history and civics classes. The curriculum should be opened up to include one macro-economics course. Not only would this course prove of value for the students, but it would also bring in some of the other units. Currently Economics and Sociology/Anthropology are not taught even though they are listed as being part of this program. Perhaps students could also be given the option of selecting an Economics course, as that would likely have direct bearing on their teaching responsibilities. In fact, several of the students interviewed made this suggestion. It would probably prove structurally

insurmountable to incorporate courses from the other social science disciplines, and, given the primary constituency (teachers), unnecessary.

In the 1993 report, reviewers suggested the need for an introductory seminar to "introduce them to graduate school expectations and the variety of social science courses available," which still does not exist. In such a course, a mission statement could be explained at the start of the program and probably would be beneficial.

The coordinator position is central to the success of the program, beginning with information nights for prospective students, recruiting faculty to teach in the program, scheduling courses, advising students (especially those involved in the program at Athens), resolving problems as they arise, and arranging for the final oral examinations--in addition to teaching in the program. The director of the program should have an advisory committee, made up of each of the directors of the units involved, which would do such things as plan the curriculum and look at other areas of the program that might need revising.

The program should consider offering both an oral exam and a thesis as options to end the program. Currently, only the former exists. However, between three and five of the current students in Lancaster remarked that they would consider doing a thesis if the option existed. Few of the faculty seem totally satisfied with the format of the oral final and what it covers. This should be discussed, probably in a meeting with the faculty who teach in the program. In the previous review, it was suggested that there should be an advanced seminar for students who are close to completing the degree. This might better prepare the students and result in a more meaningful oral final examination.

Faculty teaching in the program need more thorough preparation by the director of the program on what to expect when they teach. This could include giving the faculty resumes of the students and explaining briefly what was covered in previous courses. New faculty should be carefully chosen and oriented to the type of student typically involved in the program and to the goals of the program. Many of the faculty who repeatedly teach in the program are senior rank and some are near retirement. Faculty recruitment should be planned to avoid teaching overloads.

The final oral examination needs to be reviewed, especially as to the format in which it takes place. Athens students who take this program are treated differently than are those on the regional campuses who go through the series together as a group. Also, Athens students have a variety of course and discipline options from which to choose that regional students do not. There seems to be a need to find ways to encourage synthesis by students of the material in the variety of courses.

Rating Sheet for Unit Review Committee

EVALUATION OF Master of Social Sciences

DATE February 2001

PROGRAM REVIEW: Graduate degree (MS)

RATING	Exceeds Expectation	Meets Expectation	Fails to Meet Expectation
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General Department Information

Faculty Profile	X		
Programming Practices		X	
Adequacy of Resources		X	

Undergraduate Program Review

Program Goals and Curriculum			
Faculty			
Students			
Graduates			

Graduate Program Review

Program Goals and Curriculum		X	
Faculty	X		
Students		X	
Graduates		X	

Overall Evaluation		X	
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Interoffice Communication

Date: February 23, 2001
To: Mehmet Celenk, Chair, Master of Social Sciences Review Committee
From: Leslie A. Flemming, Dean, College of Arts and Sciences /CAF
Subject: Master of Social Sciences Review

The college wishes to thank you and the review committee for the time and effort that you dedicated to the review of the Master of Social Sciences. We are pleased that your review resulted in a favorable recommendation to our office. We find your review to be thorough and fair.

I have spoken to Marvin Fletcher, director of the program, and he also finds that most of your insights are incisive and that your suggestions are valid. Some of the recommendations, such as that which suggests that there be faculty lines added to the program to avoid the overload option, may not be feasible at this time, since the college is not in a position to add new faculty lines without eliminating others. Given the vagaries of the University Reallocation Process, no new faculty positions are planned at this time; however, the recently proposed Resource Distribution Plan may prove to be a vehicle by which new faculty lines can be added for regional campus programs that have a history of stable enrollment.

The creation of an advisory committee to the director is a practical first step to some of the curricular issues that you recommend. Suggestions such as the reorganization of the oral exam, the addition of an optional thesis program (which I understand is already available), the inclusion of a broader theoretical framework, and a course in macro-economics should be considered more carefully by the advisory committee.

If you should have need of any additional information, please let us know or call 593-2854 for an appointment with Maureen Weissenrieder.

Thank you again for your hard work.

cc: Marvin Fletcher, Director, MSS Program

**Graduate Council
Program Review**

Program: Master of Social Sciences

General Department Information

Program information was considered minimally acceptable. Additional evidence about advances in the discipline and comparison to benchmark programs would have significantly strengthened this section. It is recommended that this program focus some effort on highlighting these areas in the next self-study.

Academic scope, programmatic practices and adequacy of resources were all deemed acceptable. Several Graduate Council members considered the faculty profile excellent. The point was also made that younger, less senior faculty would bring fresh perspectives to the program. Overall, the faculty was judged to be between outstanding and acceptable. At the same time, however, the documentation regarding faculty was judged to be inadequate and it is recommended that more extensive vitae for each faculty member be included in the faculty profile section.

Graduate Program

There is general agreement with the Unit Review Committee about this graduate program. Data regarding specific program goals were considered inadequate however. Some concern was noted about the admission requirements for the program (2.75 gpa and no standardized test scores required), but the goal of the program is to provide additional training for secondary teachers and this should be taken into account. Further, outcome data are needed to validate the program. The small number of students included in the documentation made it very difficult to generalize student satisfaction.

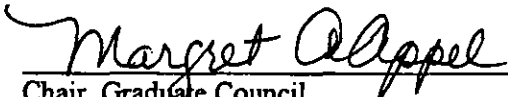
Some other concerns noted were the lack of a theoretical framework and core in the curriculum, and the fact that students may take much of the coursework from one professor. Generally the program goal of better preparing teachers to teach social studies is excellent. However, there are concerns that the courses offered are limited to History, Political Science, and Geography. Social Science teachers also need training in subjects like Economics, Sociology, and Anthropology.

The program is built around one coordinator with the clear implication that more support staff are sorely needed.

Overall Rating

Graduate Council has reviewed the Master of Social Sciences self-study and concurs with the Unit Review Committee that the overall rating for this program is Acceptable.

Approved by Graduate Council on June 1, 2001.


Chair, Graduate Council


Date

Appointment to Regional Coordinating Council

RESOLUTION 2001 — 1809

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 - Zanesville.

Ohio University - Zanesville

Robert L. Moehrman, Jr.

For a nine-year term beginning January 1, 2002, and ending at the close of business June 30, 2010, vice Charles Love, whose term expired.

Elizabeth Ann Rogers Burrier

For a eight-year term beginning January 1, 2002, and ending at the close of business June 30, 2009, vice Thomas Poorman, who resigned.

Elizabeth Ann Rogers Burrier
3360 Kearns Drive
Zanesville, OH 43701
740-588-3814

Education: Wittenberg University (1952)
Springfield, OH

Employment: Springfield Senior High
Speech/Home Economics Teacher
Teacher

Zanesville High School
Speech and Dramatics
Teacher

**Community
Involvement:**

Genesis Advisory Board

Bethesda Care System Board of Trustees

Quality Care Committee

Chair of West Muskingum Local School District Academic Fund

Board of Trustees Bethesda Health Foundation

Board of Directors – Zanesville Art Center

Zanesville Business and Professional Women's Club

United Way Strategic Planning Committee

Secrest Auditorium Seating Fund and Celebration Committee

Honors: Daybreak Kiwanis for Volunteer in Education (1999-2000)

West Muskingum Board of Education award (2000)

Wilson School Honored Alumni Award (2001)

West Muskingum Local School District Distinguished Service Award (2001)

Merit Club Leaders Conference Award (1982, 1985, 1988)

Presidents Award for Community Service – United Way (1984)

Bob and Dolores Hope Good Samaritan Award (1985)

Friend of Education Award (1989)

Robert L. Moehrman Jr.

1271 Maple Ave., Apt. C
Zanesville, OH 43701
Telephone: (740) 453-1745

Summary of Biographic Data:

Personal: I was born in Columbus (German Village – an old “South End” guy), Ohio and resided there before coming to Zanesville. Most of my family still resides in the Central Ohio area. I have a son who is presently attending Notre Dame University.

Licensure: Currently licensed as a nursing home administrator in the state of Ohio. N.H.A. license number 2182, May, 1980.

Education: The Ohio State University, Masters in Business Administration.
The Ohio State University, Bachelor of Science, Biophysics

Current Work

Experience: July 1983 to present, The Helen Purcell Home, Zanesville, Ohio. I am presently the administrator for a 74-bed Home for the Aging. Chartered in 1885, the Home is a Christian, non-denominational and community based 501(c)(3) charity. It is private (non-Medicaid/Medicare) and is for ladies only. Responsibilities cover all operations, policy making, resident and community relations, development, budgeting and in general maintaining the Home's fiscal soundness. I report to an involved and capable nine member Board of Trustees drawn from the local community.

**Organizations
&**

Interests: The Home maintains membership in the Zanesville and also U.S. Chambers of Commerce and in the Zanesville Downtown Association. I am presently a director and past treasurer of the Zanesville Rotary Club, a member of the American College of Health Care Administrators and a member of Saint Thomas Catholic Church. I have a hunting license but never seem to get much of anything, so I would describe myself as more of a nature lover with a gun.

BOARD ADMINISTRATION COMMITTEE/COMMITTEE OF THE WHOLE

A wide ranging power-point presentation on University finances, budget planning strategy, and the proposed University Center was given by Vice President Siemer, Interim Provost Schumacher, and Vice President Sostarich. Also, Student Trustee Spurlock read an email from Student Trustee Vargas-Tonsi supporting the proposed University Center project.

Vice President Siemer reported that following a request for proposals, and review of same, for University banking services the University is continuing to utilize the services of Bank One.

Given the volume and complexity of materials presented, a complete copy of the presentation is incorporated into the official minutes without comment.

Chairwoman Ong presented the resolution Mr. Grover moved approval with a second by Mr. DeLawder. Prior to calling the question, Vice President Siemer answered questions regarding how the investment(s) would be monitored and who would be providing the oversight. The question was called and all voted aye.

**ENDOWMENT ALTERNATIVE INVESTMENT STRATEGY
RESOLUTION 2001 - 1810**

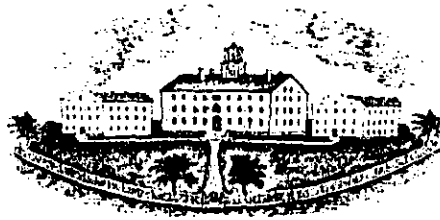
WHEREAS, the Ohio University and the Ohio University Foundation endowments are jointly managed by the Ohio University Foundation, and

WHEREAS, the Ohio University Foundation has recently reviewed and adopted an alternative investment asset allocation plan as part of its overall investment strategy to enhance and grow the total Ohio University endowment and

WHEREAS, the Ohio University Foundation has adopted a ten percent (10%) asset allocation plan for such jointly managed investments,

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby concurs in the decision of the Ohio University Foundation Board of Trustees to adopt an alternative investment allocation as part of the jointly managed investment management program and authorizes The Ohio University endowment to be part of this strategy.

Office of the
Vice President
for Finance



HDL Center
Athens, OH 45701-2979

OHIO UNIVERSITY

December 6, 2001

To: The President and Board of Trustees

From: Richard P. Siemer, Vice President and Treasurer

Subject: Endowment Alternative Investment Strategy

In accordance with past resolutions, The Ohio University Board of Trustees has authorized The Ohio University endowment, currently valued at approximately \$40,000,000.00 to be invested through joint management with the endowment of The Ohio University Foundation's funds of approximately \$166,000,000.00, totaling approximately \$206,000,000.00; and the Board of Trustees has previously reviewed and approved changes in the asset allocation strategy involving the joint management.

During the past year The Ohio University Foundation has reviewed its asset allocation classes as part of its overall investment strategy, with a focus on its asset allocation strategy and a particular focus on potential alternative investments. This review has been done with the assistance of Hartland and Co. and a number of individuals and companies familiar with alternative investments. These are investments that include traditional venture capital and other investments that provide significant long-term returns, with acceptable risk in a well-balanced portfolio established through an asset allocation investment strategy. During the past few years the public and private university endowments that have had the most noteworthy success have had significant alternative investments as an important part of their strategy in increasing the value of their endowments. For example, the University of North Carolina has an asset allocation of fifty-one percent (51%) in alternative investments, and Miami University's alternative investments are twelve percent (12%) of its asset allocation formula, and the National Association of College and University Business Officers (NACUBO) study indicates alternative investments average sixteen percent (16%) in endowments of \$100,000,000.00 - \$500,000,000.00; and the same percentages are found in almost all successful endowment growth strategies.

The Ohio University Foundation has adopted an alternative investment program and an asset allocation class of up to ten percent (10%) of the endowment; and it further authorized an initial \$6,000,000.00 in two (2) alternative investments, to add to its current alternative investment holdings.

Due to the Ohio University Board of Trustees responsibility for its portion of the total Ohio University endowment, the attached resolution has been prepared to authorize The Ohio University portion of the endowment to be part of the joint management alternative investment strategy.

Treasurer's Report



Investment Loan Summary

- NASA ACTS Satellite • \$ 422,262
- Templeton Blackburn Auditorium • \$ 52,067
- Pickerington Center • \$3,900,000

**TOTAL UNIVERSITY
DETAIL OF BUDGETED RESOURCES AND EXPENDITURES TO ACTUALS
Through October 31, 2001**

	FY 2001-2002 Budget			Actuals Through 10/31/01	Percent of Actuals to Budget	Percent of Actuals to Budget FY 1999-2001
	General Funds	Restricted Designated	Total Budget			
RESOURCES						
Comprehensive Support						
Fund	147,665	13,639	161,304	51,620	31.99%	35.41%
Student	0	33,333	33,333	12,267	36.80%	36.80%
Total	0	17	217	210	96.82%	96.82%
Unrestricted Government Support	147,665	33,351	181,016	52,116	28.79%	31.13%
Student Loans						
Gifted Student Loans (Indemn)	119,450	2,000	121,450	51,000	41.99%	33.77%
Government Loans	77,290	0	77,290	19,500	25.09%	25.09%
Unrestricted Government Support	10,000	0	10,000	1,500	15.00%	15.00%
Other Loans	2,000	0	2,000	1,000	50.00%	50.00%
Student Loans	191,740	2,000	193,740	73,000	37.73%	37.73%
Other Resources						
Endowments	0	50,500	50,500	20,500	40.60%	40.60%
Unrestricted Loans & Grants	0	7,143	7,143	2,000	28.14%	28.14%
Unrestricted Grants & Contracts	776	11,500	12,276	1,500	12.22%	12.22%
Other	21,161	139	21,300	22,000	103.28%	103.28%
Unrestricted Resources	21,937	11,639	33,576	24,000	71.48%	71.48%
Total Resources	323,641	105,819	429,460	220,714	51.42%	51.42%
EXPENDITURES						
Unrestricted General Programs	245,000	52,000	297,000	100,000	33.67%	33.67%
Unrestricted Academic Programs	17,000	7,817	24,817	11,000	44.33%	44.33%
Unrestricted Student Services	0	30,000	30,000	10,000	33.33%	33.33%
Total Expenditures	262,000	89,817	351,817	121,000	34.39%	34.39%

Budget Process for 2002-2003

Assumptions and Principles

- Single budgetary process involving all funding sources.
- Need to make progress on key priorities.
- Budget is built in relation to University mission and goals.
- Budget planning covers a 3-year period.

Continuation of Budget Process for 2002-2003

- State economic situation remains problematic for the next few years.
- Budget reductions experienced this year will remain as base reductions.
- Budget solution involves a balance between revenue enhancements and expenditure reductions.
- Reductions are not done across the board.

Process

- Budget units asked to indicate key goals for next three (3) years and link to University mission.
- Units submit budgetary requests critical to their unit and mission by January 15th.
- Opportunity for multiple unit requests.
- Units are asked to submit budget reduction plans for 1%, 3%, and 5% reductions by January 15th.
- Budget requests and reduction plans are presented to advisory committees.
- Budget modeling committee is established to consider budgetary options.

Budget Modeling Committee

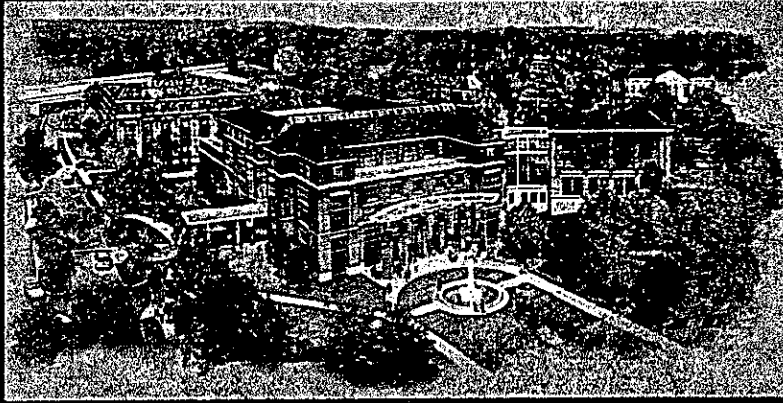
Explores various revenue enhancement and expenditure reduction options

- Revenue enhancement options include different tuition models
 - In-state vs. out-of-state; current vs. new students; graduate vs. undergraduate
- Other revenue enhancements explored include new programs, changes in auxiliary fees, and parking charges.
- Expenditure reductions explored include buyouts, changes in overhead return, insurance changes, building closings, energy savings, cross unit use of personnel, voluntary reduction of staff time, use of attrition

Runs Budget Models

- Runs 3-year models to look at financial implications.
- Provides a means to see how we can made progress on key goals.
- Considers how much the budget reductions must involve base or one-time only funds.

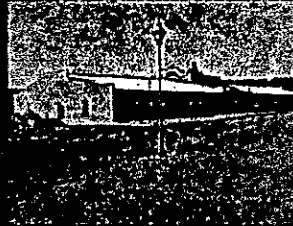
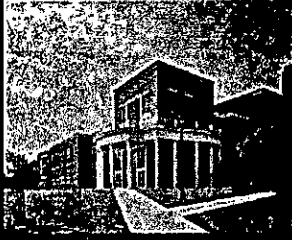
Student Center



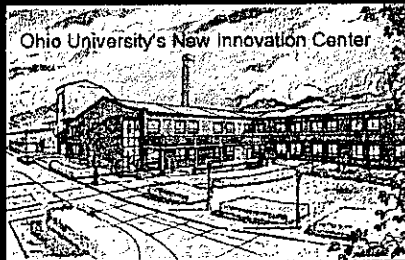
Series 1993 Ping Center and South Green

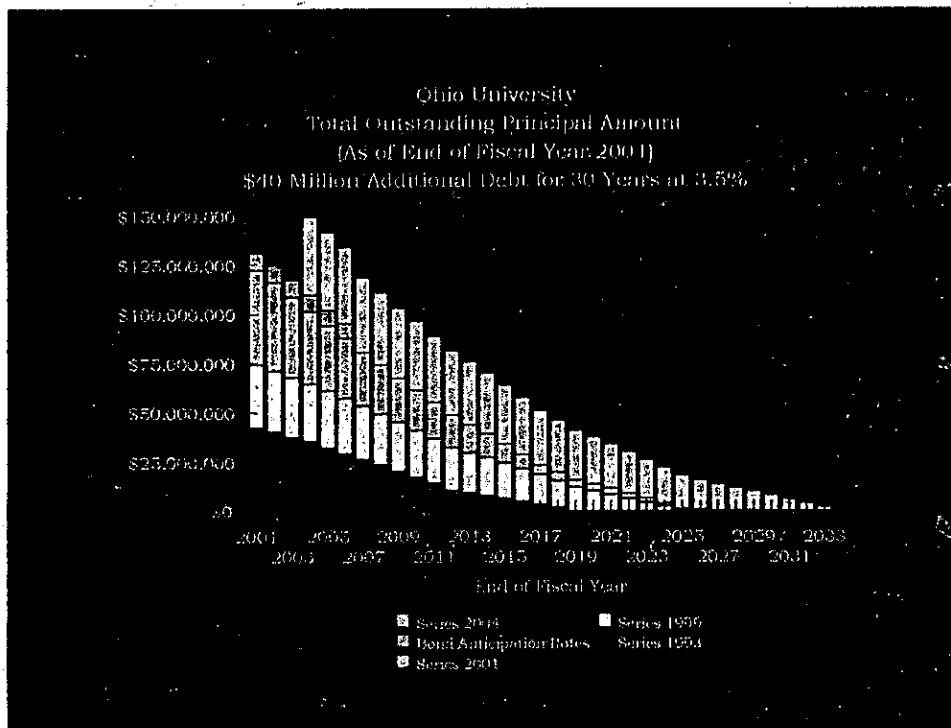


Series 1999
Grover Center, Pruitt Field, Child Care Center,
Biochemistry Building



Series 2001
Innovation Center
C. David Snyder Terminal Building



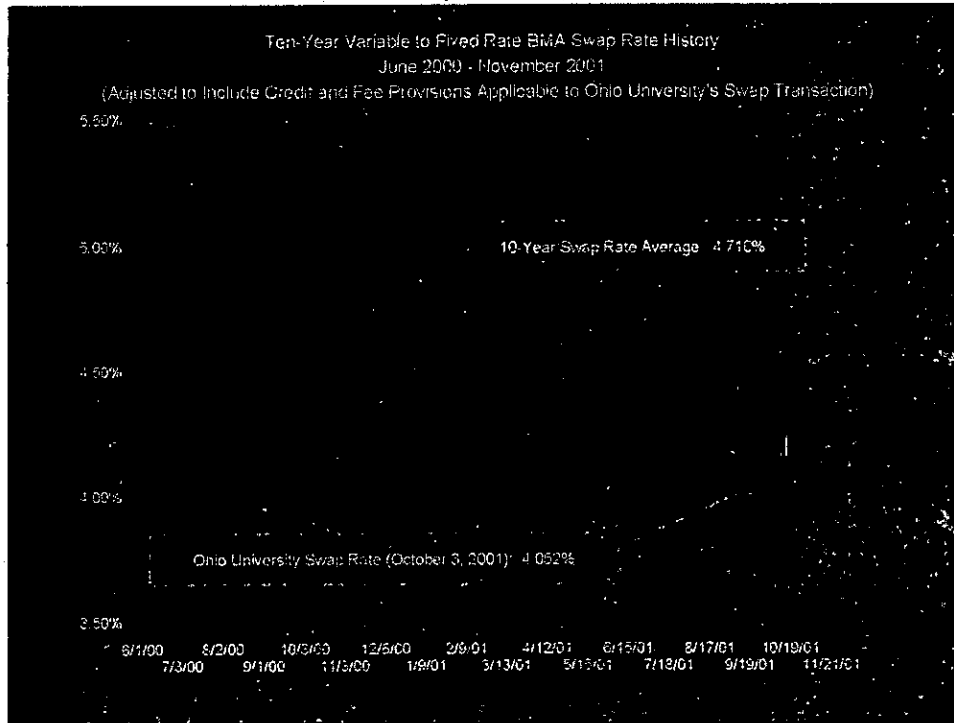
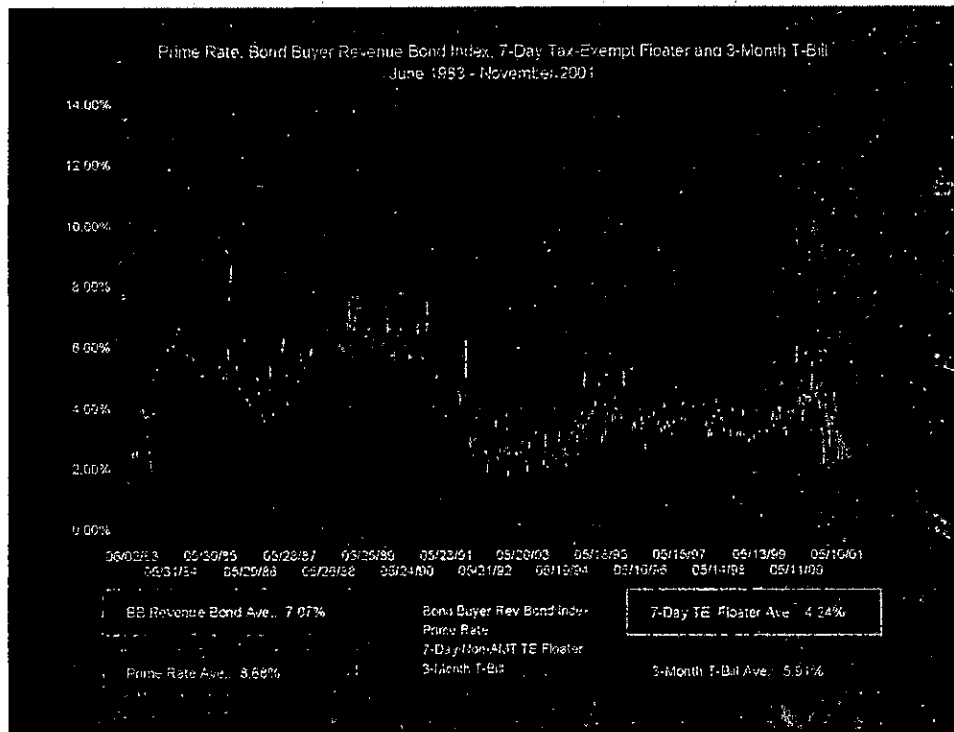


Critical Mass's Public University Debt Capacity Policy					
Source: Audited Financial Statements					
1. Unrestricted Operating Resources to Debt (%)	Moody's 2001 "A1" Medians	FY 2001	FY 2000	FY 1999	FY 1998
Unrestricted current fund balance		\$ 25,327,393	\$ 26,473,965	\$ 23,032,358	\$ 32,556,301
Plus University unrestricted quasi-endowment fund balance (market value)		\$ 13,333,607	\$ 13,207,366	\$ 15,008,505	\$ -
Plus unrestricted plant fund balance		\$ 37,855,717	\$ 22,611,802	\$ 42,671,627	\$ 13,266,100
Divided by total debt outstanding		\$ 123,845,000	\$ 83,665,000	\$ 79,370,000	\$ 48,663,000
Ratio	70.8	61.1	73.3	99.2	83.8
2. Expendable Resources to Debt (%)					
Total current fund balance		\$ 76,656,769	\$ 54,501,996	\$ 56,649,352	\$ 61,910,149
Plus total plant fund balance (includes net investment in plant)		\$ 53,241,117	\$ 28,787,568	\$ 46,816,350	\$ 16,700,500
Plus total University and Foundation quasi-endowment fund balance (market value)		\$ 36,487,120	\$ 29,070,480	\$ 57,916,719	\$ 15,026,800
Divided by total debt outstanding		\$ 130,845,000	\$ 83,665,000	\$ 79,370,000	\$ 48,663,000
Ratio	175.5	119.1	153.1	168.4	187.6
3. Total Resources to Debt (%)					
Total current fund balance		\$ 76,656,769	\$ 54,501,996	\$ 56,649,352	\$ 61,910,149
Plus total plant fund balance (includes net investment in plant)		\$ 53,241,117	\$ 28,787,568	\$ 46,816,350	\$ 16,700,500
Plus total University and Foundation quasi-endowment fund balance (market value)		\$ 36,487,120	\$ 29,070,480	\$ 57,916,719	\$ 15,026,800
Divided by total debt outstanding		\$ 130,845,000	\$ 83,665,000	\$ 79,370,000	\$ 48,663,000
Ratio	301	218.6	382.3	302.8	513.9

Omaha Public University Debt Capacity Ratios						
Pro Forma						
		Moody's 2001 "A1" Medium	FY 2002	FY 2001	FY 2003	FY 2002
1. Unrestricted Operating Resources to Debt (%)						
Unrestricted current fund balance			\$ 42,923,384	\$ 38,026,440	\$ 36,451,229	\$ 32,265,726
Plus University unrestricted quasi-endowment fund balance (market value)			\$ 13,236,000	\$ 12,676,473	\$ 12,722,032	\$ 12,474,580
Plus unrestricted plant fund balance			\$ 32,606,000	\$ 14,036,000	\$ 13,136,600	\$ 28,856,717
Divided by total debt outstanding			\$ 141,650,000	\$ 109,370,000	\$ 116,265,000	\$ 124,450,000
Ratio		70.8	62.9	60.4	52.4	50.1
2. Expendable Resources to Debt (%)						
Total current fund balance			\$ 122,597,424	\$ 110,280,970	\$ 98,597,229	\$ 87,187,246
Plus total plant fund balance (excludes net investment in plant)			\$ 37,636,000	\$ 10,036,000	\$ 18,136,600	\$ 33,856,717
Plus total University and Foundation quasi-endowment fund balance (market value)			\$ 29,041,158	\$ 27,831,226	\$ 29,663,266	\$ 25,664,040
Divided by total debt outstanding		175.5	133.7	113.7	122.6	117.8
3. Total Resources to Debt (%)						
Total current fund balance			\$ 122,597,424	\$ 110,280,970	\$ 98,597,229	\$ 87,187,246
Plus total plant fund balance (excludes net investment in plant)			\$ 37,636,000	\$ 10,036,000	\$ 18,136,600	\$ 33,856,717
Plus total University and Foundation quasi-endowment fund balance (market value)			\$ 29,041,158	\$ 27,831,226	\$ 29,663,266	\$ 25,664,040
Divided by total debt outstanding		301	324.6	362.8	302.6	265.1

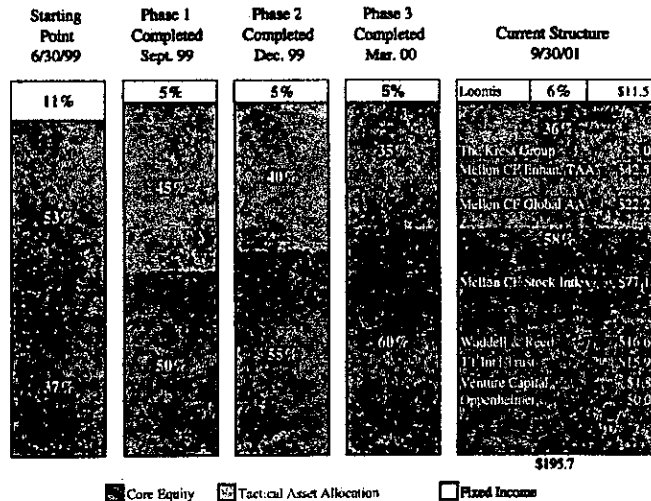
Variable vs. Fixed Rate Bonds

- Risk tolerance for rate fluctuations
- Fixed vs. variable rate debt
- Market conditions
- Asset/liability mix
- Impact on arbitrage opportunities



The Ohio University Foundation Asset Allocation Policy for Long-Term Assets

Implementation Plan with Market Values (\$ million) as of 9/30/01



Page 10

H&Co.
HARTLAND & CO.
Investment Consultants

Commonfund Benchmarks Study™

March 13, 2001

Agenda

- Key themes
- Methodology / Demographics
- Asset Allocation
- Treasury / Technology
- Corporate governance and risk issues
- Summary

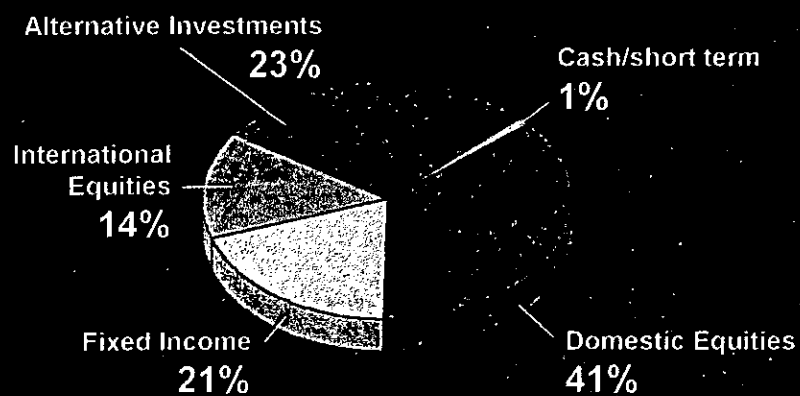
Key Findings - Metrics

- Average annual net return - 13.7%
- Funds over \$1 billion - 23.9%
- 65% of schools have a spending policy
- Average long term spending goal - 4.9%

Key Findings Asset Allocations

Key Findings - Asset Allocations

Dollar-Weighted Asset Mix



Asset Allocation Varies Significantly by Size of Institution

Type of Investment	Total Funds	Over \$1 Billion	\$501- 1,000 Million	\$101- 500 Million	\$51- 100 Million	\$10- 50 Million	Under \$10 Million
Domestic equities	41%	35%	47%	49%	54%	54%	54%
Fixed income	21%	20%	20%	23%	26%	28%	29%
International equities	14%	15%	13%	12%	12%	10%	6%
Alternative investments	23%	29%	18%	15%	6%	7%	5%
Short-term securities/cash	1%	1%	2%	2%	1%	2%	5%

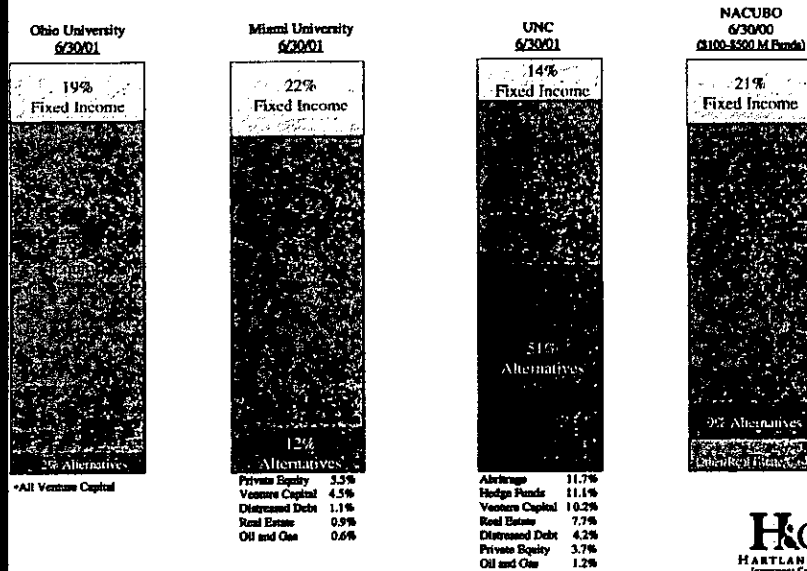
Alternative Investments - Primarily Private Equity & Hedge Funds

Type of Investment	Total Funds	Over \$1 Billion	\$501- 1,000 Million	\$101- 500 Million	\$51- 100 Million	\$10- 50 Million	Under \$10 Million
Hedge funds	28%	28%	21%	33%	19%	33%	53%
Venture capital	24%	25%	27%	20%	16%	6%	0%
Private equity	22%	23%	19%	16%	19%	10%	10%
Equity real estate	15%	16%	11%	16%	31%	13%	25%
Energy & natural resources	6%	7%	2%	4%	3%	1%	1%
International private capital	1%	2%	1%	1%	3%	0%	0%
Other	4%	1%	19%	11%	9%	35%	11%

*Largely representing investments in Commonfund's Multi-Strategy Equity Fund

The Ohio University Foundation

How Does the Asset Allocation Compare to Others?



Page 12

The Ohio University Foundation

How Do the Returns Compare to Others?

	1 Year Ending 6/30/01	1 Year Ending 6/30/00	5 Years Ending 6/30/00
Ohio University	-11.0%	9.9%	17.8%
Miami University	-12.9%	28.7%	20.9%
University of North Carolina	-3.7%	27.3%	17.1%
NACUBO Median	N/A	10.8%	15.4%
Cambridge Median	-3.4%	13.6%	16.0%

[illegible]

- Larry Corrigan AVP - Treasurer
- Robert Courtney AVP - Controller
- Sherry Downs Bursar
- Danny Kasler Director, Cash Mgt
- Dick Witherow Consultant
- Tad Grover * (Trustee Advisor)

181

Site Visits

- | | |
|-----------------|---------------------------|
| • Fifth Third | October 30 th |
| • National City | November 1 st |
| • Firststar | November 1 st |
| • Huntington | November 2 nd |
| • Bank One | November 2 nd |
| • People's | November 19 th |

Evaluation Guidelines

- Account Management
- Customer Service
- Internet/Web Based Information Reporting
- Lock Box
- Acquisition Issues
- Financial Stability
- Pricing

Recommendation



Bank One

VIII. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, warmly welcomed Provost Designee Stephen Kopp and his wife, Jane, to the Ohio University family. Trustees also wished all those present the happiest of holidays.

Mr. DeLawder noted the value of the program reviews and his appreciation for the reports given by Dr. Smith and Mr. Perry.

Mr. Spurlock commented the Regional Humanities Center project will be an asset to the University. He stated he felt good about the administration's handling of the current budget problem.

Mr. Schey stated he appreciated the way the Trustees and administration were tackling difficult issues. He thanked all giving presentations.

Mr. Snyder, with tongue in cheek, noted the contributions of Trustees from Napoleon, Ohio.

Dr. Ackerman noted these were tough times in higher education and that we are handling matters well. She cited a publication *The Journal of Negro Education*, volume 69, Winter/Spring published by Howard University as a document helpful to our diversity efforts. Dr. Ackerman indicated her appreciation for the update on the proposed University Center.

Dr. Burke noted strong alumni support for the proposed University Center and for the opportunity given him to participate in a most productive meeting.

Mr. Grover stated for the most part, fall was enjoyable except for

President Glidden thanked Trustees for the time given to University business and expressed his gratitude to all those giving reports.

Chairwoman Ong thanked Trustees for the support and noted with her temporary relocation to Oslo, Norway, she will miss the next Trustee meeting. Her husband, John, has been appointed the United States Ambassador to Norway.

IX. ANNOUNCEMENT OF NEXT STATED MEETING

Chairwoman M. Lee Ong announced the Board of Trustees would meet next on January 28 and 29, 2002 in Athens, Ohio.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chairwoman Ong adjourned the meeting at 3:40 p.m.

XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975 – 240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

M. Lee Ong
Chairwoman

Alan H. Geiger
Secretary

EXECUTIVE SESSION

3:00 pm, Friday, December 7, 2001
McGuffey Hall Conference Room
Ohio University, Athens Campus

On a motion by Mr. Schey and a second by Dr. Ackerman, the Ohio University Trustees resolved to hold an executive session to consider personnel matters under Section 121.22(G) (1), real estate matters under Section 121.22(G) (2), and litigation or the threat thereof under Section 121.22(G) (3) of the Ohio Revised Code on the 7th day of December 2001.

On a roll call vote Dr. Ackerman, Mr. Browning, Mr. Grover, Mr. DeLawder, Mr. Schey, Mr. Snyder, and Mrs. Ong voted aye. This constituted a quorum. President Robert Glidden and Board Secretary Alan Geiger attended the session. Also attending were student Trustee Barry Spurlock, William J. Burke, D.O., and Legal Counsel. John Burns.

Real Estate

Counselor Burns briefed Trustees on the possible development of a research pavilion associated with a new hospital in the Columbus area. The facility would provide expanded client based research opportunities for our faculty.

Litigation

No legal matters were considered.

Personnel

President Glidden reported documentation has been received on a previously discussed personnel matter.