THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF April 14, 2006 MEETING

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ROLL CALL

Eight Trustees were present – Chairman R. Gregory Browning, C. Daniel DeLawder, Norman E. “Ned” Dewire, Gene T. Harris, C. Robert Kidder, M. Marnette Perry, Larry L. Schey, and C. David Snyder.

Student Trustees Micah Mitchell and Aslyne Rodriguez were present as was National Trustee J. Michael Lawrie.

Also attending the session were President Roderick J. McDavis, Board Secretary Alan H. Geiger, and Susan A. Ackerman, Chair, National Alumni Board of Directors.

APPROVAL OF THE MINUTES OF THE MEETING of March 2, 2006
(Previously distributed)

Dr. Dewire moved approval of the previously distributed minutes. Mr. Kidder seconded the motion. All agreed.

COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger stated there were none to report.

ANNOUNCEMENTS

Secretary Geiger stated there were no announcements. This was the last official meeting for Student Trustee Aslyne Rodriguez and Ms. Susan Ackerman. Trustees thanked each for their dedicated service. A certificate of appreciation was presented to Ms. Rodriguez. Ms. Rodriguez stated she has just received notice that she has been accepted as a teacher in Teach America and will relocate to New York City in June 2006. Trustees wished her well. Ms. Ackerman noted she has enjoyed representing the National Alumni Body of Directors and learned much about the University from her experiences. She thanked the Trustees for this opportunity and noted Mr. Ronald Iori will be at the June Board meetings.
Report of the President

President Roderick McDavis began by thanking those involved and supporting the implementation of Vision Ohio. He cited several Vision Ohio goals all of which enhance the undergraduate, graduate, and research missions of the University. He reviewed the work of 10 goal-specific implementation teams which are to report in June, 2006 on the identification of priorities and common themes. This in turn will lead to the development of the model for the developing budget process and the academic deans discipline-based quality and performance measures.

Without presupposing Board of Trustee approval, President McDavis announced the very special gift of $15 million received from the Scripps Howard Foundation. He noted this was a transformational gift for the College of Communication and University and that he would formally recommend naming of the College to recognize the gift later in the meeting.

President McDavis reviewed the continuing successes of the Urban and Appalachian Scholars programs; the new initiative of "Complete to Compete"; continuing work on the campus master plan; and the plan to have the campus go wireless and mobile.

The President cited the work of several groups on campus undertaking efforts leading to new expectations for personal and civic responsibility. He noted a report is due him by the end of April and that he intends to offer a comprehensive plan dealing with high-risk drinking to be implemented Fall Quarter 2006.

He concluded with the review of senior-level administrative searches, admissions and enrollment updates, the announcement of a new health benefits provider, and his outreach to the community.

A copy of the President's remarks included is the minutes.
PRESIDENT'S REPORT

The Ohio University Board of Trustees Meeting

April 14, 2006
Presidential Goals for 2005-2006

• Implement Vision OHIO
  – Initiate Revision Process for the General Education Program
  – Identify Graduate Programs and Research Areas for Selective Investments
  – Increase Access and Opportunity through Urban and Appalachian Scholars Programs
  – Distribute Publications Nationally to Promote OHIO’s Academic and Research Excellence
  – Increase Enrollment of Minority Students and Out-of-State Students
Presidential Goals (continued)

• Complete Senior-Level Administrative Position Searches

• Raise $10 Million to Build the Integrated Learning and Research Facility which will Strengthen OHIO’s Interdisciplinary Research Initiatives

• Promote Personal and Civic Responsibility to All Members of Our Community and Implement a Plan to Decrease Alcohol Abuse

• Complete Campus Master Plan
Vision OHIO Implementation

• Developing Action Plans and Priorities through the 10 Goal-specific Implementation Teams

• In June 2006, Executive Implementation Team will Review and Summarize Common Themes and Identify Priorities Based on the Respective Team Reports
  – Resources Team to Develop the Model for the New Budget Process Based on Its Research and Visits to Other Universities
  – Deans’ Academic Leadership Council to Finalize Discipline-based Quality and Performance Measures as well as Recommendations Related to Academic Programs
The Scripps College of Communication

- The E.W. Scripps Company and the Scripps Howard Foundation Board announced a $15 Million Gift to Ohio University’s College of Communication
- This Gift Combined with Past Giving to the College Totals $20 Million
  - This Marks a Half Century of Partnering with Ohio University
  - The Partnership has Established Important Programs including the E.W. Scripps School of Journalism, Scripps Survey Research Center, the Scripps Howard Visiting Professional Chair, and the Scripps Howard High School Journalism Workshop
- This Generosity is a Transformational Gift for our College of Communication
Urban and Appalachian Scholars Program

• Urban Scholars Program Update
  – In Partnership with the Russ College of Engineering and Technology, the President's Office for Diversity Hosted More Than 100 Students for an Overnight Urban Scholars Visitation Program
  – Interviews for the Scholarship Program will Begin in May

• Appalachian Scholars Program Update
  – Approximately 350 Parents and Students have Attended the Five Information Sessions held in March
  – More Than 50 Applications have been Submitted for the Scholarship
Complete to Compete

• Kent State and Ohio University Formed Complete to Compete
  - Partnership will Expand Access to Higher Education for Adult Learners in Eastern Ohio

• Our Universities are the First in the State to Link Outreach and Regional Campuses as Presidential Initiatives
  - Nearly 450,000 People in Eastern Ohio’s 33 Counties Could Initially Take Advantage of this Program
  - Together, Ohio and Kent State have 14 Campuses – 12 of which are Regional Campuses – More Than Half of the State’s Total

• Partnership Complements Other Initiatives in Place to Extend Learning Opportunities to Underserved Populations and Remain Centers of Learning
Admissions Update  
(as of 4/5/2006)

• Freshman Applications are Up 300 from this time last year
• Freshman Admits are Down about 200 from this Time Last Year
  – Freshman Admits are Down about 400 for Students at our below our Average ACT
  – Freshman Admits are Up about 200 for Students above our Average ACT
  – Improvement in Profile Corresponds to Gateway Scholarships (ACT>24)
• Need to Work on Yield to Matriculate These Higher Ability Students and Reach 4,100 Target
• Transfer Admits are Up About 30
• Graduate Student Admits are Up about 100 (Processing Earlier than Last Year)
Enrollment Update

• Projections for Fall 2006
  - Undergraduate Budgeted Headcount to Grow 100 from 2005
    • Admissions Numbers are Strong; Need to Increase Yield
    • Need to Improve Retention
    • Retention Necessary for Stable Enrollment
  - Graduate Budgeted Headcount to Grow 50 from 2005
    • Admissions Numbers are Strong
    • Graduate Retention is Strong (Currently 86%)
Go Mobile Program

• Discount Laptop Purchasing Program will Help Students Take Advantage of Wireless Internet Coverage Available on all Six of Ohio University's Campuses

• Beginning in May, Students can Purchase High-quality Laptop Computers at Substantial Discounts
  – Voluntary Program Designed to Complement University's Existing Residence Hall Desktop Computer Program
  – During the Transitional Period, University will Continue to Provide Desktop Computers in Residence Hall Rooms for Students who Choose not to Purchase a Laptop
  – University Still will Offer Support for any Computers Students Choose to Bring to Campus

• Student Focus Groups will Provide Feedback and Assistance Selecting Preferred Configurations and Vendors
Senior-Level Administrative Position Searches

• Vice President for Student Affairs
• Vice President for University Advancement, President and CEO of The Ohio University Foundation
• Director of Communications and Marketing
Personal and Civic Responsibility

- Recommendations were Developed to Reduce High-risk Drinking and Promote Personal and Civic Responsibility
- CARDD and the Alcohol Response Protocol Task Force Drafted the Recommendations
- Incorporating Feedback on the Recommendations into the Final Draft for Review
- New Comprehensive Strategy to Address High-risk Drinking to be Announced During 2006 Spring Quarter
  - Comprehensive Plan to be Implemented 2006 Fall Quarter
Campus Master Plan

- Master Plan will Support Vision OHIO Goals by Addressing Campus Facility and Infrastructure Needs
- The Three Phases include Data Collection, Idea Formulation, and Recommendations
- Goal is to Create an Adaptable Plan that can Grow with the Needs of the University
- Continue to Emphasize the Residential Campus Beauty and Accessibility
New Health Benefits Provider

- Anthem Blue Cross and Blue Shield and Envision Rx to Administer University's Health Benefits Package Beginning July 1, 2006

- University Human Resources Benefits Office Placed the Administration of Its Health Benefits Package Out for Competitive Request for Proposals in December 2005
  - Thoroughly Reviewed Proposals from 13 Companies
  - Selected Anthem Because of its Strong PPO network, Solid Service, and Strong Reputation in Ohio
  - Envision Rx Options Provided the Best Overall Bid Regarding Drug Plan Administration and will Match the Current Formulary Plan Design

- The Health Benefits Committee Endorsed the Process and the Final Selection
Public Relations/Community Relations

• 14 Press Briefings/Conferences/Media Interviews
• 12 Receptions/Luncheons for Community and Faculty Members and Students
• 8 Speaking Engagements
• 7 Higher Education Council/MAC Meetings/Conference Calls
• 7 Community Meetings/Events
• 4 Meetings with Government Officials
• 4 Meetings with International Dignitaries
Report of the Provost

Provost Krendl began by providing an update for undergraduate and graduate admissions noting the improving quality of those admitted, the need to focus on yield of the admits and a continuing need for awareness of those with whom we compete for students. The Provost's report focused on the "First Year Experience," the work of a 75 person task force and the establishment of goals defining expectation, diversity, advising and support, engagement, faculty development and assessment. She noted the critical importance of retaining students and how the goals help make this possible. The Provost cited the role Learning Communities will play in this effort and how the development of a faculty commons and common reading project will add support.

Dr. Krendl continued her reporting to the Trustees on the implementation of Vision Ohio noting that the various tasks forces will be working through Fall 2006 to identify principles and decisions points for the new budget model. She noted to continue be inclusive that faculty focus groups will consider a range of matters from resources to mentoring programs and that community groups will consider a broad range regional relationships.

Provost Krendl stated that a Vision Ohio Action Symposium will be held May 3rd to bring together faculty, staff and students to review and discuss various action plans reporting back any refinements with summaries to the Executive Implementation Team.

A copy of the Provost's report is included with the minutes.
Provost’s Report

Ohio University Board of Trustees
April 14, 2006
Admissions Update

Undergraduate

• Applications up by 300
• Applications up in Gateway Scholarship group (ACT>24)
• Admits up 200 above average ACT
• Transfer admits up 30
• Focus on activities to improve yield

Graduate

• Graduate admits up 100
First Year Experience

• Task Force on the First Year
• 75 faculty, staff and students
• Goals
  – Establish high academic expectations
  – Emphasize importance of diversity
  – Improve academic advising and academic support
  – Increase engagement
  – Re-establish faculty development as priority
  – Adopt continuous assessment
First Year Experience

- Learning Communities Project
  - 21 in 2004; 38 in 2005; >60 in 2006

- Development of Faculty Commons concept
- Common Reading Project in first year courses
- Enhanced Supplemental Instruction Project
Strategic Planning Update

• Timeline outlined through Fall 2006
• Resource Team completed visits to
  – University of Michigan
  – Ohio State University
  – University of New Hampshire
• Identified principles and decision points for new budget model
Strategic Planning Update

Community focus groups

- Build on strengths in relationships with region
- Engage students, faculty, and staff in regional activities
- Share results of research with local groups
- Increase recruitment and retention of regional students
- Collaborate on grants; reduce red tape
- Explore opportunities to match university priorities and community/regional needs
Strategic Planning Update

• Faculty focus groups
  – Centralize and revitalize faculty resources
  – Develop formal and informal faculty development programs to support both teaching and research
  – Target specific programs for mid-career faculty
  – Provide uniform instructional technology for all classrooms
  – Establish formal mentoring programs
Strategic Planning Update

May 3 Vision OHIO Action Symposium

- Faculty, staff, student participants
- Review implementation team action plans
- Small group discussions
  - Assess the importance of the action plan
  - Identify possible barriers to success
  - Identify possible unintended consequences
- Report back to refine action plans
- Summaries to Executive Implementation Team
Report of the Treasurer

The Treasurer's report was presented to the Audit, Finance, Facilities, and Investment Committee at their Thursday, April 13 meeting. A copy is included with the official minutes.
COMMITTEE REPORTS

Academic Quality Committee
The committee recommended four resolutions for approval and received a report on the First Year Experience by Dean David Descutner.

Audit, Finance, Facilities, and Investment Committee
The committee recommended approval of one resolution and received reports from the External Auditor regarding the scope of their audit and a report from investment consultant NEPC regarding investment strategy.

Student Life, Human Resources and Athletics Committee
The committee received reports on the change in third party administration (TPA) for health care, the status of individuals taking the early retirement option, and high-risk drinking reduction strategy status.

Executive Committee
The committee recommended approval of two resolutions and agreed to formally consider the resolution of honorary degrees at the June meetings. No reports were given.
ACADEMIC QUALITY COMMITTEE

Trustees Present: R. Gregory Browning, Acting Chairman, Gene Harris, Micah Mitchell, and C. David Snyder

Dr. Browning asked Provost Kathy Krendl to review items presented to the committee. Trustee action followed the presentation of each resolution.

Presentation: The First Year Experience, David Descutner, Dean, University College

This initiative has great significance for OHIO for the next decade.
- Dedicated to making genuine improvement in first year experience. Undergraduate priorities are being aligned with Vision OHIO.
- Goals include higher order academic expectations for scholarly conduct and civil behavior.
- NSSE Study reveals that we do well with juniors and seniors but not as well with first year students.
- The First Year Experience is a target area for AQIP;
- Obtained Ford Foundation Grant to build student cadre prepared to lead and shape values for students who follow.
- Partnership with policy center committed to civility and diversity to prepare students for the world beyond college. First year experience has been highlighted in OHIO Today.
- Learning Communities have doubled and tripled student participation to 60% this year, one quarter of which are new freshmen.
- Short list of next steps include:
  - expanding learning communities;
  - improve connection with students; meet with them quarterly;
  - improve academic advising;
  - value, recognize, and reward faculty for doing advising well.

Summary of Open Session:

- Faculty Emeritus/Emerita Awards requested for the following individuals.
  - College of Arts and Sciences
    - Zinny Bond, Professor Emerita, Linguistics
    - Donald Borchert, Professor Emeritus, Philosophy
    - Beverly Olson Flanigan, Professor Emerita, Linguistics
    - Tibor Koertvelyessy, Professor Emeritus, Anthropology
  - College of Business
    - Edward Yost, Assoc. Professor Emeritus, Management Systems
• College of Education
  - James Schultz, Robert L. Morton Professor Emeritus, Mathematics Education
• College of Health and Human Services
  - Sue Ellen Miller, Professor Emerita, Recreation and Sport Sciences
• College of Osteopathic Medicine
  - Fredrick C. Hagerman, Professor Emeritus, Biological Sciences
• Russ College of Engineering and Technology
  - James Fales, Loehr Professor Emeritus of Industrial Technology
• Regional Higher Education
  - George Brooks, Assoc. Professor Emeritus, Biology, Zanesville
  - Paul Yuckman, Assoc. Professor Emeritus, English, Lancaster
• Committee recommends approval to the full Board of Trustees.

• Proposed Sales Certificate in Sports Management, College of Business
  - The Sales Certificate with a Sports Management Focus is in partnership with the School of Recreation and Sport Sciences in the College of Health and Human Services. This certificate joins four other sales certificates: Professional Sales; Retail (with School of Human and Consumer Sciences); Media (with School of Journalism); and Financial Services (with Finance Department).
  - The Sales Certificate with a Sports Management focus will meet the market needs of the university athletic department and professional sports teams among others.
    • There is strong demand for this valuable program and little competition from like programs elsewhere. Industry and business support this training program and job placement is excellent.
• Committee recommends approval to the full Board of Trustees.

• Faculty Fellowship Awards
  - The Academic Quality Committee recommends approval of the Faculty Fellowship Awards as listed in the agenda.
  - Faculty are eligible for fellowships after every seven years of service. This award is important for professional development, research, and development of new programs and initiatives. Proposals are reviewed and approved by departments, colleges, and the provost. Leaves must be no-cost to the university. As we become more research active, we will expect more requests.
• Committee recommends approval to the full Board of Trustees.
• **Major and Degree Program Reviews:** Seven year program reviews are mandated by the General Assembly and accreditation agencies. Site visits take place; review documents are prepared and imbedded in the curriculum review document, and presented to the Board of Trustees.

  o **The Bachelor of specialized Studies and Associate in Individualized Studies, University College**
    - Both these degree programs serve a non-traditional student niche and provide capstone and internship experiences, and thesis and honors options.
    - Students must present a program rationale signed by faculty. Graduates are satisfied with their preparation, passionate about programs, and their incomes are higher than average.
    - Suggestions for improvement include the need to create more capstone courses and better communication between individualized studies students and various disciplines to provide class seats for these students.
    - Average grade point average is 2.9; 80 hours of 300 level courses or above are required.

  o **Industrial Technology, Russ College of Engineering and Technology**
    - Strengths of this NAIT accredited program include a committed faculty with strong advising practices and excellent job placement opportunities.
    - Unique program in College of Engineering, now in top five in country.
    - Program success attributed to
      - Excellent, experienced faculty
      - long history; we were first in country to offer bachelors degree in industrial technology
      - manufacturing engineering focus
    - K-12 students are not aware of this program; Ohio is not a leader in pre-engineering in high school.
    - Approximately 75% of IT graduates stay in or return to Ohio to work.

  o **Travel and Tourism (Southern Campus)**
    - This associate degree, offered on the Ohio University Southern Campus, offers students the ability to accelerate careers in the travel and tourism industry. A distinctive “Education on Location” program provides academic enrichment, professional experience, expansion of
social horizons, and the opportunity for community involvement with the university.
- The Southern Campus owns and operates its own travel agency, “Travel World,” which provides students externship experiences.

- **Equine Studies (Southern Campus)**
  - The Equine Studies Program offers the Associate and Applied Science degree in Equine Studies and provides students with the basic knowledge and practical experience to gain entry level positions in the industry.
  - An important recommendation to the program is to upgrade the Therapeutic Riding Barn with the goal of obtaining North American Riding for the Handicapped (NARHA) certification which would bring national prominence to the program and provide some protection from liability lawsuit.
  - Equine Studies is a signature program currently undergoing a transformation. The dean has assumed control and is reorganizing responsibilities. A stronger program is expected in the future.

- **Human Service Technology (Chillicothe Campus)**
  - The Human Service Technology Program prepares students for entry-level para-professional jobs in the human services and leads to an Associate in Applied Science degree. Certificate options include Chemical Dependency Counseling and Registered Social Work Assistant.

- **Addendum:**
  - The University hopes to enroll an additional 5000 students through the “Complete to Compete” partnership with Kent State University. We are hiring EDUCAUSE to do a market assessment of our region and to suggest programs that would benefit the region and enhance national prominence.
  - The current investment in STEM areas statewide could result in too many graduates and not enough jobs. We will continue to provide a broad, balanced curriculum to serve as diverse a population as possible while not neglecting STEM areas.
  - If a program is not in demand, not producing WSCH, deans will initiate review. Our review process will be reorganized to dovetail with the strategic plan be proactive in looking to the future to assess program viability.
Mr. Snyder moved approval of the resolution. Dr. Harris seconded the motion. All agreed.

FACULTY EMERITUS/EMERITA AWARDS
RESOLUTION 2006 - 2038

WHEREAS, the following individuals have rendered dedicated and outstanding service to Ohio University, and

WHEREAS, their colleagues and supervisors have recommended action to recognize their service,

THEREFORE, BE IT RESOLVED that emeritus/emerita status be awarded to the following individuals upon their retirement:

COLLEGE OF ARTS AND SCIENCES
Zinny Bond                                      Professor Emerita of Linguistics
Donald M. Borchert                              Professor Emeritus of Philosophy
Beverly Olson Flanigan                          Associate Professor Emerita of Linguistics
Tibor Koertvelyessy                             Professor Emeritus of Anthropology

COLLEGE OF BUSINESS
Edward B. Yost                                  Associate Professor Emeritus of Management Systems

COLLEGE OF EDUCATION
James Schultz                                    Robert L. Morton Professor Emeritus of Mathematics Education

COLLEGE OF HEALTH AND HUMAN SERVICES
Sue Ellen Miller                                Professor Emerita of Recreation and Sport Sciences

COLLEGE OF OSTEOPATHIC MEDICINE
Fredrick C. Hagerman                           Professor Emeritus of Biomedical Sciences

RUSS COLLEGE OF ENGINEERING AND TECHNOLOGY
James Fales                                     Loehr Professor Emeritus of Industrial Technology

REGIONAL HIGHER EDUCATION
George M. Brooks                                Associate Professor Emeritus of Biology, Zanesville Campus
Paul Yuckman                                     Associate Professor Emeritus of English, Lancaster Campus
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<td>Beverly</td>
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<td>Frederick C.</td>
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<td>Sue</td>
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Total Years of Service: 312

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Mr. Schey moved approval of the resolution. Dr. Dewire seconded the motion. Approval was unanimous.

SALES CERTIFICATE IN SPORTS MANAGEMENT

RESOLUTION 2006 - 2039

WHEREAS, a Sales Certificate in Sports Management would meet a timely need in the business community, and

WHEREAS, students in any college within the University can obtain this certificate, and

WHEREAS, students in the Colleges of Business and Health and Human Services would especially benefit from such a program, and

WHEREAS, the addition of the certificate to students' degrees would greatly enhance their educational experience and career opportunities, and

WHEREAS, this certificate would be a strong addition to the other certificate programs offered through The Sales Centre at Ohio University, and

WHEREAS, the faculty and administration support the creation of this certificate program, and

WHEREAS, the provost concurs,

NOW, THEREFORE BE IT RESOLVED, that The Sales Centre, sponsored by the College of Business, offer a Sales Certificate in Sports Management.
Date: March 22, 2006

To: Roderick McDavis, President

From: Kathy Krendl, Provost

Subject: Proposed Sales Certificate in Sports Management

This memorandum is written to express my support for the development of a new Sales Certificate with a Sport Management focus to be awarded by The Sales Centre of Ohio University. This certificate will be a strong addition to the four current certificates offered through the Centre. Like the others, this certificate meets a timely need in the business community and students from several colleges within the institution, but it is anticipated mainly within the Colleges of Business and Health and Human Services, will be applying for admission. The addition of the certificate to their Ohio University degree will greatly enhance their educational scope and employability.

The addition of the certificate has the support of the Colleges of Business and Health and Human Services. I am therefore pleased to also lend my support to the development of this certificate program.
Date: March 22, 2006

To: University Curriculum Council

From: Glenn E. Corlett, Dean, College of Business

Subject: Proposed Sales Certificate in Sports Management

The Sales Centre at Ohio University, sponsored by the College of Business, awards a Sales Certificate, recognized on the official Ohio University transcript, to undergraduate students upon successful completion of a 28-credit hour, cross disciplinary classroom experience. A 300-hour internship is included. Entrance into the program is competitive.

The fact that all Ohio University students in any major within the university can apply for admission is one of its greatest strengths. Currently, we have Sales Certificate Candidates majoring in marketing, communications, retail merchandising, journalism, accounting, finance, anthropology, biology, advertising, actuarial science and many others enrolled in our sales programs.

The Sales Centre embraces a strategy of meeting the market needs of the business community by offering specialty sales programs. Currently, we offer Sales Certificates in Professional Sales, a Sales Certificate with a Retail Focus, in partnership with the Retail Merchandising Program of the School of Human and Consumer Sciences, a Sales Certificate with a Media Focus, in partnership with the School of Journalism and a Sales Certificate in Financial Services in partnership with the Finance department. Each sales program has a curriculum tailored to its specific needs by the collaboration of the academic and business communities.

A fifth program - a Sales Certificate with a Sports Management Focus, in partnership with the School of Recreation and Sport Sciences – is now being proposed. The College of Business fully supports this proposal and believes that it will be a valuable addition to the programs available to all students at Ohio University.
Date: January 27, 2006

To: The University Curriculum Council

From: Kenneth L. Hartung, Executive Director, The Sales Centre

Subject: Proposal for a Sales Certificate with a Sport Management Focus

The attached proposal reflects a collaborative effort of The Sales Centre at Ohio University within the College of Business and the Sport Management program within the School of Recreation and Sport Science of the College of Health and Human Services to offer a Sales Certificate with a Sport Management Focus.

Emails of support for this new program are attached from departments/programs where certificate classes are offered... the Marketing Department of the College of Business and the Sport Management program and Retail Merchandising program of the College of Health and Human Services.

An email from Communication Studies is attached regarding curriculum indicating their awareness of the proposed program and approval with the understanding of the potential difficulty in enrolling in certain courses.

We expect to recruit 25-35 students who will successfully apply for a Sales Certificate with a Sport Management Focus during the academic year 2005-2006.

Should you have any questions, please contact me at your earliest convenience....hartung@ohio.edu or 3-9328.

Thank you.
Proposal: The Sales Certificate Specializing in Sport Management

PROPOSAL:

Sales Certificate – Sport Management

Proposal:
The Sales Centre at Ohio University embraces a strategy of meeting the market needs of companies hiring college seniors by offering specialty sales programs. Currently, four sales certificates have been approved and are offered to Ohio University students: Professional, Retail, Media and Financial Services. It is proposed that The Sales Centre at Ohio University offer a Sales Certificate with a Sport Management Focus to meet the market needs of university athletic departments and professional sports teams. The careers of many, if not most, students majoring in sport management today at Ohio University will include some aspect of selling and they would benefit greatly from obtaining a Sales Certificate with a Sport Management Focus.

Need for a Sport Management Focus:

Void in Current Academic Programming. The Sport Management major at Ohio University is a strong program with a demonstrated history of preparing graduates for success in Sport Management careers. There is currently, however, limited opportunity for Sport Management students to prepare specifically for selling. We believe that such a sales program would give students a “fair, unfair advantage” in the sports job marketplaces. Ohio University needs to expand career opportunities for its students and one way it can do so is by introducing the Sales Certificate with a Sport Management Focus.

Strong Demand. The lack of current preparation in the area of sales in sport management programs across the country will make this new sales certificate program extremely valuable. According to Rick Nichols, Vice President of Ticket Operations and Business Development with the Denver Broncos, “I think a program such as this will be a tremendous asset to the student and potential sports franchise employers immediately. Students that have gone through sales training typically have a leg up on other prospective employees. This is important, as the entry level position in most sports franchises is direct sales or sales related.” This sentiment was shared by Doug Dawson, Vice President of Ticket Sales for the Indiana Pacers. Mr. Dawson stated, “We are always looking for recent graduates to fill entry level sales positions. However, it is incredibly rare for them to have any sales background at all. This lack of experience leads me to believe that the Sales Certificate program at Ohio University could become my most valuable recruiting resource.” According to Chad Estis, Vice President of Sales for the Cleveland Cavaliers, “We hire 10-15 entry level sales people every year. They are all recent college graduates. It would be extremely valuable to us to have an opportunity to recruit talent that has recently completed sales specific coursework.” Adding the Sales Certificate option to the existing Sport Management curriculum, which already incorporates a Business minor, will separate the Ohio University Sport Management program from every other undergraduate program in the nation.
Little Competition. Most undergraduate academic programs that prepare students for careers in Sport Management do not specifically include sales education. We believe, therefore, that this new Sport Management sales certificate program would create a unique niche for Ohio University in recruiting prospective students to the university and would support the career development and career success of the University's Sport Management majors.

Benefits of a Sport Management Focus:

A Sales Certificate with a Sport Management Focus would create value for students, businesses and Ohio University.

Student Benefits:

- Learn to sell effectively in a variety of Sport Management environments;
- Differentiate themselves favorably in their initial job search as a college senior from others who have not had undergraduate sales education;
- Have more choice in selecting a job due to more companies recruiting at Ohio University;
- Excel in sales training offered to new employees once hired after graduation; and
- Compete more effectively throughout their Sport Management careers.

Business Benefits:

- Targeted, less expensive and more effective recruiting opportunities;
- Less time and investment involved training new hires in sales skills;
- More revenue generation potentially from new hires;
- The opportunity to hire college seniors into jobs that may have previously been limited to persons with some experience;
- The opportunity to hire college seniors who know what they want to do based on their exposure to the business world via a unique sales program.

Benefits to Ohio University:

- Increased recruiting interest from professional sports teams and university athletic departments;
- Better opportunity to recruit high quality students to the University due to a unique program;
- National recognition for a unique educational offering;
- Increased opportunities for fundraising with companies that recruit and hire our graduates.
- Better sales research opportunities due to relationships with sports organizations based on the value The Sales Centre creates for them in recruiting and hiring.
Implementation:

Basic Requirements. Acceptance requirements and program expectations would be the same as for the four currently approved sales certificates offered by The Sales Centre at Ohio University. Criteria for admission includes a minimum 2.75 g.p.a. and an once enrolled in the program, an overall g.p.a. of 2.5 is required in certificate courses.

Curriculum Specialization. To earn the Sales Certificate with a Sport Management Focus, students will be required to take MKT 358 Professional Selling Techniques, MKT 458 Sales Management and to pursue a senior level MKT 498 at a sports organization for practical, work experience in their field. MKT 420 Services Marketing which reflects the increasing proportion of GNP in the service sector and examines industries that do not sell a physical good as their main offering to the public has been added along with MKT 491 Seminar in Sales to choose from as the one Advance Course selection required. SASM 440 Ticket Operations is also a requirement. Two cross disciplinary requirements must be selected from two communication courses and two retail merchandising courses.

Program Customization. Additional Professional Sales Advisory Board Members will be recruited to represent sports organizations to provide mentors, networking, learning opportunities and potential internships/full time jobs for Ohio University students in the program. Current Faculty from the Division of Sports Administration (which includes the undergraduate Sport Management and graduate Sports Administration programs) will participate in the program, actively advise students and recruit firms from the sport industry to actively engage in the new sales program.
Proposal for: The Sales Certificate with a Sport Management Focus at Ohio University

The College of Business through The Sales Centre at Ohio University sponsors the undergraduate Sales Certificate Program for students wishing to obtain special preparation for successful professional development. The Sales Certificate Program is open to students in any major within the University who want to gain knowledge and understanding about professional selling.

Completion of this program, which is similar to a minor, results in the awarding of a certificate and is officially recognized on transcripts upon graduation. Once accepted into the program, a student can earn a Sales Certificate with a Sport Management Focus by completing 28 hours of approved coursework selected from the courses outlined below. Be advised that some courses require prerequisites and plan accordingly.

<table>
<thead>
<tr>
<th>Core Requirements:</th>
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<tr>
<td>MKT 358 Professional Selling Techniques 4</td>
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<td>MKT 458 Sales Management 4</td>
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<td>MKT 498 Internship 4</td>
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<th>Advanced Courses (must select one):</th>
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<tr>
<td>MKT 420 Services Marketing 4</td>
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<td>MKT 491 Seminar in Sales 4</td>
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<tr>
<th>Sports Management Requirement:</th>
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<tr>
<td>SASM 440 Ticket Operations 4</td>
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<tr>
<th>Cross-disciplinary Requirements (must select two):</th>
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| In addition to the courses listed above, two additional cross-disciplinary course (8 hours) are needed to fulfill the 28 hour requirement. The following courses are suggested*:

<table>
<thead>
<tr>
<th>COMS 206 Communications in Interpersonal Relationships 4</th>
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<tr>
<td>COMS 215 Argumentative Analysis and Advocacy 4</td>
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<tr>
<td>HCRM 250 The Consumer in American Society 4</td>
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<tr>
<td>HCRM 423 Retail Merchandising: Promotional Strategies 4</td>
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<tr>
<td>or</td>
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<td>HCRM 417 Retail Merchandising: Management 4</td>
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* Other cross-disciplinary courses that support the certificate curriculum may be substituted with the approval of the Executive Director of the Sales Centre.
Criteria for admission into the Sales Certificate Program include: 1) submission to The Sales Centre office of a completed application form; 2) submission to The Sales Centre office of a copy of the applicant’s most recent DARS report indicating an overall g.p.a. of 2.75 or higher; 3) submission to the Sales Centre office of the applicant’s resume demonstrating the characteristics that support a successful sales career, for example, a strong work ethic; and 4) completion by the applicant of a panel interview with Sales Centre faculty and others. Further, applicants demonstrating past sales experience, either paid or unpaid, are preferred. Application forms may be picked up from The Sales Centre office in Copleand 609.

Admission to this certificate program is competitive. Admission cannot be guaranteed to all students meeting the admission criteria. The Sales Centre will admit students up to its enrollment ceiling, and students judged to have the highest probability of success will be admitted. Members of groups historically underrepresented in Sport Management will receive special consideration.

Each quarter those accepted into the Sales Certificate program will have their progress tracked by DARS. An overall g.p.a. of 2.5 in certificate courses is required. The Sales Certificate will be awarded only to students who have been accepted into the Sales Certificate Program and who have fulfilled all certificate requirements. Students will need to consult the Executive Director of The Sales Centre before the deadline for graduation to ensure that the certificate will be awarded. For more information about the program, contact the Executive Director of The Sales Centre at 740.593.9328 or email thesalescentre@ohio.edu or visit our website at www.thesalescentre.com.
Hi Ken:

I am pleased to confirm that the Marketing Department in the College of Business supports the proposal for a Sport Management focus in the Sales Certificate program.

Dawn Deeter

***************************
Dawn Deeter-Schmelz, Ph.D.
Chair and O'Brieness Professor of Marketing
Director of Research, The Sales Centre
Ohio University
Marketing Department
609A Copeland Hall
Athens, OH 45701
740-597-1818 phone
740-597-2150 fax
deeter-s@ohio.edu
Ken,

The Sport Management program supports the current proposal for a sales certificate with a sport management focus.

Jim

"You become successful by helping others become successful."

-Ruby Newell-Legner

James T. Reese Jr., Ed.D.
Associate Professor/Sport Management Coordinator
Division of Sports Administration
Ohio University
Grover Center E152
Athens, OH 45701
Office: 740-593-9496
Fax: 740-593-0284
E-mail: reesej1@ohio.edu
Faculty Web Site: <http://oak.cats.ohiou.edu/~reesej1>
Winter Quarter '06 Office Hours: T/TH 10:00-12:00; W 2:00-3:00

Printed for Ken Hartung <hartung@ohio.edu>
Ken,

Thank you for offering the School of Communication Studies the opportunity to review the proposed Sales Certificate in Sport Management. My response is similar to what I said about the Finance Certificate, the COMS courses included in the proposal, 206 (Interpersonal Communication) and 215 (Argumentative Analysis & Advocacy), are required of all COMS majors; therefore, enrollment for non-majors is limited. Students should be advised that successful registration for either class may require more than one attempt.

Respectfully,

Anita James

"A university should be a place of light, of liberty, and of learning."

--Benjamin Disraeli
Date: January 26, 2006

To: Ken Hartung, Director, The Sales Centre

From: Ann Paulins

Subject: support for Sports Management focus

This memo is to confirm that the Retail Merchandising program supports the proposal for a Sport Management focus in the Sales Certificate. We are pleased that several HCRM courses are options for work toward that certificate.
Mr. Kidder moved approval of the resolution. Mr. DeLawder seconded the motion.

All voted aye.

FACULTY FELLOWSHIP AWARDS

RESOLUTION 2006 - 2040

WHEREAS, the proposed University Faculty Fellowships on the attached list have been reviewed in accordance with University policy and found to be meritorious,

NOW, THEREFORE, BE IT RESOLVED that the attached University Faculty Fellowships for 2006-2007 be approved.

BE IT FURTHER RESOLVED that the Provost can approve changes in the conditions of the fellowships but not the total number of Fellowships.
### Faculty Fellowship Leaves Historical Data

<table>
<thead>
<tr>
<th>AY Awarded</th>
<th>Available</th>
<th>Awarded</th>
<th>AY To Be Taken</th>
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<tbody>
<tr>
<td>2002-2003</td>
<td>54</td>
<td>34</td>
<td>2003-2004</td>
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<td>2003-2004</td>
<td>56</td>
<td>35</td>
<td>2004-2005</td>
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### Faculty Fellowships for the 2006 - 2007 Academic Year

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<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>QUARTERS IN ACADEMIC YEAR 2006-2007</th>
<th>PURPOSE OF LEAVE</th>
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</thead>
<tbody>
<tr>
<td>DeLysa</td>
<td>Burnier</td>
<td>Arts &amp; Sciences</td>
<td>Political Sciences</td>
<td>Fall, Winter, Spring</td>
<td>The first project is a narrative analysis of autobiographies written by women leaders and administrators that will be entitled &quot;Still the Exception: Reading Women's Lives in American Government.&quot; The second project in &quot;Gender, Care, and the New Deal,&quot; which will develop an alternative reading to public administration's canonical account of how it developed as a field. The objective of the first project is two articles for journal admission and a book prospectus. The objective of the second project is one article for journal submission.</td>
</tr>
<tr>
<td>Marsha</td>
<td>Dutton</td>
<td>Arts &amp; Sciences</td>
<td>English</td>
<td>Fall, Winter, Spring</td>
<td>My project will be to complete a book entitled, &quot;By this Ministry of Letters.&quot; Aelard of Rievaulx' Historical Works in the Reign of King Stephen. This book will examine three works written in 1153 and 1154 by Aelred, as twelfth-century English abbot and historian, exploring their author's role as a political advisor and public intellectual as he sought to influence the powerful figures of his time to bring peace to England.</td>
</tr>
<tr>
<td>Karen</td>
<td>Evans-Romaine</td>
<td>Arts &amp; Sciences</td>
<td>Modern Languages</td>
<td>Fall, Winter, Spring</td>
<td>I have applied for a Fulbright Senior Scholars' teaching/research award to teach at the Smolny College of Liberal Arts and Sciences of St. Petersburg University and to conduct research at the Russian National Library in St. Petersburg from September 2006 through May 2007. I would teach courses on the intersection of music and literature in the Modernist era and on American culture through literature and film to Russian students. I would conduct research in St. Petersburg to finish one project near completion, on Boris Pasternak's use of subtexts from Heinrich Heine's essays on music in his portraits of musicians Chopin, Liszt, and Pagani, and his literary dialogue with poet-colleagues Marina Tsvetaeva and Osip Mandelstam; and to work further on one new project, on Tsvetaeva's reception of German Romantic literature. I have already passed the first round of the Fulbright review process (evaluation by American peer review board).</td>
</tr>
<tr>
<td>Christopher</td>
<td>France</td>
<td>Arts &amp; Sciences</td>
<td>Psychology</td>
<td>Fall</td>
<td>Faculty fellowship leave is requested for the fall quarter of 2006. The purpose of this request is to provide the concentrated effort required to achieve three objectives: 1) ensure the timely development of a competitive renewal application for an ongoing, four-year NIH project concerning prediction of recurrent low back pain (R01 NIH HD045512, &quot;Altered Motor Coordination in Recurrent Low Back Pain&quot;); 2) allowed for efficient implementation of a multi-site intervention protocol, conducted in collaboration with the American Red Cross, designed to prevent vasovagal reactions in novice blood donors (R01 NIH HL077438, &quot;Preventing Adverse Reactions in Novice Blood Donors&quot;); and 3) promote continuing education in select advanced statistical analytic approaches. The timing of this request coincides with critical periods in the development and implementation phases of two federal grant projects, and the requested period of leave is expected to be instrumental in ensuring that these projects progress in a successful and timely fashion.</td>
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## Faculty Fellowships for the 2006 - 2007 Academic Year

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<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>QUARTERS IN ACADEMIC YEAR</th>
<th>PURPOSE OF LEAVE</th>
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<tbody>
<tr>
<td>AnnCorinne</td>
<td>Freter-Abrams</td>
<td>Arts &amp; Sciences</td>
<td>Sociology &amp; Anthropology</td>
<td>Fall, Winter, Spring</td>
<td>The principal proposed leave objective is to enter ancient Maya archaeological settlement and excavation data from the Copan Valley, Honduras, into a Geographical Information System (GIS), and for the initial stages of the exploration of the resultant displays. Primary goals are to 1) transfer the existing, disparate Copan spatial, formal and temporal data sets into an integrated GIS format; 2) generate and quantify these spatial data; and 3) explore the resulting GIS database for new hypotheses to guide future research by both students and myself on Copan over the next 15 years.</td>
</tr>
<tr>
<td>John</td>
<td>Gilliom</td>
<td>Arts &amp; Sciences</td>
<td>Political Sciences</td>
<td>Spring</td>
<td>Completion of book manuscript on current status of surveillance technology, law and policy in U.S.</td>
</tr>
<tr>
<td>Mark</td>
<td>Halliday</td>
<td>Arts &amp; Sciences</td>
<td>English</td>
<td>Spring</td>
<td>Project Planned: Progress toward two book manuscripts: one of poems (to be my sixth collection of poems), and one of critical essays on contemporary poetry. I propose to write at least four new poems which deal in some richly individuating way with the inner lives of persons different from me. I propose to draft four essays dealing with contemporary poetry; some possible topics are listed in my Proposal. Selection of topics will depend partly on what I accomplish in 2006, before my leave time. Four essay drafts will bring me near completion of a book manuscript of critical material, though revision of some essays and reviews already published will also be necessary.</td>
</tr>
<tr>
<td>George</td>
<td>Hartley</td>
<td>Arts &amp; Sciences</td>
<td>English</td>
<td>Spring</td>
<td>&quot;Rupture &amp; Rapture: Fragments of Poetic Ecstasy&quot;: My project examines the way various poets induce ecstatic experiences through poetic form. My thesis is that certain poems stage ecstatic experiences through the rupture of conventional propositional language in ways that aesthetic theory has not yet taken into account. The fragmentation of linguistic units, the condensation of multiple images, the euphoric destabilization of narrative continuity through repetition, the superimposition of multiple points of view onto one subject position: these and many other modes of poetic rupture produce moments of rapture or ecstasy in the attentive reader who is willing to let the poem work itself out. I plan to write two chapters, one on the poetry of H.D., and one on that of Nathaniel Mackey.</td>
</tr>
<tr>
<td>Yeong-Hyun</td>
<td>Kim</td>
<td>Arts &amp; Sciences</td>
<td>Geography</td>
<td>Fall, Winter, Spring</td>
<td>During the faculty fellowship leave, I intend to work on three research projects that are all related to the interface of globalization and urbanization (urban changes), which is an emerging research topic in urban studies. 1) I plan to do research on the urban impact of globalization on Seoul, South Korea, with particular focus on the growing presence of Southeast Asian immigrant workers in the city's industrial districts; 2) I also look to expand the area of my 'globalization-urbanization nexus' research into large cities in Southeast Asia, exploring the recent globalization process of Ho Chi Minh City in Vietnam; and 3) I will be completing my ongoing book project, Cities and Economies, which is under contract for Routledge, during the sabbatical leave. I will conduct field research in both Seoul, South Korea and Ho Chi Minh City, Vietnam. I will spend part of the sabbatical leave writing a couple of articles on the interface of globalization and urbanization in the contemporary world. The writing may take place either in Athens or at another institute that offers me a visiting fellowship during my sabbatical leave. The decision on the fellowship will not be made until March 2006.</td>
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### Faculty Fellowships for the 2006 - 2007 Academic Year

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>College</th>
<th>Department</th>
<th>Quarters in Academic Year 2006-2007</th>
<th>Purpose of Leave</th>
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<tr>
<td>Ellengene</td>
<td>Peterson</td>
<td>Arts &amp; Sciences</td>
<td>Biological Sciences</td>
<td>Winter</td>
<td>I will travel to the University of Newcastle, in Australia. There I will work with collaborators to familiarize myself with a new area of research and to develop a grant submission to the NIH in this new area.</td>
</tr>
<tr>
<td>Stephen</td>
<td>Reilly</td>
<td>Arts &amp; Sciences</td>
<td>Biological Sciences</td>
<td>Fall, Winter, Spring</td>
<td>The faculty fellowship leave will be spent undertaking a new research direction and new technology development to study the function and evolution of mammalian abdominal muscles during breathing and locomotion. The project will involve study of anatomical patterns in a variety of mammals (at OU and 4 museums) and the development of a new portable data acquisition system at Ohio University that will be used here and on a four month research trip necessary to study several key marsupial species in Australia. Collaborations with U.S. and Australian colleagues will enhance my professional skills through new education and insights gained from their experience and expertise and via the creative research collaboration and publishing we will enjoy.</td>
</tr>
<tr>
<td>Michael</td>
<td>Rowe</td>
<td>Arts &amp; Sciences</td>
<td>Biological Sciences</td>
<td>Winter</td>
<td>The project is to learn the techniques of patch clamp recording from vertebrate central nervous system neurons in situ, i.e. without dissociating them from surrounding tissue or taking them out of their normal circuits.</td>
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<tr>
<td>Thomas</td>
<td>Scanlan</td>
<td>Arts &amp; Sciences</td>
<td>English</td>
<td>Fall, Winter, Spring</td>
<td>Title: &quot;Pursuing Happiness in the Early Years of the Republic.&quot; My project attempts to explore an understudied idea, namely how Americans living in the first decades after the American Revolution thought and wrote about happiness—the pursuit of which was elevated to one of the three fundamental rights accorded to all men in the Declaration of Independence. I plan to do this in a book of six chapters each of which will explore a specific way that happiness was constructed during this period. The result of this undertaking will be a book that fills a very large gap in the scholarship on the early national period of our nation.</td>
</tr>
<tr>
<td>Vladimir</td>
<td>Vinogradov</td>
<td>Arts &amp; Sciences</td>
<td>Mathematics</td>
<td>Fall, Winter, Spring</td>
<td>The leave will focus on four projects, which are (1) the completion of the second research monograph titled &quot;The Power-variance Family: Theory and Applications&quot;; (2) a thorough study of the Actuarial Mathematics curriculum at the University of Toronto and the recently developed methods of Financial Risk Management via participation in various seminars; (3) the completion of joint paper titled &quot;On Zero-modified Geometric Distribution&quot;; (4) the completion of joint paper titled &quot;The Joy of Tweedie Models&quot;.</td>
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<tr>
<td>Jorg</td>
<td>Waltje</td>
<td>Arts &amp; Sciences</td>
<td>Modern Languages</td>
<td>Fall, Winter, Spring</td>
<td>I will be working on four projects, namely 1. the German &quot;Poetry Portal,&quot; a comprehensive online teaching resource for poetry, music, literary biography, and interactive assignments which will cater to language learners and educators at various levels, 2. an innovative project for language teaching and learning: the development of a virtual language immersion environment—comparable to a PC adventure game but with a strictly educational focus, 3. technical workshops designed to give teachers the necessary orientation for the materials I will have produced, and 4. an article and a conference presentation describing and analyzing the activities above for a professional audience. All of these projects focus upon the use of technology—my personal area of expertise—in order to more completely and intensively teach German and other modern languages.</td>
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<td>FIRST NAME</td>
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<tr>
<td>Jeremy</td>
<td>Webster</td>
<td>Arts &amp; Sciences</td>
<td>English</td>
<td>Fall</td>
<td>&quot;Out with Shylock&quot;: Anti-Semitism, Queer Masculinity, and English National Identity in the Long Eighteenth Century&quot; studies the symbols that associated England's Jews with gender and sexual others from 1660 to 1820 by embedding them in non-normative sexual and gender stereotypes. My project seeks to place these symbols in the context of anxieties about English masculine, religious, and national identities that beset the upper classes throughout the eighteenth century. In this project, I study representations of Jewish men and their attributed gender and sexual characteristics in a wide range of texts, including late seventeenth-century political satires, eighteenth-century plays, visual representations of Jews, and eighteenth- and early nineteenth-century novels. I intend to add a key element—namely, discourses of sexuality—to scholars' understanding of these symbols. Furthermore, the research I perform for my book in-progress will enable me to bring a more comprehensive understanding of politics, literature, religion, gender, and sexuality to my undergraduate and graduate classes in eighteenth-century literature.</td>
</tr>
<tr>
<td>Todd</td>
<td>Young</td>
<td>Arts &amp; Sciences</td>
<td>Mathematics</td>
<td>Fall, Winter, Spring</td>
<td>The applicant plans to spend the 2006-2007 academic year as a visitor in the Mathematics Research Centre at Warwick University in Coventry, England. This institution a strong research group in dynamical systems and the Interdisciplinary Programmed for Cellular Regulation. The purpose of this project include to update research and teaching expertise in differential equations and dynamical systems, to deepen recently developed research in bounded noise dynamics and its application to biological systems, to broaden knowledge of ongoing innovations in the mathematical sciences, continue work on geometric approaches to machine learning, and to establish international contacts and collaborations.</td>
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<tr>
<td>M. Elizabeth</td>
<td>Blair</td>
<td>Business</td>
<td>Marketing</td>
<td>One quarter during 2006-2007 to be determined by department.</td>
<td>I plan to use the opportunity to write an advertising and marketing communications text book.</td>
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<tr>
<td>Raymond</td>
<td>Frost</td>
<td>Business</td>
<td>Management Information Systems</td>
<td>Fall</td>
<td>This sabbatical proposal is to work on three papers for journal publication. My co-author and I have developed a stream of research that looks at the application of analytical design principles to database design. This appears to be a unique contribution in the field. Most prior research has focused on the semantic completeness of design methodologies, with little attention to how usable the design methodologies are; the second develops a best practice modeling technique as well as an instrument to measure the usability and theoretical completeness of any given database design methodology. Another stream of research looks at an innovative pedagogy that we developed for one of the management information systems courses. We plan to write a paper outlining the structure and efficacy of this pedagogy.</td>
</tr>
<tr>
<td>David</td>
<td>Senteney</td>
<td>Business</td>
<td>Accountancy</td>
<td>Spring</td>
<td>To participation in A Culture Contextual Investigation of Adoption of International Financial Reporting standards.</td>
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<tr>
<td>Sam</td>
<td>Girton</td>
<td>Communication</td>
<td>Visual Communication</td>
<td>Fall, Winter, Spring</td>
<td>Addressing Heroin Addiction - I will work toward the creation of a collection of photographs and interviews that will serve as a prevention and intervention tool for others. It is difficult for non-addicts to understand the mindset and culture of a heroin user, much less any drug addict. My project - unique in that it will offer advice from victims and survivors themselves - will help others understand this complex world and identify warning signs early in a potential addict's experience. The collection will also help loved ones of addicts understand a user's motivations and challenges.</td>
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<td>Raymic</td>
<td>McKerrow</td>
<td>Communication</td>
<td>Communication Studies</td>
<td>Fall, Winter, Spring</td>
<td>I will be finishing two essay projects, and completing a book-length manuscript; I also will be working on the McNair renewal grant, completing revision work on the 16th ed. Of Principles and Types (initial chapter revisions are now completed), and getting the first issues of Review of Communication (an online book review journal) underway.</td>
</tr>
<tr>
<td>Arvind</td>
<td>Singhal</td>
<td>Communication</td>
<td>Communication Studies</td>
<td>Fall, Winter, Spring</td>
<td>I am writing to request a full academic year Faculty Fellowship Leave for a year-long residency in Peru, South America, working on various research, writing, and training projects. While in Peru, I will be affiliated in the capacity of a Research Scholar with Minga Peru, a high respected non governmental organization that promotes reproductive health, sexual rights, gender equality, and income-generating activities in the Peruvian Amazon - a region plagued by geographical isolation, poverty, disease, and patriarchal traditions. There are three main sets of activities that I plan to, concurrently, engage in during my residency in Peru. Activity #1: Conducting participatory action-based research, writing, and training in collaboration with Minga Peru. Activity #2: Completing a second edition of my book Entertainment-Education: A Communication Strategy for Social Change, published in the first edition in 1999 by Lawrence Erlbaum Associates. Concurrent Activity #3: Acquiring fluency in reading, writing, and speaking the Spanish language through one year of linguistic and cultural immersion in a Spanish-speaking country.</td>
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<tr>
<td>Joseph</td>
<td>Slade III</td>
<td>Communication</td>
<td>Telecommunications</td>
<td>Fall, Winter, Spring</td>
<td>To complete a draft of a full-length study of twenty-seven chapters on the Maxim family of inventors. The study will focus on two generations of the family as they applied American ingenuity to innovation in electric lighting, automatic weapons, explosives, artificial flight, automobiles, and radio. Few Americans know that in addition to inventing the machine gun, which industrialized death, Hiram Stevens Maxim (1840-1916) also invented a light bulb before Thomas Edison, and an aircraft before the Wright brothers. Fewer still know that Hiram's brother Hudson Maxim (1853-1927) not only invented stable cannon powder and other high explosives, but also wrote a book of literary criticism that heavily influenced Ezra Pound and modern poetry. And those who remember that Hiram's son Percy Maxim (1869-1936) perfected the gun silencer usually do not know that he created the first production model automobile in this country, nor that he altered the development of modern broadcasting. The curve of this history extends from lethal technologies to socially beneficial ones, culminating in the contributions of Percy Maxim to a particularly democratic form of communication.</td>
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<tr>
<td>Ralph</td>
<td>Martin</td>
<td>Education</td>
<td>Teacher Education</td>
<td>Spring</td>
<td>A one quarter leave is requested for Spring 2007 to research and develop new revisions and new materials for my book (Teaching Science For All Children: A Inquiry Approach, 2005, 4th edition, Allyn and Bacon, Boston, MA), and to institutionalize the South East Ohio Center for Excellence in Mathematics and Science (SEOCEMS) by applying for the structure built by external grants to become an official Ohio University center. SEOCEMS is an inter-institutional project funded by the Ohio Board of Regents in partnership with Shawnee State University, the University of Rio Grande and the Coalition of Rural and Appalachian Schools (CORAS).</td>
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<tr>
<td>Adah</td>
<td>Ward</td>
<td>Education</td>
<td>Educational Studies</td>
<td>Fall, Winter, Spring</td>
<td>This historical research seeks to further our understanding of the complexity of black women’s lives by examining the life of Ethel Thompson Overby. Whereas we have a few recent books on black women educators, their focus is on black private school founders (McCluskey &amp; Smith, 1996; Wadelington &amp; Knapp, 1999). A seminal study of a black woman educator who uplifted the black community through education and activism in a public de jure segregated urban school system is warranted. An examination of Overby will enhance our understanding of the complexity of black women teachers’ lives while illuminating their historical contributions to American society. Hence, this author seeks to develop a biography on Overby which focuses on her life as a teacher, leader, and activist. Moreover, it will address how her gender, race and class impacted her ability to foster change in Richmond, Virginia from 1912-1977.</td>
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<tr>
<td>Jennifer</td>
<td>Chabot</td>
<td>Health and Human Services</td>
<td>Human and Consumer Sciences</td>
<td>Fall</td>
<td>The purpose of this fellowship is twofold: 1. To complete an internship under the supervision of a certified child life specialist, thus allowing our family studies program to create a certified child life undergraduate program; and 2. To advance my resiliency in families research stream by allowing me the opportunity in particular to explore how lesbian and gay families negotiate the medical process as they deal with a hospitalized child. The fellowship would consist of a 15-week work and research experience at Children's Hospital of Philadelphia (CHOP) in Philadelphia, PA. The work experience, in the form of a 15-week internship under the supervision of supervised child life specialist staff, will qualify me to take the child life specialist certification exam. Having a certified child life specialist on faculty will strengthen our accreditation process for a certified child life undergraduate program, and successfully prepare us for any future graduate program in child life. In addition, the research opportunities during the 15-week experience will further my research stream, offering me the chance in particular to explore how marginalized families negotiate the medical process as they deal with a hospitalized child.</td>
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<td>Eugene</td>
<td>Geist</td>
<td>Health and Human Services</td>
<td>Human and Consumer Sciences</td>
<td>Spring</td>
<td>In Fall of 2002 I received a contract to complete a textbook with Prentice Hall Publishers. I have made steady progress to this point, however requirements of the Early Childhood Program became paramount in 2003 and remain so presently. These requirements have made it difficult to make the final push to complete the book. I am requesting this faculty leave at a time when final revisions will be needed to get this book to press (Spring 07). In addition, Dr. Gregg Janson and I have a plan for a research study on the effects of high stakes and stressful teaching and testing in early childhood classrooms. The project requires time to complete at the very time that the book work will also be required. I wish to spend Spring of 2007 focusing on scholarly work in the form of this research project and the Mathematics textbook. A faculty fellowship would aide me in this endeavor.</td>
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### Faculty Fellowships for the 2006 - 2007 Academic Year

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<tr>
<td>David</td>
<td>Holben</td>
<td>Health and Human Services</td>
<td>Human and Consumer Sciences</td>
<td>Winter, Spring</td>
<td>A quantitative research study will be conducted during Winter and Spring 2006-2007 AY to examine the food security status, health status, social capital, and characteristics of emergency food program users (those who receive food from charity) living in and around Vancouver's lower mainland, and the relationship of these factors. This study will be conducted in collaboration with the Centre for Sustainable Community Development at Simon Fraser University in Burnaby, British Columbia, Canada. Ultimately, learning about food security and other aspects of Canadian culture will promote a mutual understanding of the issue between the United States and Canada and eventually the eradication of food insecurity.</td>
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<tr>
<td>James</td>
<td>Thomas</td>
<td>Health and Human Services</td>
<td>Physical Therapy</td>
<td>Fall, Winter</td>
<td>For the faculty fellowship I intend to work with Dr. Paul Hodges from The University of Queensland Australia on a paradigm to improve our understanding of fear avoidance and motor behavior. Dr. Hodges is one of the preeminent scientists studying motor control of the trunk and the relationships between motor control, fear avoidance, and low back pain. I met with Dr. Hodges in Washington DC this fall and have planned a motor learning experiment in which individuals receive a noxious or painful stimulant if they perform a reaching task using a certain movement pattern. Once subjects have been trained to move using a specific pattern we will measure the rate of extinction of that pattern relative to their levels of fear avoidance. This work will integrate the reaching paradigm that I have developed here at OU and the motor learning techniques developed by Dr. Hodges. In the course of this fellowship I will learn also how to perform fine wire EMG recordings of the trunk muscles which are a main part of Dr. Hodges work. This fellowship will greatly enhance my understanding of trunk motor control and provide me the opportunity to add new experimental methods to my lab at OU.</td>
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<td>Suzanne</td>
<td>Hatty</td>
<td>Osteopathic Medicine</td>
<td>Social Medicine</td>
<td>Fall, Winter</td>
<td>This project aims to synthesize the strategies, approaches and practices associated with two constructs: 'healthy/sustainable/liveable' city; and the 'knowledge city'. Portland, Oregon - long known as a 'liveable city', regulated by a 'smart growth' approach—has been chosen as the location for this project. City governance has been central to Portland's reputation, and success, as a pioneering city. This project takes up the challenge of strengthening and extending these achievements by studying, learning from, and applying new international models, and approaches, to both urban design/planning, and social, economic and environmental sustainability. Portland, Oregon will be the laboratory for this research and policy-driven intervention. Local government, the locus of much contemporary European policy, will be the site of the intervention. The project consolidates, and extends, my previous scholarly work in addressing issues of global health, preventive and public health, health policy, environmental studies, communication and public advocacy, and urban planning, the project will be of direct benefit to the Department of Social Medicine, the College of Osteopathic Medicine and OU.</td>
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<tr>
<td>Sally</td>
<td>Fusner</td>
<td>Regional Higher Education</td>
<td>Nursing</td>
<td>Fall</td>
<td>This proposal is to conduct a study regarding the utilization of a precepted clinical experience for undergraduate nursing students. A survey will be sent to nursing program administrators asking if they offer such an experience and the component of the course. A similar study was done as part of my dissertation in 2002 and a comparison will be made of practices and the number of programs utilizing this experience. The requested leave time will be spent inputting and analyzing data, completing a literature review and writing a manuscript for publication review.</td>
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<td>Pramond</td>
<td>Kanwar</td>
<td>Regional Higher Education</td>
<td>Mathematics</td>
<td>Fall</td>
<td>The proposal is to request a Faculty Fellowship Leave to continue research on continuous group rings and units in group rings. The project on continuous group rings builds my previous work which is published in well-recognized, peer-review journals. I anticipate that both the projects will lead to additional presentations at national and international conferences as well as publications in professional journals. I plan to travel to the Indian Institute of Technology (IIT), Delhi, India from October 16, 2006 to December 31, 2006 to continue my collaborative research with Professors Srivastava and Sharma.</td>
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<tr>
<td>John</td>
<td>Prather</td>
<td>Regional Higher Education</td>
<td>Mathematics</td>
<td>Winter</td>
<td>I would like to complete a College and an Intermediate Algebra text that I have been working on.</td>
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<td>Douglas</td>
<td>Lawrence</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>Electrical Engineering and Computer Science</td>
<td>Winter, Spring</td>
<td>I propose to spend my Faculty Fellowship Leave visiting The Ohio State University to collaborate on research topics of mutual interest and of relevance to the U.S. Air Force. These topics include aerodynamic flow control and guidance and control technology for hypersonic space access vehicles. A portion of the proposed leave will also be devoted to the completion of an on-going Air Force funded research project. I propose to work with Ohio State Faculty Prof. Andrea Serrani, Department of Electrical and Computer Engineering, and Professor Mohammad Samimi, Department of Mechanical Engineering. I estimate that 75% of the proposed leave will be devoted to the collaboration with Ohio State and 25% of the proposed leave will be devoted to the completion of the Air Force project. Developing a sustainable partnership with Ohio State faculty will enhance my continued growth and productivity as a researcher and afford greater funding opportunities into the foreseeable future. This, in turn, benefits the School of Electronical Engineering and Computer Science in support of Ohio University's stated goal of becoming a nationally prominent research university.</td>
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<td>Jerrel</td>
<td>Mitchell</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>Electrical Engineering and Computer Science</td>
<td>Winter</td>
<td>The purpose of the leave is professional development. During the past few years, I have been unable to maintain currency in my technical areas of expertise because of extensive administrative responsibilities. In 2007, it is my goal to again become actively engaged in sponsored research programs as a principal investigator and to continue advising M.S. and PhD students. In order to efficiently do this, I need to update my technical competence by becoming knowledgeable in recent (past ten years) developments in my area of expertise and become familiar with recent technological developments.</td>
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<td>Charles</td>
<td>Parks</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>Industrial &amp; Manufacturing Systems Engineering</td>
<td>Fall</td>
<td>I will be developing a Six Sigma certificate program for Ohio companies. The intent is to make this a program that faculty from Ohio University will continue to offer on a long term basis. This project will form the basis for creating the Ohio Six Sigma initiative and will also lead to more project funding from companies.</td>
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<td>Timothy</td>
<td>Sexton</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>Industrial Technology</td>
<td>Spring</td>
<td>This faculty member will write a textbook on engineering graphics theory. The textbook will also include manual sketching problems and homework assignments to be completed with computer aided drafting software. The faculty member will design and sketch the illustrations needed. The sketches will then be drawn up in either AutoCAD or AutoDesk's Inventor parametric modeling software. The faculty member hopes to provide a cost effective solution for costly texts and problems on the market. If time permits, graphic teaching aids will be developed using the software already mentioned and then imported into PowerPoint.</td>
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## Faculty Fellowships for the 2006 - 2007 Academic Year

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<tr>
<td>Lonnie</td>
<td>Welch</td>
<td>Russ College of Engineering &amp; Technology</td>
<td>Electrical Engineering and Computer Science</td>
<td>Fall, Winter, Spring</td>
<td>The proposed research will be performed at the Edison Biotechnology Institute, in collaboration with John J. Kopchick, Goll-Ohio Professor of Molecular and Cellular Biology. The proposer has made important contributions to knowledge in the areas of concurrent computing, algorithm design, and benchmarking of software. Each of these areas of computer science is important for bioinformatics. The proposed effort will permit Dr. Welch to gain a detailed understanding of the technology that is involved in proteomics-based disease research. This will enable him to conduct a research project that will focus on enhancing the effectiveness of proteomics-based approaches to disease research. The proposed project will focus on collaborative research activity with the Edison Biotechnology Institute for 100% of the time.</td>
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Dr. Dewire moved approval of the resolution. Mr. Lawrie seconded the motion. Approval was unanimous.

MAJOR AND DEGREE PROGRAM REVIEWS
RESOLUTION 2006 - 2041

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 2005-2006 reviews for the following programs:

- Bachelor of Specialized Studies
- Associate in Individualized Studies
- Industrial Technology
- Travel and Tourism
- Equine Studies
- Human Service Technology
DATE: March 31, 2006

TO: Roderick J. McDavis, President

FROM: Kathy Krendl, Provost

SUBJECT: Seven-year Program Reviews

Please find attached summaries of the seven-year academic program reviews completed during 2005-2006 by the University Curriculum Council. These reviews provide a useful self-examination of our programs.
Appendix A
Academic Assessment Report-Cover Sheet

EVALUATION: BACHELOR OF SPECIALIZED STUDIES
ASSOCIATE IN INDIVIDUALIZED STUDIES
(UNIVERSITY COLLEGE)

(name of department, program, certificate, institute, etc.)

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: 1999

Unit Review Committee Members:
Marta Roth, Chair
Raymond Hedin, External Reviewer

Draft completed and sent to chair and dean: *

Unit Review Committee Chair: Marta Roth, Chair

1/25/06

Seen by and returned:

Program Director: Kraig Curry (signature)  2/1/06

Dean of college: David Descutner (signature)  2/6/06

Return draft and any and all comments to Unit Review Committee chair by: FEB. 8, 2006

Approved by UCC chair:  14/02/06

* the word “DRAFT” must be stamped on each page of the review until it has been formally approved by the University Curriculum Council.
Undergraduate Executive Summary

**BACHELOR of SPECIALIZED STUDIES (BSS)**

**ASSOCIATE in INDIVIDUALIZED STUDIES (AIS)**

Date: Jan. 25, 2006

Commendations:
- Both of these degree programs serve a specific niche of non-traditional, unique degree seeking individuals in Athens, regional, and international locations
- AIS and BSS entry standards are clearly articulated and monitored by the student’s advisor, resource faculty and approved by a Review Committee made up of UC advisors and Group I faculty
- AIS and BSS staff and faculty are highly committed to meeting individuals’ needs throughout the degree program
- BSS major areas of concentration are interdisciplinary (across at least 2 departments) and require a minimum of 80 hours at the 300 level or above
- Undergraduate research opportunities are supported through funding
- The BSS has a capstone and internship experience designed/approved and receives favorable feedback from those who have elected to complete them
- Theses/honors tutorial options were made available in 2001 for BSS students
- Current student interviewed were exceptionally articulate and passionate about their programs
- Graduates are very satisfied with their choices and program advisement and are employed or go on to do graduate work

Weaknesses:
- The capstone or internship experience is optional and not often elected
- Students report some course enrollment difficulty from units requiring majors only or pre-requisites
- There is inaccurate and/or limited knowledge university-wide about the quality of students and their unique programs of study

Recommendations:
- Require the capstone/internship experience as a traditional course, independent and distance format to serve as a summative assessment of individuals’ diverse program goals thus generating an opportunity for student reflection, marketability of the graduate, and additional program/curricular assessment data for future decision making
- Program oversight and coordination between various staff, faculty, departments, campuses, and units appears challenging. Generate greater faculty involvement and oversight to improve course/departmental access for students, understanding of the program, and recognition for the diversity of individual students’ interests and contributions
UNIVERSITY CURRICULUM COUNCIL REVIEW COMMITTEE

Bachelor of Specialized Studies,
Associate in Individualized Studies
Seven-Year Review (1999-2005)
Prepared January 25, 2006

General Degree Summary:

The AIS and BSS, under the auspices of University College are interdisciplinary programs individually designed to meet students' academic and personal goals that are not available or accessible through OU's traditional associate's degree or Bachelor's degree programs. All students who opt for the AIS/BSS must meet clear eligibility standards, e.g. 2.0 GPA, completion of overall university requirements, e.g. General Education and develop an individualized program of study meeting specifications outlined by the AIS and BSS programs. The unit has clearly accessible, articulated standards and procedures for advisors and students to follow in program development and rationale for these specialized programs. A Review Committee of advisors and faculty approves all programs.

Faculty Profile:

The unit does not have dedicated faculty to the AIS/BSS. The Director of the AIS and BSS program along with other University College advisors, regional campus personnel administrators, and Independent and Distance Learning Services staff assist students in entry and advisement in the application process. Faculty from Athens and regional campuses serve on the Review Committee providing oversight for approval.

Teaching/Advising:

The BSS Director or one of the seven professional advisors in University College teaches the optional BSS Senior Seminar Course (SPST 425). This course was developed on recommendation from the last program review in 1998-99 and has been offered every
quarter on the Athens campus since AY 2001-02. Approximately 20% of BBS students of the 1015 graduates over a 4-year period opted to take the capstone course. Students rated the course very positively primarily for the opportunity to reflect on personal accomplishments in the BSS.

Adequacy of Resources:

Facilities and support personnel for the AIS and BSS are provided through University College, regional campuses, and independent and distance learning units.

Undergraduate Program:

Program Goals and Curriculum
Both the AIS and BSS program goals are aligned with University College's mission and purpose to support students in the attainment of personal and professional competencies not attainable through traditional degree programs. There are clearly articulated general requirements that meet all university general education standards. Each program is designed to the student's interests. The BSS requirements are in place to assure that 2-3 concentrations across disciplines meet quality requirements outlined. This includes for example 80 hours in 300 or higher course work. Students must defend why their proposed programs are justified under the BSS through a written rationale that becomes part of the interview and application process. Proposed programs require approval by the Review Committee. They meet quarterly. Professional advisors and some faculty mentors monitor student progress throughout the program.

Additional options were made available in 2001 to students including the capstone course and/or internship opportunities and theses options with coordination of Honors Tutorial College.

Undergraduate Students
Over the 7-year period, average admits into the AIS was 12 with enrollment at an average of 11. Generally students in the AIS are female Caucasians with the majority enrolled through the Chillicothe campus. Enrollment for the most recent year under review is at its lowest with 5 students.
The average enrollment in the BSS over 7 years is 296 with the range of 208-396. The majority of BSS students enrolled on the Athens campus with an average entry GPA of 2.8. Zanesville campus accounts for the next highest enrollment with an average of 47 per year. Overall enrollment is gender balanced with international and other ethnicities (not Caucasian) ranging from a high of 20% in 1999 to a low of 4% in 2005. It appears that international enrollment fluctuations account for the variation in student racial/ethnic characteristics over the review period.

OIR retention rates for BSS students is slightly lower than that reported for all students in OU, e.g. BSS 74% with OU overall at 82%.

Graduates
Over the seven-year review period, graduates with the AIS ranged from 7 to 25 with a mean of 13 per year, the majority from the Chillicothe campus. Graduate follow-up data from OIR is not separated out specifically for the AIS.

The average number of graduates per year with the BSS is 224 with a range over the 7-year period from 177 in 1999 to 324 in 2004. During the most recent year under review, the number of graduates was 223. This was the first decline in number of graduates over the 7-year review and represented a significant decline over the previous year. BSS graduates’ average GPAs are similar to that of all OU graduates (2.9). Average time to graduate for BSS students (entry in 1992 cohort) is slightly longer for BSS than OU overall, 4.83 years as compared to 4.44 years, respectively. Some students interviewed mentioned some difficulty in accessing required courses in their programs and may partially explain the slightly longer time to graduation.

Since 2001, four students have earned departmental honors and some have accessed funds for research. A BSS student placed second in the 2005 OU Annual Research and Creativity Fair for Communications.

Data from OIR follow-up indicate that approximately 86% of BSS graduates are employed with 24% enrolling in graduate study.
Follow-up data on satisfaction with preparation for employment/advanced study suggest that approximately 70% of the survey respondents are extremely/very well satisfied with their preparation. The annual reported income of BSS graduates in 2002 was about 10% higher than that reported for all OU graduates. Students appreciate the individual attention and rate advising as excellent.

Summary

The AIS and BSS provide standard yet flexible degree options for OU students who may not otherwise have access or be satisfied or prepared for their individual educational goals or careers. Entry requirements and reviews guarantee that students: 1) can articulate the what, how and why of their degree programs; 2) assume ownership of their programs; and 3) graduate well satisfied with their individual choices. Individual attention to students and advising is highly commendable.

Commendations:

- Both of these degree programs serve a specific niche of non-traditional, unique degree seeking individuals in Athens, regional, and international locations.
- AIS and BSS entry standards are clearly articulated and monitored by the student’s advisor, resource faculty and approved by a Review Committee made up of UC advisors and Group I faculty.
- AIS and BSS staff and faculty are highly committed to meeting individuals’ needs throughout the degree program.
- BSS major areas of concentration are interdisciplinary (across at least 2 departments) and require a minimum of 80 hours at the 300 level or above.
- Undergraduate research opportunities are supported through funding.
- The BSS has a capstone and internship experience designed/approved and receives favorable feedback from those who have elected to complete them.
• Theses/honors tutorial options were made available in 2001 for BSS students.
• Current students interviewed were exceptionally articulate and passionate about their programs.
• Graduates are very satisfied with their choices and program advisement and are employed or go on to do graduate work.

Concerns/Recommendations:
• The capstone or internship experience is optional and not often elected. Require the capstone/internship experience as a traditional course, as independent and/or in distance format to serve as a summative assessment of individuals’ diverse program goals thus generating an opportunity for student reflection, greater marketability for graduates, and additional program/curricular assessment data. The unit may also wish to have an annual exhibition to highlight BSS student accomplishments and promote identity between potential alumni of this program.

• Program oversight and coordination between various staff, faculty, departments, campuses, and units appears challenging. Students report some course enrollment difficulty from units requiring majors only or pre-requisites. There is inaccurate and/or limited knowledge about the quality of students and their unique programs of study. Generate greater faculty program oversight and involvement to improve course/departmental access for students, understanding of the program, and recognition for the diversity of individual students’ interests and contributions.

Appendix
External Reviewer Report, Dr. Raymond Hedin
Comments by BSS/AIS Director, Kraig Curry
Comments by Dean, Dr. David Descutner
On Thursday, November 10th, 2005, I served as the external reviewer for the Ohio University Bachelor of Specialized Studies degree and the Associate of Individualized Studies degree. Prior to the meeting, I read the September 2005 self-studies of both programs. On the 10th, along with Professor Marta Roth, I met with the present director of both programs, Kraig Curry; past director Lora Munsell; Laura Chapman, member of the Self-Study group; Dean David Descutner; regional and campus Distance Learning Advisors; one alumnus; and several students currently enrolled in the programs. These are my comments and recommendations. (The structure of the day and the conversations held did not provide a basis for making separate recommendations for the BSS and the AIS degrees. Almost all of what follows pertains to both.)

Structure, Administration

The present structure of the BSS and AIS works well. The Director of the programs, Kraig Curry, has other administrative duties as well but by all accounts is able to give more than adequate attention to these programs and especially to the advising that comprises a major part of the job. The programs run smoothly and student input, as the committee was exposed to it and the data reveal, suggests substantial satisfaction with program standards, procedures, and outcomes. A high percentage of students who graduate with a BSS find full-time employment and a significant number go on to graduate and professional schools. Retention rates are higher than they are for the university as a whole.

The program would be strengthened, though, if the program had a director with faculty status or a faculty assistant dean with oversight responsibilities. A person in such a position would be better able to lobby for funding and staffing and to exert greater influence on administrators and other faculty – for instance, to persuade faculty to allow BSS and AIS students into classes now reserved for majors in specific departments; the difficulty of registering for such classes was a recurring complaint. (The ability to get into specific courses is particularly important if the program is to enhance its status as a focused, interdisciplinary program; see comments below.)

Procedures

Application procedures are thorough within staffing limits. The faculty review committee does a satisfactory job evaluating applications, and although a face-to-face admission interviews with the committee might produce stronger programs, such interviews would
be labor-intensive well beyond current resources. Furthermore, the written nature of the current process forces the student to articulate the rationale for his or her program fully and seems to work well. With revisions, almost all students who apply with adequate GPAs are eventually accepted.

Program Goals, Curriculum, Standards, Requirements

The Bachelor of Specialized Studies is a degree geared toward students who wish to shape their own degree program for a variety of reasons. The program has many of the characteristics of a general studies degree and functions as one for many students; there are no required courses for the BSS except those demanded by General Education and the program often serves as a venue for students whose primary aim is simply to complete their degree. (This is especially true on the regional campuses, where students often already have employment and need a degree to retain their jobs or advance in them.)

The BSS also has some of the characteristics of a focused, interdisciplinary program, however; students must put together courses from at least two departments, must not duplicate an already available major, and are invited to focus their programs further through the capstone course or a senior thesis (which very few students have chosen to produce so far). I recommend that greater emphasis be placed on the more focused qualities of the program in order to enhance its rigor, its intellectual value for the students, and its credibility within the university and beyond. This could be done in a number of ways:

- As part of the admission process, students should provide a stronger rationale or theory for their particular programs. How do the various interdisciplinary components of the program fit together? What are the intellectual, academic benefits of putting these courses and experiences together? In what ways does this program constitute a valid major?

- The requirement that students confer with at least two faculty members before applying works provides some initial feedback to the student as well as serving as a monitoring process. But it would be good to require an ongoing relationship between students and faculty in areas relevant to the student’s interest, perhaps by having one of them designated as official sponsor of the student; at present, students get good advice from advisors but not enough oversight from faculty in the content areas. Of course, asking faculty to spend more time with BSS and AIS students raises the issue of faculty incentives for investing time outside their own departments. Interdisciplinary work often falls in the cracks in terms of institutional credit. Here too a dean in charge of these programs could exert influence on and provide incentives for faculty - and ideally, could persuade tenure and promotion committees to give greater credit to faculty efforts in all aspects of the BSS and AIS programs.

- Standards and requirements for independent studies and internships within the program are at present amorphous, insufficiently monitored, and inconsistent
among campuses. There should be more initial structure, greater oversight, a stronger, more focused final product, and more coordination among campuses. Students undertaking independent studies or internships should provide a sharper, more detailed initial description of what will be studied or experienced, why it will be studied, what written work will be done and why, and what the desired outcomes of the study or internship are. A week-to-week or section-by-section outline or plan of activities, akin to a syllabus, could be required in advance, with the understanding that it could be modified. In independent studies, written work should be geared toward the desired outcome – e.g., a series of short papers if a survey of several aspects of a field is the goal; a longer paper if the goal is a synthesis or overall analysis. And a final, written assessment by the student and by the person sponsoring the study or internship should be required and should be part of the basis for the grade of pass.

- There should be more emphasis on a culminating experience for BSS students, a final project that pulls together the program and makes its focus and outcome clear to the student and to evaluators. This could be done in a number of ways, with at least one of them being required.

- Students could be required to take the BSS Capstone Seminar. Evaluations of the course from the students who have opted to take it have been very positive; extending this experience to all students would be ideal. (Administrators have expressed their willingness to provide sufficient staffing, which would be crucial.) The seminar already requires of students a final self-assessment, a reflective portfolio, and a statement making connections between their course work and their practical experiences. I recommend that the connective statement be emphasized more, that it require the students to make a coherent case for the major as they have experienced it and as they now explain it to themselves and to potential graduate schools, professional schools, and employers.

Making the capstone seminar mandatory would be more difficult for regional students, especially for incarcerated students. But since admission standards and procedures are uniform throughout the system, it should also be a primary aim to make the goals and outcomes as close to uniform as possible so that the degree of the same name represents the same thing on all campuses.

- More students could be encouraged to take a Tier Three Seminar in a disciplinary area central to their major. To facilitate this, administrators would have to inform faculty more thoroughly than at present about the nature of the BSS and the need to allow more BSS students in such courses.

- If the capstone seminar is not made mandatory, and students do not take a Tier Three Seminar, all students could nonetheless be required to produce a portfolio of work that reveals the focus and coherence of their courses and experiences. This should be accompanied by a substantial analytic statement, the goal of which would be to produce, for the students themselves, for review, and
for potential employers, a coherent description and analysis of the major the student has actually constructed and lived through. The portfolio could be reviewed by the committee that admitted the student (if staffing issues are addressed).

- If the portfolio is not required, students could nonetheless be required to write the substantial, reflective paper described above.

My strongest recommendation, though, is to make mandatory the capstone seminar as outlined above and to provide the resources to make that possible.

Student life

The students interviewed expressed strong, overall satisfaction with the programs and their requirements, with the competence and accessibility of the administration, and with the quality of the advising within the programs. Available data from student interviews in the last several years confirm these assessments. Nonetheless, a few areas of concern emerged:

- Students need help getting into courses otherwise reserved for majors in specific disciplines. They have no leverage of their own. (See above). This is an important soft spot.

- BSS and AIS students would benefit from a stronger sense of connection with one another. Those students who opt at present to take the capstone seminar do experience a heightened sense of BSS community, but because there are no common, core courses for them in a defined major, they do not otherwise establish a sense of identity and connection within the program. A BSS/AIS student organization to sponsor common activities — lunches among themselves, lunches with faculty, student and faculty presentations, e.g. — would be a first step toward greater community.

Enrollment and Student Achievement

Two possible areas of concern: Enrollment in the BSS was down in 2004-05 (from 178 in 2003 to 113), and down in the AIS as well; and BSS students tend to graduate with a slightly lower-than average GPA than other Ohio University students. The former may be a one-year aberration, but enrollments should be watched as a possible indicator of trends that need to be assessed.

The lower GPAs are explicable on the grounds that students gravitate to the BSS in part as an alternative to programs that are increasingly selective elsewhere on campus and
throughout the system. But BSS students, by their own account, also receive better advising on the whole than other students, and have more attention given to their programs by faculty; these advantages should partially compensate for other factors. The discrepancy in GPAs is not a major concern, however; the program serves its clientele well.

Raymond Hedin
Professor of American Literature and American Studies
Director, Individualized Major Program
Indiana University
Ballantine Hall 129
Bloomington IN 47405
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812-855-9588
February 7, 2006

Professor Marta Roth
University Curriculum Council
Ohio University
Pilcher House
Athens, OH 45701

Dear Professor Roth:

I want to express my gratitude to you and Dr. Hedin for the time, professionalism, and care that you put into the BSS and AIS review process. Collectively, you made the review process a painless experience. It was obvious that you entered the task with an open mind and a willingness to learn about the BSS and AIS programs. Although the BSS program has been available at Ohio University for 36 years, the campus community as a whole has a limited understanding of its value.

It was rewarding to read the commendations offered by both you and Dr. Hedin. It is obvious that you were able to understand the value of the BSS and AIS programs. The University College staff dedicates great effort to ensure that BSS and AIS students create quality degree programs. We know that whatever route BSS and AIS students took to get to their programs, they express their appreciation of finding the degree and the opportunity to create a specialized program that fits their personal, educational, and professional needs.

The weaknesses brought to light in the BSS/AIS review were of no surprise to me. These are areas that we have been aware of and plan to address. We want our BSS students to have a common experience. Development of a capstone course and improvement of the internship program will further this goal. The other issues that you mention are equally important in further strengthening an already excellent program.

Sincerely,

Kraig M. Curry
February 3, 2006

Professor Marta Roth
University Curriculum Council
Ohio University
Pilcher House
Athens, OH 45701

Dear Professor Roth:

I have read your report on the Bachelor of Specialized Studies (BSS) degree program and the Associate of Individualized Studies (AIS) degree program, as well as the report filed on those two degree programs by Professor Ray Hedin of Indiana University. I am grateful to you and to Professor Hedin for the care that you both took in reviewing our programs and in writing your reports. I am also grateful to Kraig Curry, the Director of both degree programs, for his leadership of those programs and for writing an excellent self-study. Finally, I am grateful to all of my colleagues and all of the students who participated in the interviews and meetings that accompanied Professor Hedin’s visit.

I was pleased to see the commendations that you and Professor Hedin extended to those programs. I understand the reasons underlying the problems with those programs that you and Professor Hedin identified, and I am confident that my colleagues in University College, with the support of colleagues in the other academic colleges, can collectively solve those problems. Allow me now to share my comments on the review documents.

It was affirming, if not surprising, to read of the commitment that BSS and AIS staff and faculty display toward those programs and their students, and it was especially affirming to find that BSS and AIS students rate the advising and attention they receive as excellent and that graduates of those programs claim to be “extremely/very well satisfied with their preparation” for the world beyond the university. Professor Hedin, in fact, notes that, on the part of BSS and AIS students, there is “substantial satisfaction with program standards, procedures, and outcomes.” Similarly, in your review you observe that the BSS and AIS students whom you interviewed “were exceptionally articulate and passionate about their programs.”
Both degree programs, as you and Professor Hedin note, serve a niche for distinct student populations, and both are consistent with University College’s mission to help students attain “personal and professional competencies” not available through other degree programs. You concur with Professor Hedin that application procedures are “thorough” and that students are required to develop sound rationales for their individual programs of study. In response to the last UCC review, the BSS added an honors track and optional capstone and internship opportunities, all of which have strengthened the program. Unfortunately, fewer students than expected have chosen the honors track or availed themselves of the capstone or internship opportunities.

One concern that Professor Hedin raised and that you indirectly refer to has to do with the interdisciplinary nature of the two degree programs. BSS and AIS students are not majors in any department or school from which they take courses, which means that they occasionally have difficulty registering for high-demand courses that are part of their approved programs of study. Professor Hedin also reports that BSS and AIS students sometimes have difficulty in getting faculty to spend time with them. These difficulties, as Professor Hedin points out, are typical of the sort that students enrolled in interdisciplinary programs face regularly at other universities. I would like to mention as well that, based on conversations with many students over the last three years, students enrolled in more traditional degree programs on the Athens campus also have had problems registering for courses required in their majors. My view is that this difficulty, which is not unique to BSS and AIS students, stems in part from having too few faculty, and particularly Group I faculty, to handle the ever increasing undergraduate enrollment.

One way to address these difficulties would be to re-create the Assistant Dean position eliminated in the budget cuts of 2003-04. That position was designed for a Group I, tenured professor who would work half-time in University College and half-time in her or his department or school. Making this move would, as you suggest, “generate more faculty involvement” and put in place a faculty advocate for BSS and AIS students. We are writing the required strategic plan for University College, and our plan is to include a recommendation that this position be re-established.

The recommendation that you and Professor Hedin jointly advance is to require a capstone experience for all BSS students. Professor Hedin introduced, as an option for satisfying the capstone requirement, the idea of requiring students “to produce a portfolio of work that reveals the focus and coherence of their courses and experiences.” I support the recommendation that a capstone requirement be established for all BSS students, with the proviso that students could meet this requirement by either completing a capstone course or by completing a portfolio as Professor Hedin outlines. The portfolio option affords more flexibility to the regional campus students and is consistent with the recommendation in Vision Ohio that portfolios be adopted more widely as a way to assess student learning and to make students more responsible for documenting what they have learned in the classroom and beyond the classroom. Given the number of capstone courses now approved as Tier III equivalents, with that number likely to increase, I think
it is reasonable to believe that BSS students will be able to gain admission to a capstone course in one of their disciplinary areas of concentration.

Professor Hedin also recommends that the standards and requirements for the internship and for independent studies should be strengthened and made more consistent. I agree with this recommendation and will work with my colleagues on the Athens campus and on the regional campuses to ensure its implementation.

In closing, I want to thank you again for discharging this important task so effectively. We are proud of the BSS and the AIS degree programs and happy to find that they warrant the commendations that you and Professor Hedin offer. We will dedicate ourselves to addressing the problems that have been identified, and by this time next year will be pleased to update UCC on our progress on that effort.

Cordially,

David Descutner, Ph.D.
Dean, University College
Associate Provost for Undergraduate Studies
ACADEMIC PROGRAM REVIEW

Name of Program: Industrial Technology Program

Program Type (check all that apply):

- undergraduate certificate
- graduate certificate
- associate degree
- bachelor’s degree
- master’s degree
- doctoral degree

Date last review was accepted by Board of Trustees: 1998 (date)
Report prepared by: Susan Sarnoff
External Reviewer: Dr. John Sinn
Draft completed and sent to chair and dean: *

Unit Reviewer: Susan Sarnoff (signature) 2/20/06 (date)

Seen by and returned:

Program chair: (signature) (date)
Dean of college: (signature) 2/12/06 (date)

Return draft and all comments to Review Committee
University Curriculum Council
Pilcher House 202

Approved by UCC chair: (signature) 1/14/06 (date)

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

Clearly, the IT Program has many strengths. Among the most prominent are:

* full accreditation by the National Association of Industrial Technology (NAIT);
* a committed faculty with a strong work ethics, from the Department Chair through the newest, untenured faculty member;
* exemplary advising practices;
* excellent job placement strategies, ranging from working with Career Services to networking with alumni and an active Advisory Board;
* a strong core curriculum with two specialization options, which are frequently updated to conform to NAIT requirements and in consultation with the Advisory Board;
* a retention function for students throughout the university, but particularly in the College of Engineering, who want a more "hands on" connection to the field of engineering.

Concerns/Recommendations

Major concerns about the program focus on adequacy of resources and anticipated changes due to the imminent retirement of the Department Chair. More specifically:

* it will be difficult for the faculty to increase its research given the long hours that they spend overseeing labs. This might be addressed by hiring more work-study students, or graduate-level or Group II lab instructors, or by hiring more Group I faculty members to share the workload;
* more funds are needed to maintain and upgrade equipment. It is unfortunate that external funders are often willing to supply costly equipment for a single study, but there is little internal (and virtually no external) funding to maintain and upgrade that equipment, or perhaps to sell or trade equipment of limited use for alternate equipment that would be of great use to the program and the college;
* The IT Program admittedly has few women in its program, as it is understood that women tend to converge in certain fields and not others. There is discussion of adding IT Marketing as a third curriculum option, which would expand the curriculum generally, but would also be likely to attract more females, as most of the few females who have graduated from the program have entered careers in technology sales. Therefore, such an augmentation of the program curriculum would have multiple advantages;
* The impending retirement of the Department Chair will be a challenge for the department, because Dr. James Fales is not only a leader in the field, but a tireless administrator who devotes extensive time to students as well as faculty concerns. The Dean has promised a national search for Dr. Fales' replacement, which is very appropriate to this critical role. It is hoped that this search will identify a leader who can build on Dr. Fale's strong work in building a successful and collegial department, and who will be able to address the program's few weaknesses, particularly in regard to resource needs and research output or reasonable alternatives, and lead the IT Program into the future.
Programmatic Overview

The Industrial Technology (IT) Department is a component of the Russ College of Engineering. The program leads to a bachelor's degree in Industrial Technology. It should be noted that the program clearly plays an important role in college and university retention, as a program that many students transfer into when they recognize that other engineering subdisciplines require extensive advanced education—or when they recognize that IT provides considerably more "hands-on" training than do many alternate disciplines.

The program is individually accredited by the National Association of Industrial Technology (NAIT). Having completed a successful reaccreditation in 2001, the program offered as its review document selected sections of its much more extensive NAIT Self-Study, supplemented with additional documentation, much of it updated statistical information collected by Institutional Research.

It should be noted that, as the university reviews its current procedures, the internal review of externally accredited programs might be eliminated, or at least streamlined considerably, with no loss of program quality, as accrediting bodies tend to require much more detailed and discipline-specific reviews than the university can effect, rendering the internal review process redundant.

Faculty Profile

The IT Department consists of tenured and untenured Group I faculty members. The faculty bear heavy workloads, both teaching courses and overseeing labs. The "hands-on" focus of the lab work is clearly a priority for IT, and no faculty member favored finding alternate means of managing labs to free more time for research or other activities. Tenured faculty members appear to be quite comfortable with this arrangement, but the university's increased demands for research from all new hires, including those without graduate assignments or graduate assistance, may stretch the resources of these newer faculty members, and workload adjustments may be necessary to enable untenured faculty to earn tenure.

Programmatic Practices

The IT Program offers exemplary advising and job search assistance. New students, whether they are freshmen or transfer students, meet with the Department Chair shortly before or after they begin the program, to outline a program of study that best meets their interests. The Chair also meets with students just prior to graduation, to ensure that they have met all requirements and to conduct an exit interview. This information adds to the feedback loop that is also facilitated by the Advisory Board, which guarantees that the program is consistently evaluated and that information gained in those evaluations is used for continual program improvement and update.

Quarterly Advising Bulletins alert students to the courses offered during the following quarter, information on course changes and substitutions, and other information of interest to majors. Very appropriately, a schematic drawing reflects the sequence students should follow when registering for courses. Russ College employs an Associate Dean for Career and Outreach Programs, who enables many students to gain paid experience in cooperative education sites during their educations. Due to the hands-on nature of IT, such internship-like employment is particularly well-suited to its students, and if resources were available to effect it, mandating at least one such experience would enhance an already-outstanding program. In fact, one student interviewed during the site visit wished that a coop experience were mandatory, because he believed that his parents would be more willing to fund a fifth year of education if that were the case.
It is notable that, because some employers do not understand the unique skills of IT graduates, the program offers a course to enable students to explain their skills to employers verbally and in writing. The program works closely with both Career Services and its own alumni, to prepare students for job searches, connect them to alumni who are hiring or whose employers are hiring. Voluminous binders filled with correspondence and business cards from alumni document the success of these efforts. These demonstrate that employers who have hired IT graduates are so satisfied with them that they continue to hire others. It is also interesting to note that, although alumni obtain employment across the country and around the world, there are many local employers who offer the opportunity for graduates to use their education without leaving the area.

Curriculum

The program reflects a strong core of IT courses, relevant Business courses, and a choice of IT courses that focus on either Materials and Processes or Information Technology. There is discussion of adding a third option, IT Marketing, which would expand the curriculum and attract more women to a program that has very few female students.

Research

Faculty members are involved with research on automated identification systems and radio frequencies, in addition the more traditional manufacturing processes. Although they have difficulty attracting the sizable grants that their engineering colleagues in graduate programs do, they benefit from considerable technology available in the College. However, there is very limited funding available, internally or externally, to maintain existing equipment, as opposed to purchasing new equipment, which is short-sighted and particularly problematic for IT, which relies heavily on such existing equipment. Further, the IT faculty devote many hours to lab oversight to support the "hands on" nature of the field, which reduces the hours that they have available for research.

Students

The IM Program offers each of its courses twice annually. This enables its majors to complete their degrees in a timely manner. A substantial number of IM students transfer from community colleges, regional OU campuses, and other majors in and out of the College of Engineering, however, and these students are more likely to take longer to complete their degrees, although rectifying this problem is beyond the scope of the IM Department or Russ College. Students laud the "hands-on" focus of the discipline, as well as the job opportunities available to them with the degree. Most graduates locate employment upon receipt of the bachelor's degree, but a substantial proportion continue their educations later, primarily earning MBAs, which faculty and alumni agree is the most appropriate graduate degree to supplement the undergraduate IT major. The Advisory Board and its network of other alumni also facilitate the job search for graduates. The program, similar to Engineering in general, attracts few women, although the proposed IT Marketing Program is more likely to attract female students than the existing Materials and Processes or Information Technology options.

Continuous Renewal

The program makes excellent use of an active Advisory Board, that regularly interviews faculty and students, and provides feedback to the program on changes in the profession. This feedback, as well as the Chair's exit interviews with graduating seniors, is used to regularly update the curriculum and focus research efforts.

Adequacy of Resources
As noted, the faculty workload is heavy, particularly in regard to lab oversight. The need for funds to maintain and upgrade labs and equipment is similarly acute.

**Commendations**

Clearly, the IT Program has many strengths. Among the most prominent are:

* full accreditation by the National Association of Industrial Technology (NAIT);
* a committed faculty with a strong work ethics, from the Department Chair through the newest, untenured faculty member;
* exemplary advising practices;
* excellent job placement strategies, ranging from working with Career Services to networking with alumni and an active Advisory Board;
* a strong core curriculum with two specialization options, which are frequently updated to conform to NAIT requirements and in consultation with the Advisory Board;
* a retention function for students throughout the university, but particularly in the College of Engineering, who want a more “hands on” connection to the field of engineering.

**Concerns/Recommendations**

Major concerns about the program focus on adequacy of resources and anticipated changes due to the imminent retirement of the Department Chair. More specifically:

* it will be difficult for the faculty to increase its research given the long hours that they spend overseeing labs. This might be addressed by hiring more work-study students, or graduate-level or Group II lab instructors, or by hiring more Group I faculty members to share the workload;
* more funds are needed to maintain and upgrade equipment. It is unfortunate that external funders are often willing to supply costly equipment for a single study, but there is little internal (and virtually no external) funding to maintain and upgrade that equipment, or perhaps to sell or trade equipment of limited use for alternate equipment that would be of great use to the program and the college;
* The IT Program admittedly has few women in its program, as it is understood that women tend to converge in certain fields and not others. There is discussion of adding IT Marketing as a third curriculum option, which would expand the curriculum generally, but would also be likely to attract more females, as most of the few females who have graduated from the program have entered careers in technology sales. Therefore, such an augmentation of the program curriculum would have multiple advantages;
* The impending retirement of the Department Chair will be a challenge for the department, because Dr. James Fales is not only a leader in the field, but a tireless administrator who devotes extensive time to students as well as faculty concerns. The Dean has promised a national search for Dr. Fales’ replacement, which is very appropriate to this critical role. It is hoped that this search will identify a leader who can build on Dr. Fale’s strong work in building a successful and collegial department, and who will be able to address the program’s few weaknesses, particularly in regard to resource needs and research output or reasonable alternatives, and lead the IT Program into the future.
University Curriculum Committee  
Outside Reviewer  

Department of Industrial Technology (DIT)  
Seven Year Review  
For the period 1998-2005  

November 2005

Review Process

The review of the Department of Industrial Technology at Ohio University (OU) was based on information provided through the Provost's Office, primarily consisting of documentation previously assembled for an accreditation visit by the National Association of Industrial Technology (NAIT). Other written information reviewed consisted of recruitment literature and that found at the departmental web site. Significantly, data related to student success, retention, recruitment and other was provided by Dr. James Fales, Chair, DIT. An on-site visit was conducted on November 8, 2005 by the reviewer. Various persons were interviewed and/or observed, including all faculty, several students, selected alumni, and staff in collegial offices, among others. Note that most NAIT accreditation information, and/or other internal data and documentation, was not restated as part of this report, but rather was referenced and/or referred to as appropriate since this was known to be readily available to all involved.

Program Description, Mission, and Goals

Description. The DIT at OU is housed in the Russ College of Engineering and Technology. The DIT has a long, successful and rich history of producing BS degree level graduates, particularly serving the region surrounding OU, but in other parts of the state and beyond as well. Approximately 180 students major in DIT with an annual graduation rate of 50 students on average over time. The program is typical of NAIT accredited programs in technology in that it is heavily oriented to non-traditional and transfer students. The DIT at OU is also typical of NAIT programs since many transfers are from within the institution, as well as from two year technical institutions within the service region. Overall, the DIT is viewed as being a solid traditional NAIT accredited program.

Mission. The mission of the DIT is to provide current and relevant preparatory education for students seeking employment in technical/managerial positions in manufacturing. This mission is met at the BS degree level only through an undergraduate curriculum fully accredited by NAIT.

Goals. The goals of the DIT are perhaps best articulated through four areas, further detailed in the NAIT accreditation self study, and well articulated in the literature of the DIT, revolving around: 1) instruction; 2) subject matter; 3) reputation; and, 4) technology transfer. This was supplemented by a list of learning outcomes which are inherent in all
else that is done departmentally. The goals and learning outcomes were addressed in various ways, primarily verbally, by faculty and others, as part of the review, and this will be further discussed in other sections of the report where appropriate.

Students

During the on-site visit, the reviewer focused rather substantially on student issues. This was true largely since the emphasis of the DIT is clearly on students. Pertinent student data, aside from numbers of majors and annual graduates, is well documented in the NAIT self study, and is not repeated here. However, what was alluded to but not detailed fully in the NAIT self study is the extensive data base of information developed and maintained by the department which reflects a fairly impressive understanding of the student (customer). This reviewer was impressed by the amount and quality of student data which is being collected, collated and analyzed to better understand and address the students in terms of intake, ongoing and output functions. This information, apparently gathered and maintained heavily by the Chair of the DIT, is clearly at the base of being able to successfully attract, recruit, retain and graduate students, as the DIT is doing at the present time.

The reviewer was particularly impressed by the overall quality of students interviewed. Significantly the reviewer took time to dialogue with several students both in structured (planned) and in non-structured (unplanned) ways, locating students in labs and elsewhere who were interviewed in casual and informal, yet highly meaningful, ways. Students in all cases represented themselves in professionally appropriate ways, articulating and presenting information in ways which spoke extremely well of the faculty, and the overall DIT and collegial environment at OU. It was also very clear that students had a solid professional identity and bearing, although they were moderately concerned with the extent to which others understand them beyond the college and university, and particularly within many of the organizations they aspire to be employed by in the future. This was also echoed by the alumni representation interviewed, and is known to be a national issue by the reviewer.

Comments/concerns/observations.

1. It appeared that much of the student data and information being collected was reliant upon the department chair to address and manage. Particularly with the advent of Dr. Fales' retirement and a new chair being named, it may be somewhat difficult to continue this practice.

2. While overall, it appears that student advising is reasonably well handled, it was also clear in talking to students and others that if students could be recruited earlier into the program and placed in the correct courses early on, it could likely reduce the length of time required to graduate.

3. Many student comments revolved around a need for more and better actual experiences in industry related to their professional practice technologically.

4. Additional "hands on" experiences with relevant technologies were cited frequently as a need or concern by students. It also was noted that students were

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deeply appreciative of the labs and experiences currently being provided—and this comment was identified as being typical for all programs within the reviewer’s experience.

5. It was observed that there was a low representation of females and ethnic minorities in the mix of students. The reviewer is aware of this being a typical issue in NAIT accredited programs, and in particular in the region where the program being reviewed is located.

Curriculum and Instruction

Students were especially appreciative of the quality of instruction provided by faculty. Faculty also spoke extensively about this area of activity. It was very clear that the mission of the department, particularly as measured in undergraduate teaching quality was well regarded by students, both current and past, based on those interviewed in the review. The reviewer is also aware, based on personal observations and professional activities beyond the review, that faculty in industrial technology in general are highly focused on teaching. This is also substantiated by the reality that faculty teaching loads are heavy in the DIT at OU, relative to other departments in the college, on average perhaps 40-50% greater than most based on information provided the reviewer.

It became clear during the review process that there have been difficulties in where to place the curricular emphasis over the years, and that much change has occurred, generally to the positive. To the credit of the faculty, and under the leadership of Chair Fales, there is a unified mission focused almost exclusively on manufacturing, with little if any noticeable dissension. An exception, in a positive vein, was the recently introduced track identified with information technology. This appears to be associated with the Center for Automatic Identification (CAI), as a possible continued positive outgrowth for the future. Also, there have been the obvious changes in computer related courses and instructional strategies, all noted as a plus for the faculty by this reviewer. However, it also was clear that there are no 100% web-based offerings through the DIT at the current time.

As syllabi were reviewed, it was noted that there appears to remain a need to continue to connect the general programmatic learning outcomes, accepted and adhered to by faculty, within the individual course syllabi. That is, it would seem to be appropriate, given the reality that all are abiding by the general program-based learning outcomes, that where these are being addressed in specific courses, and significantly, how they are addressed and assessed to assure compliance for programmatic success in general, be increasingly systematically built in to the instructional teaching and learning process. Although it is assumed to be present, evidence was not presented or reviewed to assure that advisory committee personnel are engaged in actual review and update of learning outcomes, and how to validate the same, as well as how to assure a course-specific assessment process.

Additional curricular issues were identified in three separate areas. First several students and others indicated that one or more required co-op’s, rather than optional, should be built into the curriculum. This was particularly observed to be valid by the reviewer,
given the overall strong infrastructure already in place through the co-op staff and office, and the reality that many students already are doing at least one co-op voluntarily.

Second, it was identified that additional curricular efforts, and overt experiences, should be built around applied research experiences, perhaps as one or more course(s) or other experiences. It was also suggested in some conversations that perhaps co-op and applied research could be married as a project with a company for funded work involving faculty. Regardless of how this is done, it should be a systematic effort, articulated in ways which can be identified as a possible new outcome, or multiple interdisciplinary collaborative outcomes.

A third, and distinctly different area which was identified was the lack of a graduate program for faculty engagement, and as a next logical, possible step for undergraduate students showing promise. This was addressed with faculty and others, and it was clear that faculty are cautious, particularly given the already heavy teaching loads. But it was also established that teaching loads overall must be addressed, and as part of this, entering into a new venture at the graduate level should be considered.

A fourth general area identified for consideration as a plus is that the curriculum is now meeting one and evolving a second niche. The manufacturing-based curriculum is essentially strong, and with the information technology track emerging, will continue to serve future students well for a number of years. However, concerns were raised with the likelihood that changes in manufacturing and technology in general may lead to problems in the future where fewer and fewer manufacturing organizations may be present as a part of the past and existing base to become future student employers. Pursuing additional niches may also necessitate and/or drive the use of minors since it was the reviewer’s understanding that no minors currently exist in the DIT.

Faculty

Composition. The faculty represent a blend of resources which are fairly well tailored to specific assignments, and which have enabled the department to remain strong and productive in the “technical generalist” arena which many spoke of, including students, in very positive ways. But this may also prove problematic if/when needs arise due to retirements, faculty departures and/or health issues, and this should be considered along side any personnel changes which are proposed in the future. That is, it was observed that many course teaching assignments appear to be given solely to one faculty member, rather than sharing cross functionally among and between others in the DIT.

Productivity. The faculty of the DIT appear to be comparable to most that the reviewer is familiar with in similar programs across the country. But, compared to other departments in the collegial unit it was suggested that the DIT faculty may be somewhat lighter in the scholarly productivity arena. When observing the overall effort placed in undergraduate teaching it is clear that at least some of the explanation may be found in the actual allocation of teaching versus scholarly effort. Furthermore, it was observed that additional graduate students used to conduct and support lab-based instruction and
activities could be a valuable resource to help free up faculty to do other work—and provides further incentive to pursue the masters degree within the DIT.

Faculty should be encouraged to increase scholarly output and pursue added external grants in applied research as a way to increase the funding base and to further strengthen the DIT. However, this shift can/should only be pursued if/when other shifts in lowering the teaching loads can be brought about. Publications appear to be spotty among faculty with “hot spots” here and there, but without strong and clear standards or patterns thought to be reflective of the traditions in most engineering disciplines such as those the DIT is housed with (while this was not analyzed in detail as part of the review, it has been in the reviewer’s experience as stated).

Collaboration. Previous observations about co-op linkages to applied research, and necessary increases in scholarly output can be married up with others in the collegial infrastructure and beyond to enrich the overall team of persons focused on real projects for external funding. This also could apply to the earlier comments and observations about need for a DIT masters degree which could serve to attract graduate assistants who would be part of the enriched team to collaborate with faculty and others, both undergraduate and graduate.

Comments/concerns/observations.

Scholarly output potentials by this faculty is thought to be somewhat greater than is currently observed, assuming appropriate long term changes can be implemented along the lines observed in this report. Particularly among younger tenure track faculty, incentives need to be adjusted, and teaching loads reduced to enhance the collaborations and other opportunities for potential output increases. This can further enhance the reputation of an already strong DIT, nationally and internationally, and serve to help attract undergraduate and graduate students, new faculty and so on.

Innovative collaborations should also be pursued with two year technical colleges and high schools to link academically around support for these programs as a technology transfer mechanism and vehicle. Possible arrangements, while perhaps oriented primarily toward academic enhancements for the two year institutions and high schools, could actually result in scholarly outputs to showcase long-term recruitment and retention systems unique to the region, as well as creative funding streams from federal and perhaps even state sources. Moreover, connections to the industrial and economic base of the region could be strengthened, long term, by showing academic plans and systems to develop local regional talents among students and others from and for the region.

Other innovative venues for collaborative opportunities on campus should be encouraged with units that could be new and emerging niches for curricular development referred to earlier. Interdisciplinary collaborations through the CAI and other units on campus could result in niches which could be highly marketable outside the traditional manufacturing-related areas. This could also build the base for applied research opportunities across campus in such areas as airport security, food safety and so on.
Facilities and Support

Facilities. Physical facilities for the DIT are generally adequate in terms of space and equipment. Additional relevant equipment must be continuously pursued as a base of operations for traditional manufacturing-related core functions well into the short term future. Even as the DIT expands into niches of non-manufacturing curriculum and applied research over the next 5-10 years, it is critical that continuous and significant efforts be pursued to sustain and expand traditional equipment in high-end applications.

It was identified in conversations with faculty that difficulties in working cross-collegially with other departments to acquire and maintain equipment has been somewhat difficult in the past. Collaborations have not been as seamless as they could be if equipment and support could be facilitated in a perhaps less competitive manner.

Support. It must also be underscored that without exception, and to the credit of the collegial administration, the DIT is relatively comfortable in the Russ College of Engineering and Technology. Furthermore, even though the faculty would not necessarily agree with the reviewer’s observation, all things considered relative to national standards, etc., the budget and general support are reasonable for a traditional DIT. While there is always room for improvement, the reviewer is aware of circumstances where the budget is less and even more is expected to be done, relative to the DIT at OU.

Comments/concerns/observations

The reviewer suggests all faculty in DIT should consider designing a research plan, with equipment and support projections current and future, as part of annual performance self assessment. Particularly for younger faculty on a tenure track, if they could be identifying and discussing needs and related issues, it may be that opportunities for collaboration, internal/external funding, and so on, could better be articulated and managed.

Summary and Recommendations

The DIT at OU is a solid, steady academic unit which has a long history of accomplishing its stated mission. As was indicated during the review, it is believed that the DIT is among the finest undergraduate industrial technology programs in the country. This reviewer tends to agree with this assessment.

Even so, there may be opportunities which can assist the DIT in achieving yet new heights of excellence. Summarizing, several key recommendations identified in the review are encouraged to be considered over the long term (no priority intended):

1. A masters degree should be pursued which is consistent with the mission of the unit and its engineering collegial base.
2. A minimum of one required co-op should be built into the curriculum for all IT majors.
3. Additional emphasis should be placed on applied research in the undergraduate curriculum, perhaps as a capstone experience.

4. Serious consideration should be given to reduce the teaching load toward that which is currently adhered to in other departments in the college.

5. Efforts should be made to “cross function” faculty wherever possible to enable increased flexibility and sharing of loads and to reduce the “only one person can do a certain course” approach into the future.

6. Scholarly output by faculty should be pursued and enhanced to be increasingly consistent with other units in the college.

7. Learning outcomes should be increasingly relied on as foundational indicators of what is being expected and accomplished in courses, and as a key validation and assessment mechanism to be continuously enhanced with an advisory committee and others.

8. Consideration should be given to use web-based teaching and learning systems, as well as other innovative approaches to enhance instruction wherever possible.

9. Centralized intake advising and recruitment systems should be considered at the collegial level to assure that early and consistent startup advising is completed for all new students in the Russ College of Engineering and Technology.

10. Increasing efforts should be pursued to increase the amount of externally funded research over the long term, congruent with undergraduate applied research and masters level pursuits toward building a stronger and more diverse base of funding—and to strengthen the base of relevant technologies for students to experience.

11. Efforts should be pursued to continue systematizing data gathering about students, and to reduce the reliance upon the chair of DIT and place this responsibility with clerical persons in the department or ideally in a collegial recruitment and advising office.

12. Creation of niche programs through collaborations on and off campus, as new tracks or perhaps minors, should be considered as possible ways to attract and recruit females and perhaps other minorities (as one example, perhaps a technical sales minor in conjunction with the marketing department).

13. Careful consideration must continuously be given to an intentional shift into non-manufacturing type industrial and service sectors in recognition that manufacturing is likely diminishing, and that to remain strong and/or grow the DIT will need to be “plowing new ground” for the future.

14. Policies and procedures should be developed/strengthened at the collegial level to enhance opportunities and reduce challenges for faculty/student teams to be developed and collaborative projects to be built where interdisciplinarity is encouraged and rewarded, including sharing of equipment, costs and budgets, faculty lines, course and lab responsibilities, and so on.
From: "Martin T. Tuck" <tuck@oak.cats.ohiou.edu> on 12/12/2005 10:47 AM -0500

From: "Martin T. Tuck" <tuck@oak.cats.ohiou.edu> on Dennis Irwin <irwin@bobcat.ent.ohiou.edu> irwin@bobcat.ent.ohiou.edu

Subject: Re: 7 Year Review Draft of IT Program

Thanks Dennis, I'll make sure to include your response with the report when it is submitted to UCC.

Marty

Dennis Irwin wrote:

> Marty,
> 
> My response concerns only two items:
>
> 1. The faculty, indeed, have little time to pursue research or scholarly activity due to heavy teaching loads; however, much of their load is due to a curriculum heavily laden by major-only courses. This is a situation over which they have significant control. In addition, the tightly coupled nature of the curriculum means that many courses can be effectively taught by only one faculty member, possibly leading to course availability problems in the case of sick leave, sabbaticals, or resignations.
>
> 2. Resources are a problem; however, the Department of Industrial Technology has been almost completely protected (by the Dean's office taking the cuts) from budget cuts of recent years.

Dennis

At 04:32 PM 12/9/2005, sarnoff@ohiou.edu wrote:

>> Dear Dean Irwin and Dr. Fales—and Ms. Tuck:
>
>> I apologize for my error—my earlier message included my review of your program, but the external review of the program that I reviewed last year. I have once again attached my review, but this time, have attached Dr. Sinn's review of the IT Program. Please let me know if you have any problems with the document, and please, upon reviewing both documents, submit your responses to Dr. Tuck, and cc me so that I know that they have been sent. (I do not have to see the responses, I have just been asked to follow up to be sure that the circle is completed, as too many past reviews have "fallen off the radar" in the past.)
>
>> Yours,
>
>> Susan
>
>> Dr. Susan Sarnoff, DSW
>> Associate Professor and Graduate Chair
>> Ohio University
>> Department of Social Work
>> Morton Hall 567/office address
>> Morton Hall 416/mailing address
>> Athens, OH 45701
>> 740.593.1301/telephone
>> 740.593.0427/fax
>> <sarnoff@ohio.edu>
"Education is not the filling of a pail, but the lighting of a fire."
-- William Butler Yeats
ACADEMIC PROGRAM REVIEW

Name of Program: Travel and Tourism

Program Type (check all that apply):

- undergraduate certificate
- graduate certificate
- associate degree
- bachelor's degree
- master's degree
- doctoral degree

Date last review was accepted by Board of Trustees: NA (date)

Report prepared by: Ann Fidler, Dean, Honors Tutorial College

External Reviewer: Maria McConnell, Lorain County Community College

Draft completed and sent to chair and dean:

Review Committee Chair: [Signature] 9-9-05 (date)

Seen by and returned:

Program chair: [Signature] 9/13/05 (date)

Dean of college: [Signature] 9/13/05 (date)

Return draft and all comments to Review Committee
University Curriculum Council
Pilcher House 202

Approved by UCC chair: [Signature] 14 Feb 2006 (date)

* the word "DRAFT" must appear on each page of the review until it has been formally approved by the University Curriculum Council.
Executive Summary

The Travel and Tourism Program provides students in the area served by the Southern Campus the opportunity to earn Associate in Applied Science degrees. An Associate degree in this field offers students the opportunity to accelerate their careers in the travel and tourism industry. The program at the Southern Campus is the only degree currently offered in travel and tourism in the Ohio University system.

Strengths:

- An outstanding director deeply invested in creating a strong program.
- The development of innovative, successful initiatives such as Education on Location.
- The potential to become a leader in a field such as heritage tourism.
- An on-site travel agency.
- A strong commitment to the region and its residents.
- Employment trends indicating a demand for individuals with knowledge and experience in the hospitality field.
- Willingness to shape curriculum to keep pace with substantial changes in the travel and tourism field.

Recommendations:

- A plan for increasing enrollment should be developed.
- The current curriculum needs to be evaluated. That process should be folded in with a determination as to whether the focus of the program should be shifted to hospitality and tourism.
- If the reorientation of the program’s focus is deemed necessary it should be undertaken in such a way that allows for collaboration with the College of Health and Human Services and other regional campuses.
- The reach of the Education on Location program should be extended so as to involve other Ohio University campuses, two-year institutions in the state, and regional high schools.
- Serious consideration should also be given to allowing the program to develop a specialization in heritage tourism.
General Program Information:
The Travel and Tourism Program provides students in the area served by the Southern Campus the opportunity to earn Associate in Applied Science degrees. An Associate degree in this field offers students the opportunity to accelerate their careers in the travel and tourism industry. The program at the Southern Campus is the only degree currently offered in travel and tourism in the Ohio University system.

Faculty Profile:
One full-time Group II faculty member serves as the primary instructor for the program and also administers it as the program director. He receives assistance from two adjunct instructors (Group III). One instructor works in a local travel agency and the other is an attorney. The Program Director teaches on average 4-5 classes per quarter. The Group III adjunct who is an attorney and teaches a class on law and the travel industry generally only offers the course once a year. The other Group III adjunct faculty member who works in the travel industry has been teaching a couple of classes per year.

During the course of the review, opportunities were provided to meet extensively with Stephan Call, the program director. The reviewers also met with Cheryl Slone, the adjunct faculty member who manages the AAA office in Ironton. Both individuals were knowledgeable about current trends in the industry, possessed a clear concern for the quality of the program, and had a number of suggestions on how the program might be improved. In her assessment of the faculty associated with the program, the external reviewer, Professor McConnell commented that Mr. Call seems “highly respected by the adjunct faculty, his peers and the students. He is well qualified in this field and brings a wealth of real-world experience into the classroom.”

Curriculum:
The curriculum of the Travel and Tourism program possesses three major components: technical courses dealing specifically with elements of the industry; business requirements which introduce students to basic concepts in accounting, computers, microeconomics, public speaking, management, marketing, and sales; and general education requirements that range from freshmen composition to Spanish. Mr. Call also offers one course TAT 150: Introduction to Travel, Tourism, & Hospitality through Life-Long Learning.

Mr. Call told the reviewers that he would like to make changes in the current curriculum. In particular, he expressed an interest in revisiting the destination training courses. Currently students are required to take five destination courses focusing on regions (national and international) deemed important to the travel and tourism industry. Mr.
Call's sense that the dedication of a substantial part of the curriculum to these courses needs to be evaluated is endorsed by the outside reviewer, Professor McConnell. She writes in her report that the concentration on destination training courses "allows little opportunity to focus in depth on other specialized areas of the industry."

One of the motives for undertaking a review of these particular courses and other aspects of the curriculum relates to the substantial changes that have taken place in the field. Even before the events of September 11, 2001 precipitated a downturn in the industry, patterns of employment in travel and tourism were shifting. The best career opportunities are no longer in traditional travel agencies. Jobs are most readily found in the hotel/motel field or at airlines. There is also a substantial trend toward individuals specializing in "niche" travel services who work out of their own homes. These professionals focus on one particular type of travel such as cruise packages and tend to work directly with vendors.

Mr. Call would like the curriculum to more closely align with these trends. He suggested that one means of reorienting the curriculum would involve the development of a two-track program. One track would be dedicated to the hospitality industry and would provide students with the skills demanded by hotels and motels. The other track would focus on travel in a way that would allow for the development of specialized knowledge relating to tours and packages.

In her review, Professor McConnell draws attention to an innovative program that Mr. Call developed known as "Education on Location." Mr. Call began this program seven years ago as a way to provide his students with the chance to put their knowledge into action. He worked with other faculty members at the Southern campus to create travel opportunities that bring together his students with students in other disciplines.

For example, one of these ventures brought together students enrolled in TAT 290 (an independent study course on heritage tourism) with History 498A (The Civil War) taught at Southern by Bob Leith. Students in the Travel and Tourism program planned a trip that covered Gettysburg, Antietam, and Harpers Ferry. They arranged for transportation, lodging, and created the itinerary. They also participate in the trip as tour guides which provides them the invaluable experience of judging the nature of their planning and the quality of the experience of their "customers." The history students, who were accompanied on the trip by Mr. Leith, had the opportunity to visit the sites of events they were studying and to access unique historical resources at those sites. They were also eligible to receive additional course credit for their participation. On some Education on Location tours, such as the trip to the three Civil War sites, students also engage in service learning projects. Participants on the Gettysburg/Antietam/Harpers Ferry trip assisted the National Park Service by planting 200 trees as part of a restoration effort underway on the Antietam battlefield.

In addition to students, members of the community are also invited to participate in Education on Location trips and many have done so. While the history trips have proven to be very popular, Mr. Call and his fellow Southern faculty members have also put
together Education on Location experiences involving art, art history, foreign languages, music, and English both nationally and internationally. Reviewers had the opportunity to speak to Mr. Leith and Mr. Patrick McCoy (Comparative Arts/Music) about their participation in the Education on Location program. Both were highly enthusiastic about the quality of the work done by the Travel and Tourism students and about Professor Call's management of the program.

One aspect of the Education on Location program that was stressed by Mr. Leith and Mr. McCoy was that it provided students and residents from the Ironton area the chance to expand their cultural and social horizons. Like many parts of Appalachian Ohio, Ironton and its environs struggle with issues of economic opportunity. The personal resources of residents often preclude them from taking advantage of the cultural and social enrichment travel provides. Knowing this, Mr. Call makes extraordinary efforts to insure that the trips are affordable. As a consequence, a young person who may never have journeyed beyond Lawrence County can experience a large urban environment or even spend time in a foreign country.

What is so noteworthy about the Education on Location program is its ability to supply academic enrichment, professional experience, expansion of social horizons, and the opportunity for community involvement with the university. It is rare to encounter a program that successfully makes contributions in all of these areas. Mr. Call and his participating colleagues should be congratulated on their development and continued implementation of a model program.

Another unique aspect of the Travel and Tourism program with curricular implications is the travel agency, Travel World, which is owned and operated by the Southern campus. The agency was donated to Ohio University during the recent bicentennial capital campaign. While the industry is no longer centered on traditional travel agencies, Travel World still provides opportunities for externship experiences. Given more attention and a commitment on the part of the larger university to utilize the agency whenever possible it might also generate jobs for travel and tourism graduates, and forge a useful tie between the Athens campus, other branch campuses, and Southern.

Students:
According to the self-study submitted by the Travel and Tourism program the number of students enrolled in the program is thirty nine. The average class enrolls twelve students. Some individuals who take travel and tourism classes are not seeking a degree in the field, but are pursuing electives or a personal interest in one aspect of the program. Over the course of the past seven years, the Travel and Tourism program averaged about five graduates per year. According to Institutional Research statistics for the Southern campus, over the past seven years the average number of associate degrees granted was ninety two. Consequently the Travel and Tourism Program is contributing about five percent of the total associate degrees granted at Southern.

Dan Evans, dean of the Southern campus, and Mr. Call both expressed concern about enrollment levels in the program. The continued viability of the program depends on
reorienting it to increase its effectiveness in recruiting and retention. During the reviewers' conversation with Dean Evans and Mr. Call several possibilities for accomplishing this goal were broached. Broadening the scope of the program and placing it under a "hospitality" umbrella is one avenue. Under this scenario, the program would embrace a management perspective and expand to include coursework in culinary arts, foodservice, and hotels. Coordination with the College of Health and Human Services, other branch campuses, and two-year institutions in the region could allow for the establishment of a hospitality hub capable of drawing state-wide enrollment. The shift toward hospitality received the external reviewer's endorsement. Professor McConnell noted that U.S. Department of Labor's projections indicate that traditional travel jobs will decline while hospitality positions will increase.

Another potential means of increasing interest in the program would be its emergence as a leader in the development of heritage tourism for localities that share many of the characteristics of Ironton. Cities such as Ironton have a rich history, but lack the infrastructure available in urban areas to develop their potential as destinations. Given that many communities in Appalachia and other economically challenged regions want to develop tourism as a way of improving their prospects having a center of expertise in heritage tourism at Southern could generate interest and enrollment beyond Lawrence County.

Other possible sources of recruitment include more aggressive marketing on Ohio University branch campuses. Greater outreach in high schools in the region is another possibility particularly if it could be tied to an initial experience through the Education on Location program. Additionally making the program better known in northern Kentucky and West Virginia could provide a source of potential students. Kentucky and West Virginia already supply approximately 17-20% of current Southern enrollment.

Beyond enrollment concerns, the quality of the education received by students in the Travel and Tourism program seems to be sound. The on-campus visit of the reviewers took place during examination week so we were only able to talk to three students, but their comments combined with discussions held with Mr. Call and his colleagues suggested that the program is well organized and student-oriented. It was clear from listening to Mr. Call talk about the past, present, and future of the Travel and Tourism program that he works to maintain quality on all fronts. He is genuinely enthusiastic and idealistic about the students he teaches and their potential. As Professor McConnell noted that Mr. Call has "developed many creative techniques to motivate and educate his students."

The demographic characteristics of the students enrolled in the Travel and Tourism program (as reported in the self-study) include a strong predominance of female over male participants (75% women; 25% men) and white over underrepresented racial and ethnic groups (96.24% Caucasian). In terms of the quality of the students in the program, the majority of students enrolled are generally ranked in the middle of their high school classes.
Graduates:
Mr. Call indicated that graduates of the Travel and Tourism program are successful in finding entry-level employment in the industry. As the director of the program, Mr. Call plays an active role in helping students find jobs after graduation. Information provided in the self-study from the “Ohio University Career and Further Education Study” for the Southern campus does not provide specific information about placement or satisfaction in the Travel and Tourism program, but the overall campus numbers indicate that of the graduates who responded 45% were employed in a business-related field and 55% reported that they were “very satisfied” or “extremely satisfied” with their major courses.

Resources:
Conversations with Travel and Tourism faculty and the resources section of the self-study indicate that the program has the general facilities and funding that it needs to operate. As Professor McConnell notes in her external review there are occasional problems with instructors having to deal with malfunctioning computer equipment and the availability of more smart classrooms is something to be desired. On the whole, however, faculty and students seem well-served by the resources provided. Beyond buildings, budgets, and equipment, however, there is a need to find a way to connect the program to people and academic entities beyond the Southern campus. The Education on Location program, for example, could greatly benefit by having a higher university-wide profile. Likewise, closer cooperation with the College of Health and Human Services on the Athens campus which has been transforming its Food Service Management program into a course of study focused on restaurants, hotels, and tourism would be invaluable. The facilitation of greater recognition and collaboration needs to begin in the Dean’s Office which has access to communication resources and understands the nature and availability of partnership opportunities.

Strengths:
- An outstanding director deeply invested in creating a strong program.
- The development of innovative, successful initiatives such as Education on Location.
- The potential to become a leader in a field such as heritage tourism.
- An on-site travel agency.
- A strong commitment to the region and its residents.
- Employment trends indicating a demand for individuals with knowledge and experience in the hospitality field.
- Willingness to shape curriculum to keep pace with substantial changes in the travel and tourism field.

Weaknesses:
- Dropping enrollments
- The need to undertake fairly substantial change in the orientation of the program and its curriculum in order to maintain viability.
- The inability to consistently realize its current and future potential within the Ohio University system and regionally.
Recommendations:
The current curriculum needs to be evaluated. That process should be folded in with a
determination as to whether the focus of the program should be shifted to hospitality and
tourism. If the reorientation of the program’s focus is deemed necessary it should be
undertaken in such a way that allows for collaboration with the College of Health and
Human Services and other regional campuses. The reach of the Education on Location
program should be extended so as to involve other Ohio University campuses, two-year
institutions in the state, and regional high schools. Serious consideration should also be
given to allowing the program to develop a specialization in heritage tourism. Possible
sources of funding for the initial stages of such a venture might be secured from an entity
such as the National Trust for Historic Preservation or the Appalachian Regional
Development Authority.
OHIO UNIVERSITY – SOUTHERN CAMPUS
TRAVEL AND TOURISM PROGRAM
EXTERNAL REVIEW

Prepared by:
Maria A. McConnell
Associate Professor
Lorain County Community College
July 14, 2005
Introduction

On June 8th and 9th, along with Dean Ann Fidler, Internal Reviewer, I visited the Ohio University Southern Campus as part of the review process of the Travel and Tourism Program. During my visit I had the opportunity to meet with Mr. Steve Call, Lead Faculty of the program; Dr. Dan Evans, Dean; Ms. Cheryl Slone, Adjunct Faculty; Ms. Carol Cox, Travel Agency Manager; several Tourism students; a librarian; and two additional faculty members who work closely with Mr. Call but teach other disciplines. The following are my observations and comments.

Adequacy of Resources

It appears that the physical resources are adequate for teaching and training. Due to the nature of the subject being taught access to a smart room for class instruction would be beneficial, however, it is understood that these rooms are limited. It also appears that the reliability of computer resources such as laptops is fair at best. Mr. Call and Ms. Slone both commented that often times the technology is not working properly. This was validated by the students in distribution center. Faculty always come to class prepared with a back up plan since the reliability of the equipment functioning properly for class lectures and presentations is not always guaranteed. This makes it difficult to adequately prepare for each class.

The travel agency owned by the institution puts this program in an enviable position. It would seem that the agency could ideally provide hands-on training to the students interested in a career in this field. Several students have completed their practicum study at this agency as well as the AAA in Ironton.

It was interesting to note that the University does not utilize this resource to its fullest potential by mandating that the majority of college-related travel arrangements are handled through this agency. This could not only prove beneficial for the agency and the Tourism program by increasing sales and opening more positions for training, but also for Ohio University by operating as a revenue producing unit. There seems to be a lack of awareness throughout the University that the agency is owned by the institution. There also is a public lack of awareness that the agency exists since it is not even listed in the local phone book.

Program Goals and Curriculum

After meeting with Dean Evans it was discovered that the Ohio University Southern Campus offers 14 Associate degree programs, three of which are unique to this campus. The Travel and Tourism program is one of the latter. The program currently does not have a mission statement as this is usually not done for a two-year technical program, according to Dean Evans.

In reviewing the program outcomes they seem to be generalized for any type of a business degree and not specifically unique to the Travel and Tourism program. Although a sound background in business is necessary in this field, some program outcomes should relate to the unique perspectives of the industry itself. For instance, tourism is a global industry touching
many different cultures. Yet, none of the outcomes reflect the ability to understand and work in a multi-cultural society.

The curriculum offers students a well rounded business background with the inclusion of accounting, microeconomics, geography, public speaking and others. Without having a description of CS 120 Computer Literacy, the question is raised if TRAV 270 Travel Computer Program Training could combine course content thus opening up additional hours for further study in the field. Also, my suggestion would be to incorporate a marketing course replacing the advertising course. Marketing does encompass advertising and would give students a broader scope of learning.

The Travel courses seem to lean heavily on Destination Training. Almost half of the required Travel and Tourism courses are comprised of Destination Training courses. This allows little opportunity to focus in depth on other specialized areas of the industry. Travel Career Development, Parts I and II, seem to focus strongly on travel agency operations. Since this is no longer the lucrative career field as it was in the past perhaps the emphasis should be reconsidered and focus directed more to soft skills such as customer service. TRAV 280 Seminar would seem to be sufficient as far as discussing travel agency operations. The law and tour planning courses are beneficial to the curriculum. Since technology is an important aspect of this industry more focus should be placed in this area whether it is incorporated into other courses or an additional course is added to the curriculum.

Faculty

Mr. Call is the full time lead faculty member for the program. He directly works and mentors two adjunct faculty members, one a travel agent and one an attorney. Mr. Call seems highly respected by the adjunct faculty, his peers and the students. He is well qualified in this field and brings a wealth of real-world experience into the classroom. Comments provided by students indicate that he challenges them and does an excellent job in presenting material to them.

The development of his "Education on Location" trips is to be commended. By partnering with other disciplines, he is able to offer students unique travel experiences that incorporate not only their industry learning, but also the knowledge gained in other courses such as history. These trips help put a "real world" emphasis on the classroom learning. By combining these with a service project Mr. Call is instilling a sense of social responsibility and ethics in his students. This will greatly assist students in being exceptional leaders in their chosen fields.

Members of the faculty who work with Mr. Call in escorting these trips have the highest regard for the amount of dedication he has not only to his students, but also to the University and his field. Comments received regarding these trips were extremely positive. It was felt that they provided a valuable learning experience to students and faculty, alike.

Adjunct faculty seemed to be very enthusiastic about working with Mr. Call and also teaching on campus. Mr. Call seems to have a good working relationship with the adjunct

| 280 |
faculty. The biggest frustration expressed was regarding the technology not always working properly.

Students and Graduates

It was noted in the self-study that typical class size for TAT courses is 12. The class we observed, a Special Topics class, had three students, two female students and one male student. It appeared to have a mix of non-traditional and traditional students. When queried as to why they had enrolled in the program, the majority response was to gain the skills and knowledge for a job or an entrepreneurial venture. Students felt the curriculum was appropriate for learning the skills needed for employment in the industry. They did feel that the internship of 120 to 130 hours was too long. However, internship and practicum hours are set by OBOR.

As stated in the self-study, the number of graduates in the program has decreased since 1999. This is a trend that schools throughout the country offering this type of a program are currently facing. The tragedy of 9/11 has had a dramatic impact on all facets of the Tourism industry including education. Tourism is still ranked as the third largest employer in the country. All reports indicate that travel is increasing every year, but has still not reached the levels enjoyed prior to 9/11.

Summary

It is my belief that Mr. Call is well qualified and an asset to the teaching faculty at Ohio University. He has developed many creative techniques to motivate and educate his students. His relationship with the OU community seems very strong and positive. He takes an active interest in not only his profession, but also his community. I question why since the program has been offered for the past ten years and Mr. Call has been teaching the courses since its inception that his position has not been placed on a tenure track. This would seem to enhance the University’s commitment to the program.

There are several areas that warrant further investigation. The curriculum seems to be heavily skewed toward destination courses leaving little opportunity to offer courses in specialized areas such as cruises, resorts, meeting planning, etc. Most students enroll in technical programs with the goal of securing employment in their field after graduation. With only two agencies in Ironton, the employment opportunities close to home are limited. Although, there are airlines in close proximity that the students could secure employment with, the emphasis of the learning seems to be travel agency and geography related.

The University may consider the option of moving toward hospitality related courses. According to the U.S. Department of Labor travel agent jobs are expected to decline through 2012 with many of the openings in this field coming in the wake of experienced agents retiring. However, the Department has posted a faster than average growth rate for hospitality positions through 2012. It would seem that hospitality careers would be more available in the surrounding community.
Ironton, similar to many Ohio communities, seems to have a depressed economy since many manufacturing jobs are being lost. In speaking with Mr. Call the community does not support Tourism as an industry and some of the city leaders feel that Ironton does not have anything to offer as far as tourists are concerned. This is a difficult mindset to overcome. During my brief visit, Mr. Call was able to share some of the historical offerings of the city. It is unfortunate that the city leaders are not capitalizing on these.

Additionally, it was interesting to note that Ohio University's main campus does not tout this program and offer its students the option of taking courses in the field. With the ability to deliver the courses via distance learning, the student base could potentially be expanded thus making this a stronger program. By promoting the program throughout the University, students who may not be able to take courses at the Southern Campus but are interested in this field would now have the opportunity to do so.
January 13, 2006

Dr. William Willan  
Assistant Vice President for Regional Higher Education  
Haning Hall  
Ohio University  
Athens, Ohio 45701

Dear Dr. Willan:

Ohio University Southern has received a copy of the Academic Program Review for the Travel and Tourism Associate Degree. I wish to thank the reviewers for their time and for their thoughtful evaluation of the Program.

I asked the Program Director, Steve Call, to review the report and provide a written response to the key recommendations:

1. Recruiting students and increasing enrollments.
2. Evaluation of current curriculum.
3. Exportation of the travel program to other Ohio University Campuses.

His comments are included in the attached letter.

While I am in general agreement with the recommendations and the actions proposed by the Program Director, the pattern of declining enrollments over the past three years are particularly disconcerting. So in addition to the actions suggested by Mr. Call, I am implementing the following course of action:

• Conduct a comprehensive needs analysis of the Travel and Tourism Program.
  o Determine current and future student interest in the program; and
  o Determine current and future employment opportunities for graduates.
• Complete a cost analysis of the Travel and Tourism Program.
  o Determine revenues and expenditures for the previous 5 years.
As a result of the needs analysis and cost analysis
  - Develop a phased and time specific plan for improvement;
  - Develop a phased and time specific plan to alter or adapt
    the program to meet current and future needs; and/or
  - Develop a phased and time specific plan to retire the
    program.

I will begin the analysis during Winter Quarter 2006 and work closely
with the Vice President for Regional Higher Education before making
final recommendations regarding the future of the Travel and Tourism
Program by May 1, 2006.

Meanwhile, please contact me if you have questions or need additional
information.

Sincerely,

Dan Evans
Dean

/CC: Steve Call
/Attachment
17 October 2005

Dan Evans
Ohio University Southern
1804 Liberty Avenue
Ironton, Ohio 45638

Dear Dean Evans:

I acknowledge receipt of the seven year Academic Program review for the Travel and Tourism associate degree. Here are my comments on the report and action plan to address the reviewers' findings and recommendations.

Both the internal and external reviewers' comments and observations were as I expected and anticipated. I believe that this review is factual, comprehensive and offers excellent recommendations and suggestions on avenues to improve, strengthen and retool the program and curriculum.

Based on their findings and recommendations, my thoughts on developing courses of action are:

- Recruiting students & increasing enrollments
  - To work directly with OUS marketing personnel and develop a more in depth grass roots campaign, review current promotional materials and to upgrade these as required
- To conduct "Careers in Travel, Tourism & Hospitality" workshops at local high schools, during campus recruiting days and periodically during the year
- To develop a media PR campaign designed to raise the awareness of travel careers and our program
- **Evaluation of current curriculum**
  - Convene a meeting of the Travel and Tourism advisory board with their mission being to review the current curriculum, explore industry trends and conduct a needs analysis to identify employment requirements, training needs and make changes as required. I believe that this will result in the development of new courses, revisions of existing classes and the creation of new certificate programs
  - To work with the College of Health and Human Services on the development of hotel management and hospitality courses
  - To develop more courses than can be delivered via distance learning technologies
  - To research heritage tourism, determine how it relates to our region and develop new courses and a certificate program in this concentration
- **Exportation of the travel program to other Ohio University campuses**
I have already contacted Dr. Willan @ RHE and discussed the feasibility of presenting TAT options at a RHE Deans meeting. Date and time are pending.

Based on the outcome of this meeting, schedule local presentations at the regional campuses to inform/educate on how TAT classes and programs could be offered at their locations.

I am very open and solicit any comments, observations and recommendations that you or any interested party has in upgrading and growing our Travel and Tourism program.

Please extend my thanks and appreciation to the reviewers on their thorough and professional efforts. I also want to thank you for allowing me to comment on the review.

Respectfully,

Stephan D. Call
ACADEMIC PROGRAM REVIEW

Name of Program: Equine Studies Program (Southern Campus)

Program Type (check all that apply):

- undergraduate certificate
- graduate certificate
- associate degree

Date last review was accepted by Board of Trustees: [NA/this is a new program]

Report prepared by: Robert Stewart, journalism

External Reviewer: Dr. Sally Haydon, Midway College

Draft completed and sent to chair and dean: *

Review Committee Chair: [Signature] (date) 2/20/06

See by and returned:

Program chair: [Signature] (date) 2/20/06

Dean of college: [Signature] (date) 2/20/06

Return draft and all comments to Review Committee by: ______
University Curriculum Council (date)
Pilcher House 202
Approved by UCC chair: [Signature] 14 Feb. 2006

* the word “DRAFT” must appear on each page of the review until it has been formally approved by the University Curriculum Council.
Equine Studies Program: Executive Summary

Submitted by Robert K. Stewart (internal reviewer)

This program review of the Equine Studies Program is based on information gathered during an on-site visit in the Winter quarter of the 2004-2005 academic year by external (Dr. Sally Haydon) and internal (Dr. Robert Stewart) reviewers to the Ohio Southern campus and the Ohio Horse Park, as well as contents of the Equine Studies Self-Study. The Equine Studies program has much to offer its students through its faculty and facilities, though some important improvements would make the program much stronger and possibly give it not only regional significance but even national recognition.

Specifically:

- procedures and standards to assess teaching effectiveness should be developed and implemented
- suggestions for improvement in teaching, scholarship and service should be included as part of the assessment process
- the number of horses that are maintained for the program should be reduced to improve the efficiency of the program
- regarding student assessment, the program should develop rubrics to evaluate students' proficiency in practical horse skills (i.e., bandaging, injections, grooming, clipping), as well as use an exit exam to assess the graduates' knowledge of factual and theoretical information necessary for gaining employment on a horse farm
- implement a student satisfaction survey
- record graduate employment within the horse industry
- develop procedures to recruit minorities, form partnerships and collaborations with other university departments

The external reviewer’s report specifically outlined these recommendations, and further noted that the program’s self-study did not adequately assess the program’s effectiveness nor provide recommendations for improvement. While the external reviewer never made this explicit recommendation, it is the conclusion of this report that the program would benefit from having a program director formally educated in the field of equine studies, so that s/he could teach in the program and bring to bear his or her academic training to benefit of the students in the program, as well as the program as a whole.
Equine Studies Program Review (draft)

This program review of the Equine Studies Program is based on information gathered during an on-site visit in the Winter quarter of the 2004-2005 academic year by external (Dr. Sally Haydon) and internal (Dr. Robert Stewart) reviewers to the Ohio Southern campus and the Ohio Horse Park, as well as contents of the Equine Studies Self-Study. During the site visit the reviewers interviewed faculty members (including two full-time and two part-time), the program director, twelve current students and the university dean, and observed the Ohio Horse Park facilities. Given the level of agreement between the conclusions of the external and internal reviewers, this report borrows heavily from the external report, provided by Dr. Haydon of Midway College.

General Department Information

The Equine Studies Program at Ohio University's Southern Campus offers the Associate of Applied Science Degree in Equine Studies. The stated objectives of the program, according to the program's Web site, include providing students the opportunity to:

- Develop an appreciation and understanding of horses through the study of anatomy and physiology and through participating in the psychological process of working with and caring for the horse.
- Achieve an understanding of the scientific knowledge necessary to care for, feed, and maintain a horse, to allow it to reach its highest potential.
- Learn the legal and ethical issues of the horse industry.
- Be introduced to and allowed to practice the methods used to train horses and riders and be informed about the variety of purposes and events for which this training is provided.
- Be able to do all these activities in a safe manner.
- Learn modern business and farm management skills necessary to succeed in the horse industry today.
- Improve human relations skills as well as communication skills in reading, writing, and speaking.
- Know the value of a good work ethic.

Based on the review process, the Equine Studies Program meets its overall goal. The program provides students with the basic knowledge and practical horse experience necessary for gaining an entry level position within the horse industry. In addition, the program provides a service to the local community in the form of veterinary/reproductive services for local horse owners and opportunities for therapeutic services to several organizations. Students are able to complete valuable internships in the breeding center and in the therapeutic riding barn.

However, it was noted by the external reviewer that the self-study did not provide all of the information required in the Guidelines for Academic Assessment: Program Review, and at times was inconsistent with what the individuals interviewed told the reviewers (e.g., the information supplied in the self-study and the information obtained through...
personal interviews differed in regards to the number of students enrolled in the program).

It was noted, however, that the self-study was useful in terms of evaluating the curriculum; nevertheless, the external review pointed out that important details regarding assessment of student learning outcomes and use of the data in curricular improvement, program resources, graduation and student retention rates, and professional qualifications and scholarly production by faculty was missing or incomplete. It was further noted by the external reviewer that the self-study did not adequately assess the program’s effectiveness. In addition, recommendations for improvement focused primarily on external factors rather than those under the control of the program. This meant that the on-site interviews were particularly important in providing additional information necessary for the completion of the external review, and also this report. This review concludes that, while the Equine Studies Program does appear to meet its overall goal, there also is room for improvement.

**Faculty Profile**

The rank and tenure status, gender, ethnicity, degrees, years of experience in the horse industry and areas of specialization of each of the six departmental faculty members are summarized in the self-study. All of the faculty are Caucasian and all but one of these faculty members are female. The self-study indicates that “efforts have been made to identify minority candidates,” but doesn’t explain what those efforts have been.

The faculty includes one DVM (veterinarian), two with Masters degrees, two with Bachelors degrees and a certified farrier (blacksmith) with no college degree. Of the two faculty with Masters degrees, one is in Social Work and the other is in Mathematics. The individual with the Masters degree in Mathematics is the program director, who does not teach equine studies courses. The individual with a MSW teaches courses in Therapeutic riding and hunt seat equitation.

Upon review of the information in the self-study and as a result of personal interviews, the reviewers found that of the five teaching faculty, four of them are qualified to teach the courses for which they have been assigned at the 100-200 level. The veterinarian, equine therapist/hunt seat instructor, western instructor and farrier are well-qualified to teach the courses assigned. Especially the veterinarian and equine therapist have excellent qualifications. In addition to their academic degrees, which are appropriate to the areas they teach, they both have extensive professional experience. However, the reviewers were unable to obtain sufficient information to determine the qualifications of the fifth faculty member, who teaches horse evaluation/judging and animal facility management.

Interpretation of the academic preparation and professional experience of riding instructors and other faculty teaching specialized courses in equine studies is difficult. At most universities, a Masters degree in the teaching discipline is required for teaching. Since there are no advanced degrees specifically in Equine Studies, the faculty member’s professional experience in the discipline is normally used to justify qualifications for teaching. In addition to significant professional experience, certification or licenses in the area of teaching specialty form the basis of one’s qualifications in lieu of formal academic preparation. Although the western riding instructor is not certified, she has...
years of professional experience and a BS degree Equine Studies from one of the most reputable college equine studies programs in the nation. The individual who teaches farrier science is certified in horseshoeing and also has years of professional experience.

The duties of the sixth faculty member, the program director, include program administration, supervision of field experience and recruiting, as well as all student advising. According to the external reviewer, this faculty member was the least qualified of the faculty:

The director ... has an MA in Mathematics and her experience in the horse industry has been as a hobby horsewoman. This combination of degree and experience in the horse industry would not meet the qualifications set by most academic institutions to teach courses in equine studies nor would a person with this background at other universities be considered as qualified to serve as director of an equine studies program. Interviews with faculty and students revealed frustration with the program director. These individuals described circumstances in which they felt the director was ineffective.

The external reviewer's report also noted that there was

no information in the self-study or obtained through interviews during the visit documenting teaching innovations generated, membership on graduate committees, teaching awards received or grants received. However, a list of services to the community as relevant to the program and service to the college, university and profession was listed in the self-study. This list suggests that faculty hold memberships in professional organizations relevant to the disciplines taught and that faculty are involved in professional activities within their disciplines.

The self-study states that faculty members are expected to be involved in university and community service, and that they participate in recruiting and serves on university committees. The self-study also lists a number of equine activities and services provided for the community and Ohio region. But the level of service expected for individual faculty members is never spelled out in the self-study. And although the faculty provides services to the local community, opportunities for service involvement on a national level should be investigated, according to the external reviewer. In particular, she noted the area of equine assisted therapy. "The faculty member teaching equine therapy is highly qualified. Currently, only a few universities offer programs to train professionals in this growing field," according to the external report.

Programmatic Practices

According to the self-study, the director of equine studies makes teaching assignments, schedules classes, decisions regarding salary increases (in conjunction with the dean), and advises all equine majors. Somewhat disturbing to the reviewers was that specific procedures for these activities were not described in the self-study, nor are faculty aware of procedures. As noted in the external report:
When interviewed, the faculty members indicated that they received results of student evaluations for the classes but that no formal evaluation of their teaching effectiveness, scholarly productivity or service has been conducted during their tenure at the university. Faculty also indicated they had not been mentored and had not received any information regarding standards for performance. In addition, they indicated that they were not expected to do research.

The lack of feedback is particularly problematic because faculty members within the equine department are on annual renewable contracts (Group II and III). They need to be educated as to how their performance is being evaluated. The external report specifically recommended that,

If in fact, procedures and standards to assess effectiveness are not in place, they should be developed and implemented as soon as possible.
Suggestions for improvement in teaching, scholarship and service should be included as part of the assessment process. Without assessment procedures and regular faculty evaluations utilizing standard expectations, adjustments in teaching methods and course revisions necessary to assure a high quality educational program will not likely occur.

The reviewers found no evidence of procedures to recruit minorities, form partnerships or collaborate with other university departments.

Adequacy of Resources

Because equine programs necessarily involve the use of animals, physical resources are extremely important, both to the program of studies for the students as well as to the ethical treatment of animals utilized by those students. Based on the self-study and site visit, this report found the equine facilities at the Ohio Horse Park to be more than adequate for accomplishing the mission of the equine studies program. In fact, according to the external reviewer, the current facilities are underutilized and could accommodate significant increases in the number of horses and students. Even though the facilities are adequate, some improvements should be made. Specifically, improvements should include the following:

1. **Additional fencing for horse pastures.** The Ohio Horse Park has over 100 stalls and 180 acres but only a few acres of fenced pasture for the college’s horses. Horses are housed in stalls resulting in increased costs for labor, feed, bedding and upkeep of horses. To reduce program costs, the university is encouraged to construct fences and house horses outside.

2. **Upgrades in the Therapeutic Riding Barn to meet the North American Riding for the Handicapped (NARHA) standards.** Certification by NARHA would not only bring national prominence to OUS, but it could also protect the university against a liability lawsuit (if an accident occurred). A list of required changes for NARHA certification has been outlined by the Equine Therapist and can be obtained from her.
Adequate information regarding budget resources, support staff, graduate stipends, space available to the department, and library and computer resources for faculty and students was not available to the reviewers. The self-study indicated improvements have been made in library and computer resources; however no baseline was given for comparison. The report mentioned staff members who work at the Ohio Horse Center. Students participating in the interview indicated that they are required to care for the horses as part of their coursework. This requirement should provide students with an excellent opportunity to gain practical experience but the department must take great care not to take advantage of the students.

The reviewers specifically requested the annual operational budget three times, including twice during the campus visit and once via e-mail correspondence with the director. At the time the external report was prepared, she had not yet received budget information. However based on the health of the horses at the facility and the amount of tack, supplies and other items, it appears that the operating budget is adequate. According to the external report,

[B]oth faculty and students suggested that the facility could be more efficiently operated. One example of inefficiency is that there appears to be no procedure for disposing of horses no longer useful to the program. Currently some 8 to 10 of the 50 horses located on-site cannot be used in the program due to chronic lameness. Secondly, 50 horses are not needed for the number of students enrolled (50) in the program. Most universities maintain a 2:1 ratio of students to horses [unlike OUS’ 1:1 ratio].

In addition to the Annual Operational Budget, the department controls a Rotary Fund generated from program revenues. Perhaps some of these funds could be used for the construction of fences and upgrades to the Therapeutic Riding Barn. Again, however, the reviewers were never given a copy of the operational budget, or any detailed information about the possibly considerable revenue coming in to the Rotary Fund from all of the veterinarian services provided to the local community.

Undergraduate Program Review

Program Goals and Curriculum

The overall goal of the Equine Studies Program is clearly stated. The program objectives/student outcomes are also clearly stated and are directly related to the program goal. The courses required for the major are appropriate and the course descriptions adequately describe the relationship of the course and the objectives/student outcomes. The theoretical information and practical experience offered in the required courses should give students adequate knowledge and skills to effectively care for horses. Therefore, based on the relationship of the program goal, objectives/student outcomes, required courses and course descriptions, each graduate should be prepared for employment within the horse industry.

Evaluation of the curriculum during interviews revealed that students in the program have opportunities for synthesis, through testing and class projects. In addition, diversity issues as they occur within the horse industry are discussed in classes and students have the
opportunity to complete a variety of elective credits enabling them to concentrate their studies in therapeutic riding, breeding/reproduction or horse training. Opportunities for research do not appear to be available to students in this highly technical degree program. Lastly, no recent curricular changes were presented in the self-study and the program director indicated that the curriculum has not been changed significantly in a number of years.

Although the program goal, objectives/student outcomes and required courses should provide students with the necessary knowledge and skills for obtaining an entry level position in the horse industry, there is no evidence that the student outcomes have been assessed. Nor is there evidence that results are used to make curricular and/or pedagogical changes that lead to improved student learning. Therefore, suggestions made by the external reviewer in the area of assessment tools include:

1) rubrics to evaluate students' proficiency in practical horse skills (i.e., bandaging, injections, grooming, clipping); and

2) an exit exam which assesses the graduates' knowledge of factual and theoretical information necessary for gaining employment on a horse farm.

Further, according to the external report, questions on rubrics and the exit exam should relate directly to the program objectives/student outcomes and a standard of performance should be established. If students do not meet the standards, curricular and/or pedagogical changes leading to student improvement should be implemented.

The course description for EQU 285 (Preparation for Therapeutic Riding Instructor Certification) indicates students are prepared for the Registered Level Therapeutic Riding Exam administered by NARHA. This is a standardized test and pass rates on the exam would give an indication of the students' knowledge and skill level in this area. The department should use of results on this exam to make curricular adjustments in areas of weakness as indicated on the exam.

Also, as noted in the introduction to this report, equine studies students are fortunate to have opportunities for practical experience in breeding/reproduction, horse care, therapeutic riding and other areas. However, students told the reviewers that they are not awarded enough credit for the work required. When the reviewers questioned the faculty and students about the number of contact hours required for one credit, the answers were inconsistent. This topic warrants further review by the university.

Faculty

The brief position description for each Equine Studies faculty member (in the self-study) suggests that the department makes efficient use of its faculty. In addition to teaching, each faculty member has other departmental responsibilities related to his or her discipline. For example, the western instructor teaches introductory equine studies and equine business, and coaches the intercollegiate western team. The veterinarian teaches equine reproduction and health courses in addition to managing the Breeding/Reproduction Center and attending to the health care of the university's horses.
The self-study does not assess the adequacy of its faculty resources for fulfilling the program's mission. It is the opinion of the reviewers that faculty resources are adequate for the programs currently offered. However, it appears that the Equine Therapist may be over-extended in her duties, in that she serves as hunt seat/dressage coach and instructor, manager of the therapeutic riding center and instructor of all therapeutic riding courses. This person is also required to travel to Chillicothe to teach therapeutic riding programs at that facility. If a program in therapeutic riding is to be successful, it would be wise to reduce the load of the equine therapist.

The qualifications of the program director are discussed in the Faculty Profile section of the report. Although her load is similar to the load of Equine Program Directors at other universities, her advising load could be reduced. She currently advises all 50 some Equine Studies majors.

Students

The self-study indicates that all students who apply and meet the university’s minimum requirements for admission are accepted into the Equine Studies Program. The program does not have a specific recruiting plan but for the past several years, it has recruited at a regional Equine Fair in Columbus, Ohio. The self-study did not supply information as to the quality of the students accepted nor did it indicate the geographic location from which students come. Information on gender was presented and as in most Equine Studies programs, the student population is predominantly female. There was no data on other demographics of Equine majors such as race, national origin, tests scores, grades, etc. Information on the quality of the students in the program and where they come from would be helpful however in determining the profile of the successful student in the program. This information would also be helpful in planning recruiting to maximize efforts. In addition to information on grades and test scores the Equine Program should consider gathering information from prospective students related to their horse experience. This information may enable the program to develop scholarships to attract the highest quality students and it could be useful in placing these students in equine courses that are most appropriate to their level.

Two tabulations on the number of Equine Studies majors are shown in the self-study. One source of information is from the OIR office and the other from Equine Studies departmental records. The two sources of data are inconsistent. More specifically, the Equine Studies department indicates it has two to three times as many students as the OIR office reports. During the reviewer’s visit, the Director of the Equine Studies Program explained the number of students reported by the Equine Studies department is accurate and that if a student seeks a bachelors and an associate degree at the same time, only the highest degree is recorded by the OIR office as the major. The director also indicated that some local horse owners take equine classes as non-degree seeking students. Likewise these students do not appear as Equine Studies majors on the OIR enrollment reports. A method in which reporting is consistent between the two offices is needed in order for the Equine Studies Program to operate effectively and efficiently. This is especially true if budgeting is based on the number of students enrolled in the program.
Graduates

Other than a table indicating the number of graduates each year between 1996 and 2004, no information on retention or graduation rates was reported in the self-study. Given the data presented, it appears that the graduation rate is less than 20%. Although Equine Studies Programs at most colleges hope for a graduation rate of at least 40-50%, this rate is difficult to achieve. Many first year equine students do not have an understanding of the dedication and hard work required to become a horse industry professional. In an effort to educate students about the work ethic expected of horse farm employees, most colleges require that students be involved in farm/horse activities. Upon realizing the work required, students often change majors or transfer choosing another career path. OUS does a good job exposing students to the reality of working on a horse farm. It is suggested however, that the Equine Studies program incorporate into its coursework an exploration of the alternative careers available in the horse industry and create opportunities for students to complete internships at businesses that support the horse industry (i.e. breed associations, bloodstock agencies, equine insurance, etc). These procedures plus career counseling by the program advisor(s) on alternative occupations available within the horse industry may improve retention and graduation rates. It is also important for the advisor(s) to have connections with horse businesses (other than farms) willing to provide internships and mentor students.

The self-study did not provide results of student satisfaction surveys or records of graduate employment within the horse industry. The report did, however, indicate that graduates had obtained good jobs as managers, instructors and veterinarian assistants. Satisfaction and placement data should be reported and utilized in making program/curricular improvements.

Department Summary

In sum, this report concludes that while the Equine Studies program has much to offer its students through its faculty and facilities, some important improvements would make the program much stronger and possibly give it not only regional significance but even national recognition. Specifically,

- procedures and standards to assess teaching effectiveness should be developed and implemented
- suggestions for improvement in teaching, scholarship and service should be included as part of the assessment process
- the number of horses that are maintained for the program should be reduced to improve the efficiency of the program
- regarding student assessment, the program should develop rubrics to evaluate students’ proficiency in practical horse skills (i.e., bandaging, injections, grooming, clipping), as well as use an exit exam to assess the graduates’ knowledge of factual and theoretical information necessary for gaining employment on a horse farm
- implement a student satisfaction survey
- record graduate employment within the horse industry
- develop procedures to recruit minorities, form partnerships and collaborations with other university departments
The external reviewer's report specifically outlined these recommendations, and further noted that the self-study did not adequately assess the program's effectiveness nor provide recommendations for improvement. While the external reviewer never made this explicit recommendation, it is the conclusion of this report, based on the on-site visit, the self-study and the external reviewer's conclusions, that the program would benefit from having a program director formally educated in the field of equine studies, so that s/he could teach in the program and bring to bear his or her academic training to benefit of the students in the program, as well as the program as a whole.
January 13, 2006

Dr. William Willan  
Assistant Vice President for Regional Higher Education  
Haning Hall  
Ohio University  
Athens, Ohio 45701

Dear Dr. Willan:

Ohio University Southern has received a copy of the Academic Program Review for the Equine Studies Associate Degree. I wish to thank the reviewers for their time and for their thoughtful evaluation of the Program.

I asked the Program Director, Connie Mays, to review the report and provide a written response. Her comments are included in the attached letter.

The reviewers noted that the Equine Studies Program meets its primary goal: *Provide students with the basic knowledge and practical horse experience necessary for gaining an entry level position within the horse industry.* However, the report raised several concerns that I wish to address as noted below:

- Qualifications of the Program Director. While it is true that the Program Director does not have formal education and/or training in the Equine Industry, her experiences both as Director of the Program and her numerous professional development activities related to Equine Studies would seem to extend well beyond what the reviewers describe in the report as: *her experience in the horse industry has been as a hobby horsewoman.* Ms. Mays also addresses this in her attached letter.

- General concerns about the overall coordination of the Equine Studies Program and suggestions for program improvement:
  - procedures and standards to assess teaching effectiveness should be developed and implemented
  - suggestions for improvement in teaching, scholarship and service should be included as part of the assessment process
• the number of horses that are maintained for the program should be reduced to improve the efficiency of the program
• regarding student assessment, the program should develop rubrics to evaluate students’ proficiency in practical horse skills (i.e., bandaging, injections, grooming, clipping), as well as use an exit exam to assess the graduates’ knowledge of factual and theoretical information necessary for gaining employment on a horse farm
• implement a student satisfaction survey
• record graduate employment within the horse industry
• develop procedures to recruit minorities, form partnerships and collaborations with other university departments

The Director has proposed an immediate plan of action that is outlined in her attached letter.

However, since the completion of this report Ms. Mays has faced personal health issues that have required significant time away from work. Because of the serious program implications associated with the recommendations addressed in the report, I have assumed a more direct role in the daily operations of the program and have delegated specific responsibilities among the current staff. In addition, sometime during Winter Quarter 2006, I intend to seek the services of two external consultants (an academic consultant and a horse industry consultant) to review the Equine Studies Program in its entirety and to assist the campus in developing a comprehensive management plan for the associate degree program and an operations guide for the Horse Park.

I expect to select the consultants during Winter Quarter 2006 and anticipate completion of the evaluation by June 1, 2006.

Meanwhile, please contact me if you have questions or need additional information.

Sincerely,

Dan Evans
Dean

/CC: Connie Mays
/Attachment
August 7, 2005

To: Dean Evans

From: Connie Mays

Subject: Equine Studies Program Review.

I am writing in response to the Equine Studies Program Review (draft) composed by Dr. Robert Stewart, UCC Reviewer, and Dr. Sally Haydon of Midway College, External Reviewer.

First, let me apologize for the brief presentation of our program accomplishments in the Equine Studies Self Study. With the format provided and the time available to compose the document, I feel the successes and strengths of our Equine Studies Program were not appropriately presented. For that, I take responsibility. I had hoped to complete the picture for the reviewers during their visit, but with the limited amount of time I had with them, I can see, through their draft report, that the task was not accomplished.

I was particularly disappointed to see that the committee misunderstood my personal role in this program. I'm sure the responsibilities of a "Director" vary from one institution to the other. With contradicting statements in their document, it was not apparent that the committee understood that I do not teach within the technical section of this program. I take pride in helping our faculty do the applied course delivery and thought that I was making sure they have the tools necessary to do that task very well. I try to be their "go-between" with university procedures and policies, to lighten their work load and to make certain that teaching is the instructor's top priority. I spend time with each faculty member during each week and often view them in an instructional mode. As for evaluation, I have placed major emphasis on faculty evaluation by students. I see now that I have been in error in not encouraging them to participate in a peer evaluation and improvement program to openly discuss and document their teaching effectiveness. I have encouraged all the faculty to be involved in numerous equestrian growth opportunities, including sponsoring and paying for them to participate in advanced equine training fields. Rather than direct research as expected in academic fields, I value professional leadership and new technique development in their specific area to include items from training techniques to working with semen extending and shipping.

I also am concerned about the reference to me as a "hobby horsewoman". With a lifetime of experience with horses including breeding, managing, buying and selling, participation in AQHA (American Quarter Horse Association) Show Management Seminars and AQHA Convention Rule Committee Hearings, as well as showing at numerous sanctioned AQHA events, and for the past ten years, managing the personnel,
facilities, events, recruiting, purchasing, scheduling, advising, community interaction, program development, advertising, etc. for both the Equine Studies Degree Program and the Ohio Horse Park, I feel that my credentials are much more than a casual hobbyist. I have raised 26 registered foals, which led to my receiving the “10 Year Breeding Award” from the AQHA. I am proud that each of these foals has been shown in futurities across the state or trained and sold for future performance in events including halter, western pleasure, trail, hunter under saddle, barrel racing, and team penning. I have competed in both sanctioned and open shows in a variety of events, receiving “All Around” awards for my efforts. I have managed nationally recognized, sanctioned shows for both the Northeastern Kentucky Quarter Horse Association and the Buckeye Southern Quarter Horse Association. In 2002 and 2003, I led our OUS equine studies students to offer horseback riding as part of the OUS-NYSP (National Youth Sports Program). This made OUS one of only two universities in the U.S. to include horseback riding in their youth sports program. As part of my responsibilities to both OUS and the local community, I have managed an average of 30 events per year for the past five years at the Ohio Horse Park. This included scheduling, advertising, accommodating groups and individuals involved, and overseeing the actual events.

The equestrian leaders of literally every event and field have little or no academic training in their specific area of national prominence. I have always fulfilled the Equine Studies Director’s responsibilities and accepted additional responsibilities not normally assumed by the position, often because there was no one else to take care of a situation. When individual students were doing internships or other experiences where administrative oversight was the requirement, I was by far the most qualified and accepted those responsibilities in the technical program. I have far better respect within the regional horse industry than portrayed in the study.

Having been employed by Ohio University Southern since 1976, I have certainly had the opportunity to experience and participate in the university mission. In 1994, when the initial idea of using university property as an equestrian center and developing a degree program in Equine Studies was presented, I was the first to offer assistance in researching the possibility. I had recently completed 46 credit hours of study toward an OU doctoral degree in Curriculum and Instruction and was excited by the challenge. I was advised to “Dream Big”. With strong support from within the university and from local professionals in the horse industry, we have experienced growth beyond our earliest expectations. The mission of our campus and Ohio University has always been the torch that provided the light for our program. The Equine Studies Program, as all university programs, was “…designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers, and thus to help develop individuals who are informed, responsible, productive citizens.”

Ohio University Southern now has a strong program in Equine Studies to rival any in the nation. The Equine Studies program’s emphasis on academic courses, with course alignments that allow participants to pursue a baccalaureate degree along with their associate degree, has allowed the recruitment of high level students. These components set our program aside from the private schools or technical programs that direct a much
larger percentage of the coursework toward applied courses. We recruit students to our
campus from all over the U.S. In reviewing our recent graduates, I see home addresses
from South Carolina, Florida, Indiana, and Michigan, as well as the expected states of
Ohio, Kentucky, and West Virginia. This gives us a very diverse collection of horse-
enthusiasts, but created a problem with housing. To remedy this housing deficiency, as
program director, I have developed relationships with local businessmen to offer housing
in which parents and students feel safe and comfortable.

The community service component of this degree program is tremendous. Our equestrian
center, the Ohio Horse Park, has developed into the only facility of its kind in our region.
In addition to being the home of the Equine Studies Degree Program, events are
scheduled year round, making the facilities available to the public. Local organizations
use the grounds for horse shows, clinics, club meetings, etc. The Ohio Horse Park now
serves the Lawrence County Horseman’s Association, Buckeye Southern Quarter Horse
Association, Scioto County Silver Spurs 4-H, Scioto Trail Riders 4-H, Tri-State Dressage
Association, and even hosts the Ohio River Llama Festival. The OUS Equine
Reproduction Center serves the horse community from February 1 to June 30, providing
such services as breeding soundness exams, artificial insemination of mares, and
receiving, collection, evaluation, and shipping of cooled semen. The OUS Therapeutic
Riding Program works with children and adults with physical, emotional, and mental
disabilities. Additionally this program provides extra contract and grant income for the
university and some very strong linkages with the courts and social agencies. I am proud
of our faculty and the numerous accomplishments they are making in their respective
fields.

With the help of a FIPSE grant, our campus and I have established a relationship with
Bishop Burton College of Yorkshire, England. An exchange allowed British students and
faculty to come to our campus to interact with our Equine Studies students. Three
Southern Campus students were then sent to England for an eight week equestrian and
cultural experience. With the development of the necessary technology on the Bishop
Burton side, satellite courses and interaction in the future are being pursued.

When I review the accomplishments of our program and consider my partnership with
the faculty in those accomplishments, I am concerned to find that I was unaware of the
feelings of some of my faculty that I was “unqualified” and “ineffective”; however if a
degree in the equine field is required, then I fall short. Is the Associate Dean incapable of
administering over the mathematics courses or those in the biological sciences just
because her degrees are in English? I feel that my thorough knowledge of content based
curriculum development, course delivery, student engagement, and general classroom
management qualify me for the programmatic leadership. If my degrees were in
accounting and I taught the stable management courses, would the concerns be the same.
Mathematics is a requirement of the degree program and probably an area where students
need more assistance than in some riding courses.

And finally, please let me address the comment about the lack of budget information
provided to our reviewers. Through discussions with other directors who had been
through the review process, I was under the impression that budget information was not important and therefore did not include it in our self study. The day of the review, February 25, 2005, Dr. Haydon requested our budget information as we drove to the Ohio Horse Park. I did not have it with me, of course, and would have to request the formal statements from the finance office. I assured Dr. Haydon that the financial needs of our program were met. I was uncomfortable with the idea of giving another university Director our financial information without your approval. I would not have hesitated to give it to Dr. Stewart, within the university, but he did not ask for it. Dr. Haydon emailed on March 2, requesting the budget once again. I emailed you on March 3 and again on March 11 to ask if this was an appropriate request. With no response, I later asked you, during a phone conversation, for permission to send the information. With your approval, I emailed the material to Dr. Haydon on March 16. Her report was sent to Martin Tuck on March 29.

I know you need to respond to the questions which have been raised related to the program direction and to my qualifications. In 1995, the UCC Program Committee expressed no concern with my credentials, the University Curriculum Council in general was supportive, as was the Ohio Board of Regents when I presented our program and received their blessings. I am willing to participate in training programs as you feel appropriate, both with the university and at some national level institutes. I believe that our response needs to be a plan of action and a request to complete another review in the spring of 2007. This review can make the Equine Studies program much better if we accept it in a positive vein and as a challenge.

After a thorough study of the program review, I propose that our immediate plan of action include the following:

Within Three Months:
Meet with faculty and develop a complete annual plan of advancement including:
- Scheduling of a peer evaluation and assistance program
- Agreement to participate in all faculty orientations
- Participation in all faculty training opportunities
- Participation in meetings to consider curriculum changes or additions
- Investigation into interaction with other universities, other departments within Ohio University, and faculty mentoring
- Search for part time faculty to allow full time faculty to specialize in courses in which their greatest strengths lie
- Develop recruitment strategy involving all faculty to improve quality and quantity of incoming students
- Arrange public presentation and sale or adoption of horses no longer productive in the Equine Studies Program (now that Legal Affairs has given permission)
- Build fencing needed to get horses out to pasture

Within Six Months:
Upgrade therapeutic facility to meet all NARHA standards, with the
understanding that this will allow more organizations and individuals to be served

Meet with faculty to develop methods for:

- Assessment of student learning (including exit exam) and student satisfaction
- Tracking of graduate success, including continuing education and career choices

Engage a consultant to research the demand for a four year program and, if appropriate, assist with a general program development effort
ACADEMIC PROGRAM REVIEW

Name of Program: Human Service Technology Program

Program Type (check all that apply):

- undergraduate certificate
- graduate certificate
XX associate degree

__ bachelor's degree
__ master's degree
__ doctoral degree

Date last review was accepted by Board of Trustees: 1996

Report prepared by: Susan Sarnoff

External Reviewer: David Browning

Draft completed and sent to chair and dean: *

Unit Reviewer: [Signature] 2/20/06

See by and returned:

Program chair: [Signature] [Date]

Dean of college: [Signature] 2/12/06

Return draft and all comments to Review Committee by: [Signature] [Date]

University Curriculum Council
Pilcher House 202

Approved by UCC chair: [Signature] 14 Feb. 2006

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

• The HST Program meets multiple community needs by:
  * providing introductory training and an experiential employment pathway for students with limited prior exposure to careers in the human services;
  * graduating pre-professionals capable of filling paraprofessional human service positions in public and private agencies, and qualifying for licensing with the AAS degree, many of whom continue their educations at least to the bachelor’s level in fields for which the AAS degree prepares them;
  * graduating pre-professionals who tend to remain in Ohio, filling some of the many human service positions in the region and the state and contributing to local and state economies.

• The program has a solid curriculum and dedicated faculty, both full-and part-time.
• The program has satisfied students who credit the program with exposing them to employment in the human services.

Concerns/Recommendations

• The single full-time faculty member who provides administrative as well as faculty support to the program at each campus makes the program extremely vulnerable if one of these faculty members were to suddenly leave or become ill. An additional full-time faculty member at each site would provide additional support for teaching, student advising, program recruitment, community service and curricular development, and would provide on the job training to a faculty member who could, if necessary, temporarily take on the directors’ duties.

• Additional secretarial support for the directors’ administrative duties and program marketing support, either provided directly to the program or centrally by the regional campus administration, would reduce some of the heavy workload of the program directors, and free them to perform functions that only faculty and/or administrators can.

• The program should consider exploiting the fact that it prepares students for certifications for Chemical Dependency Counselor and Social Work Assistant, in conjunction with increasing recognition of these certifications among regional employers.

• The program and campus administration should also direct efforts and resources to systematically collecting data on how effectively the program prepares students for employment and the job placement of graduates, including those graduates who go on to advanced degrees.
The area around Chillicothe has lost a number of manufacturing jobs, and has a high unemployment rate even for Southeastern Ohio. The HST program is particularly helpful to displaced workers, who often have difficulty making a transition to a different field. For this reason, the campus administrators and program directors should explore funding opportunities designed to enable recently unemployed workers to gain training in alternate fields. Such funding might also help to attract more African-American and male students.
University Curriculum Council
Program Review

Seven-Year Review
Human Service Technology Program

General Programmatic Issues

The Human Service Technology Program (HST), which leads to an Associate in Applied Science (AAS) degree, was created on the Chillicothe Campus in 1974, in response to a Veterans Administration Manpower Training Grant. The Southern Campus began to offer the program in 1999. Although the Veterans Administration no longer funds the program or hires staff at the AAS level, the HST program tends to have high enrollments, with periodic enrollment fluctuations. The program meets an important need in the regions in which it is located.

This program is in an unusual position in that it exists only on two regional campuses, and lacks access to possible resources and supports available to faculty and programs related to departments on the main campus. A significant result is that an unusually heavy administrative workload falls on the program directors.

Faculty Profile

The Chillicothe Program had a long-time director who was a Group I faculty member. He recently retired, and a new director has been hired but had not begun at the time of the site visit. The Southern campus has a full-time director who is a Group II faculty member. Most of the remaining faculty members are Group III faculty who are community members with extensive current or recent professional experience in the areas in which they teach. A few administrators and early retirees complete the faculty.

The former Chillicothe director and the Southern director demonstrate considerable dedication to the program. They each teach 3-4 courses each quarter, and also provide advising, curricular, recruiting and administrative support. The program directors are also expected to perform significant amounts of service in the community. Adjunct faculty attend department and regional campus orientations and trainings to familiarize themselves with university and programmatic requirements, and the program directors assist new adjunct faculty to develop syllabi and examinations.

Programmatic Practices

The HST Program prepares students for entry-level para-professional jobs in the human services, and to transfer into four year programs leading to bachelor’s degrees in relevant disciplines. Students complete 27-30 credit hours in general Tier I and Tier II requirements, 46-48 hours in core courses, 6 credits and 500 hours of which are in practica in local human service agencies, 6-8 credits in major electives and 23-26 hours in support course electives, which tend to fall into the areas of Communications, Psychology and Political Science. However, many students who complete four year degrees do so in the Bachelors of Specialized Studies major, because they are unable or unwilling to travel to the Athens campus to complete their degrees,
and a very limited number of Human Service degrees can be completed on any of the regional campuses. Some students also select the program because the course in Chemical Dependency coupled with practica in the subfield qualify them for a Certification in Chemical Dependency Counseling (CCDC).

The program directors minimize the importance of the program's preparation of students for the "Registered Social Work Assistant" certification, stating that it is not recognized in the region and therefore does not substantially assist graduates to gain employment. The External Reviewer of the program, who until recently directed an HST program in Northern Ohio, pointed out this is not the case in other parts of the state. In light of this, the program directors and campus administrators might consider marketing the certification for which the degree qualifies students as well as the program itself.

**Curriculum**

A strength of the program is the stability of its curriculum. However, there seems to be no systematic effort to review changes in the field and incorporate them into the curriculum. Most students seem satisfied with the curriculum, and its ability to prepare them for their practica and future employment. The availability of substitute courses, and in some cases required courses, is largely beyond the control of the program directors, as they rely on other departments, including Communication, Psychology, Biology, Sociology and Political Science, to provide the service courses required for the major. While this is not an unusual or inappropriate situation, it does require coordination between departments and regional campuses to ensure that all students are offered the range of courses they require.

**Teaching**

The program directors teach 3-4 courses each quarter; adjuncts teach single courses in their professional specialization annually. The program directors participate in faculty development activities, but adjuncts, who tend to hold other jobs during the day, are rarely able to participate in such events.

**Research**

Given the lack of Group I faculty and the heavy teaching loads of program administrators, it would be unrealistic to expect the faculty to engage in research or creative activity to any degree. If the university plans to extend its research requirements to faculty on the regional campuses, some workload reductions will have to be offered not only to enable the few full time faculty in the program to conduct research, but to enable them to travel to interact with colleagues engaged in research in their disciplines.

**Students**

The program has consistently experienced increases in the incoming placement test scores of students applying to the major. Students generally complete practica of at least 150 hours each in three separate community agencies. Students express particular appreciation for the exposure they receive to "real world exposure" to professional situations they receive from their faculty,
practica and community speakers invited to their classes. Many of the students are first-generation college attenders who have limited experience with professional service fields.

The program, or perhaps its location on a regional campus, attracts primarily non-traditional students, most of whom are employed full-time. The students tend to be overwhelmingly female, as is true of many human service programs, and overwhelmingly Caucasian—more so than would be expected from the demographics of the region.

Graduates
Graduates tend to be female and tend to remain in Ohio following graduation. Data on graduates is difficult to obtain, because many students continue in bachelor’s degree programs after completing their AAS degree, and are then not tracked by their associate degree major. The program has placed little emphasis on systematically collecting program data, which is unfortunate, because anecdotal data about graduate satisfaction with the program and success in the job market is impressive, if meager.

Adequacy of Resources
The regional campuses provide secretarial assistance for teaching duties, but not for administrative functioning, and marketing is an additional requirement of the program directors. Adjunct faculty share a single office, and have limited space to meet with students. However, the adjunct faculty provide telephone and e-mail contact for their students, and sometimes invites students to meet with them in the agencies where they work.

Commendations
The HST Program meets multiple community needs by:
* providing introductory training and an experiential employment pathway for students with limited prior exposure to careers in the human services;
* graduating pre-professionals capable of filling paraprofessional human service positions in public and private agencies, and qualifying for licensing with the AAS degree, many of whom continue their educations at least to the bachelor’s level in fields for which the AAS degree prepares them;
* graduating pre-professionals who tend to remain in Ohio, filling some of the many human service positions in the region and the state and contributing to local and state economies.

The program has a solid curriculum and dedicated faculty, both full-and part-time.

The program has satisfied students who credit the program with exposing them to employment in the human services.

Concerns/Recommendations
The single full-time faculty member who provides administrative as well as faculty support to the program at each campus makes the program extremely vulnerable if one of these faculty members were to suddenly leave or become ill. An additional full-time faculty member at each site would provide additional support for teaching, student
advising, program recruitment, community service and curricular development, and would provide on the job training to a faculty member who could, if necessary, temporarily take on the directors' duties.

- Additional secretarial support for the directors’ administrative duties and program marketing support, either provided directly to the program or centrally by the regional campus administration, would reduce some of the heavy workload of the program directors, and free them to perform functions that only faculty and/or administrators can.

- The program should consider exploiting the fact that it prepares students for certifications for Chemical Dependency Counselor and Social Work Assistant, in conjunction with increasing recognition of these certifications among regional employers.

- The program and campus administration should also direct efforts and resources to systematically collecting data on how effectively the program prepares students for employment and the job placement of graduates, including those graduates who go on to advanced degrees.

- The area around Chillicothe has lost a number of manufacturing jobs, and has a high unemployment rate even for Southeastern Ohio.

- The HST program is particularly helpful to displaced workers, who often have difficulty making a transition to a different field. For this reason, the campus administrators and program directors should explore funding opportunities designed to enable recently unemployed workers to gain training in alternate fields. Such funding might also help to attract more African-American and male students.
I have agreed to serve as External Reviewer for the Ohio University Human Services Technology (HST) program review. In his letter dated April 14, 2005, Dr. Martin Tuck instructed me to do the following:

I. I am to "evaluate the department's self-study according to its completeness, accuracy, and usefulness."

II. Interview "the department and ...its various constituencies including faculty, students, alumni, the chair and the dean."

III. Review with the department, its "curriculum, student learning outcomes, and faculty scholarly and creative endeavors."

IV. Then, send a written report directly to Dr. Tuck within two weeks of my campus visit.

On May 24, 2005, along with Dr. Susan Sarnoff, Internal Reviewer, I visited the Chillicothe campus and completed items # II-III. From this visit, I conclude that the HST program is in excellent condition. I judge the HST self-study to be quite accurate and useful; however it could provide more complete information in the sections regarding Adequacy of Resources, Program Goals and Curriculum, Faculty, Students and Graduates. I found more succinct information from the interviews we conducted and will add this information to those sections. I will then conclude with a brief discussion on how the program can be made stronger under the heading, Department Summary.

Adequacy of Resources:

Secretarial Assistance: Both Directors complete writing of letters and other correspondences, as well as prepare lesson plans, etc. without the help of a secretary. On both campuses, secretarial help usually consists of one secretary who assists many departments. The associate dean agrees that the department should hire an extra secretary who would be available for each HST program.

Program Goals and Curriculum:

Curriculum:

Under "Assessment," the HST self-study states: Additionally, after successful graduation, a HST graduate has the opportunity to apply for the title of "Assistant Social Worker," which significantly increases employability while identifying and indicating specific capabilities." More specifically and historically:

Historically: Originally, the certificate for mental health graduates was designated as "Registered Counselor Assistant"; however, this designation was removed in early 2000 because most college programs lacked a bachelor's counselor program—most only had masters and doctoral programs. When the registered counselor assistant was removed, it was "folded" into Registered Social Work Assistant (SWA)." However, the requirements for obtaining an SWA for a graduate of a mental health program remains as it was before the certificate was terminate; the Human Services Technology program meets all of the requirements, including the 500 hours practicum requirement.

Specifically: a graduate of the HST program must complete: forty-five quarter hours of core mental health/social work skills, theory, and systems courses including a mental health practicum; twenty-one quarter hours of related courses such as psychology, sociology, and economics; twenty-one quarter hours of basic education courses such as English, mathematics, and humanities. Upon completing these courses with at least a "C" in all courses, the graduate is
required to send a completed, notarized application, along with $40.00 to the Board, which will automatically provide a Registered Social Work Assistant certificate to the graduate.

The Social Work Assistant certificate is not widely known in the local communities around the Southern and Chillicothe campuses, and thus most agencies do not require it. Throughout the state of Ohio, the SWA is quite well known.

Mission Statement: A mission statement or a description of the Human Service Technology program might consist of the following, which came, in part from, the Ohio Counselor and Social Work Board requirements, issued in early 2000:

This associate program in Mental Health is designed to prepare individuals to participate in therapeutic programs working as paraprofessionals in the prevention of mental illness and the treatment and rehabilitation of the mentally ill. The mental health technician works directly under the supervision of senior staff members such as psychiatrists, psychologists, licensed professional clinical counselors, and licensed independent social workers. The graduate develops knowledge in theory and function of personality, family systems, culture and value systems, human growth and development, normal and abnormal behavior, the meaning of mental health and mental illness, treatment techniques, and community resources and agencies.

Faculty: Adjunct faculty consists of professionals from local social service agencies who are dedicated practitioners and instructors, some of whom graduated from the program. Their dedication to teaching is impressive. In addition, each adjunct faculty completed orientation on test building, teaching and class maintenance before entering a classroom and is provided continuing education on an “as-need” basis.

Students and Graduates: According to information from OIR, enrollment in HST classes average between 12 and 33 students per class. According to the Associate Dean, HST is a cost-effective revenue-generating program, which generates revenue well above the “break-even” enrollment of eight (8) students per class.

The HST program consists almost entirely of non-traditional students: who are high school graduates, or dropped out of high school or college early, or never went to college, who are over 25 years of age, who have children, and are deficient (or rust) in the learning skills needed to complete a college degree. They are also committed and hard working, and accept teaching and learning as a way to become future competent employees. In addition, it is typical in the field of mental health and social work for there to be a high ratio of female to male students, as these professions, historically, consists of mainly of women.

Department Summary:

As stated earlier, I believe that the Human Services Technology program is in excellent condition; however, issues that ought to be addressed include diversity, teaching, and accountability.

Diversity: while it is traditional for more female students than males to enroll in the program, efforts should be made to advertise that salaries are competitive for male as well as female employees in the field. During the interviews it was pointed out that most African Americans choose business programs rather than human services; again, with the proper advertisement regarding opportunities and salaries such perceptions of HST can be changed. As more students of different ethnic and racial backgrounds enroll, efforts to recruit minority faculty should also improve as well. In addition, most students suggested that there be more emphasis made in the classroom on a “hands-on” understanding others of different racial, cultural, and ethnic backgrounds, clients and peers alike.

Teaching: the students we interviewed expressed great satisfaction with the teaching from both Adjunct faculty and the Directors, but they expressed the desire for more hands-on training in Techniques of Interviewing and Crisis Intervention. Such hands-on techniques as role-
play, case scenario projects, and structured experiences might be emphasized more, as well as the continuation of bringing professionals into the classroom to speak to students and answer their questions. Discussing practicum training, I would recommend that HST provide a room that could be used as a laboratory, where students might use computers and video equipment to practice listening, interviewing, and other skills. And while the local communities have not placed great emphasis on the Registered Social Work Assistant certificate, it is just a matter of time before it will be required in most social services agencies.

Accountability: the Office of Institutional Research (OIR) is an excellent resource which should be used every quarter to complete exit questionnaires on all HST graduates. The OIR should be used creatively to assist HST in diagnosing enrollment dips, providing information for change via needs assessments, and providing more accountability to the University via self-studies.

Respectfully Submitted,

David Browning
January 13, 2006

Dr. William Willan
Assistant Vice President for Regional Higher Education
Haning Hall
Ohio University
Athens, Ohio 45701

Dear Dr. William:

Ohio University Southern has received a copy of the Academic Program Review for the Human Services Technology Associate Degree. I wish to thank the reviewers for their time and for their thoughtful evaluation of the Program.

I asked the Program Director, Mary Virgin, to review the report and provide a written response to the key recommendations. Her comments are included in the attached letter.

I am in general agreement with the recommendations and the actions proposed by the Program Director. The issue of workload for Program Directors is a Regional Higher Education matter that should be discussed among the Regional Deans and the Office of the Vice President. I understand that it will be an agenda item in the near future.

The Human Services Technology Program appears to be healthy. We will continue to investigate ways to improve the program and ensure that it remains a viable program option for Ohio University Southern students.

Meanwhile, please contact me if you have questions or need additional information.

Sincerely,

Dan Evans
Dean

/CC: Mary Virgin
/Attachment
Dr. Evans,

The Human Services Technology program review was conducted on May 24, 2005 at the OU Chillicothe campus. As Director of the OU Southern HST degree, I met with OU Chillicothe HST Director, Dr. Dick Whinery, external reviewer, Dr. David Browning, University of Toledo and internal reviewer Dr. Susan Sarnoff for this review.

I felt the review process went well with no unexpected areas of contention. Both reviewers indicated that the HST program is in excellent condition, and found the HST self study to be quite accurate and useful. The program was praised for a solid and stable curriculum, dedicated faculty, both full and part time and satisfied students. HST OU Southern adjunct faculty met with the reviewers via teleconference. A separate meeting was held with HST students, current and program graduates. Reviewers felt the program is graduating pre-professionals who tend to stay in Ohio, meet requirements for paraprofessional licensure and meet multiple community needs.

Recommendations made by Dr. Browning and Dr. Sarnoff were mentioned and discussed during the site review, therefore there were no surprises in the written Executive Summary of the program review. Areas of concerns were the need for additional secretarial support for the director’s administrative duties, and marketing support, the reduction of Director’s workload, and the recommendation of an additional full time faculty member at each site. Reviewers felt the program should consider certifications in Chemical Dependency and Social Work Assistant. It was recommended that the program directors explore opportunities designed to enable that recently unemployed workers gain training and secure funding to attract more African Americans and male students. Finally, it was suggested that the directors collect data on how effective the program is, and track job placement and advanced degrees more completely.

In response to the program review recommendations, I intend to take into consideration the need for a more concentrated marketing approach to attract a more diverse student body in the HST program. I will make a concerted effort to collect program data on program effectiveness, job placement and advanced degrees by implementing an exit interview and survey upon HST graduation. Recommendations were made in general and were not directed at a specific campus or program. I feel OU Southern provides adequate secretarial support that I may not be taking full advantage of. OU Southern DOES offer a certification in Chemical Dependency and DOES encourage HST
graduates to pursue Social Work Assistant status. Our campus will take into consideration the recommendation of hiring another full time HST faculty.

Dr. Browning and Dr Sarnoff were pleasant and professional making the entire process an enjoyable one.

Sincerely,

Mary L. Virgin, MA, LPC,
Director of Human Services Technology
OU Southern
AUDIT, FINANCE, FACILITIES AND INVESTMENT COMMITTEE

Trustees Present: Chairperson C. Daniel DeLawder, J. Michael Lawrie, C. Robert Kidder, Aslyne Rodriguez, President Roderick McDavis, and Vice President William Decatur

Committee Chairman DeLawder reported two reports were given to his committee. The first was matters relating to the University 2005-2006’s audit by External Auditors Deloitte. Mr. DeLawder noted the growing relationship with the University’s Internal Audit and the overall benefit derived from this arrangement. A copy of the Deloitte presentation is included with the official minutes.

Investment consultants, New England Pension Consultants (NEPC), presented an update on their asset allocation strategy as it relates to the endowment in The Ohio University Foundation and University. It was noted there is a difference of investment philosophy between the two entities which need to be further explored. Vice President Decatur indicated he would continue discussions on this matter with the committee. A copy of the NEPC report is included with the official minutes.

ACTION ITEMS

Approval of Construction Documents and Authority to Award Contracts Two portions of resolution: 1) to approve construction documents and 2) to award construction contracts provided the total bids do not exceed funds identified for each of the projects listed below.

Clippinger Hall Masonry Improvements Project ($280,000)
- will address aging exterior masonry walls, resetting precast concrete panels and stone elements
- work includes cleaning and waterproofing of all the exterior masonry
- project is scheduled to be completed during the summer of ’06
- budget is $280,000 and is funded by renovation dollars from House Bill 16
- Clippinger Hall houses astronomy & physics, chemistry & biochemistry, geography and geological sciences

Lausche Heating Plant Coal & Ash Handling Improvements ($1,250,000)
- this project is the continuation of ongoing rehabilitation of the facility built in 1966
the coal and ash handling system is for three coal-fired boilers; boiler # 2 & 3 were rehabilitated in earlier phases
Lausche provides steam for heating university buildings and hot water for the campus
this is not the final construction for Lausche—the work has been spread over several funding periods to provide dollars to Vision Ohio
total capital is approximately $15-18M for the entire 5-10 year period, not including the expansion of the chilled water portion – Kotowski will provide dollar details to each board member
work will be completed by September 2006—former work was done in-house to save costs
budget is $1,250,000 for this improvement project and will serve the university for the next 25-30 years

East Green Storm Sewer Improvements ($800,000)
this improvement is part of a previous renovation package and is necessary due to water being diverted from Court Street
the current lines do not have the capacity to handle the flow near Glidden Hall etc.
the design and first phase costs are $800,000 with the total construction and document preparation package costs totaling $1.6M.

New Residence Hall Building Completion Package ($22,600,000)
the residence hall will be located near Nelson Commons and contain 350 beds—doubles with a shared bath between two rooms
expected date of completion is August 2007 with occupancy for Fall 2007
total budget project is $24M to be funded from Residence and Dining Auxiliary
the Board approved the consulting team and construction package at the October '05 and March '06 meetings

Gordon K. Bush Airport, Sanitary Sewer Extension ($315,000)
a pump station will be constructed near the Snyder Terminal Building
project is scheduled to be completed summer '06 and will serve the university and private sector
project estimate is $315,000 primarily through an FAA grant ($299,250), 5% from local funding and $15,750 from the airport operations budget

Gordon K. Bush Airport, Taxiway C Rehabilitation ($150,000)
repair of existing asphalt
project completion is scheduled for summer of '06
project estimate is $150,000 primarily from an ODOT grant; local funding – airport operations budget = $30,000
the Aviation Department and Avionics Engineering Research Center utilize the facility, as well as the regional area.

**INFORMATIONAL ITEMS**

**Deloitte Audit Scope Review** – Mike Fritz presentation

- this review is a continuation of an annual review practice begun last year; Deloitte wishes to solicit input in order to design the audit for this year
- the minority subcontractor requirement will be fulfilled by Maoranjan and Shaffer
- reports will be issued for Ohio University, The OU Foundation, and the OU Telecommunications Center

**New Government Account Standards**
  - GASB 42, Accounting and Financial Reporting for Impairment of Capital Assets and for Insurance Recoveries---recent events at Grover will be subject to these standards

- more involvement will occur between the internal and external auditors (cell phone, travel etc last year)

**Significant Audit Areas**
  - audit will include verifying that corrections from last audit are complete
  - detail testing will occur in payroll, expense, grants revenue and other revenue
  - Student Financial Aid A-133 audit is new for this year

- current audit practices cannot guarantee detection of fraud; however, procedures are being developed to help detect such cases

**Budget/Enrollment Update**

**FY '06**

- Fall Quarter undergraduate numbers are up by 100 – a 250 increase from the budgeted number, while the graduate numbers are down 100 – a decrease of 77 from the budgeted number
- Winter and Spring Quarter numbers are down 100 due to graduation, with retention numbers down 1%...Spring Quarter shows a slight rebound
- graduate enrollment increased by 80 from the projection due to new programs and retention
- Summer undergraduate and graduate numbers are down causing an underattainment of tuition revenue of $1.3M
- $800,000 in graduate stipends will not be distributed; this amount of unexpended budget will be applied to the revenue shortfall. In addition, $500,000 in other unexpended budget will be set aside to cover the remainder of the revenue shortfall.
- the budget is still in process
- undergraduate numbers show a growth of 100 students
- graduate numbers have grown 50 from '05 – strong numbers
- improvement is projected for retention
- freshman applications are up 300 from last year; however, admits are down
- transfer admits are up
- overall we are in good shape

**Treasurer's Report**

- the return on the endowment portfolio is 9.39% for the eight months ended February 28, 2006
- two of the three small cap funds have underperformed their benchmarks
- the Foundation's investment consultant, NEPC, completed small cap and international equity manager searches during the last week in March
- the Management Committee approved hiring two new international equity managers
- nearly $5.5M is outstanding in investment loans - see page 38
- principal debt outstanding as of March 31 totals nearly $224M – see page 39
- the standard information that is presented at each Board Meeting was included in the Treasurer's Report given by Bill Decatur.

- a comprehensive discussion of debt will be undertaken with the Finance Committee over the next several meetings, culminating in the presentation of the Facility Master Plan and associated financing plan during the Fall Quarter

**New England Pension Consultants (NEPC)**

- a presentation on asset allocation strategy by representatives Molly Auth and Craig Svendsen
- this presentation and recommendations were made to the Foundation Board in February
- the history of the firm was reviewed--$200B in investment funds with a 20 year history
- NEPC/Ohio University affiliation began in the summer of '05
- a spending study was conducted last summer and fall for University and Foundation assets to determine the spending needs and goals of the university
- the investment strategy for Ohio University is long-term oriented
- risk tolerance and mix of allocations are being determined
- 8.7% is the minimum investment return goal
- a summary of the “remix” of asset allocation was discussed
- the Foundation has currently managed all investments (Foundation & University) for approximately ten years; there is a need to review the policy regarding delegation of authority to the Foundation Board to make sure Board members fully understand
the current roles and responsibilities of the Board and Foundation regarding investment activities
Mr. DeLawder moved approval of the resolution. Mr. Kidder seconded the motion. All agreed.

APPROVAL OF CONSTRUCTION DOCUMENTS AND AUTHORITY TO AWARD CONTRACTS

RESOLUTION 2006 - 2042

WHEREAS, six capital improvement projects have been developed and are ready for approval of their construction documents and authorization to advertise, receive bids and award contracts, and

WHEREAS, funding for each project is in place and these projects will be utilizing dollars from the following sources; Amended Substitute House Bill No. 16, Auxiliaries, the FAA, the 2006 Bond Issue and the Operating Budget.

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve construction documents for,

1. Clippinger Hall Masonry Improvements Project ($280,000)
2. Lausche Heating Plant Coal & Ash Handling Improvements ($1,250,000)
3. East Green Storm Sewer Improvements ($800,000)
4. New Residence Hall Building Completion Package ($19,110,991)
5. Gordon K. Bush Airport, Sanitary Sewer Extension ($315,000)
6. Gordon K. Bush Airport, Taxiway C Rehabilitation ($150,000)

BE IT FURTHER RESOLVED that the Ohio University Board of Trustees does hereby authorize the receipt of bids and does empower the President or his designee to recommend the award of construction contracts provided total bids do not exceed funds identified for each of the projects identified above.
Interoffice Communication

Date: March 31, 2006

To: The President and Board of Trustees

From: William R. Decatur, Vice President for Finance and Administration, CFO and Treasurer

Re: RESOLUTION FOR APPROVAL OF CONSTRUCTION DOCUMENTS AND AUTHORITY TO ADVERTISE, RECEIVE BIDS AND AWARD CONTRACTS FOR SIX PROJECTS

Six capital improvement projects have been developed and the construction documents are ready for approval by the Board of Trustees. In addition, we are seeking the authority to advertise, receive bids and award contracts on these projects. Four of these projects are on the Athens campus. They include the Clippinger Hall Masonry Improvements, the Lausche Heating Plant Coal & Ash Handling Improvements, the East Green Storm Sewer Improvements, and the New Residence Hall Building Completion. The other two projects are located at the Gordon K. Bush Airport. They are the Sanitary Sewer Extension and the Taxiway C Rehabilitation.

The Clippinger Hall Masonry Improvements project will address the aging exterior masonry walls with tuck-pointing, resetting of the precast concrete panels and stone elements. The scope of work includes a comprehensive cleaning and waterproofing of all the exterior masonry. The project is scheduled to be completed during the summer of 2006. The project is budgeted at $280,000 and is being funded with basic renovation dollars from Amended Substitute House Bill 16.

The Lausche Heating Plant Coal & Ash Handling Improvements project is the continuation of the ongoing rehabilitation of the University’s 38-year old heating plant, which provides steam for heating of University buildings, domestic hot water for the campus, and chilled water for air conditioning the buildings around the West Green. Previous phases have rehabilitated boilers number two and three, plus associated mechanical, electrical, plumbing equipment and two bag house modules to support the coal-fired system. The work associated with this project will begin in April 2006 and will be completed by September 2006. The Improvement project is budgeted at $1,250,000. The funding identified is part of a $3,300,000 Performance Contract for campus wide improvements.

East Green Storm Sewer Improvements project is a multi phase undertaking. The first phase will be the construction of a replacement main storm sewer along South Green Drive to Stewart Street and then along Stewart Street to Mulberry Street. The project is jointly funded with $400,000 from the Residence and Dining Auxiliary and $400,000 from Basic renovation funds available in Amended Substitute House Bill 16. Phase I is scheduled for the summer of 2006.

The New Residence Hall project will be located in the vicinity of Nelson Commons and will contain 350 beds. The rooms will be doubles with a shared bath between two rooms. There will be a common study lounge and a recreation area on opposite floors. We are bidding this project in two...
phases; the first phase of a site/foundation package has been bid and construction is scheduled to start April 2006. The authority to bid and award contracts on the first phase was approved by the Board at their regular meeting in March 2006. The second bid package for the building completion is scheduled to bid May 2006 and commence construction in June 2006. The building is expected to be completed in August 2007 with building occupancy for the Fall of 2007. The total project budget is $24 million and will be funded by the Residence and Dining Auxiliary. The building completion package is estimated to cost $22,600,000. Bonding for this project was authorized by the Board of Trustees at their December 14, 2005 retreat in Columbus, Ohio.

The Airport Sanitary Sewer Extension project will connect the airport facilities to the Albany Sanitary Sewer System. The Airport currently uses an on-site treatment facility for sanitary waste. A pump station will be constructed near the Snyder Terminal Building. The project is scheduled for this spring. Once completed the existing on-site treatment system will be removed. The project estimate is $315,000 with primary funding through a FAA grant.

The rehabilitation of Taxiway C will include the repair of the existing asphalt with a new asphalt overlay that will include pavement markings and joint sealer. The project is being design by Ohio University, University Planning & Implementation. The project is scheduled for summer of 2006. The project estimate is $150,000 with primary funding through an ODOT grant.

All six of these projects are ready to proceed to bid. Toward that end I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of April 14, 2006, which seeks approval of construction documents and provides authorization to advertise, receive bids and award contracts for each of the six projects.

If I can be of further assistance or provide additional information regarding this matter, please let me know.

enclosure

Cc: Dr. Alan H. Geiger, Secretary to the Board of Trustees  
    Mr. John Kotowski, Associate Vice President University Planning & Implementation

JKK/jc/CONS0406.WRD
Contents

• Key 2006 NEPC Capital Market Observations

• Asset Allocation Modeling

• Asset Mix Options and Recommendations

• Appendix
  – Asset Class Constraints
  – Asset Allocation Methodology
  – Timeline of Goals
Key 2006 NEPC Capital Market Observations

- Cyclical bull market is aging
  - Earnings growth is slowing after three years of double digit gains
  - Fed has removed accommodative monetary policy
  - Fiscal stimulus is waning
  - Energy prices remain high and residential real estate is cooling

- Yield curve is flat, global yields are low
  - Risk premiums for riskier bonds are low relative to higher quality bonds
  - Asian central banks have positively impacted demand
  - Could have additional demand impact at long end due to pension reforms?

- Equity market valuations are reasonable, but growth expectations optimistic
  - P/E on S&P 500 forward earnings is 14.7x (vs. 15-17x long-term range)
  - Risk premium over bonds remains near long term averages
  - Chance of a negative surprise increasing as earnings expectations rise to >11%

- International equity markets have had an extended run of out-performance
  - Opportunities are much less pronounced than in the past few years

- Continued expectation of subdued long term returns across virtually all asset classes
Introduction

- This asset allocation study presents asset allocation mixes based on the spending study and approved spending policy.

- Goals of the study:
  - Assess current asset allocation
  - Propose mixes that are forecasted to achieve the Foundation’s and University’s target return
  - Recommend asset allocation targets for Foundation and University
Asset Allocation Process

- Determine the target rate of return based on spending policy
- Determine risk tolerance
- Determine permissible asset classes and constraints
- Develop optimal mixes of permissible asset classes expected to meet or exceed the target return
- Discuss and recommend an optimal target mix
Spending Policy

• Current Approved Spending Rate (5%)*
  - 4% of market value
  - Plus 1% Administrative Fee

• Minimum Target Return
  4.0% Spend Rate
  1.0% Administrative Fee
  3.7% Higher Education Price Index (Inflation assumption)
  0.0% No Targeted Real Growth
  8.7% Nominal Return

* Effective 2008
Asset Allocation Inputs – Risk & Return

Efficient Frontiers using NEPC's 2006 Risk and Return Forecasts

Return

0% 2% 4% 6% 8% 10% 12%

Risk (Volatility)

0% 3% 6% 9% 12% 15% 18% 21% 24% 27% 30%

8.7% return target

Foundation Frontier

University Frontier

Foundation Target

University Target
The Current Target achieves the long-term return target (+8.7%). However, the same expected return can be achieved by further diversifying the portfolio. (See Mix B) Moreover, we can increase the expected return without increasing volatility by moving to Mix D.
# Proposed Asset Mixes - Foundation

<table>
<thead>
<tr>
<th>Proposed Asset Mixes</th>
<th>Foundation Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cap Equities</td>
<td>40%</td>
</tr>
<tr>
<td>Small Cap Equities</td>
<td>15%</td>
</tr>
<tr>
<td>Int'l Equities</td>
<td>5%</td>
</tr>
<tr>
<td>Emerging Markets Equity</td>
<td>60%</td>
</tr>
<tr>
<td>Total Equity</td>
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</tr>
<tr>
<td>Low Duration Bonds</td>
<td>10%</td>
</tr>
<tr>
<td>Core Bonds</td>
<td></td>
</tr>
<tr>
<td>High Yield</td>
<td></td>
</tr>
<tr>
<td>Global Bonds</td>
<td></td>
</tr>
<tr>
<td>Emerging Market FL</td>
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</tr>
<tr>
<td>Total Fixed Income</td>
<td>10%</td>
</tr>
<tr>
<td>Absolute Return/Hedge Fund</td>
<td>20%</td>
</tr>
<tr>
<td>Real Estate (1)</td>
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<tr>
<td>Private Equity</td>
<td>10%</td>
</tr>
<tr>
<td>Total Alternatives</td>
<td>30%</td>
</tr>
<tr>
<td>Exp Return</td>
<td>8.7%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

### Summary Analysis

- **Core FL + Large Cap**
- **(H+Global+EMB) Total Bonds**
- **Small-cap U.S. / Total US**
- **International / Total Equity**

<table>
<thead>
<tr>
<th>Mix A</th>
<th>Mix B</th>
<th>Mix C</th>
<th>Mix D</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>24%</td>
<td>28%</td>
<td>30%</td>
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<td>11%</td>
<td>11%</td>
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<td>13%</td>
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<td>3%</td>
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<tr>
<td>48%</td>
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<td>0%</td>
</tr>
<tr>
<td>13%</td>
<td>11%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3%</td>
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<td>0%</td>
</tr>
<tr>
<td>22%</td>
<td>19%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>14%</td>
<td>13%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>10%</td>
<td>8%</td>
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<td>10%</td>
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<tr>
<td>6%</td>
<td>9%</td>
<td>7%</td>
<td>11%</td>
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<tr>
<td>30%</td>
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<td>8.5%</td>
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<td>10.3%</td>
<td>11.2%</td>
<td>12.3%</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

(1) Excludes Foundation investments in OU Inn and University Courtyard
The Current Target does not meet the long-term return target (8.7%). Further diversifying the portfolio to Mix C improves the expected return and reduces expected volatility.
### Proposed Asset Mixes - University

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>University Target</th>
<th>Mix A</th>
<th>Mix B</th>
<th>Mix C</th>
<th>Mix D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cap Equities</td>
<td>40%</td>
<td>19%</td>
<td>22%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Small Cap Equities</td>
<td>15%</td>
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<td>11%</td>
<td>12%</td>
<td>14%</td>
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<tr>
<td>Int'l Equities</td>
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<td>13%</td>
<td>15%</td>
<td>16%</td>
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<td>Emerging Markets Equity</td>
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<td>4%</td>
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<tr>
<td>Total Equity</td>
<td>60%</td>
<td>43%</td>
<td>49%</td>
<td>55%</td>
<td>62%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Core Bonds</td>
<td>10%</td>
<td>24%</td>
<td>18%</td>
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<td>10%</td>
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<tr>
<td>High Yield</td>
<td></td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
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<tr>
<td>Global Bonds</td>
<td></td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Emerg Market Fl</td>
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<tr>
<td>Total Fixed Income</td>
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<td>37%</td>
<td>31%</td>
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<td>20%</td>
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<tr>
<td>Absolute Return/ Hedge Fund (1)</td>
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<td></td>
<td>10%</td>
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<td>9%</td>
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<tr>
<td>Private Equity</td>
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<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Total Alternatives</td>
<td></td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Exp Return</td>
<td>8.2%</td>
<td>-10.2%</td>
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<tr>
<td>Standard Deviation</td>
<td>12.6%</td>
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</tbody>
</table>

### Summary/Analysis

- **Core FI + Large Cap (Int'l + Global + EMD/Total Bonds):** 60%
- **Small-cap U.S./Total U.S International/Total Equity:** 8%

(1) Reflects current University restriction related to Absolute Return funds
Asset Allocation Analysis: Discussion Items

- Based on 2006 Assumptions, the expected risk/return profile
  - For the Foundation is 8.7% expected return with 13.4% standard deviation (risk)
  - For the University is 8.2% expected return with 12.6% standard deviation (risk)

- Foundation: Consider Mix B (page 10)
  - Achieves return goal (8.7%) while reducing volatility with diversification
  - Reduces allocation to equities, but achieves long-term target with additional diversification

- University: Consider Mix C (page 12)
  - Increases return to meet return goal (8.7%) and reduces expected volatility
  - Slightly decreased allocation to equity and fixed income in favor of real estate

- Consider eliminating absolute return allocation restriction on University
  - The Foundation’s proposed mix has a similar return profile as the University’s proposed mix, but meets the return goal with a lower volatility. Thus, preserving capital over time.
## Proposed Asset Mixes – Foundation + University*

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Foundation (Mix B)</th>
<th>University (Mix C)</th>
<th>Found + University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cap Equities</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Small Cap Equities</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Int'l Equities</td>
<td>13%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Emerging Markets Equity</td>
<td>13%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Total Equity</td>
<td>61%</td>
<td>55%</td>
<td>52%</td>
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<td>0%</td>
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<tr>
<td>Core Bonds</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>High Yield</td>
<td>22%</td>
<td>24%</td>
<td>23%</td>
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<tr>
<td>Global Bonds</td>
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<td>4%</td>
</tr>
<tr>
<td>Emerg Market/FI</td>
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<td>13%</td>
<td>2%</td>
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<tr>
<td>Total Fixed Income</td>
<td>19%</td>
<td>25%</td>
<td>21%</td>
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<tr>
<td>Absolute Return/Hedge Fund</td>
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<td>1%</td>
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<tr>
<td>Real Estate</td>
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<td>1%</td>
</tr>
<tr>
<td>Private Equity</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Total Alternatives</td>
<td>30%</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Exp Return</strong></td>
<td>8.7%</td>
<td>8.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>11.2%</td>
<td>11.8%</td>
<td>11.3%</td>
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</tbody>
</table>

### Summary/Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Foundation (Mix B)</th>
<th>University (Mix C)</th>
<th>Found + University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Fd &amp; Large Cap</td>
<td>35%</td>
<td>39%</td>
<td>36%</td>
</tr>
<tr>
<td>(Hyd Global) EMD/Total Bonds</td>
<td>42%</td>
<td>45%</td>
<td>43%</td>
</tr>
<tr>
<td>Small-cap US/Total US</td>
<td>31%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>International/Total Equity</td>
<td>31%</td>
<td>33%</td>
<td>32%</td>
</tr>
</tbody>
</table>

* Market Value breakdown: 70% Foundation, 30% University

(1) Reflects current University restriction related to Absolute Return funds

(2) Excludes Foundation investments in OU Inn and University Courtyard
Recommended Implementation

- Relax manager constraints
  - Allow core bond manager to oversee the duration decisions
  - Be mindful during the International Equity manager search of candidates who can also include international small-cap and emerging markets in their mandates

- Utilize multi-asset class products
  - Consider hiring a global fixed income manager that can tactically allocate to high yield and emerging markets

- Globally diversified asset allocation strategies
  - Can alternative implementation considerations add value?

- Opportunities exist at the strategy and manager specific level
  - Consider real estate as a long term asset class
    - Non-core real estate presents opportunities
## Asset Allocation Policy Changes - Foundation

<table>
<thead>
<tr>
<th></th>
<th>Current Target</th>
<th>Mix B</th>
<th>Change</th>
<th>Permissible Range (%)</th>
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## Asset Allocation Policy Changes - University

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# Asset Class Weighting Constraints - Foundation

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* Except in the case of rounding.
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<td>0 - 20</td>
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</table>

* Except in the case of rounding.
NEPC Asset Class Research

- A tool to help investors make choices
  - Very good at identifying relative opportunities
  - Less exact at pinpointing actual returns

- Based on sound theory
  - Must make adjustments to make it practical

- Identifies optimal combinations of asset classes
  - Expected to offer the highest return at the lowest level of risk
NEPC Asset Class Research

- Long term in nature
  - Forward looking 5-7 years

- Assumes normal risk-return relationship
  - In order to get higher return, you must assume more risk

- Use "building-block" approach
  - Inflation to cash to bonds to stocks
NEPC Asset Class Research

• Historical data (~80%)
  – Use longest available history
    • 1926 for large cap, 1970 for international equity
  – Adjust time period where appropriate
    • 1970 – present more pertinent for bonds

• Current market environment (~20%)
  – Adjust for current valuations and market environment

• Risk and correlation data
  – Based largely on historical data
Asset Allocation Model Inputs

• Permissible Asset Classes and Weighting Constraints

• Return and Risk Assumptions
  – Based on a blend of historic data and NEPC assessment of current and future market conditions

• Correlation Assumptions
  – Measure of similarity/dissimilarity between asset classes
  – Based on historic data
  – Measure ranges from -1.0 to +1.0 (-1.0 = low similarity, +1.0 high similarity)
  – Prefer dissimilar asset classes
Asset Allocation Modeling Process

- Expected Return
- Expected Risk
- Correlations

Drives the results from the model

Common Sense Overlay

Asset Class Constraints

NEPC's Portfolio Optimization Model

Optimal Portfolios

Identify best combinations of return and risk

RETURN

Efficient Frontier

RISK
Current Year Audit Considerations

- New Government Accounting Standards
  - The Controller’s office will advise if they intend to early implement any standards.

- Internal Audit Considerations
  - Deloitte & Touche will review Internal Audit reports for fiscal 2006 and consider any findings that may have impact on our scope of testing.
Significant Audit Areas

- Update of Management Letter Comments
- SAS 99 Considerations
- Control Cycles
  - Payroll
  - Expense
  - Grants Revenue
  - Other Revenue
- System Control Cycles
  - Business Continuity Planning
  - Information Security
  - Application System Implementation and Maintenance
- Confirmation of Cash, Investments and Accounts Receivable
- Vouching of Accounts Payable and Debt Payments
- Substantive Analytic Review of Revenue and Expenses
- Recalculation of the Scholarship Allowance
- Student Financial Aid A-133 Audit
STUDENT LIFE, HUMAN RESOURCES & ATHLETICS COMMITTEE

Trustees Present: M. Marnette Perry-Chairwoman; Norman E. Dewire; Aslyne Rodriguez, Michah A. Mitchell; Bill Decatur, Vice President for Finance and Administration

The meeting was called to order by Chairwoman Perry at 5:00 p.m.

Chairwoman Perry reported that her committee received three reports. The first, the announcement of a new health benefits provider beginning July 1, 2006—Anthem Blue Cross and Blue Shield and Envision Rx. The second, an update on the early retirement program noting that 75 current employees are anticipated to take advantage of the program. Finally, a report on high risk drinking. Ms. Perry stated her appreciation for the effort and the support of student leaders. She asked for a final report at the June meetings noting she was particularly interested in knowing how one would measure if the program goes far enough to effect change. Copies of the presentation are included with the official minutes.

Report on Change in Third Party Administration (TPA) for Health Care – Bill Decatur

- Request for proposals included health, drug, vision and dental plans; employee assistance plan; and flexible spending accounts
- Last RFP was completed in 2001 – Medical Mutual selected
- Major factors reviewed included: administrative fee; PPO network pricing and provider discounts; care/utilization management services; customer service; drug discounts and formulary
- 13 bids received for 2006 RFP
- Finalists included: Medical Mutual of Ohio (incumbent); Anthem Blue Cross & Blue Shield; United Healthcare; EnvisionRx Options (drug plan only); and Impact Behavioral Health (EAP only)
- Health Benefits Committee endorsed the selection process
- Contract awarded to: Anthem Blue Cross & Blue Shield for health, vision, dental and FSA
- Anthem is also current TPA for Athens City Schools, Kent State University, Miami University of Ohio, Xavier University and University of Dayton
- Anthem will be more rigorous and aggressive in pursuing discounts than Medical Mutual
- Drug Plan contract awarded to EnvisionRx Options
- EAP still under review
- Three year contracts effective beginning July 1, 2006
- Contracts have guaranteed, frozen administrative fees for all three years
• Health care costs impacted by four to six percent (4-6%) by contracting with Anthem and EnvisionRx
• University should be cautious regarding building full potential cost impact into first year of budget projections due to volatility of health claims
• Benefits budget projections: FY 2006: $34,643,000; FY 2007: $39,527,000 (14% increase)*; FY 2008: $44,984,000 (14% increase)*
• *UHR, with assistance from Milliman Actuarial Consulting, is currently reviewing FY07 and FY08 projections due to the change in TPA to Anthem Blue Cross & Blue Shield and EnvisionRx Options and the potential impact of retiring employees
• Could we do any better with a plan by teaming up with another state assisted university? Discussion and exploration have occurred with no outcome to date. President McDavis will discuss topic with other IUC presidents

Report on ERIP (Early Retirement Incentive Program) - Bill Decatur
• 308 eligible employees
• 45 enrolled to date – 11 administrative staff and 34 classified staff
• Largest number (14) from Vice President for Finance and Administration because it is the largest planning unit
• Number planning to retire by July 1, 2006 = 43; after July 1, 2006 = 2
• 91 employees have attended retirement planning sessions on campus with OPERS and/or Human Resources
• ERIP open through August 31, 2007, but to receive $10,000 bonus, employee must respond by April 28, 2006
• Won’t know until the end of April if the bonus will have the outcome intended
• Ideally would like to see at least 75 employees signed up by April 28
• ERIP offered to staff six weeks ago and 45 have taken the option to date
• Not surprising to see employees taking their time to make decision
• Expectation is that majority of positions will not be filled once vacant
• Requests to fill positions reviewed by Provost Krendl and Vice President Decatur

High-Risk Drinking Reduction Strategy Status Report - Terry Hogan
• Fall 2005 – President McDavis charged Student Affairs with developing recommendations for bolstering efforts to reduce high-risk drinking
• Fall 2005 – Recommendations sought from Coalition Advocating Responsible Drinking Decisions (CARDD) and the Student Affairs Alcohol Task Force (SAATF)
• Winter 2006 – Recommendations from CARDD and SAATF shared for review with student organizations: Student Senate; Review and Standards Committee, Athens City/University Joint Committee on Civic Responsibility; 3 Residence Life Councils; and Council of Student Leaders
• February 21, 2006 — Day of Dialogue — feedback sought from the more than 150 campus community members in attendance
• After a review of feedback from above, the Interim Vice President for Student Affairs will present final recommendations to President McDavis
• Recommendations will be based on the following eight major topics: discipline, intervention, communication, law enforcement, positive student engagement, community development, assessment, implementation
• Spring 2006 — recommendations to President McDavis; announcement of changes to comprehensive strategy by President McDavis; convene implementation team
• Summer 2006 — communicate to new students via orientation; operationalize implementation plans
• Fall 2006 — refined strategies operational
• Important that we are clear and consistent when communicating message/expectations about alcohol misuse
• Once strategy adopted, we will determine the most important things to measure first – process will be a complex assessment challenge
• Board won’t be making policy changes – wants to hear we have a process to address problems and are developing better ways to monitor outcomes
Health Benefits

- Request for Proposal (RFP) for Health Plan Administration
  - Health Plan, Vision, and Dental Plan
  - Employee Assistance Plan (EAP)
  - Flexible Spending Accounts (FSA)

- Major Factors Reviewed
  - Administrative Fee (per employee per month)
  - PPQ network pricing and provider discounts
  - Care Utilization Management Services
  - Customer Service
  - Drug discounts and formulary
Asset Class Trade Offs:

- **Liquidity**
  - Not an issue with traditional asset classes like stocks and bonds
    - Daily or monthly liquidity
  - Becomes more constrained with investments in hedge funds and some real estate investments (open-ended funds)
    - Quarterly or semi-annual liquidity
    - Advance notice required
  - Long-term commitments required with some alternative investments like private equity and closed-end real estate funds
    - Commitments of 7-10 years required

- **Fees**
  - Typically higher for non-traditional asset classes
    - If Fund-of Funds strategy employed, fees can be doubled

- **“Head-line” Risk**
  - Potential reaction of local media and constituencies may need to be considered
Risk / Return Tradeoff

- Attempt to determine the most "efficient" allocation of assets
  - Maximize Return for every risk level
  - Minimize Risk for every return level
2006 Asset Class Risk/Return Assumptions

- Inflation: 1.00% to 3.00%
- Cash: 1.25% to 3.75%
- Global Bonds: 4.75% to 9.25%
- TIPS: 4.75% to 6.00%
- Commodities: 5.00% to 15.00%
- Long GC Bonds: 5.00% to 11.00%
- Core Bonds: 5.00% to 7.00%
- Hedge Funds - Cons: 6.25% to 7.00%
- High-Yield Bonds: 7.50% to 10.75%
- Real Estate: 6.75% to 11.50%
- Emerg Market Debt: 6.75% to 16.00%
- Hedge Funds - Mod: 7.75% to 10.00%
- Large Cap Equities: 8.50% to 16.00%
- Md Cap Equities: 8.75% to 19.50%
-Intl Equities: 10.00% to 19.00%
- Small Cap Equities: 9.00% to 22.50%
- Intl Small Cap Equity: 9.50% to 24.00%
- Emerg Market Equity: 10.00% to 27.00%
- Private Equity: 10.50% to 27.00%

Forecast Risk (volatility of returns) - Expected Return (net of fees)
### NEPC’s 2006 Correlation Forecasts

| Asset Class | Cash | Core | Global | EMD | HY | Large Cap | Mid Cap | Small Cap | Intl Equities | Intl Small Cap Eq | Emerg Intl Equities | Private Equity | Market Neutral HF | Long/Short HF | Opportunistic HF |
|-------------|------|------|--------|-----|----|-----------|---------|-----------|--------------|------------------|-------------------|------------------|---------------|----------------|-------------|------------------|
| Cash        | 1.00 |      |        |     |    |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Core Bonds  | 0.25 | 1.00 |        |     |    |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Global Bonds| -0.15| 0.75 | 1.00   |     |    |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Emerg Mkt Debt| 1.00 | 0.00 | 0.00   | 0.25|    |           |         |           |              |                  |                   |                  |               |               |              |                 |
| High-Yield Bonds| 0.09 | 0.50 | 0.30   | 0.50| 1.00 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Large Cap Equities| 0.09 | 0.20 | 0.10   | 0.50| 0.50 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Mid Cap Equities| -0.05| 0.15 | 0.05   | 0.50| 0.50 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Small Cap Equities| -0.10| 0.00 | 0.00   | 0.50| 0.50 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Intl Equities| -0.20| 0.00 | 0.50   | 0.50| 0.35 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Intl Small Cap Eq| -0.10| 0.00 | 0.30   | 0.50| 0.30 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Emerg Intl Equities| 0.10 | 0.20 | 0.20   | 0.50| 0.40 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Private Equity| 0.40 | 0.15 | 0.00   | 0.00| 0.00 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Market Neutral HF| 0.30 | 0.25 | 0.00   | 0.00| 0.00 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Long/Short HF| 0.40 | 0.50 | 0.00   | 0.00| 0.00 |           |         |           |              |                  |                   |                  |               |               |              |                 |
| Opportunistic HF| 0.30 | 0.25 | 0.30   | 0.35| 0.35 |           |         |           |              |                  |                   |                  |               |               |              |                 |

**Correlation Categories**

- **High Negative Correlation** (-1.00 to -0.50)
- **Low Negative Correlation** (-0.51 to 0.00)
- **Low Positive Correlation** (+0.01 to +0.50)
- **High Positive Correlation** (+0.51 to +1.00)
## Proposed Work Plan

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</tr>
<tr>
<td>Initiate manager searches for new asset classes</td>
<td>NEPC &amp; Committee</td>
<td></td>
<td></td>
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<tr>
<td><strong>Third Stage: Implementation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Implement Asset Allocation</td>
<td>NEPC &amp; Committee</td>
<td></td>
<td></td>
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<tr>
<td>Transition to newly hired managers</td>
<td>NEPC &amp; Committee</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Consider Private Equity opportunities</td>
<td>NEPC &amp; Committee</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>On-going</td>
<td>NEPC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education</td>
<td>NEPC</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rebalancing (as needed)</td>
<td>NEPC &amp; Committee</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Performance Monitoring</td>
<td>NEPC</td>
<td></td>
<td></td>
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</tbody>
</table>
## Investment Loan Fund

February 28, 2006

<table>
<thead>
<tr>
<th>Investment Loan</th>
<th>Loan Approval Date</th>
<th>Authorized Amount</th>
<th>Draw Amount</th>
<th>Interest</th>
<th>Payments</th>
<th>Net Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NASA ACTS Satellite Phase I</td>
<td>Mar. 2001</td>
<td>460,000</td>
<td>460,000</td>
<td>93,494</td>
<td>546,543</td>
<td>6,951</td>
</tr>
<tr>
<td>- Performance Contract - Phase II A</td>
<td>July 2001</td>
<td>641,000</td>
<td>641,000</td>
<td>111,957</td>
<td>692,709</td>
<td>60,247</td>
</tr>
<tr>
<td>- Performance Contract - Phase II B</td>
<td>July 2002</td>
<td>1,276,818</td>
<td>1,276,818</td>
<td>192,743</td>
<td>623,063</td>
<td>846,498</td>
</tr>
<tr>
<td>- Center for Auto ID</td>
<td>June 2002</td>
<td>177,100</td>
<td>177,100</td>
<td>22,225</td>
<td>52,999</td>
<td>146,326</td>
</tr>
<tr>
<td>- Airport - T-Hangars</td>
<td>Nov. 2001</td>
<td>300,000</td>
<td>300,000</td>
<td>49,243</td>
<td>91,263</td>
<td>257,980</td>
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<tr>
<td>- Broadband Antenna Tower - Cambridge</td>
<td>May 2003</td>
<td>595,200</td>
<td>560,512</td>
<td>39,229</td>
<td>39,229</td>
<td>560,512</td>
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<tr>
<td>- Alden Library 2nd Floor Renovation</td>
<td>May 2003</td>
<td>250,000</td>
<td>352,680</td>
<td>6,604</td>
<td>221,887</td>
<td>137,397</td>
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<tr>
<td>- Airport 2 Aviation Training Upgrade</td>
<td>May 2003</td>
<td>432,267</td>
<td>432,267</td>
<td>49,861</td>
<td>205,690</td>
<td>276,438</td>
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<tr>
<td>- Baseball Stadium Lights</td>
<td>June 2003</td>
<td>281,121</td>
<td>281,121</td>
<td>0</td>
<td>53,500</td>
<td>227,621</td>
</tr>
<tr>
<td>- Engineering Learning &amp; Research Facility</td>
<td>Jan. 2005</td>
<td>1,093,100</td>
<td>160,500</td>
<td>5,040</td>
<td>5,040</td>
<td>160,500</td>
</tr>
<tr>
<td>- Student Training - 7 New Piper Warriors</td>
<td>Jan. 2005</td>
<td>1,134,000</td>
<td>1,134,000</td>
<td>56,133</td>
<td>101,923</td>
<td>1,088,210</td>
</tr>
<tr>
<td>- Performance Contracting Phase IV</td>
<td>Apr. 2005</td>
<td>1,381,667</td>
<td>993,542</td>
<td>20,056</td>
<td>20,056</td>
<td>993,542</td>
</tr>
<tr>
<td>- NASA ACTS Satellite Phase II</td>
<td>May 2005</td>
<td>384,375</td>
<td>384,375</td>
<td>17,180</td>
<td>73,838</td>
<td>327,718</td>
</tr>
<tr>
<td>- Peden Towers Enhancement - B 2nd Floor</td>
<td>June 2005</td>
<td>266,250</td>
<td>229,723</td>
<td>734</td>
<td>173,437</td>
<td>56,984</td>
</tr>
<tr>
<td>- Lausche Short Term</td>
<td>Sep. 2005</td>
<td>250,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>250,000</td>
</tr>
<tr>
<td>- Visual Communication Computers</td>
<td>Sep. 2005</td>
<td>30,000</td>
<td>29,123</td>
<td>479</td>
<td>2,688</td>
<td>26,914</td>
</tr>
<tr>
<td>- Animal Research Building</td>
<td>Oct. 2005</td>
<td>200,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>200,000</td>
</tr>
</tbody>
</table>

Total: 9,029,796,197 | 677,720 | 2,979,321 | 94,596
Principal Outstanding as of March 31, 2006

Administrative Systems

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$7,050,000</td>
<td>$31,050,000</td>
<td>$26,735,000</td>
<td>$41,885,000</td>
<td>$49,760,000</td>
<td>$28,145,000</td>
<td>$23,820,000</td>
</tr>
</tbody>
</table>

Series 2000
Housing for Ohio, Inc.
University Courtyard Apartments

Series 2001
Airport Terminal 1
Airport Terminal 2
Fine Arts Studio**
Athens Theater
Bentley Hall
Pedn Stadium Field Lowering
HR Training Center**
Innovation Center
Margaret Walter Hall
King Air
Motor Pool
Bromley Hall
Performance Contracting
Carin Strength & Conditioning Center**
Utilities Upgrade

Series 2003
Convocation Center
Ping Student Recreation Center
Residence & Dining Halls
Margaret Walter Hall
Pickerington Center
University Center
Avionics Engineering Center
ILRF Design Work

Series 2004
University Center
King Air 350
Lausche 2 Year Project**
Lausche 15 Year Project
Performance Contracting A
Performance Contracting B

Series 2006A
Chilled Water Loop
Recreation Facilities
Child Care Center
Grover Center
Regional Campuses
W. State Street Lab
Stores/Receiving Demolition
Track & Turf Field
HR Training Center

Series 2006B
Residence Hall
Student Information System
Performance Contract

Series 2006C
University Center
College of Communication
ILRF Design Work

** = Outstanding debt has been retired
### Projected Principal Outstanding ($ in millions)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Systems BANs</td>
<td>7.050</td>
<td>6.350</td>
<td>5.550</td>
<td>4.650</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Series 2003</td>
<td>41.865</td>
<td>38.285</td>
<td>34.500</td>
<td>30.500</td>
<td>26.750</td>
<td>22.800</td>
<td>18.650</td>
</tr>
<tr>
<td>Series 2004</td>
<td>49.760</td>
<td>49.250</td>
<td>47.795</td>
<td>46.285</td>
<td>44.700</td>
<td>43.370</td>
<td>41.975</td>
</tr>
<tr>
<td>Series 2007</td>
<td>-</td>
<td>44.700</td>
<td>20.078</td>
<td>18.634</td>
<td>7.292</td>
<td>5.848</td>
<td></td>
</tr>
<tr>
<td>Series 2009</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20.000</td>
<td>18.562</td>
</tr>
</tbody>
</table>

223.375 251.331 233.987 235.985 216.517 211.682 194.841

**Series 2006B**
- New Residence Hall = $22.00M
- Student Information System = $4.00M
- Performance Contract = $3.30M

**Series 2006C**
- University Center = $5.21M
- College of Communication Building = $2.40M
- Integrated Learning & Research Facility = $0.30M

**Series 2007**
- Student Information System = $16.00M
- Porter Hall = $3.10M
- Integrated Learning & Research Facility = $25.60M

**Series 2009**
- College of Communication Building = $20.08M

**Series 2011**
- Vision Ohio Strategic Priorities = $20.00M
Projected Principal Outstanding from FY06 to FY12

- Series 2011
- Series 2009
- Series 2007
- Series 2006C
- Series 2006B
- Series 2006A
- Series 2004
- Series 2003
- Series 2001
- Series 2000
- Administrative Systems BANs
### Ohio University

**Current Funds**

**FY 06 Current Budget and Actual Comparison as of February 28, 2006**

<table>
<thead>
<tr>
<th>Revenue:</th>
<th>Current Funds</th>
<th>Current Funds Budget</th>
<th>Variance</th>
<th>Athens General Fund Budget</th>
<th>Athens General Fund Actuals</th>
<th>Variance</th>
<th>College of Medicine Budget</th>
<th>College of Medicine Actuals</th>
<th>Variance</th>
<th>Regional Higher Education Budget</th>
<th>Regional Higher Education Actuals</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>229,601,625</td>
<td>229,894,635</td>
<td>(37,894,990)</td>
<td>188,707,227</td>
<td>179,375,820</td>
<td>(9,331,327)</td>
<td>10,729,560</td>
<td>9,061,250</td>
<td>(1,668,210)</td>
<td>40,819,751</td>
<td>35,770,521</td>
<td>(5,049,230)</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>125,559,162</td>
<td>91,545,673</td>
<td>(34,013,489)</td>
<td>92,878,000</td>
<td>61,654,773</td>
<td>(31,223,227)</td>
<td>10,274,000</td>
<td>7,671,400</td>
<td>(2,602,600)</td>
<td>24,450,998</td>
<td>16,516,335</td>
<td>(7,934,663)</td>
</tr>
<tr>
<td>Restricted Government Support</td>
<td>69,825,426</td>
<td>37,867,049</td>
<td>(31,958,377)</td>
<td>75,000</td>
<td>70,151</td>
<td>(4,849)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>794,444</td>
<td>744,444</td>
<td></td>
</tr>
<tr>
<td>Sales and Services</td>
<td>10,160,560</td>
<td>10,299,977</td>
<td>(2,739,383)</td>
<td>6,161,815</td>
<td>5,492,959</td>
<td>(668,856)</td>
<td>-</td>
<td>291,275</td>
<td>291,275</td>
<td>661,299</td>
<td>192,996</td>
<td>(468,303)</td>
</tr>
<tr>
<td>Recovery of Indirect Costs</td>
<td>4,000,000</td>
<td>4,413,741</td>
<td>(1,413,741)</td>
<td>4,000,000</td>
<td>4,413,741</td>
<td>(1,413,741)</td>
<td>4,000,000</td>
<td>4,413,741</td>
<td>(1,413,741)</td>
<td>4,000,000</td>
<td>4,413,741</td>
<td>(1,413,741)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>4,430,031</td>
<td>3,092,736</td>
<td>(1,337,295)</td>
<td>4,264,025</td>
<td>2,847,081</td>
<td>(1,416,944)</td>
<td>-</td>
<td>40,587</td>
<td>40,587</td>
<td>6</td>
<td>(6)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>18,037,739</td>
<td>9,568,233</td>
<td>(8,469,506)</td>
<td>5,086,832</td>
<td>4,292,943</td>
<td>(793,889)</td>
<td>389,500</td>
<td>262,264</td>
<td>(127,236)</td>
<td>119,496</td>
<td>66,876</td>
<td>(52,620)</td>
</tr>
<tr>
<td>Carryovers/Fund Balance</td>
<td>76,550,107</td>
<td>-</td>
<td>(76,550,107)</td>
<td>45,376,275</td>
<td>-</td>
<td>(45,376,275)</td>
<td>7,111,466</td>
<td>-</td>
<td>(7,111,466)</td>
<td>6,649,297</td>
<td>-</td>
<td>(6,649,297)</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>619,250,060</td>
<td>416,783,044</td>
<td>(202,467,016)</td>
<td>348,848,984</td>
<td>256,139,544</td>
<td>(99,709,440)</td>
<td>28,504,526</td>
<td>17,837,875</td>
<td>(11,666,650)</td>
<td>72,700,847</td>
<td>51,283,746</td>
<td>(21,417,081)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>Current Funds</th>
<th>Current Funds Budget</th>
<th>Variance</th>
<th>Athens General Fund Budget</th>
<th>Athens General Fund Actuals</th>
<th>Variance</th>
<th>College of Medicine Budget</th>
<th>College of Medicine Actuals</th>
<th>Variance</th>
<th>Regional Higher Education Budget</th>
<th>Regional Higher Education Actuals</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>71,649,264</td>
<td>46,662,948</td>
<td>24,986,316</td>
<td>46,679,845</td>
<td>29,814,159</td>
<td>17,865,686</td>
<td>2,634,381</td>
<td>1,640,825</td>
<td>993,556</td>
<td>5,701,423</td>
<td>5,135,739</td>
<td>365,684</td>
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<tr>
<td>Scholarships</td>
<td>83,829,514</td>
<td>60,498,547</td>
<td>23,330,967</td>
<td>41,980,738</td>
<td>32,496,852</td>
<td>9,483,886</td>
<td>266,573</td>
<td>183,967</td>
<td>82,606</td>
<td>3,807,774</td>
<td>4,154,463</td>
<td>(346,689)</td>
</tr>
<tr>
<td>Capitalizable Expenditures</td>
<td>7,312,991</td>
<td>5,608,126</td>
<td>1,704,865</td>
<td>4,579,629</td>
<td>4,224,246</td>
<td>355,383</td>
<td>145,141</td>
<td>299,451</td>
<td>(153,307)</td>
<td>572,622</td>
<td>287,812</td>
<td>284,810</td>
</tr>
<tr>
<td>Maintenance and Repairs</td>
<td>34,494,504</td>
<td>19,744,277</td>
<td>14,750,227</td>
<td>18,525,355</td>
<td>11,547,403</td>
<td>6,977,952</td>
<td>329,569</td>
<td>211,128</td>
<td>117,441</td>
<td>3,155,781</td>
<td>1,925,086</td>
<td>1,230,695</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>192,029,711</td>
<td>67,909,526</td>
<td>124,120,185</td>
<td>87,001,040</td>
<td>25,407,417</td>
<td>61,593,623</td>
<td>15,829,696</td>
<td>4,579,624</td>
<td>11,250,075</td>
<td>25,185,402</td>
<td>8,664,373</td>
<td>16,521,029</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>(18,715,870)</td>
<td>(19,841,362)</td>
<td>(1,125,492)</td>
<td>(23,512,216)</td>
<td>(18,899,184)</td>
<td>(4,613,032)</td>
<td>(95,000)</td>
<td>(148,922)</td>
<td>53,922</td>
<td>(185,984)</td>
<td>(108,922)</td>
<td>(77,062)</td>
</tr>
</tbody>
</table>

<p>| Net Change in Fund Balance | -64,288,054 | -64,288,054 | 0 | -57,832,700 | -57,832,700 | 0 | -3,936,719 | -3,936,719 | 0 | -11,871,234 | -11,871,234 | 0 |</p>
<table>
<thead>
<tr>
<th>Residence &amp; Dining Hall Auxiliary</th>
<th>Residence &amp; Dining Hall Auxiliary</th>
<th>Variance</th>
<th>ICA Budget</th>
<th>ICA Actuals</th>
<th>Variance</th>
<th>Other Auxiliary Budget</th>
<th>Other Auxiliary Actuals</th>
<th>Variance</th>
<th>Restricted Budget</th>
<th>Restricted Actuals</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>54,960,437</td>
<td>35,346,664</td>
<td>(19,613,773)</td>
<td>90,000</td>
<td>50,290</td>
<td>(39,710)</td>
<td>374,650</td>
<td>289,514</td>
<td>(84,736)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Restricted Government Support</td>
<td>2,662,759</td>
<td>1,750,870</td>
<td>(993,889)</td>
<td>1,405,700</td>
<td>1,106,807</td>
<td>(298,893)</td>
<td>2,283,977</td>
<td>1,557,070</td>
<td>(726,907)</td>
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<td>-</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>151,000</td>
<td>139,906</td>
<td>(11,094)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Recovery of Indirect Costs</td>
<td>127,207</td>
<td>123,735</td>
<td>(5,472)</td>
<td>1,237,717</td>
<td>591,356</td>
<td>(644,361)</td>
<td>875,187</td>
<td>364,838</td>
<td>(510,349)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment Income</td>
<td>54,960,437</td>
<td>35,346,664</td>
<td>(19,613,773)</td>
<td>90,000</td>
<td>50,290</td>
<td>(39,710)</td>
<td>374,650</td>
<td>289,514</td>
<td>(84,736)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Carryforward/Fund Balance</td>
<td>2,492,080</td>
<td>-</td>
<td>-</td>
<td>(2,492,080)</td>
<td>(1,141,564)</td>
<td>-</td>
<td>2,850,604</td>
<td>-</td>
<td>(2,850,604)</td>
<td>13,211,949</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>66,385,483</td>
<td>37,364,175</td>
<td>(29,021,308)</td>
<td>1,591,853</td>
<td>1,748,453</td>
<td>158,600</td>
<td>6,399,418</td>
<td>2,776,984</td>
<td>(61,133)</td>
<td>101,118,849</td>
<td>48,637,746</td>
</tr>
<tr>
<td>Expenditures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries/Wages</td>
<td>16,397,199</td>
<td>11,255,143</td>
<td>5,142,056</td>
<td>4,496,899</td>
<td>3,267,236</td>
<td>1,219,663</td>
<td>4,511,247</td>
<td>3,043,676</td>
<td>1,467,571</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Benefits</td>
<td>6,912,222</td>
<td>4,760,938</td>
<td>2,151,284</td>
<td>1,262,895</td>
<td>799,016</td>
<td>463,879</td>
<td>1,237,287</td>
<td>763,985</td>
<td>453,302</td>
<td>1,221,213</td>
<td>1,259,297</td>
</tr>
<tr>
<td>Scholarships</td>
<td>914,295</td>
<td>826,343</td>
<td>87,952</td>
<td>4,193,098</td>
<td>4,176,541</td>
<td>15,557</td>
<td>3,083</td>
<td>2,461</td>
<td>4,922</td>
<td>32,659,653</td>
<td>18,657,900</td>
</tr>
<tr>
<td>Capitalizable Expenditures</td>
<td>218,835</td>
<td>167,109</td>
<td>51,726</td>
<td>31,102</td>
<td>37,272</td>
<td>(6,170)</td>
<td>516,310</td>
<td>58,134</td>
<td>458,176</td>
<td>1,246,579</td>
<td>624,102</td>
</tr>
<tr>
<td>Maintenance and Repairs</td>
<td>10,405,451</td>
<td>4,861,108</td>
<td>5,544,233</td>
<td>118,875</td>
<td>171,725</td>
<td>(52,848)</td>
<td>947,269</td>
<td>947,269</td>
<td>0</td>
<td>947,269</td>
<td>431,061</td>
</tr>
<tr>
<td>Other Expenditures</td>
<td>22,021,490</td>
<td>11,584,682</td>
<td>10,436,638</td>
<td>1,437,130</td>
<td>2,916,796</td>
<td>(1,496,619)</td>
<td>7,230,974</td>
<td>2,844,228</td>
<td>4,384,746</td>
<td>34,229,056</td>
<td>11,912,223</td>
</tr>
<tr>
<td>Internal Sales</td>
<td>(995,337)</td>
<td>(860,728)</td>
<td>(134,613)</td>
<td>-</td>
<td>(11,589)</td>
<td>-</td>
<td>15,589</td>
<td>(4,347,349)</td>
<td>(2,809,082)</td>
<td>(1,537,267)</td>
<td>-</td>
</tr>
<tr>
<td>Net Transfers</td>
<td>4,460,420</td>
<td>5,999,587</td>
<td>(1,539,167)</td>
<td>(9,940,146)</td>
<td>(5,810,102)</td>
<td>(4,130,044)</td>
<td>(4,379,974)</td>
<td>(2,593,101)</td>
<td>(1,836,873)</td>
<td>(127,940)</td>
<td>104,520</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>66,385,483</td>
<td>39,409,364</td>
<td>27,976,119</td>
<td>1,591,853</td>
<td>4,344,908</td>
<td>(2,753,055)</td>
<td>6,399,418</td>
<td>2,147,272</td>
<td>4,252,146</td>
<td>101,118,849</td>
<td>52,481,113</td>
</tr>
<tr>
<td>Net Change in Fund Balance</td>
<td>-</td>
<td>-</td>
<td>(1,040,189)</td>
<td>-</td>
<td>(2,396,455)</td>
<td>-</td>
<td>129,712</td>
<td>-</td>
<td>-</td>
<td>(5,843,367)</td>
<td>(5,843,367)</td>
</tr>
</tbody>
</table>
Ohio University
Balance Sheet
Unclassified and Unaudited
As of February 28, 2006 and June 30, 2005

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>February 28, 2006</th>
<th>June 30, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unrestricted</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Educational &amp; General (EBG)</td>
<td>Auxiliaries</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>10,633,762</td>
<td>8,095,223</td>
</tr>
<tr>
<td>Restricted cash and cash equivalents</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments</td>
<td>72,239,748</td>
<td>0</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>62,152,856</td>
<td>19,111,330</td>
</tr>
<tr>
<td>Accrued interest receivable</td>
<td>399,240</td>
<td>0</td>
</tr>
<tr>
<td>Notes receivable, net</td>
<td>1,002,067</td>
<td>0</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>0</td>
<td>150,229</td>
</tr>
<tr>
<td>Investments</td>
<td>351,075</td>
<td>1,008,907</td>
</tr>
<tr>
<td>Capital assets, net</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total assets</td>
<td>146,738,781</td>
<td>28,410,689</td>
</tr>
</tbody>
</table>

LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th>Liabilities:</th>
<th>February 28, 2006</th>
<th>June 30, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>27,186,605</td>
<td>4,905,893</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>23,655,916</td>
<td>4,283,637</td>
</tr>
<tr>
<td>Refunds and other liabilities</td>
<td>2,372,167</td>
<td>62,661</td>
</tr>
<tr>
<td>Capital lease obligations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds and notes payable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Refundable advances for federal student loans</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>29,558,772</td>
<td>27,724,500</td>
</tr>
</tbody>
</table>

Net assets:

| Current year net change | 73,640,664 | (3,308,031) | (5,843,369) | (18,138,744) | 97,238 | 136,017 | 46,387,766 |
| Prior year net assets | 43,539,355 | 8,201,120 | 13,211,945 | 374,055,207 | 40,119,738 | 7,164,905 | 2,422,942 |
| Total net assets | 117,180,009 | 659,180 | 34,453,514 | 374,055,207 | 40,119,738 | 7,164,905 | 2,422,942 |
| Total liabilities and net assets | 146,738,781 | 28,410,689 | 11,274,555 | 526,332,015 | 42,387,710 | 19,183,787 | 774,833,537 |

Unrestricted

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Restricted</th>
<th>Plant</th>
<th>Endowment (including assets)</th>
<th>L &amp; A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22,247,912</td>
</tr>
<tr>
<td>Total</td>
<td>167,461</td>
<td>5,400,356</td>
<td>3,423,600</td>
<td>16,444,760</td>
<td>3,664,100</td>
</tr>
</tbody>
</table>
Ohio University
Board of Trustees
Audit Committee

Matters Related to the 2005 - 2006
Audit of the University

April 13, 2006
Audit Committee Discussion Items

- Audit Scope and Organization
- Reports to be Issued
- Current Year Audit Considerations
- Significant Audit Areas
Ohio University
Audit Scope and Organization

Deloitte & Touche LLP
Primary

• Annual Audit of the University's Financial Statements
• State Compliance Audits
• Annual Audit of Federal Financial Assistance (Office of Management and Budget (OMB) Circular A-133) for the University
• Audit of The Ohio University Foundation
• Audit of the Telecommunication Center
• NCAA "Agreed-Upon Procedures" Report

Maoranjian and Shaffer, Inc.
Sub-Contractor

• Participation in the University, Foundation and NCAA audits
## Ohio University Reports to be Issued

<table>
<thead>
<tr>
<th>Ohio University</th>
<th>The Ohio University Foundation</th>
<th>The Ohio University Telecommunications Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Audit of Financial Statements</td>
<td>• Audit of Financial Statements</td>
<td>• Audit of Financial Statements</td>
</tr>
<tr>
<td>• Report on Audit of Federal Financial Assistance (OMB Circular A-133)</td>
<td>• Management Letter</td>
<td>• Management Letter</td>
</tr>
<tr>
<td>• NCAA “Agreed-Upon Procedures” Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Management Letter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Health Benefits

• 18 Bids received
• Finalists:
  - Medical Mutual of Ohio (incumbent)
  - Anthem Blue Cross & Blue Shield
  - United Healthcare
  - EnvisionRx Options (drug plan only)
  - Impact Behavioral Health (EAP only)

The Health Benefits Committee endorsed the selection process and contracts were awarded to:

• Anthem Blue Cross & Blue Shield (health, vision, dental, FSA)

Anthem is the current TPA for Athens City Schools, and universities such as Kent State, Miami of Ohio, Xavier University and the University of Dayton

• EnvisionRx Options (drug plan)

EnvisionRx Options is the current drug administrator for the University of Akron.
Health Benefits
- Contrasting with Anthem Blue Cross Blue Shield, the University's health care costs increased by 17-18%.
- Due to volatility of health claims, the University should be cautious regarding building full potential cost impact into first year of budget projections.
- Effective July 1, 2006
  - 3 year contracts with guaranteed, frozen administrative fees for all 3 years

Health Benefits
- Benefits and Budget Projections:
  - Fiscal Year 2006: $34,944,000
  - Fiscal Year 2007: $35,227,000 (1% increase)*
  - Fiscal Year 2008: $35,926,000 (1% increase) *
*Includes health, drug, vision, dental, life, and disability
- Includes all counties and fixed administrative expenses.
- OHS with the assistance of Wilson Actuarial Consulting, is currently reviewing FY07 and FY08 projections due to the change in TIA to uniform Blue Cross & Blue Shield and employees' options and the potential impact of retiring employees.

ERIP
- 1200 Eligible Employees
- 45 Enrolled to Date
- Number Planning to retire:
  - by July 1, 2006: 43
  - after July 1, 2006: 2
To date, 91 employees have attended personal retirement planning sessions on campus with OFERS and/or Human Resources.
Information as of 4/13/2006
### ERIP by Employment Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>11</td>
</tr>
<tr>
<td>Classified</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

### ERIP by Funding Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary</td>
<td>6</td>
</tr>
<tr>
<td>General Fund</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
</tr>
</tbody>
</table>

### ERIP by Planning Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Health and Human Services</td>
<td>2</td>
</tr>
<tr>
<td>Information &amp; Technology</td>
<td>1</td>
</tr>
<tr>
<td>Library</td>
<td>8</td>
</tr>
<tr>
<td>Osteopathic Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Provost - Institutional Services</td>
<td>1</td>
</tr>
<tr>
<td>Regional Higher Education</td>
<td>1</td>
</tr>
<tr>
<td>University College</td>
<td>1</td>
</tr>
<tr>
<td>Vice President for Finance and Administration</td>
<td>14</td>
</tr>
<tr>
<td>Vice President for Research</td>
<td>2</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

Note: Only Planning Units with Statement of Interest have been listed with their data.
High-Risk Drinking Reduction Strategy - Status Report

Ohio University Board of Trustees
Student Life, Human Resources, and Athletics Committee
April 13, 2006

Richard Carpinelli
Interim Vice President for Student Affairs
High-Risk Drinking Reduction

Fall 2005 - President McDavis charged Student Affairs with developing recommendations for a comprehensive strategy to reduce high-risk drinking.

Fall 2005 - Sought recommendations from the Coalition Advocating Responsible Drinking Decisions (CARDD) and the Student Affairs Alcohol Task Force (SAATF)

Winter 2006 - recommendations from CARDD and SAATF were shared for review and feedback with the following campus groups/organizations:
Then 150 campus community members attended a campus-wide day of dialogue on more feedback was also sought during a February 21. Council of Student Leaders - Council of Student Leaders - Residence Life Councils - Residential Life Councils - Athens City/University Joint Committee on CWS - Review and Standards Committee - Student Senate - Student Senate

Strategies - Status Report
High Risk Drinking Reduction
High-Risk Drinking Reduction Strategy - Status Report

- After a review of feedback gathered from these efforts and consultation with the Student Affairs' leadership team and the executive officers of Student Senate, a set of recommendations has been forwarded to President McDavis, which as a whole constitutes a "comprehensive strategy to reduce high-risk drinking at Ohio University."

- The strategy involves recommendations around 8 major efforts:
High-Risk Drinking Reduction Strategy - Status Report

- Discipline
- Intervention
- Communication
- Law Enforcement
- Positive Student Engagement
- Community Development
- Assessment
- Implementation
High-Risk Drinking Reduction Strategy - Status Report

**Discipline**
- Expand adjudication of off-campus alcohol related misconduct
- Expand parental notification program
- Enhance disciplinary sanctions for alcohol related misconduct
High-Risk Drinking Reduction Strategy - Status Report

Intervention

- Shift to more coherent series of research-based conditions of sanction
- Add coordinated college-based intervention
Athletics
Review alcohol sponsorship
Expand peer-to-peer messaging
Enlist alumni support
Students for Help
Support for faculty and staff in referring
Misleaded messages
Adopt and deliver consistent communication

Strategic - Status Report
High-Risk Drinking Reduction
High-Risk Drinking Reduction Strategy - Status Report

Law enforcement
- Expand current on-campus law enforcement capacity
- Support on-going relationship between OUPD and Athens Police
Student Engagement in Campus Life

- Expand opportunities for positive engagement

High Risk Drinking Reduction

Strategy - Status Report
High-Risk Drinking Reduction Strategy - Status Report

Community development

- Enhance the Off-Campus Living Office's programs to impact off-campus students on issues related to high-risk drinking
High-Risk Drinking Reduction Strategy - Status Report

Assessment

- Develop metrics and routinely assess high-risk drinking reduction strategy
The Strategy

Advise about the implementation of students', faculty, and staff to provide

Implementsation (composed of

Convene and charge on

Implementsation

Strategy - Status Report

High-Risk Drinking Reduction
- Operationalize implementation plans
- Communicate to new students via orientation
- Summer 2006
- Convene implementation team
- McDavis
- Announcement of comprehensive strategy by President
- Spring 2006
- Recommendations to President, McDavis

Time Frame

Strategy - Status Report
High-Risk Drinking Reduction
EXECUTIVE COMMITTEE

Chairman Browning reported that resolutions before the committee had been reviewed. He noted the resolution recommending honorary degrees would be forthcoming and will be formally considered at the June meetings. Two resolutions were recommended for approval and so acted upon.

Following Trustee action, Chairman Browning announced that the Trustees would be undertaking a "360 degree" review of President McDavis' performance for the Academic Year 2006. He indicated the Executive Committee of the Trustees will be scheduling time with the Officers of the University's Constituency Groups to receive their input as a part of this performance review.

A second matter was considered given the Board of Trustees continuing concern and interest in Tier III, General Education and the liberal arts core. This was initiated in part by Student Trustee Aslyne Rodriguez's comments regarding the status of Tier III and General Education.

Following further discussion, Trustee Larry Schey offer a motion that the President and Provost, in conjunction with the Faculty Senate and Academic Deans, develop a recommendation on the process for the development of adequate Tier III courses and a new general education program. A progress report is requested at the Trustees June 22 and 23rd meetings. The motion was seconded by Trustee Dan DeLawder and all voted in the affirmative.

Chairman Browning announced a statewide trustees conference is being held June 5 and 6, 2006 in Columbus, Ohio. The conference is being hosted by the Ohio Board of Regents and will focus on the potential impact of proposed amendments to the Ohio Constitution limiting revenue generation and spending on higher education. Dr. Browning encouraged trustees to attend, noting the vote on the amendment this fall could have unsettling consequences for all statewide educational entities.
Chairman Browning presented the resolution and Mr. DeLawder moved its approval. Ms. Perry seconded the motion. All agreed.

ELECTION OF CHIEF FINANCIAL OFFICER AND TREASURER

RESOLUTION 2006 – 2043

President McDavis presented the resolution which was approved by acclamation. Following approval, President McDavis noted the special moment this was for the College and University and thanked the following individuals for the efforts in bring this to fruition:

Provost and Former Dean Kathy Krendl  
Dean Gregory Shepherd  
Interim Vice President for Advancement Molly Tampke  
Director of Major Gifts, University Advancement, Heidi Tracy  
Interim Director, Communication Studies, Claudia Hale  
Director, Communication System Management, Andy Snow  
Director, Journalism, Thomas Hodson  
Director, Visual Communications, Terry Eiler

He concluded by stating all was possible by the excellence of the College’s faculty and expertise their graduates have demonstrated in the media professions.

**THE SCRIPPS COLLEGE OF COMMUNICATION**

**RESOLUTION 2006 - 2044**

**WHEREAS:** In 1878 Edward W. Scripps borrowed $10,000 from his brothers to help launch America's first information revolution. With the loan, the young entrepreneur founded a newspaper in Cleveland aimed at an emerging - but yet unserved - mass audience of urban workers and,

**WHEREAS:** Today, the E. W. Scripps Company is a diverse media concern with interests in national lifestyle cable networks, newspaper publishing, broadcast television stations, electronic commerce, interactive media, and licensing and syndication. Scripps operates daily and community newspapers in 18 markets, 10 broadcast TV stations, five cable and satellite television programming networks, a television retailing network, that reach more than 90 million households in 115 countries, and

**WHEREAS:** Following the philanthropic example of its founder, the Scripps Howard Foundation was created with the mission to advance the cause of a free press through support of excellence in journalism, quality journalism education and professional development, and

**WHEREAS:** The Scripps Howard Foundation made its first gift to the Ohio University Foundation in 1966 and since then has committed more than $20 million to the university, including a $15 million commitment to endow programs within the College of
NOW, THEREFORE, LET IT BE RESOLVED to honor this outstanding demonstration of support, the Ohio University Board of Trustees name the College of Communication, THE SCRIPPS COLLEGE OF COMMUNICATION.
Date: April 4, 2006

To: Roderick McDavis, President

From: Kathy Krendl, Provost

Subject: Name Change of the College of Communication

This memorandum is written to express my strong support for the change in the name of the College of Communication of Ohio University to The Scripps College of Communication.

The E.W. Scripps Company is a highly diverse media organization with interests in many forms of communication media including newspaper publishing, broadcast television, cable networks, electronic commerce and interactive media.

The Scripps Howard Foundation, a subsidiary of the company, has long maintained a tradition of supporting and advancing all forms of communication through their very generous philanthropic support of communication organizations including institutions of higher learning such as the Ohio University College of Communication.

As you know, the Scripps Howard Foundation made its first gift to the Ohio University Foundation in 1966 and since this initial commitment has invested more than $20 million in support to the university, including the foundation's latest commitment of $15 million to support endowed programs within the College of Communication.

In recognition of this generous and continuing support and commitment to the Ohio University College of Communication, I am very pleased to offer my full support to rename the College of Communication of Ohio University to The Scripps College of Communication.
Executive Session

On Friday, April 14, 2006, with a motion by Trustee Kidder and seconded by Mr. DeLawder, the Ohio University Board of Trustees and its committees resolved to hold an executive session to consider personnel matters as permitted by Section 121.22(G)(1), real estate matters under Section 121.22(G)(2), and litigation or threat thereof under Section 121.22(G)(3), of the Ohio Revised Code and for meeting with the Internal Auditor as permitted by the Ohio Revised Code on the 14th day of April 2006. The meeting was held at the Ohio University Inn in Athens.

On a roll call vote Dr. Browning, Mr. DeLawder, Dr. Dewire, Dr. Harris, Ms. Perry, Mr. Schey, and Mr. Snyder voted aye.

Also attending the session were Student Trustees Micah Mitchell and Aslyne Rodriguez, National Trustee Michael J. Lawrie, President Roderick J. McDavis, Provost Kathy Krendl, Vice President William Decatur, and Board Secretary Alan Geiger.

Personnel Matters

President McDavis reported on the status of budget realignment as it is impacted by potential early retirements, possible layoffs, etc.

The trustees also asked the Executive Committee to meet with officers of the constituency groups to receive their input as part of their evaluation process.

Real Estate

No discussion.

Litigation

Matters of P-card abuse and plagiarism were reviewed.

Internal Audit Matters

Discussions were held with Internal Audit on Thursday, April 13.
ANNOUNCEMENT OF NEXT STATED MEETING

The next meeting of the Board of Trustees will be on the morning of June 23, 2006 preceded by Committee meetings on the afternoon of June 22.

ADJOURNMENT

The meeting adjourned at 11:40 a.m.

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.

R. Gregory Browning  Alan H. Geiger
Chairman  Secretary