



OHIO
UNIVERSITY

Board of Trustees

Ohio University

Minutes

June 23, 2006

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

Friday, June 23, 2006

**Margaret M. Walter Hall, Governance Room
Ohio University, Athens Campus**

THE OHIO UNIVERSITY BOARD OF TRUSTEES
MINUTES OF June 23, 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. This constitutes a quorum.

Trustee Robert D. Walter has completed his term and a new trustee has not been named to replace him.

Student Trustees Micah Mitchell and Lydia R. Gerthoffer were present as was National Trustee J. Michael Lawrie and Charles R. Studkey.

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

This was the first meeting for Student Trustee Lydia R. Gerthoffer. Ms. Gerthoffer’s term officially began May 13, 2006 and ends May 12, 2008. She replaces Aslyne Rodriguez. Mr. Ronald Iori began his service representing the National Alumni Board of Directors replacing Susan Ackerman. The Board of Trustees asked National Trustee Michael J. Lawrie to extend his appointment through June, 2007, to which he agreed.

APPROVAL OF THE MINUTES OF THE MEETING of April 14, 2006 (Previously distributed)

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

COMMUNICATIONS, PETITIONS, AND MEMORIALS

Secretary Geiger stated one electronic communication had been forwarded to Chairman Browning.

ANNOUNCEMENTS

Secretary Geiger stated there were none to report.

Report of the President

President Roderick J. McDavis began his report by reviewing his goals for the year 2005-06 and describing their relationship with those of Vision Ohio. The President reported the implementation of Vision Ohio was moving forward and that comprehensive university committees were working through details necessary to meet the goals and proposed budget format by FY 2009. A copy of the President's Report is included with the minutes.

Highlights of the Report include:

- The initiation of a revision process for the General Education Program and thanks to Provost Krendl and the leadership of Faculty and Student Senates for their support.
- The growth in number and support for Urban and Appalachian Scholars.
- The completion of senior-level searches and the leadership they will provide for the future.
- The outstanding success of our students receiving nationally competitive awards this year. Forty-two students have been recognized for their scholarship and promise which places Ohio University in the top tier in the country. Dr. McDavis thanked the faculty and Office of National Competitive Awards for their strong support in this effort.
- The ongoing effort to realign the FY07 Athens campus budget and to present a balanced budget for the upcoming year. He noted the goal of realigning a total of \$18.6M in order to protect programs tied to critical academic areas had not been met, but that \$14.4M was available to balance the budget and invest in Vision Ohio initiatives.
- The strategies leading to better personal and civic responsibilities are now in place for Fall Quarter 2006. He thanked Student Senate President Brian Footer for his support of programs dealing with high-risk drinking as they were debated and agreed to.
- The opportunities taken to involve the campus and community in the development of the Campus Master Plan and for the many other opportunities

to meet with members of the community and alumni. These off campus events numbered close to 70 since the previous Trustees meeting.

PRESIDENT'S REPORT

Ohio University
Board of Trustees

June 23, 2006



Presidential Goals for 2005-06

- 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

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
 - Urban Scholars 2006-07 Class to be Announced Week of June 26th
- Appalachian Scholars Program Update
 - 174 Applications Submitted for the Scholarship
 - 10 Outstanding Students from nine Appalachian Counties received the Inaugural Scholarship



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National Recognition

- OHIO Students Received 42 Nationally Competitive Awards in 2005-06
 - Awards Received include 13 Fulbright Awards, which Breaks Ohio University's Previous Record of Nine Fulbright Recipients
 - Other Awards Earned include Three David L. Boren/National Security Education Program Scholarships, George J. Mitchell Scholarship, Morris K. Udall Scholarship, and Barry M. Goldwater Scholarship
- Professor of English Mark Halliday Selected for a Guggenheim Fellowship
 - Only 187 United States and Canadian Artists, Scholars, and Scientists Chosen This Year



Budget Realignment Update

- The FY07 Budget Realignment was Modified from Previously Projected \$18.6 Million to \$14.4 Million
 - The \$4.2 Million Not Realigned is Directly Tied to Academic Program Delivery and Critical Support Services
- Administrative and Academic Leadership Groups Worked to Identify Ways to Realize Savings while Retaining Essential Functions and Services
- Top Priority is Meeting the Needs of OHIO's Students
 - Any Potential Budget Decision That Would Diminish Academic Programs or Student Services was Carefully Re-examined

Personal and Civic Responsibility

- Comprehensive Strategy to Reduce High-Risk Drinking Announced in May
- Comprehensive Strategy is Result of Communitywide Effort
 - Faculty, Staff, Administrators, Students, and Athens Community Members and Leaders Participated in the Development of the Plan
- 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
- Committee Convened to Make Recommendations to Implement the Various Components of the Strategy
 - Comprehensive Strategy 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

Alumni Events/Development Trips

- Washington, DC
- Columbus, OH
- Pittsburgh, PA
- Annapolis, MD

Public Relations/ Community Relations

- 30 Speaking Engagements
- 15 Receptions/Luncheons for Community and Faculty Members, Students, and Alumni
- 14 Press Briefings/Conferences/Media Interviews
- 9 Higher Education Council/MAC Meetings/Conference Calls
- 7 Community Meetings/Events
- 4 Meetings with Government Officials

Report of the Provost

Provost Krendl's Report dealt with admissions and academic related matters and was followed by a report from William Sams, Chief Information Officer, regarding Information Technology security issues. A copy of each report is included in the minutes and only a reference to each highlight is noted.

Provost Krendl reported that given changes in the structure and planning of our admissions effort, the entering Fall 2006 class reversed the decline in ACT scores by one full point and provided for increased out-of state students and graduate enrollment. This new strategy included territorial admissions management, stewardship of scholarship funds, expanded regional recruitment and admissions effort, admissions planning on a timeframe of 5 years consistent with Vision Ohio goals, and emphasis on retention with the appointment of a Director of Retention. She note that 25% of the Fall 2006 class will be involved in the residential learning centers initiative.

Dr. Krendl reported on the status of the academic honesty issues within the College of Engineering. She reviewed the findings of the College's Oversight Committee and that of a two-person committee she appointed to review the Committee's work and to conduct their own assessment of the matter. The Provost stated they were processes of ongoing dealings with faculty and student adjudication with separate process for current and former students and faculty with the provision for notice, due process, and sanctions. She noted that an earlier student research project cited a culture for existing academic dishonesty and that this prompted the bringing of an external consultant to the campus with recommendations for (re)endorsing academic integrity as a core value and the appointment of a committee and the setting of a day of discourse to educate and emphasize the importance of the matter.

Report of Associate Provost for Information Technology and CIO William Sams

Mr. Sams provided an overview of the resources, systems, and security issues the information technology areas have faced over the past ten years noting that external forces have become more sophisticated and that we have a need for more education, hardware, and software. He reviewed the numbers of individuals compromised, the numbers and types of individual contacts made, and press related matters handled. Mr. Sams described the University's response, the team handling responses, and the report of the incident audit by consultant Charles Moran. Mr. Sams outlined the time lines involved from the first FBI contact to actions taken by the various University personnel and teams.

Mr. Sams stressed the findings from the incident audit noting a series of issues affecting the security of the information technology system. The action plan to address the findings is ongoing and involves personnel changes, restructuring of the central information technology organization, and the implementation and development of security measures. The focus will be on improving security, checking compliance and business continuity issues, and defining new roles and responsibilities across the institution while working through the appropriate hierarchy.

PROVOST'S REPORT

Ohio University
Board of Trustees

June 23, 2006

Update on Admissions

Changes in 2005-2006 Structure and
Planning

Structural Changes

Enrollment Management
Committee

Territorial Management

Stewardship of scholarship funds



Update on Admissions

Planning Changes from Vision OHIO

- Enrollment plan – 5 years out

- Emphasis on regional students

- Team approach – academic and academic support units

- Emphasis on retention

 - Director of Retention

 - 25% of entering class in RLCs

 - Supplemental Instruction investments



Update on Admissions

- Academic Profile Strategies

- New recruitment plan targeting ACT > mean
- Admissions data mapped against goal
- Strategic use of scholarship funds
- Results

3-year decline of ACT reversed in 1 year

1 full point ACT gain in multicultural students

Increase in out-of-state students



Update on Admissions

Graduate Recruitment

Increased enrollment Winter and Spring

New Resource Distribution Model

Increases in applications from targeted
investments

India, China, Southeast Asia, Middle East



Academic Honesty Status Report

Two Committee Reports

- **Academic Honesty Oversight Committee (ENT)**

Focus on Student Conduct

- **Provost's Committee Report**

Focus on Faculty Oversight

Professor Emeritus Hugh Bloemer

Assistant Vice President for Economic and
Technology Development Gary Meyer



Two Adjudication Processes and Timelines

- Student
Adjudication
- Faculty
Adjudication

Student Adjudication

Step 1

Current Students

- Follow existing procedures
- Status: Current
- Office: University Judiciaries

Student Adjudication

Step 2

Former Students

- Establish Hearing Committee
 - 3 faculty
 - 2 students
- Status: Current
- Office: Provost

Student Adjudication

Step 3

Notice of charges to former students

- Certified Letters -- 80% valid addresses
- Hold on Transcripts effective immediately
- Status: June 30, 2006
- Office: Legal Affairs

Student Adjudication

Step 4

Due Process

- 30-Day Response Time
- Written explanation to Hearing Committee
- Opportunity to present evidence
- Status: July-August
- Office: Hearing Committee, Legal Affairs

Student Adjudication

Step 5

**Sanctions Range: Finding of no plagiarism
to revocation of degree**

- Status: Beginning of Winter Quarter
- Office: Hearing Committee, Legal Affairs

Faculty Adjudication

Step 1

Notification of charges

- Follow institutional procedures
- Status: Immediately
- Office: Dean and Faculty of Engineering

Faculty Adjudication

Step 2

**Sanctions Range: Graduate
Faculty status suspended to
detenuring**

- Status: Fall Quarter
- Office: College, Provost,
President

Academic Honesty Status Report

Student Research Project

- Academic Dishonesty Report
 - Analysis of Ohio University culture
 - Overview of Best Practices
 - Recommendations of appropriate steps

Academic Honesty Status Report

External Consultant Campus Visit

June 6 Meetings with deans, faculty, staff, and students

Open presentation

Recommendations:

1. Endorse academic integrity as core value
2. Follow fair process for students and faculty
3. Maintain open and transparent process
4. Develop new academic integrity system
5. Re-think pedagogy

Academic Honesty: Next Steps

Appointment of Academic Honesty Committee

- Charge: Structure and Policy
 Student Education
 Faculty Education and Support
- Status: Begin implementation Fall 2006

Academic Honesty: Next Steps

Day of Discourse: Academic Integrity

Thursday, September 21, 2-5 p.m.
Margaret M. Walter Hall Rotunda

IT Security

Bill Sams

23 June 2006

Board of Trustees



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Overview

- A Decade plus of
 - Belt tightening
 - People shifting from mainframe to servers
 - Moving from centralized to distributed
- Student Information System, SIS
 - Function versus process
- Security
 - Increased sophistication and focus of hackers
 - Need for education, people, hardware & software

Statistics

- 173,000 total net individual compromises (35+137,000 + 60,000 + 7500 - 32,000 redundant)
- Press coverage in every media market in Ohio and beyond (MSNBC, Chronicle of Higher Ed...)
- 300,000 direct mail
- 130,000 email
- 34,000 web page hits
- 15,000 address changes
- 8,000 phone calls handled
- 800 emails
- 400 email personal responses
- About 2 dozen notifications of possible identity theft

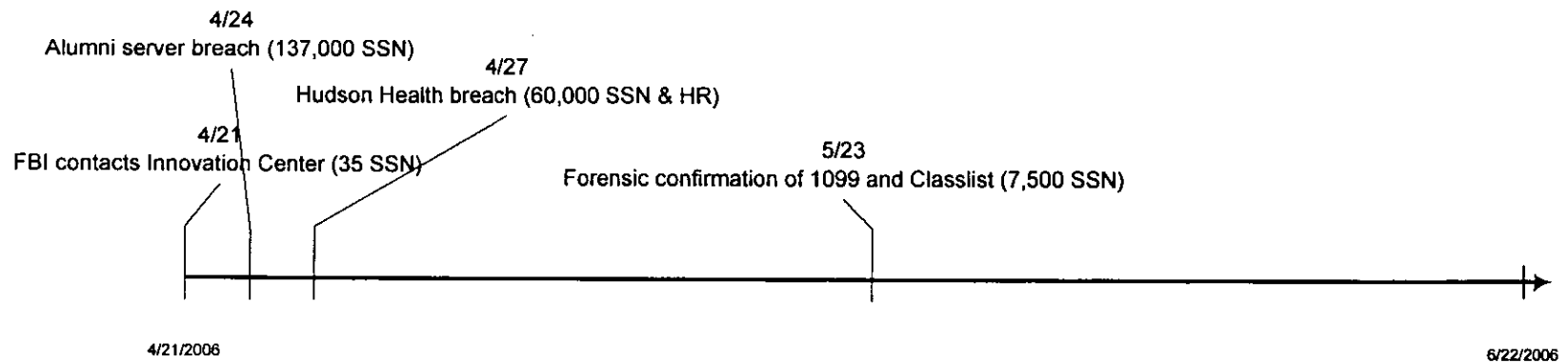
Response Teams

- University response team
 - CIO tasked by Provost and VP of Finance and Administration to head the team
 - Weekly cabinet updates and as needed
 - 8 a.m. daily team meetings
 - Marketing and communications(1-3), Alumni Affairs (1-3), Legal Affairs (1), Internal Audit (1), IT Security (1), IT Technical Staff (1-4), Affected stakeholders (1-3), others as needed, Chaired by the CIO
- IT response team
 - Chaired by Director of CNS
 - 10 a.m. daily meeting
 - 20 to 30 IT personnel as needed
 - 21 day containment effort
 - 1,000 hours of overtime
 - 8 consultants (3 ISS, 3 Cisco, 1 Oracle, 1 Independent)
 - \$750,000 containment budget
- Incident audit team
 - Moran Technology Consulting, (3)
 - Reviewed policies and procedures, incident logs, conducted 21 interviews including containment consultants, present and previous staff.

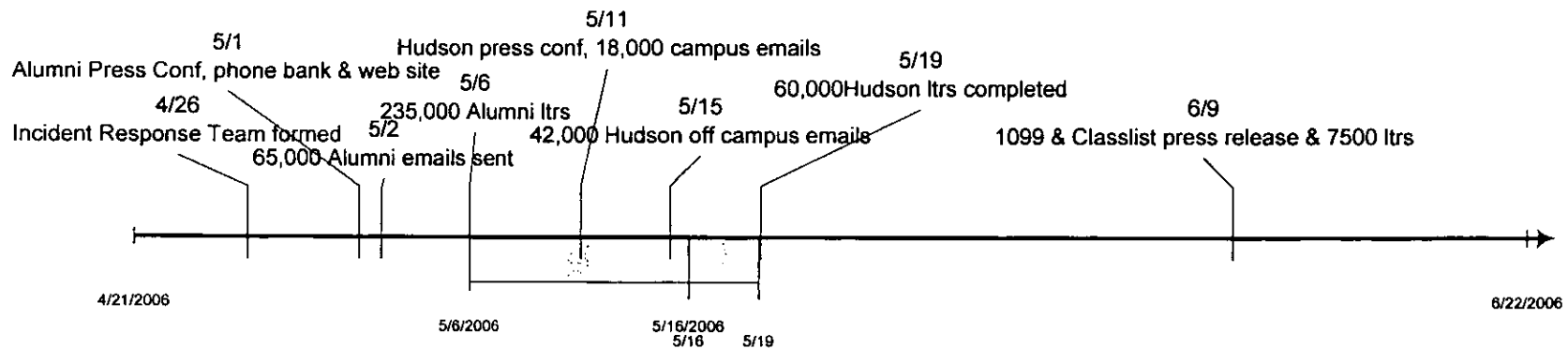


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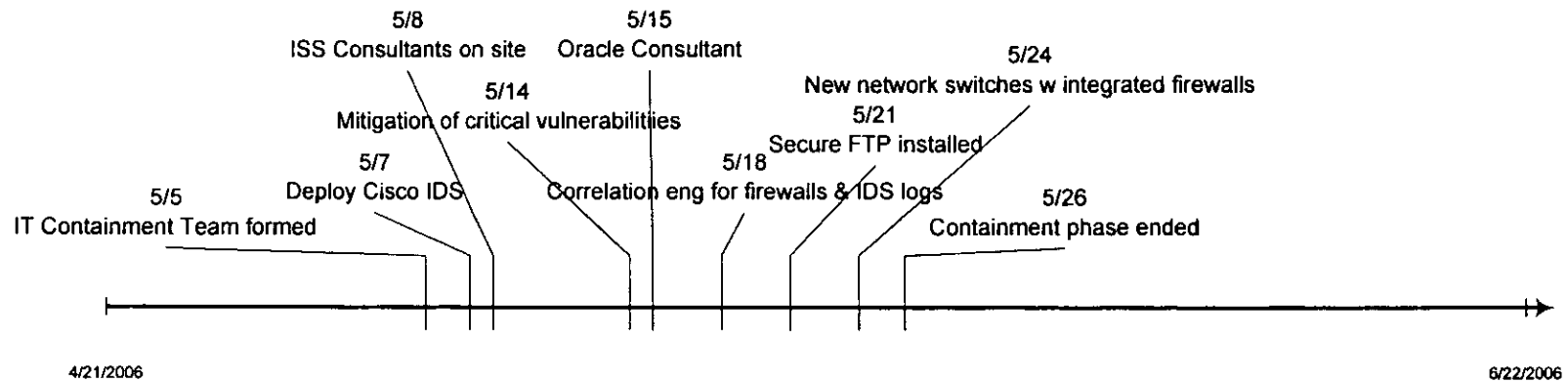
Incident Time Line



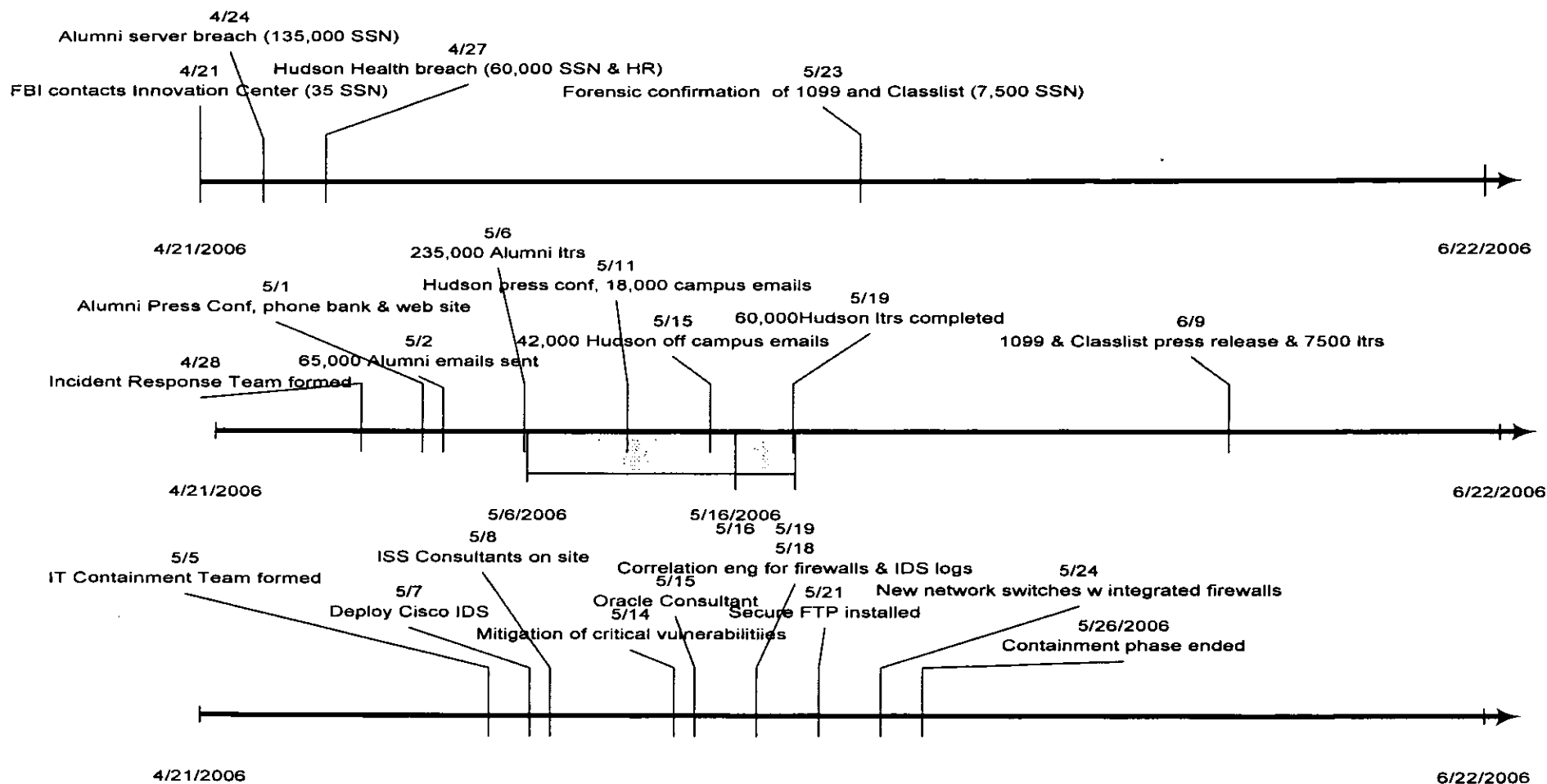
University Response Team Time Line



IT Response Team Time Line



Response Time Line



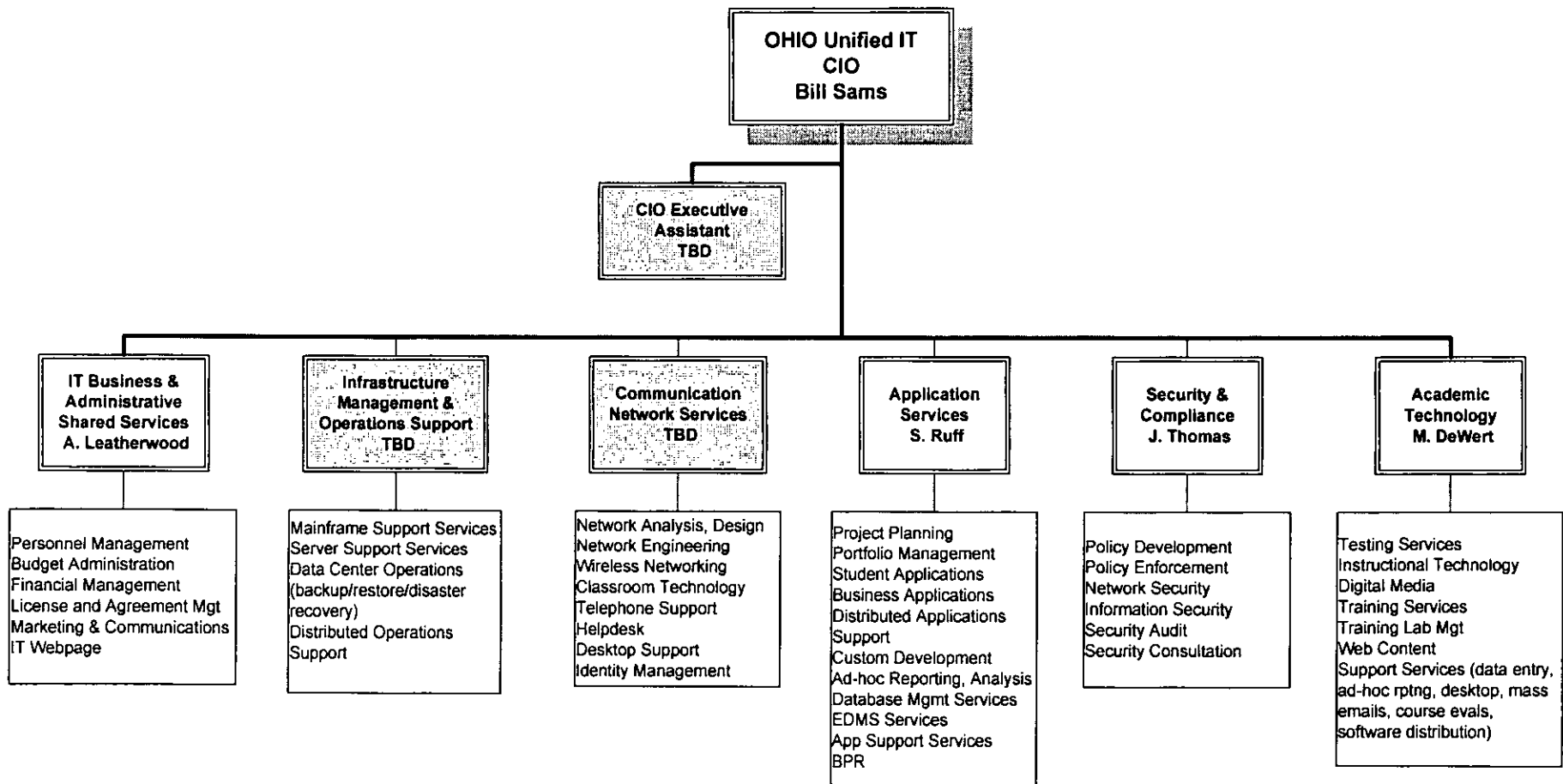
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Assessment Audit Findings

- Inadequate Security Protection
- “Silo Culture”
- Absence of Security Policies
- Staffing & Skills Inadequacies
- Security Needs To Be An Institutional Priority
- Inadequate Strategic and Tactical Planning

Action Plan Recommendations I

- Remove Director of CNS and Internet Manager
- Immediately begin restructuring the entire central IT organization
- Define the roles and responsibilities of all technology owners across the institution
- Institution-wide strategic technology planning effort



Action Plan Recommendations I

- Remove Director of CNS and Internet Manager
- Immediately begin restructuring the entire central IT organization
- Define the roles and responsibilities of all technology owners across the institution
- Institution-wide strategic technology planning effort

Action Plan Recommendations II

- Implementation of preventive security measures as defined
- Develop an enterprise-wide security architecture
- Develop and deploy security policies, procedures and best practices
- Begin the implementation of security architecture elements

Security Hierarchy

- Network
 - Firewalls
 - Intrusion Detection Systems (IDS)
 - Virtual Private Networks (VPN)
 - Encryption
- Operating Systems
 - Standardize
- Data Bases
 - Tiered access control
- Applications
 - Identify location of sensitive information
 - Prioritize vulnerabilities and remediate
- Business Processes
 - Policies & procedures
 - Education, education, education

Improving IT Security

- Containment: Accomplished for central servers.
- Hardening: Spread to distributed systems.
 - Firewalls
 - Intrusion detection
 - Software scans
- Policies and procedures
- Personnel
 - Enough people
 - Properly trained
 - Appropriately paid
 - Functionally organized
- Organization
 - Security, 2 to 4
 - Unified IT
- Education: Student, Faculty, Staff
 - Web site, presentations, certifications, state level effort



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Areas of Focus

- Implement incident audit recommendations (immediate to ongoing)
- HIPAA compliance
 - Audit (45 to 120 days plus ongoing)
- FERPA compliance
 - SSN mitigation
 - Reduction (immediate to 6 months...ongoing)
 - Encryption (immediate to 6 months...ongoing)
 - Database/Identity Management system (12 to 18 months)
- Risk assessment
 - RFP (1 to 3 months)
- Business continuance
 - Second machine room (12 to 18 months)
- Student Information System, SIS
 - Data warehouse (12 to 24 months)
 - Business processes (24 to 36 months)

Report of the Treasurer

The Treasurer's report was presented to the Audit, Finance, Facilities, and Investment Committee at their Thursday, June 22, 2006 meeting. A copy is included with the official minutes.

COMMITTEE REPORTS

Academic Quality Committee

The committee recommended five resolutions for approval and received reports on promotion and tenure, and General Education.

Audit, Finance, Facilities, and Investment Committee

The committee recommended approval of six resolutions and received a report 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, high-risk drinking reduction strategy status, and residential learning communities.

Executive Committee

The committee recommended the approval of nine resolutions. No reports were given.

Academic Quality Committee
Board of Trustees'
SUMMARY

2:30 p.m., June 22, 2006
Margaret M. Walter Hall, Room 127

Present: Trustees Harris, Schey, Chairman, Snyder, Stuckey and Student Trustee Mitchell
Provost Krendl, Associate Provost Tuck; Vice President Bird
Deans Davis, McWeeny
Professors Adeyanju, Cibrowski, Greenlee, Ingram, Lazuka, Mantione, and Snow
Student Senate President Footer

Seven-year reviews, begun in the 1980's, and are required by state and federal agencies. Each academic program undergoes a significant self-study reviewed by internal and external professionals who make their report. Future reviews will use Vision OHIO goals as a basis for assessment and include facility and budget issues. Budget allocation will be tied to timely reporting.

1. Academic Program Seven-Year Reviews

- School of Health Sciences, College of Health and Human Services
 - The School of Health Sciences has refocused its mission to increase influence in the Southeastern Ohio healthcare community and in the field of rural health studies. Its broader mission includes excellence in the classroom, professional growth and development, partnerships within the University, and connection with and service to the community.
 - Five undergraduate programs include Community Health Services, Environmental Health Science, Industrial Hygiene, Health Services Administration, and Long-Term Health Care Administration.
 - Director Adeyanju reported that seven of the recommendations below have already been addressed.
 - Creation of a new faculty mentoring program, completed
 - Teaching load reductions, completed
 - Systematic program assessment including student exit interviews, implemented
 - Recruitment program to enlarge School activities, completed and experiencing an increase in enrollment
 - Advising plan to accommodate expected enrollment increase, implementing but not complete

- Review of Community Health program curriculum, working on accreditation, accumulating data
 - Continue distance delivery of coursework, complete
 - Develop a “signature” research agenda, such as rural health issues, completed
 - Student preparation to ensure success through credentials, complete
- Director Adeyanju assured Trustee Stuckey that each program has an external board of advisors who are professionals in their respective fields
- Educational Studies, College of Education
 - The Educational Studies department’s mission is to support teaching, research, and service activities that are foundational to the entire field of education.
 - Four programs include Cultural Studies, offered on regional campuses as well as Athens, Educational Administration, Educational Research and Evaluation, and Instructional Technology.
 - Review recommendations include the following:
 - Continue dialogue on mission to establish common ground for its identity
 - Establish expectations for faculty scholarship
 - Priority on mentoring and collaboration with junior faculty
 - Establish equitable advising load guidelines
 - Creation of formal, reliable faculty development and recognition
 - Greater collaboration across programs
 - Develop alternate sources of graduate student stipend funding
 - Consider Cultural Studies and Educational Administration graduate collaborations on social justice focus, particularly in rural setting
 - Fund additional faculty line in Educational Administration
 - Consider funding additional faculty line in Educational Research and Evaluation
 - Institute better methods to track graduates
- Social Work, College of Arts and Sciences
 - Undergraduate program leads to BA in Social Work, full membership in National Association of Social Workers, and eligibility for licensure in the State of Ohio
 - The mission emphasizes generalist practice with individuals, families, groups, organizations and communities promoting social justice.
 - Master of Social Work initiated in 1999 and accredited in 2002, has three areas of concentration: clinical, administrative, and advanced standing with clinical or administrative concentration.

- The mission is to prepare students for administrative and clinical practice in rural areas.
- Identified concerns include
 - Lack of diversity, similar to national profiles
 - Decline in major enrollment
 - Shortage of travel and research support for junior faculty.
- Chair Greenlee reported student satisfaction with the majors the majority of whom are employed in the field. They have engaged in aggressive recruiting and have increased enrollment in the undergraduate and graduate programs. The new MSW at Eastern Campus has been very successful and will most likely start up at the Zanesville campus soon. Both campuses have a hired Group I faculty member for the program.
- School of Music, College of Fine Arts:
 - Director Mantione reported doing their self-study in conjunction with their accreditation review. The NASM requires six-month follow-up reports on recommendations. Additionally, the bachelor of arts degree, residing in the College of Arts and Sciences, is moving to the College of Fine Arts as required by their accrediting agency.
 - The School of Music's mission is the development of professional musicians, support of general education, enrichment of cultural life in the region, and promotion of musical arts.
 - Six undergraduate programs include Composition, Music Education, Music History and Literature, Music Therapy, Performance, and Theory. Students are prepared with an excellent range of career opportunities. The quality of student outcomes in both performance and scholarship meets expectations for excellence.
 - The Master of Music offers six areas of study: composition, history and literature, music education, performance, music therapy, and theory. The National Association of Schools of Music (NASM) review team lauded the quality of performance, concluding that NASM guidelines were well met, with only a few concerns.
 - Recommendations include:
 - Develop faculty load guidelines to establish relative weights of classroom, studio, ensemble, and advising responsibilities; implementing
 - Develop a cadre of trained, committed advisors; implementing
 - Institute systematic program assessment including student exit interviews

- Develop a plan to reassign open faculty lines to strengthen areas such as ethnomusicology, world music, and composition; a new ethnomusicologist has been hired
- Director Mantione mentioned that the Glidden Hall facility needs work and the accrediting agency is aware of it. They did a study of needs almost four years ago. Since then, costs have risen. Sound transmission and humidity are extremely problematic. Krendl said the campus master and strategic plan have identified these problems and the quality of a program will be linked to facility quality.
- Mantione added that they are working on curricular requirements. They have improved the scholarship environment and are effective recruiters.
- School of Art, College of Fine Arts, recently went through accreditation with NASD
 - The undergraduate program offers eight degree programs including Art Education, Art History, Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture. The mission is to ... develop students who will become independent, creative thinkers, as well as artists and scholars, and engage students in diverse and intensified artistic activity that more accurately reflects the contemporary art world they will face upon graduation.
 - The graduate program offers majors in two academic areas: Art Education and Studio/Art History; and six studio areas: Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture. An MA is currently offered in Art Education.
 - The program is strong, has good enrollment, and many nationally recognized and award winning programs in studio arts.
 - Review recommendations include:
 - Renovations to Siegfried Hall are needed.
 - Lower classrooms have been flooding which has been addressed but not completely. There are electrical problems and a lack of central air conditioning prohibits teaching photography and printmaking in the summer.
 - Suggested increase in technical supervision, particularly in Photography
 - Increase storage facilities for exhibition work
 - The BA has been brought into the School; the BFA is still being addressed; the BA in Art Education is being eliminated. The degree is still offered in the College of Education.

2. Appointment to Regional Coordinating Councils

- Resolution to appoint Donna M. Adornetto to a nine-year term beginning July 1, 2006 and ending at the close of business June 30, 2015, replacing Jeffrey Rice.
- Resolution to appoint David E. Evans to a nine-year term beginning July 1, 2006 and ending at the close of business June 30, 2015, replacing Lucien Young.
- Resolution to appoint Thomas M. Lyall to a three-year term beginning July 1, 2006 and ending at the close of business June 30, 2009, replacing Lisa Buckley.

3. Revision of Regional Coordinating Council Bylaws

Vice President Bird mentioned that the bylaws are advisory, not mandatory. Bird found they were extremely outdated and revised them. The revision triggered a problem which has been resolved allowing the revision to be approved by stakeholders and all five councils.

4. Name Change: from J. Warren McClure School of the Communication Systems Management
to: J. Warren McClure School of Information and Telecommunication Systems

Dr. Snow reported on how the name change was achieved through unanimity among all constituent groups. The advisory boards have endorsed the name change. The new name change better describes the program and will better serve the students.

5. Phase out of the Bachelor of Fine Arts in Education and Master of Arts in Education Programs, School of Art, and College of Fine Arts.

Dean McWeeny credited Dean Ogles and Provost Krendl with accomplishing this goal. This decision will allow the Schools to focus on their strengths. There were 45 majors in this program but only three methods classes taught in Fine Arts. The program exists in the College of Education which will accommodate this change. The art courses will still be taught in the college of Fine Arts. Reasons for the change are:

- Need to accommodate restructuring of the School of Art to strengthen quality programs while attempting to meet growing demands on limited resources
- Inability to comply with accreditation standards requiring unattainable growth
- Lack of centrality to the mission of the School of Art
- Duplication of programming. The Bachelor of Arts in Visual Arts Education within the College of Education is identical to the BFA in Education in the College of Fine Arts.

- Low productivity due to low enrollments
- No tenure-track faculty affected
- Strengthen existing programs by refocusing on studio arts

6. Promotion and Tenure, Spring 2006

7. General Education Report, June 12, 2006

The Board of Trustees charged the Provost to report progress on a general education plan at the next board meeting. Students, faculty, and administration have been meeting to create the following plan.

Professor Ingram provided the historical background. Ohio University created the current system in 1979 which uses the distributed curricular model with three tiers. Four years were spent on developing an alternative.

The following is an overview of activities and initiatives to strengthen our General Education program by identifying mechanisms for measuring the ongoing effectiveness of the program and through achievement of desired learning outcomes.

- The February 2005 proposal for a new General Education program was determined to be too complex to be workable. Faculty Senate stopped process to address identified problems.
- In March/April 2005, Faculty Senate approved the expansion of Tier III to include Capstone Courses within the major providing two avenues for culminating experiences.
- In June 2005, The General Education Assessment Task Force submitted a report to the provost recommending implementation of the assessment plan.
- During Fall 2005-06, a proposal to alter Tier II to broaden required areas of study in Applied Science and Mathematics, Cross-Cultural perspectives, Fine Arts, Humanities and Literature, Natural Sciences, and Social Sciences. This change will bring the general education requirement to 49 credit hours, still below those required by our peers and Ohio State University.
 - Trustee Schey questioned the sufficiency of the credit hours. He believes this is a good start but still needs to be strengthened. Krendl responded that we will determine what the learning outcomes should be and then revisit the questions on credit hours to assure they are appropriate.
 - Some professional colleges have difficulty completing general education coursework and professional coursework within four years. Ohio State admits that some of their professional programs require five years to complete.

- The provost and the chair of the Faculty Senate will appoint a General Education Learning Outcomes Committee to identify expected learning outcomes associated with completion of an undergraduate degree at Ohio University.
 - Ingram mentioned that much of the assessment work is complete and they can now move forward with the remainder.
- We will use the Continuous Improvement Model to monitor outcomes assessment and evaluation.
- The Ohio Board of Regents has now mandated ongoing assessment.
 - Define learning outcomes and assess student achievement of those outcomes in General Education;
 - Define learning outcomes and assess student achievement of those outcomes in undergraduate majors;
 - Set not just current standards but also higher expectations in undergraduate education: content, competencies, abilities and successful completion;
 - Ensure the engagement of faculty and the entire instructional community in continuous improvement of student outcomes and student achievements.
 - Krendl noted that through the work already completed in General Education and the Vision OHIO strategic planning process, we already have the majority of this information and are implementing these changes.
- Dean McWeeny reported a major goal to have an arts experience for all Ohio University graduates.
- In sum, Ohio University will develop a model of Continuous Improvement in General Education through measurement and assessment of identified learning outcomes.
 - Brian Footer asked the trustees to check in annually on the curriculum and on student exit interviews to assure students are prepared for careers.
 - Student Trustee Mitchell asked for a list of participants in new General Education Learning Outcomes Committee. The appointments to this committee will take place this summer and have its work done by June 1, 2007. Mitchell asked if the Board of Regents will be sharing the information they gather on learning assessment. Krendl expects the Regents will review goals and resource use to meet those goals. The assumption is that their report will go to the Governor's Office.
 - Trustee Stuckey asked about how we will get consistency across disciplines. Krendl said that work has been done, merely needs to be linked together. The AQIP accreditation review in which we participate requires the same kind of assessment. AQIP representatives will visit campus in 2008.

- Trustee Harris asked how the faculty are accepting these changes. Many programs already have this type of quality measure built in to accreditation. Programs that do not necessarily have separate accreditation tend to focus on the delivery of information over student acquisition and mastery of the material. Krendl has established a new faculty development effort to assist with the assessment culture change.
- Trustee Schey asked to have an update on the progress of this committee at the next trustees meeting.

MAJOR AND DEGREE PROGRAM REVIEWS

RESOLUTION 2006 - 2045

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:

School of Health Sciences
Department of Educational Studies
Department of Social Work
School of Music
School of Art



OHIO
UNIVERSITY

Office of the Provost

Butler Hall
Athens OH 45701-2979

740.593.2600
740.593.9591

DATE: June 8, 2006
TO: Roderick J. McDavis, President
FROM: Kathy Krendl, Provost *KK*
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.

ACADEMIC PROGRAM REVIEW

Name of Program: School of Health Sciences

Program Type (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> undergraduate certificate | <input checked="" type="checkbox"/> bachelor's degree |
| <input checked="" type="checkbox"/> graduate certificate | <input checked="" type="checkbox"/> master's degree |
| <input type="checkbox"/> associate degree | <input type="checkbox"/> doctoral degree |

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

Report prepared by: William R. Willan, Ph.D.

External Reviewer: Ray Tricker, Ph.D.

Draft completed and sent to chair and dean: *

Review Committee Chair: [Signature] 5/17/06
(signature) (date)

Seen by and returned:

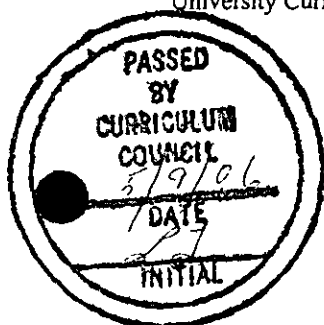
Program chair: [Signature] 5/17/06
(signature) (date)

Dean of college: [Signature] 5/17/06
(signature) (date)

Return draft and all comments to Review Committee by: _____
University Curriculum Council (date)
Pilcher House 202

Approved by UCC chair: [Signature] 5/18/06
(signature) (date)

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



**University Curriculum Council
School of Health Sciences Programs Review**

General Information

The School of Health Sciences (SHS), hereafter referred to as “the School,” one of the six in the College of Health and Human Services (CHHS), has recently undergone a major cultural shift that has increased the scholarly focus of the faculty and left the School poised to increase its influence in the healthcare community of Southeastern Ohio and in the field of rural health studies. The School offers undergraduate degrees in Health Services Administration, Long Term Care Administration, Industrial Hygiene, Environmental Health, and Community Health; graduate certificates in Health Policy, Health Administration, and Gerontology; and Master’s degrees in Public Health and Health Administration. The current director of four years has brought stability to that position, ending a period of administrative turnover since the last review, and the turnover among faculty that characterized the shift toward increased scholarly expectations appears at an end. Three searches for tenure-track faculty members, one of whom may be hired at the senior levels as an associate or full professor, are underway. Those hires should infuse new energy and expertise into SHS programs and provide the faculty resources, supplemented through partnerships with other Ohio University units, needed to take advantage of growth opportunities. Given population demographics, employment potential in the health sciences should continue to increase. The published mission and goals of the School orient it toward excellence in the classroom, professional growth and development, partnerships within the University, and connection with and service to the community.

Faculty Profile

The School of Health Sciences faculty members who met with the review committee clearly believe that it is on a positive trajectory. According to those faculty members, “a lot of hard decisions have been made in the last four years.” They talked about “rebuilding the School” through the hiring of five new tenure track faculty members to complement the nine Group I faculty members. As of this writing three searches have led to hires, and two continue: in epidemiology/biostatistics and in Health Administration. In order to improve the balance between probationary and senior faculty members and to provide the School with additional faculty leadership, an associate professor will be hired in Health Services Administration. The three remaining positions went to assistant professors, one in Community Health with an emphasis in African community health issues, one with responsibilities in both the Long Term Care and Health Services Administration programs, and one in Environmental Health/Industrial Hygiene. Clearly, these hires will relieve some of the pressures on the Director of the School, who has taught two courses per quarter over the last four years, and should provide more hands with which to meet service obligations, thereby freeing more time for the research agenda at the heart of the “rebuilding.”

As external reviewer Ray Tricker documents, during the period under review, "faculty scholarly productivity increased significantly," with "7 faculty [members] out of 17 produc[ing] 78 refereed publications," and 6 of the 17 producing over \$1.8 million dollars (approximately a 200% increase) in grant income, in addition to numerous presentations. The implication is that a lack of scholarly activity among other faculty members led to some of the "tough choices" mentioned above. Although "the faculty [members] with the highest number of advisees tended to produce the smallest number of refereed publications," they also contributed significantly to meeting the goals of the School. The level of scholarly activity should continue its upward trajectory through the addition and orientation of the new faculty members, given continuing support for professional development through load reductions and travel funds. Given the increased demand for scholarly achievement, consideration should be given both to a mentoring program that will ensure that new faculty members have a well designed scholarly agenda and to a formal third-year review that will identify areas for concern.

The Self-Study documents that diversity exists in the School, with 6 females and 4 persons of color among the 17 Group I faculty members who served during the review period, but more remains to be done in this area. It is also significant that the proportion of the faculty who are graduates of this institution decreased from 30% to 18%, which indicates more diverse intellectual backgrounds. In addition to the Group I faculty, there are one Group II and two Early Retired faculty members to supplement instruction.

The SHS also utilizes "a few faculty [members] who are employees in other units of the University" as adjuncts on a regular basis of 1 to 3 courses per year.

Programmatic Practices

SHS policies, procedures, and practices are well within the parameters set by the College of Health and Human Services and Ohio University. The typical teaching load of eight (8) quarter hours is appropriate for a research active faculty, particularly given that grant funds may be used to buy out part of that load. Class sizes seem appropriate as well, with undergraduate service courses enrolling an average of 120 students per section, while other lower level courses are "kept in the range of 40 to 50, or less students." Upper level courses have more limited class sizes, as recommended in the most recent (1998) program review.

Professional development has been encouraged through the activities of the Center for Teaching Excellence, which has helped faculty with course structure and management as well as teaching skills development, through internship and practicum activities that require "faculty to stay current with the cutting edge of professional activity and knowledge," and through scholarly activity and professional service. Both the "Annual Faculty Activity Report" regarding scholarship and service and the "Teaching Evaluation Form and Comment Sheet" are reviewed by the School Director and the Promotion and Tenure Committee who suggest corrective measures as appropriate. The School is to be commended for instituting a third-year progress toward

tenure review and for giving several probationary faculty members course load reductions in order to encourage their scholarly activity. This practice should be made programmatic and be available to all new faculty members on an equitable basis.

Student advising has been restructured in several positive ways since the last program review. At that time (winter of 1998), the imbalances between advising loads were startling, with two advisors responsible for over 120 students while most other advisors were responsible for 30-40 students. Currently, no advisor has over 60 advisees, and the disparities that exist are a result of the SHS faculty's decision to assign advisees based on majors, rather than across majors, a sound academic practice. By student report, however, the quality of advising is uneven, and the Advising Evaluation form designed to provide feedback is rarely used. Despite the concern expressed in the previous program review about the timing of its dissemination, the form has not been put to regular, systematic use to improve advising. In one session, reviewers found only 2 of 27 students who had used the form. Should enrollment growth goals be met, there is potential for revisiting the historical imbalances in advising loads, which leads external reviewer Tricker to recommend consideration of reducing the number of advisees per faculty member, providing compensation in the form of reduced loads or expectations for scholarship, or centralizing advising. Although such measures do not appear to be necessary at present, and the addition of new faculty members should provide a buffer against a relapse, an advising plan should be in place 1) to accommodate an increase in majors and 2) to actively assess the effectiveness of all SHS advisors.

Adequacy of Resources

School facilities appear to be in excellent condition. In addition to the School's equipment budget and CHHS funds, grants and donations from corporations have expanded the School's inventory of laboratory equipment and have permitted other equipment to be updated. Grants have also been utilized to provide course release for scholarship, and faculty travel is supported for all conference presentations. Although a Group I line has been lost, part-time money has meant that no sections had to be cut. Nonetheless, that lost position, overload restrictions on the faculty, and the lack of a pool of qualified part-time instructors in the rural counties surrounding the Athens campus have resulted in the Director teaching more courses than is optimal for School operations. Given the School's ability to support a faculty teaching load of 2 sections (8 hours) per quarter and the reduction of class sizes, however, the budget adequately supports the School's goals.

Undergraduate Programs Review

The five undergraduate programs offered by the SHS—Community Health Services, Environmental Health Science, Industrial Hygiene, Health Services Administration, and Long-Term Health Care Administration—prepare students for a wide range of health careers. During the review period, three of the programs were

accredited: Environmental Health, Long-Term Care, and Industrial Hygiene. The School plans to pursue accreditation/certification of the Community Health and Health Services Administration programs as well. Compliance with accreditation standards helps assure program quality. Students have performed well on licensure/certification examinations, which are required in all of the fields except Health Services Administration.

Viewing the number of specialized courses that are needed to support the range of undergraduate programs, external reviewer Ray Tricker asks if “the School’s resources [would be] better used by offering a generic health sciences curriculum that incorporates some basic coursework in relevant areas and allows more focus to be devoted to developing a graduate curriculum.” Although Professor Tricker believes that “it would be unwise to abandon the areas of specialization that are currently offered,” he suggests pruning the coursework to “allow students to graduate with less credits.” In particular, he finds the science requirements in Community Health to be excessive: “public health practitioners do not need to be prepared in so many science areas.” In light of the current trend in health professions to increase the level of credentialing necessary for certification and the continuing decline in state support for higher education, however, the concept of a generic undergraduate curriculum perhaps leading to a fifth-year Master’s credential that provides professional preparation in an area of specialization needs to remain a constant of planning discussions.

Faculty

Given that most faculty members in the School of Health Sciences teach at both the undergraduate and graduate levels, the “Faculty Profile” section above also serves as an analysis of the undergraduate faculty. As mentioned above, hiring and retaining new faculty members is the primary key to meeting the School’s goals. A strong mentoring program is essential to retaining the new hires. In addition to the above section, however, it should be mentioned that all Group I faculty members hold terminal degrees and have relevant practitioner experience in diverse areas. Several hold specialized professional certifications. Their teaching is generally excellent, as is attested by student evaluations ranging between 4.2 and 4.45 on a 5 point scale. Students who met with reviewers called their professors “supportive” and “available.” Professional service is also strong, as SHS faculty members serve on the editorial boards of seven professional journals. Scholarly productivity is documented above.

Teaching innovations such as the collaborative and blended online delivery of HLTH 202, Introduction to Health and Lifestyle Choices, are to be commended and encouraged.

Students and Graduates

The student profile shows a decline in majors over the period of the Self-Study that is somewhat deceptive. A decision in 1996 by the College of Business to send “health business” students to the SHS created a spike in majors, with a steady decline in numbers until 2002. Viewed over a longer period, the number of majors has returned to the levels of the early 1990’s. Given the new faculty lines, however, it is reasonable to expect the

School to increase its numbers of majors and graduates, in keeping with its stated goals, from 246 in 2004 to 330 by 2007. Currently, however, more students transfer into the School from other schools and colleges within the University, than are recruited directly into the SHS out of secondary schools. If enrollment goals are to be met, a more aggressive recruiting campaign will have to be enacted. It should be noted that while the SHS faculty has participated in campus and CHHS recruiting efforts, the School needs to develop a plan that includes minority recruitment and that would maintain or improve student quality, which has remained fairly consistent as measured by standardized test scores. Professor Tricker notes that "the majority [of faculty members] are not trained [in marketing], do not have the skill or the time to engage effectively in marketing and recruitment of students," and mentions that "some institutions have invested in a cadre of staff with central advising, marketing, and recruitment responsibilities with positive results." Short of that type of investment, the School should consider coordinating recruitment activities more closely with the Office of Admissions and extending its outreach through more partnership activities with the regional campuses and Lifelong Learning. By taking the Health Services Administration and Long Term Care programs, and to a lesser extent the Community Health program, to place bound adults, the School could substantially increase its student majors and graduates.

While students are highly complimentary of the faculty and feel that the small class sizes in upper level courses enable their voices to be heard, they are concerned about differences in approaches to internship placements: some professors provide lists of contacts and suggest appropriate methods of approach, others do not, placing students in their courses at a disadvantage and/or requiring much greater effort to secure a placement. Secondary concerns are the scheduling of infrequently offered courses at the same time and the lack of a strong career counseling program. Nonetheless, the overall impression left by the students is that they get the benefit of their professors' experiences in the field, primarily through examples and applications that clarify the theories they are learning, and that they are reassured to know that their "professors are constantly learning new things." Student preparedness for employment is assessed by an actively practicing professional in the capstone internship, which also provides feedback to the SHS leadership and faculty regarding "course content, teaching effectiveness, value of classroom experiences, and numerous other factors."

The number of graduates follows the spike in majors—from 130 in 1997 to 178 in 1999 to 115 in 2002—and should increase as enrollment goals are met. Graduates primarily enter the fields of healthcare, social welfare, and business (a combined 93% of graduates). The Career and Further Education Study reveals that almost 90% of graduates were employed, that 23% were enrolled in graduate study, and that a majority were satisfied with their employment and with the preparation received in the School.

Graduate Programs Review

The School of Health Sciences offers Certificates in Health Policy, Health Administration, and Gerontology, and a Master of Health Administration (MHA) degree. Programs that recently been added but are not covered by the review cycle are an

accredited Master of Public Health (MPH) degree delivered through the Eastern Ohio MPH partnership, a consortium of several universities, and an MBA/MHA dual degree program with the College of Business. The School is to be commended for collaborating with University partners and for building partnerships external to the University in order to serve the growing educational needs of the health care community in southeastern Ohio. These new programs and increased outreach through online delivery of the Certificate in Health Administration underlie plans for an aggressive expansion of graduate numbers from less than 10 enrollments per year to between 25 and 30 enrollments per class. Graduate program strength will in large measure be determined, as will the health of the School, on the integration of the core faculty who remain committed to the School and by the additional energy and expertise of the new hires.

Faculty

Most faculty in the six programs of study mentioned above teach both baccalaureate and graduate classes. (See the section on faculty above.) An additional level of clearance exists, however, in that "participation in graduate education must be approved by the School Director and the Dean." Criteria for clearance include "'research/scholarly productivity and evidence of continuous professional development."

Students and Graduates

During the review period, the School received 188 applications for graduate study and admitted 117 potential students, of which 61 enrolled—a 62% acceptance rate and a 32% yield rate. Over the same period, the school had an overall retention rate of 96% (76/79) and a graduation rate of 93% (71/76). Professor Tricker finds the level of student quality as reflected by mean GRE scores "generally acceptable in most graduate programs throughout the nation." A goal of the School is to "build more and stronger" relationships than the several informal ties to Historically Black Institutions that currently exist in order to strengthen the diversity of the student body. The Self-Study does not give the breakdown of minority participation in all School programs, but does document 5 minority students among the 19 in the Health Policy Certificate program. Female students in that program well outnumber males (15/4).

Graduates are employed in numerous health care areas in a variety of roles. The Self-Study estimates that 90% of graduates are employed in the health care industry and notes that "many graduates have assumed positions of significant responsibility, holding titles of Administrator, Chief Executive Officer, Chief Operating Officer, and Program Director."

School of Health Sciences

Executive Summary

Commendations

1. The mission and goals of the School orient it toward excellence in the classroom, professional growth and development, partnerships within the University, and connection with and service to the community.
2. The School is to be commended for instituting a third-year progress toward tenure review process.
3. The wide variances in SHS advising loads that existed at the start of the review period have been largely addressed. Currently, a fairly equitable distribution has been established.
4. SHS facilities are excellent. Both Grover Center and SHS laboratories provide optimal conditions for student learning, including state of the art audiovisual capabilities.
5. The SHS is to be commended for extending its programs to working professionals throughout southeastern Ohio through the development of online delivery for the Certificate in Health Services Administration.
6. The School faculty is to be commended for embracing teaching innovations such as collaborative and blended delivery of courses, and for teaching excellence.
7. The School faculty and staff are to be commended for their orientation toward students.

Concerns

1. Faculty lines must be filled in order for the School to fulfill its potential.
2. Students report that the quality of advising varies widely between advisors. Of particular concern is the lack of systematic use of the Advising Evaluation form in order to improve the advising process—despite the concern expressed in the previous program review. Better timing for the form's dissemination is highly recommended.
3. Students report that the quality of help given to students who need internship placement varies to the detriment of some students.

4. The Community Health program curriculum may discourage student participation through unnecessarily burdensome science requirements.
5. The teaching faculty needs to be developed sufficiently to ensure that the Director of the School teaches fewer courses.
6. Student recruitment depends upon internal transfers.
7. The School does not appear to have a “signature research” agenda.

Recommendations

1. Consideration should be given to a mentoring program that will ensure that new faculty members have a well designed scholarly agenda.
2. Teaching load reductions that encourage probationary faculty members to pursue scholarship should be available to all probationary faculty members through a formal program.
3. A systematic assessment program that includes interviewing exiting students and surveying graduates should be instituted.
4. A recruitment plan that enlarges the scope of School activities needs to be developed.
5. An advising plan should be developed to accommodate the expected increase in majors and to formally assess the effectiveness of all SHS advisors.
6. A review of the Community Health program curriculum should be instituted.
7. Distance delivery of programs should continue to be a priority of the School.
8. The School needs to develop a “signature research” agenda, such as in rural health issues.
9. Continuing consideration should be given to the level of credentialing needed for success in the professional fields for which SHS students are preparing.

February 11th, 2005

Martin T. Tuck, Ph.D.
Associate Provost for Academic Affairs
Office of the Provost
Cutler Hall 306
Ohio University
Athens, Ohio 45701-2979



OREGON
STATE
UNIVERSITY

256 Waldo Hall
Corvallis, Oregon
97331-6406

Dear Dr. Tuck:

Following my recent site visit to Ohio University I enclose my external review report for your consideration. Please accept my sincere thanks for your invitation to visit your university. I am grateful for the assistance I received from your colleagues in helping me to write this report for the 7 year review of the program of the School of Health Sciences.

Sincerely,

Ray Tricker, Ph.D.
Associate Professor of Public Health
Assistant Department Chair
Department of Public Health

Telephone
541-737-2686

Fax
541-737-4001

EXTERNAL SITE REVIEW REPORT

School of Health Sciences Seven-Year Review 1997-2004

Compiled February, 2005

External Reviewer: Ray Tricker, Ph.D.

Associate Professor of Public Health

Department of Public Health

Oregon State University

Corvallis, Oregon 97331-6406

Introduction

The purpose of this report is to provide an appraisal of the achievements, concerns, and current and future goals and objectives of the School of Health Sciences, an academic unit within the Ohio University College of Health and Human Services (hereafter referred to in this report as the "School"). The School is a relatively new unit within the Ohio University, having been established in July, 1994 by the Board of Trustees, with the mission to train persons for positions in Health Administration, Community Health, Environmental Health, and Industrial Hygiene.

This report will provide an assessment with insights, of current and past activity in the School of Health Sciences with particular attention to curriculum structure, organization, faculty productivity, workloads and participation, program focus and direction, goals and objectives, leadership, facilities, as a basis for subsequent recommendations for future development and/or modification in the Schools programs.

I. Program Goals, Objectives and Overall Profile

A. Goals and Objectives

The mission statement of the School that was established in 1994, ".... to examine the relevance of its own goals, and to assure that the School's focus is consistent with the Mission, Goals and Objectives of the Ohio University and the College of Health and Human Services," continues to provide focus and direction for its programs. The ten goals embody effort to market and develop programs, utilize advisory councils, develop working relationships with the professional community, improve and sustain laboratory equipment, develop and support student professional organizations, enhance faculty scholarly activity, institute strategic planning for the School, develop a graduate certificate in Health Care Services, and to sustain and train the students' educational experience in preparation for service within the field.

B. Overall Profile

Currently, the School offers undergraduate programs in:

Community Health Services

Environmental Health Science

Industrial Hygiene

Health Services Administration

Long-Term Health Care Administration

The School suspended the Master of Health Administration program for the past two years in order to re-structure the program. The program will start to admit students again in the fall 2005.

Other graduate programs in the School include the dual degrees of Master of Business Administration (MBA) and MHA, certificates in Health Policy, Health Care Services Administration and the Master of Public Health (MPH) with an initial cohort of four students to date.

Approximately 242 majors are currently enrolled in the School across the six major areas of concentration. The requirements for each major area are different and vary from 114 to 167 credit hours. Each major requires:

- (a) More than 50 credit hours in the core area,
- (b) Courses in the College of Arts and Sciences, in the natural sciences, mathematics, chemistry and psychology,
- (c) A required 15 credit hour internship and /or practicum except for Industrial hygiene.

The graduate program in Health Administration is temporarily suspended pending the hiring of new faculty, and is expected to re-commence in the fall of 2005. The Master of Public Health degree program began enrolling students in fall 2004, and currently 4 graduate students are enrolled in their program of study in the School. The School provides writing intensive coursework in the Tier I course HLTH 370J, and other service courses HLTH 202, HLTH 204, EH 260 and HLTH 470C and HLTH 495A. Regional campuses offer undergraduate general education and lower level health science courses that can prepare students to enter the undergraduate programs in the School of health Sciences.

Curriculum, Instruction and Advising

B. Program Curriculum

Each of the six major areas of program concentration in the School provides an extensive selection of coursework in their respective disciplines. The balance between theory and practice appears to be proportionately designed and clearly provides opportunities for

skills development. Opportunities for student to engage in oral expression of their ideas are included during class meetings. During the site visit the Reviewer observed students being called upon to discuss their written viewpoint during an environmental class; as a relevant extension of issues studied in the class.

Currently, several program areas are accredited; namely, Environmental Health Sciences has earned NEHSPCA accreditation, the Long Term Care program has received NAB accreditation, and the Industrial Hygiene program has received accreditation from RAC/ABET. A decision to suspend the application for accreditation for the Health Administration was made pending ACEHSA reorganization and standardization of its criteria for accreditation. Plans are in progress to apply for accreditation for the Community Health program with SABPAC. In preparing for pursuing this accreditation the Community Health program will need to structure courses in accordance with the CHES competencies.

Program accreditation provides a way of determining the relative value of the quality of a program in comparison to other program in other institutions across the nation. Therefore, curriculum content is to some extent controlled by the expectations of nationally recognized accrediting bodies, and consequently these criteria may restrict some of the freedom program faculty might wish to exercise to determine courses and course content. Advisory groups have also been formed to assist the School in maintaining currency in the selection of courses and course content.

An important issue for consideration at the undergraduate level pertains to the relative value in offering such a high level of specialization within baccalaureate health science coursework. More specifically, would the School's resources better used by offering a generic health sciences curriculum that incorporates some basic coursework in relevant areas and allow more focus to be devoted to developing a graduate curriculum?

In the field of public health today the demand for well-qualified undergraduates is high. Therefore, it would be unwise to abandon the areas of specialization that are currently offered. However, this does not suggest that coursework could not be modified to allow students to graduate with less credits and yet still be able to successfully obtain employment in the field, and also be admitted into programs of graduate study. To qualify for certification examinations in such areas as environmental health, industrial hygiene, and community health all require that the undergraduate has completed coursework in specific areas of preparation. The self-study states that each program is unique and the diversity of the professions predicates the need for students to be well trained in each area; however, the requirements in Community

Health has 10 credit hours in zoology, 6 credit hours in anatomy and histology, 4 credit hours in human physiology, and 4 credits in microbiology. This heavy accent on science requirements seems high, unless the students who generally enroll are pre-medical school or nursing school candidates. In general, public health practitioners do not need to be prepared in so many science areas. This issue is worthy of further examination, in view of the large total number of credit hours that are required to graduate in community health.

Eleven full time faculties were responsible for teaching and directing graduate students and teaching graduate classes in the School. The selection of faculty is based upon guidelines in the School that address educational qualifications, research/scholarly productivity, and evidence of continuing professional development.

The Master of Health Administration program is currently suspended, and has been restructured and will start to admit students again in the fall 2005. The Master of Public health program appears to be structured in accordance with the CEPH accreditation requirements. This program should offer a quality education to future graduate students.

C. Instructional Environment

The School is located in the renovated Grover Center. This building and its facilities provide optimal conditions for students to engage in the learning experience. Access and movement to and from classrooms allow students to move with ease throughout the building. Classrooms are state-of-the-art, well appointed with enhanced audiovisual capabilities.

Class sizes range from 30 to 120 for the 100 and 200 level classes, and 20 to 50 for 300 and 400 level classes. Currently, the MPH graduate classes have between 4 and 5 students.

Student evaluations for each class are completed at the end of each term. With few exceptions faculty in the School were rated highly by students for their teaching, between 4.11 and 4.62 out of 5. The Reviewer had the opportunity to ask students in one class to rate their experience in the School. All students agreed unanimously that they were very satisfied with the quality of instruction and had no regret having enrolled in the School's baccalaureate programs.

The Reviewer met with two groups of students to discuss student perceptions of their program of study in the School. Overall, these students were very satisfied with the expertise of their professors and the coursework. The following suggestions for improvement were offered.

- (a) Increase communication via email to students to provide more information to keep up to date with current events; perhaps via a student "list- serves." The School has "list serves" for student organizations and each program area.
- (b) Avoid offering classes at the same time that are only offered once every two years.
- (c) Provide a list of internship opportunities.
- (d) Decrease advisor/student ratios.

The faculty teaching load is three classes per term, in addition to supervision of practical experiences or internships. If the trend toward greater productivity in scholarship and grant writing develops the current teaching load for faculty will need to be re-assessed.

D. Advising

The School expects each faculty member to share in the role of advising students. The degree to which faculty have engaged in this responsibility has resulted in unequal advising loads in the School. Students will tend to gravitate toward faculty who are knowledgeable about the program and demonstrate a sense of caring for the students. Not all faculties are able to convey these qualities as well as others, and some simply do not feel compelled to provide this service; consequently, students receive inconsistent feed back and support during their term of study. Some faculty has been responsible for more than 100 students while other have had less than a quarter of that number. The Reviewer noted from student feed back that advising ranged from excellent to fair. From the faculty viewpoint it was clear that the performance of dedicated faculty is hampered by the responsibility of trying to advises large numbers of students, especially when university and School expectations for scholarship, teaching and service often are equal across the School. Therefore, in the best interest of students and faculty the School should seek solutions by giving consideration to:

- (a) Reduce the number of students advised by each faculty member,
- (b) Compensate the faculty member by reducing the teaching load or scholarship expectations,
- (c) Provide release time for faculty who wish to provide academic advising,
- (d) Centralize the advisement of students by hiring faculty with minimal instruction loads, as instructors, whose specific responsibility is to provide students with advice about their coursework.

- (e) Train students who have several years of experience in the program to advise their peers about what courses to take and about graduation requirements, and DARS related issues.

Improvement in reorganization of advising responsibilities will certainly lead to greater opportunities for mentoring and guiding students in coursework and academic achievement.

III Profiles of Students and Faculty

A. Faculty

The School is currently under-staffed with seven full-time faculties, to the point in which the School Director is teaching two courses per term. This situation will inevitably improve since the School is engaged in hiring 5 tenure track faculty. It is important that the School Director be allowed greater freedom from teaching to fulfill the responsibilities of directing, administering and guiding the direction of the programs in the School.

Since the last review in 1997 the School has undergone many changes, and faculty turn-over has been high. The current School Director (with four years in the position) has served longer than other directors during the past 7 years. At this time the School is engaged in the process of searching for five new tenure track faculty; one in environmental health, one in health administration, one in long term care, one in community health (with and African-American health emphasis), and an epidemiologist/biostatistician.

The self-study report indicates that 8 out of 17 Group I faculty made 98 presentations at professional meetings and conferences. Seven faculties out of 17 produced 78 refereed publications. There was a relationship between the number of students advised and the record of scholarly productivity. The faculty with the highest number of advisees tended to produce the smallest number of refereed publications; however, some faculty with relatively small advising loads did not publish. Overall, within the School faculty scholarly productivity increased significantly compared to the previous review in 1997-98.

Six faculties submitted 36 proposals for external funding. They were successful as project directors, in obtaining a total of \$1,809,405 in external funding for 23 projects. Again, this amount was significantly greater by \$1,292,958 compared to the previous 1997-98 report.

The School provides strong support for faculty to attend professional meetings and consideration is given to faculty (especially probationary faculty) who wish to reduce their teaching load to concentrate on scholarship and grant writing. Faculty may also attend university grant writing workshops.

In the area of diversity the School self-study document listed 2 full professors (1 white female and 1 black male), 6 associate professors (4 white males, 1 black male and 1 white female), and 7 assistant professors (4 white males, 1 white female, 1 non-American female, and 1 Asian American female); with 59% males, 41% females, 76% white and 24% black /Asian American. More than 80% of instructors were female and 10% of the part-time instructors represented minorities.

Of the 17 Group I faculty during this review period three received their doctorates from Ohio University. In the previous report 30% of the faculty were Ohio graduates. The 1997-2004 self-studies indicated that 18% of the faculty were Ohio graduates. The other 82% graduated from universities widely distributed across the nation, providing a diverse intellectual spread

B. Undergraduate Students

The School self-study lists majors within the codes from 1997-2003. The total enrollment from 1997-2003 shows a steady decline from 409 in 1997 to a total of approximately 220 in 2003. Table 1 includes totals from 1990 to 2003 to provide an overall description of enrollment.

Table 1.

U/G Programs	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Total	185	212	214	284	335	383	477	431	396	347	298	241	214	220

This 13 year overview provides a more comprehensive impression of enrollment trends overall, and puts the past 7 years more in perspective. Enrollment seemed to cap at 477 in 1996, reportedly as a result of more business students who were required at the time to enroll in health courses. After business students ceased to enroll health science enrollments began to decline. Therefore, the increase indicated a "spike" in enrollment that was not necessarily due to an increase in health science majors per se.

The 1997-2003 report indicates the objective to increase the number of undergraduate students to 420 by 2008. It is not clear how this projection is not formulated nor is the means described by which this 59% increase

will be achieved. This projection seems high; however, it seems reasonable to expect the enrollment to increase by up to 50% (330), given the relative total number of the faculty in the School in the future.

Careful consideration to recruitment and marketing strategies to attract students will be necessary to achieve the objective of increasing enrollment by more than 100%. The School will need to consider strategies that reach beyond expecting faculty to be the central impetus for increasing enrollment. Although faculty often participate in this activity, the majority are not trained, do not have the skill or the time to engage effectively in marketing and recruitment of students. Therefore, the School will need to consider additional ways of increasing its effort to attract more students into health science programs. Some institutions have invested in a cadre of staff with central advising, marketing, and recruitment responsibilities with positive results. Notwithstanding such an investment, some enrollment increases in the School can be expected with the support and commitment of an integrated faculty, and with future additional assistance from five new faculty members.

Two follow-up studies of graduates from the School's undergraduate programs indicate that approximately 90% of past students were employed with average salaries of \$32,579. Students reported satisfaction with their employment and with the quality of preparation that they had received in the School's program. Approximately 23% of the graduates were enrolled in graduate study programs, and 64% of that number was full-time students. The survey indicated that 91% were satisfied with the requirements with the exception of the synthesis requirement. Since the survey all programs in the School offer an internship experience.

C. Graduate students

The number of graduate students enrolled in the School remained relatively constant during the past 7 years. The annual goal was for 50 or more applications and 25-30 students enrolled. Following the hire of new faculty, enrollment in the Health Care Administration and the Master of Public health degree programs should reflect these projections.

Table 2 describes the Graduate program applications, admissions and enrollments for the past 7 years.

Table 2**

<u>Year</u>	<u>Applied</u>	<u>Admitted</u>	<u>Enrolled</u>
Fall 2003	10	3	1
Fall 2002	23	12	7
Fall 2001	30	16	8
Fall 2000	26	18	8
Fall 1999	26	21	7
Fall 1998	45	33	24
Fall 1997	28	14	6

** This was the period in time when the MHA program was suspended. The single student might have been a student who registered for the certificate program in Health Policy

Graduate student who enter the graduate programs in the School achieve mean GRE scores that are generally acceptable in most graduate programs throughout the nation.

The primary source for recruiting minority students is the Minority Recruitment Programs within the College of Health and Human Services and through the Office of Admissions. Letters are also sent to prospective high school students. Relationships between the College of Health and Human Services and Jackson State University, West Virginia State College, St Pauls' College, East Tennessee State University, North Carolina Central College, And Columbus State Community College Were initiated with the purpose of recruiting black students.

The graduate degree programs do not require a thesis. Therefore, the Internship, HLTH 699 provides graduates with a culminating experience in the students' graduate program. The internship is completed during the last two terms and is a full-time commitment. Students design and implement projects to develop and practice their skills in professional settings. Preceptors a faculty work together to assess the students performance. The internship experience potentially acts as a means for establishing relationships in the profession and may provide opportunities for future employment. The internship is a traditional expectation in the health services field.

Outcome assessments among graduate students in the School's graduate Programs indicate that the majority of students have graduated within the prescribed time period, three withdrew, yielding an overall retention rate of 96 %(76/79); five students failed to complete requirements. Overall, 93% (71/76) of the students graduated from the School. Follow-up surveys indicate that the majority of graduates from the School have

obtained employment in the health field. Areas of employment include hospitals, nursing homes, consulting firms, physician practices, health maintenance organizations, and county health departments. Many graduates have assumed position of significant responsibility as Administrators, Chief Executive Officer, Chief Operating Officer, and Program Director.

IV. Summary and Overview

The School has faced many challenges and exciting new developments during the past seven years in relation to faculty instability, enrollment challenges, adapting to a new facility. Administrative leadership in the past 7 years has been inconsistent. Stability is steadily increasing under the current leadership, and the School's progress is in an upward direction. Concern regarding enrollment is a valid concern, but from this Reviewer's perspective is not significantly different from many institutions that face Enrollment challenges. The ratio of advisees to faculty is high and is worthy of closer investigation to allow faculty to perform the responsibilities of teaching, scholarship and service with greater effect. A cadre of dedicated faculty within the School has achieved excellence in teaching, obtained more than \$1,000,000 in competitive grant funding, represented the university well at professional meetings, and increased the number of refereed publications in professional journals. These achievements are very commendable and are the foundation upon which the School can build in the future.

Support for faculty professional development, the facilities within the Grover Center for teaching, equipment and maintenance provides an excellent environment for the School and the faculty to prepare current and future students for successful careers in the field.

V. Recommendations

The following recommendation relate to the faculty, the curriculum, advising, the program and marketing the program.

Faculty

1. Relieve School Director of heavy teaching responsibilities; no more than one or two courses, or less per year if the individual desires.
2. Encourage faculty to continue to seek external funding.
3. Ensure that new faculty has a clear agenda for scholarship and scholarly activity.

4. Investigate introducing Post-Tenure Review, to ensure that tenured faculty continues to support the program director and the ongoing development of the School's mission.

Curriculum

1. Continue to offer specializations at the undergraduate level e.g. in environmental health, long term care, community health and industrial hygiene, to train student who will be competitive in the work arena.
2. Consider cutting the number of pure science course requirements for community health majors.

Advising

1. Reduce the ratio of student advisees to faculty.
2. Provide release time or reduction in teaching loads for faculty who have high advising loads.
3. Examine the possibility of centralizing advising, recruitment and marketing by hiring instructors whose specific responsibility is to promote enrollment, marketing the programs, and retention of students.
4. Train students at the junior/senior level who have experience in the programs to advise their peers about graduation requirements, course requirements, and other DARS related issues; to relieve faculty who need to focus on academic mentoring, scholarship and teaching.

Program

1. Avoid scheduling classes at the same time that occur once every two years.
2. Establish within the School a clear "signature research" agenda. For example, the area in which the university is situated is rich with opportunities for developing a national reputation in rural health issues. The School of Health Sciences can aim to become a leader in rural health issues.
3. Maintain a survey of former graduate and undergraduate students to continue to develop a profile of student outcomes.
4. Re-examine course rotations to ensure that course offered once every two years do not "clash" and disadvantage students who need to take those course to graduate.
5. Introduce a third year mid-term review for untenured faculty.
6. Explore potential for recruiting student from community colleges who have two year associate degrees.

7. Seek opportunities to establish relationships with local community colleges, where students can complete the first two years or requirements, before entering the School in their junior year.
8. Liaise with university public relations office to develop strategies to increase the visibility of the School: to outside organizations, county health department and local and international organizations

GRADUATE COUNCIL

April 30, 2006

David Ingram
Chair, University Curriculum Council
Pilcher House
Campus

Dear David Ingram

At its March meeting Graduate Council approved the recommendation of our Curriculum Committee to accept the Program Review of the School of Health Sciences

Graduate Council noted that the review was generally very positive in its assessment of the graduate programs. The concern noted was about the inadequate number of faculty lines.

Lee Cibrowski explained that while the statement about the aggressive expansion of the School is true today it was not really the case at the time the review had been conducted. Therefore, she recommended eliminating that particular sentence from the review. With that change, Graduate Council accepted the review.

Sincerely,



Duncan H. Brown, Ph.D
Chair, Graduate Council
Associate Professor
School of Telecommunications

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DATE: November 4, 2005

TO: William R. Willan, SHS Programs Review Chair

FROM: Gary S. Neiman, Dean

SUBJECT: Review of School of Health Sciences (HSH)

School of Health Sciences
Grover Center E317
T: 740.593.4675

School of Hearing, Speech
and Language Sciences
Grover Center W218
T: 740.593.1407

School of Human and
Consumer Sciences
Grover Center W324
T: 740.593.2880

School of Nursing
Grover Center E365
T: 740.593.4494

School of Physical Therapy
Grover Center W290
T: 740.593.1224

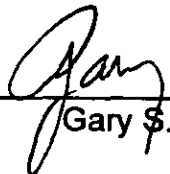
School of Recreation and
Sport Sciences
Grover Center E160
T: 740.593.4656

Division of Campus Recreation
Ping Center
T: 740.597.CREC

WellWorks
Grover Center E124
T: 740.593.2093

Thank you for your thoughtful and comprehensive review of our School of Health Sciences. We are very proud of its accomplishments, especially in the areas of maintenance of program accreditations, student advising, and faculty scholarship, despite significant faculty turnover. Enrollment is beginning to strengthen due to significant faculty investments in time and effort. The school's director has lead the faculty to new curricular developments and will continue that curricular evolution to make school offerings more market sensitive. The hiring of additional faculty as planned should reduce the school director's teaching load to a more reasonable level.

In all, I believe that the SHS is headed in a very positive direction thanks to the leadership of Director Adeyanju and a dedicated corps of faculty.



Gary S. Neiman, Ph.D.

cc: Matthew Adeyanju



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To: William R. Willan
Assistant VP for Regional Higher Education

From: Matthew Adeyanju
Director, School of Health Sciences

RE: School of Health Sciences
Seven-Year Review Report

Date: October 24, 2005

Thanks for the seven year review report and the external review report of Dr. Ray Tricker.

I agree that the review and report document a productive faculty and administration, engaged students and that the school was able to meet its mission with the limited resources provided. Please note the comments below.

Page 3 (Paragraph 1):

It is true that the quality of advising is uneven. This is simply because of the imbalances in the advising loads which are determined by degree majors. It is the faculty's decision to assign advisees based on majors, rather than across majors.

All students are given the Advising Evaluation form during advising sessions. It is up to the students to fill out the evaluation form in order to alert the director of any lapses in advising.

I do agree with the report that the lack of a pool of qualified part-time instructors in the rural counties surrounding Athens have resulted in the School Director teaching more courses than is optimal for school operations.

Page 5 (Paragraph 1):

Addressing the issue of recruitment, the school has a recruitment plan since 2003. This plan was included in the self-study. Our recruitment plan is yielding results as the overall enrollment in the school is now in an upward trajectory in the last three years.

The school will examine the recommendations of the report and initiate corrective measures.

Appendix A
Academic Assessment Report-Cover Sheet

EVALUATION OF Educational Studies
(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)

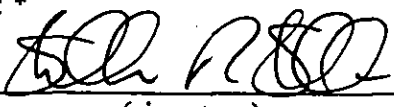
Date last review was approved by Board of Trustees: N/A

Unit Review Committee Members: Don M. Flourney

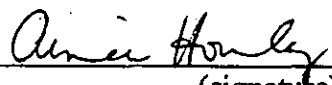
David L. Kidder Stephen P. Safran

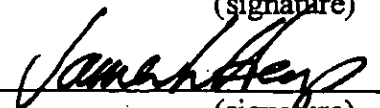
William R. Willan

Draft completed and sent to chair and dean: *

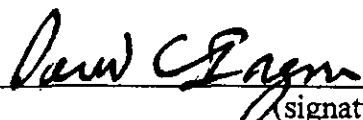
Unit Review Committee Chair:  2/21/03
(signature) (date)

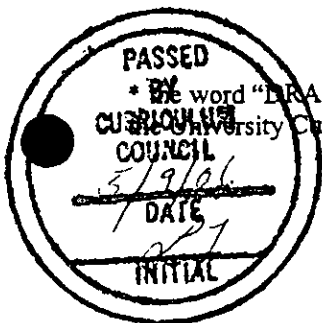
Seen by and returned:

Program chair:  3/17/03
(signature) (date)

Dean of college:  21.11.03
(signature) (date)

Return draft and any and all comments to Unit Review Committee chair by: _____
(date)

Approved by UCC chair:  9 May 2006
(signature) (date)



Educational Studies Program Review

General Department Information

Educational Studies is a department containing four programs, so this unit review necessarily will be longer than most and modular at various points in order to convey significant differences between the programs under consideration: Cultural Studies, Educational Administration, Educational Research and Evaluation, and Instructional Technology. Created in 1997 from the School of Applied Behavioral Studies and Educational Leadership (SABSEL) and the School of Curriculum and Instruction (C&I), the Department's mission "is to support teaching, research, and service activities that are foundational to the entire field of education." That mission, which is pursued by a faculty that values diversity and social justice and is committed to interdepartmental and interdisciplinary collaboration, is both broad and appropriate to the four faculties, but does not provide a primary and unifying identity.

Given that Educational Studies faculty members identify primarily with their programs and curricula rather than with their administrative unit, the high degree of satisfaction that they express with departmental policies and procedures confirms the department's "commitment to democratic processes." External Reviewer Dr. Ann Thompson of Iowa State University found the faculty to be "cohesive and collaborative," and the department to be "strong and productive." Nonetheless, as the self-study's authors acknowledge, more remains to be done: "Our mission statement, we think, is somewhat premature in its claim that our programs meet on common ground because they are 'foundational to the entire field of education.' Clarifying the ways in which our programs are indeed foundational will form an important part of our collaborative work over the next several years."

External Reviewer Dr. Mark Ginsberg of the University of Pittsburgh suggested that "a focus on social justice" could provide that common ground and might also prove a "comparative advantage in efforts to recruit students and faculty." Dr. Thompson suggested "rural education." A well-chosen department identity would most probably enable greater synergies and professional achievements, but most certainly faculty identification with the department will not happen in its absence.

Faculty Profile

Within the last five years turnover has led to a faculty that is composed of junior, untenured members, a circumstance mediated somewhat by the tenuring in spring, 2002 of three junior faculty members. According to the self-study, "among Group I faculty the proportion of tenured to non-tenured faculty decreased from a high of .86 to a low .56 in 1999-2000 and 2001-2002." Viewed as a whole, the faculty may be described—the words are Dr. Thompson's—as "a committed and productive group who has produced an impressive scholarship record." Although

first year Group I faculty are given a one-course load reduction in order to facilitate their research agenda, it is clear that the heavy advising and service load for newly-hired and pre-tenured faculty members contributes to an uneven profile of scholarly achievement. Although several members of the department have superb records of securing grant funding and of publishing, the self-study indicates that less than optimal mentoring of untenured faculty members by their accomplished colleagues occurs. The Department Chair meets with faculty members at least twice each year to discuss their scholarship, but mentoring and collaboration need to become even greater departmental priorities.

In addition to its impressive record of teaching and scholarship, the Educational Studies faculty is noteworthy for its diversity. In 2001-2002, for example, the 30-person faculty includes 12 females, 4 African Americans, 1 Asian American, 1 Latino American, and 3 international members. This diverse faculty demonstrates its commitment to diversity through numerous means, including the Institute for the African Child, the Institute for Democracy in Education, participation in COE and University diversity initiatives, and through the curriculum.

Programmatic Practices

Educational Studies Department Promotion and Tenure documents establish equal weighting in the three traditional domains of teaching, scholarship, and service, but faculty members report that the latter lags in importance. Teaching, understood broadly as incorporating both design and delivery, is both central to the department's activities and performed in a laudable manner. The Department is to be commended for establishing a positive learning environment for a diverse student population, and for achieving a workable balance between service courses and courses for majors.

Advising loads seem quite high to outside observers, and their distribution seems inequitable. Attempts at equitability are complicated by an arrangement with the Teacher Education Department that results in large numbers of undergraduate advisees for the Cultural Studies faculty, by Educational Research and Evaluation faculty participation on graduate thesis and dissertation committees in various disciplines both internal and external to the COE, and by the number of international doctoral student advisees in Information Technology. These complicating factors and others require that guidelines be established for determining equitable advising loads. However, it should be noted that equitable advising loads is an issue across all three departments within the COE; thus, this challenge should be addressed collaboratively across all COE units.

Mentoring occurs both formally through the College of Education and informally through colleagues in the Educational Studies Department. In addition, information on publication and grant opportunities is routinely shared among the faculty and graduate students, and scholarly accomplishments are commended at department meetings. Faculty members are encouraged also to share news of their accomplishments with the larger academic community. These informal Department processes could serve as the foundation for a faculty development and recognition

program. Further, these practices can also serve as the basis for greater collaboration of research and grants across all four program areas.

Educational Studies provides extensive and commendable service to the P-12 community through grant writing and consultation to improve the integration of appropriate technologies in the classroom, the Institute for the African Child and the Institute for Democracy in Education, and through individual faculty members who work in partnership with local educators to conduct relevant research.

Adequacy of Resources

Supplemented by grant income and special allocations from the COE Dean, the budget of Educational Studies has been "adequate to support on-going department activities." Graduate stipends, however, are not competitive enough to attract domestic students. Mark Ginsberg found the size of the stipends to be "grossly inadequate" and proposed that faculty members write student support funding into their grant applications. A related concern is the use of Group IV faculty, which has the benefit of short-term budget relief, but may inhibit the growth of the Group I faculty. Additional Group I lines are needed, particularly in Instructional Technology (currently allocated) and Educational Administration. A third line, in Educational Research and Evaluation would permit that program to develop.

Last, the teaching spaces at McCracken Hall are in many ways outmoded. Innovative teaching sometimes involves rearranging the physical environment. Current classrooms should be renovated to be more flexible and learning centered.

Undergraduate Program Review

Only two of the Educational Studies programs serve undergraduate students: Cultural Studies and Instructional Technology. Cultural Studies provides two courses for teacher education students: EDCI 301, Education and Cultural Diversity, and EDCI 400, School, Society, and Professional Education. Recognizing the insufficiency of its exclusive role as "the persons dealing with culture," the Cultural Studies faculty has identified its next steps as developing a cultural diversity elective and working collaboratively with the faculty in Teacher Education to infuse additional "cultural studies threads" throughout the teacher preparation curriculum. To some extent, cultural diversity is already embedded into existing courses in the various undergraduate programs.

In addition to offering EDCI 203, Technology Applications in Education, the Instructional Technology faculty secured grant funding to support its efforts to infuse technology throughout the undergraduate curriculum. These funds have resulted in significant technological enhancement of numerous undergraduate courses. Three Department faculty members developed Tier III courses in support of general education.

Faculty

Group I Cultural Studies and Instructional Technology faculty members, who are responsible for the design of undergraduate courses, occasionally teach at the undergraduate level. They also are responsible for reviewing the credentials of additional instructors in their areas of expertise. For more information, see the section on graduate programs and faculty.

Students and Graduates

There are no undergraduate majors in the Educational Studies department, although 1252 students were served through its undergraduate courses in 2001.

Graduate Programs Review

The Educational Studies faculty offers master's and doctoral options in all four program areas. Master's degrees are available in all areas, and doctoral degrees are available in Educational Administration and Educational Research and Evaluation. Specializations in Instructional Technology and Cultural Studies are available under the doctorate in Curriculum and Instruction. Under a recent reorganization, curricular control in these specializations has moved from an interdepartmental Curriculum and Instruction faculty to the Educational Studies department faculty. Although the efficacy of the new arrangement has yet to be determined, the departments involved should be commended for this simplification of curricular control.

Cultural Studies

The Cultural Studies program examines education through interdisciplinary lenses originating in the humanities and social sciences. Central to the program's mission is to verse practitioners in cultural influences on educational policies and practices. To that end program personnel provide a Cultural Studies in Education (CSIE) Master's degree and a Cultural Studies specialization within the Curriculum and Instruction doctoral program. Students laud the Master's program for its flexibility, which helps them make it applicable to their learning goals and objectives, and praise the program faculty members for their commitment to student learning and for modeling innovative teaching. The program faculty has developed a specialization, being offered for the first time this year, in the Curriculum and Instruction doctoral program. The development of a CSIE doctoral program, a long-term goal of the Cultural Studies faculty, is not an immediate priority for the College of Education because a cap exists on doctoral subsidy, budgets are stressed, and the job opportunities for graduates would be limited to positions in higher education, a narrow and highly competitive market. Nonetheless, Cultural Studies faculty feel comfortable within the Educational Studies Department and well-supported despite heavy undergraduate advising loads. A more immediate goal is to increase student numbers in order to develop sufficient justification for additional faculty lines.

Additional opportunities exist for Cultural Studies faculty to deliver services to the public schools and to capitalize on relationships with Arts & Sciences faculty

members to collaborate on research and grant writing. Greater emphasis on the “practical aspects” of education can create opportunities for collaborative research and funding proposals.

Educational Administration

The Educational Administration program delivers both master’s and doctoral degrees, as well as the course work for Ohio certification as either a principal or superintendent. Thoroughly redesigned in 1997 to reflect a rural education focus, the doctoral and certifications program received subsequent ODE and NCATE approval in 2000 and 2001 respectively. Visiting professors supplement the expertise of the three Group I and three Group II faculty members. Scholarly productivity is generally high, with several faculty members demonstrating success in attracting external funding. External Reviewer Ann Thompson considered this program (along with Instructional Technology) “poised for increasing national visibility.”

A large and exceptionally enthusiastic group of graduate students reported to the Unit Review Committee that the faculty has been supportive, that the cohort format has helped develop a committed student learning community, and that the rural focus of the program works well for regional students. The program’s international students praised the instruction being modeled and the field experiences that they receive in the impoverished rural areas of southeastern Ohio. Although it wasn’t a major focus of student comment, at least nine of the graduate students are collaborating on faculty research initiatives, a noteworthy practice. Also noteworthy is the culturally enriched environment created by the presence of a substantial number of international students. Their career needs must also continue to be a prime consideration of the faculty.

Educational Administration also deserves recognition for the high quality of its administrative licensure program, “one of the 96 programs (out of more than 500 programs nationwide) to receive accreditation through the NCATE-affiliated Educational Leadership Constituent Council.”

Educational Research and Evaluation

Primarily a service program known across campus for its strong quantitative coursework, the Educational Research and Evaluation program is working toward the development of an equally strong qualitative component. How soon that balance can be achieved depends upon whether resources become available to add another faculty member with the relevant expertise. As mentioned above, current faculty members have heavy advising and service loads, particularly on thesis and dissertation committees. Students in the program are highly motivated and enthusiastic about the ability of the program to help them meet their goals. Many of the international students who work with EDRE faculty members return to their home countries for careers in education. They appreciate the high quality, state-of-the-art instruction. The recent development of new courses in qualitative research helps meet the increasing demand in this area. The future status of a Group I faculty line (the

present professor is on a leave of absence) should be determined as soon as possible to provide stability and instructional continuity.

Both external reviewers recommend establishing a "Center for Evaluation and Testing" as a means of building the Educational Research and Evaluation program. Faculty members staffing the Center would "provide research, testing, and evaluation services to school districts in the Athens area," and "provide valuable assistantships and practical experiences for . . . students." Implementing this recommendation in all likelihood would mean establishing another Group I faculty line because of the heavy teaching and dissertation service demands on the current faculty.

Instructional Technology

The Instructional Technology program provides both master's and doctoral options. The master's program attempts to develop technology leaders for the P-12 system, while the doctoral program "prepares graduates for positions as researchers in the field of technology and learning." A revised curriculum for the master's program, which follows National Educational Technology Standards for Teachers, was implemented in the fall of 2001, and a revised curriculum for the doctoral program is currently being implemented. The Instructional Technology faculty is to be commended for reconceptualizing and revising the curriculum to incorporate the "new media" in which digitization and the Internet play a large role, and for encouraging students "to take courses outside the College of Education that are relevant to their specialization." The Committee notes that the addition of courses in desktop publishing, digital imaging, Web authoring, and distance education is prompted by the closing of School of Visual Communication courses to non-majors. A concern is that transforming the curriculum will require extensive faculty development and retraining, including the addition of new teaching resources.

The Instructional Technology faculty also has been highly productive in the areas of scholarship and grants earned, and has earned praise in all of the areas of student involvement: innovative teaching, advising, and supervision. A matter of concern is that faculty-student ratios are too heavy. The IT program hosts more graduate students than can be adequately handled by the two Group I faculty members. A third position at the Associate or Professor level has been allocated and a search is underway. Filling the position is essential, given the amount of thesis and dissertation work that results from the attractiveness of this field of study.

Faculty

In the last five years, the Educational Studies faculty has been "adequate" to its tasks and relatively stable, but has become less experienced. The Group I faculty, currently three full, seven associate, and five assistant professors, is supplemented by five Group II, a Group IV, and two early retired members. One of the full professors is new to the rank this year, and three of the associate professors are new this year as well. In sum, six Cultural Studies, five Educational Administration, three Educational Research and Evaluation, and three Instructional Technology professors

support the Department's programs. External Reviewer Ann Thompson found "a shortage of Group I faculty [members]" that is "especially acute in the Instructional Technology and Educational Research and Evaluation programs." The Committee agrees that there is a pressing need in the Instructional Technology program, which the currently allocated position should redress, but finds the need for another Educational Administration professor more pressing than for one in Educational Research and Evaluation. The fact is that a case can be made for an additional faculty line in each of the three programs, in light of teaching and advising loads, but the Committee feels that the Instructional Technology and Educational Administration programs have the greatest growth potential.

As External Reviewer Mark Ginsberg noted, "with regard to scholarly productivity, the Department's faculty has a varied profile, at least in part related to the different stages of careers and other responsibilities." He suggested that a more uniform profile of scholarly productivity might be achieved "through faculty mentoring/collaborating[,] as well as through involving students in activities that lead to co-authored publications with faculty [members]." The Self-Study report states that "research funding is adequate in the two programs with the largest number of students, Educational Administration and Instructional Technology," suggesting that it needs to be increased in the other two programs. Recognizing that the heavy advising and service loads carried by Educational Studies faculty members rob them of time needed for scholarly activity, the Committee nonetheless recommends that a departmental dialogue be initiated regarding the expectations for scholarship. A second recommendation is that more resources be made available for junior faculty, perhaps through load reductions for scholarship.

Students

According to the Self-Study, performance on standardized exams place students above COE minimum standards, slightly below institutional averages, and on par with those of graduate education students in comparable institutions. Only students with low GPAs, however, are required to take those exams, so the overall level of achievement may be inferred to be higher. The most noticeable feature of the graduate student body is its diversity, particularly its international composition at the doctoral level. The percentage of international students generally runs between 55% and 65%, but spiked at 84% in 1998. At the master's level, the programs largely mirror the population of the region, with a sampling of international students (6% in 1999 and 2000, 16% in 2001). Gender is equitably balanced.

The Self-Study makes clear that "the department has not been successful in attracting students from US minority groups," but is developing a recruitment strategy with the help of a newly hired Coordinator of Minority Recruitment and Retention Programs. The larger problem, attracting domestic students, may be seen as resulting from a lack of sufficient graduate fellowship funding. Although there are opportunities for teaching assistantships and support for master's and doctoral research and for presenting at professional meetings, more funding sources need to be developed so that more and larger fellowships may be offered.

Current students enthusiastically praise the department faculty for modeling innovative teaching, for delivering information on cutting edge scholarship, for establishing flexible curricula, and for caring about them as individuals. Almost unanimously the students praised the cohort program in Educational Administration, and many mentioned the work of the faculty to accommodate international students.

Graduates

“According to College of Education records,” as reported in the Self-Study, “the Educational Studies Department has graduated 326 students over the five-year period, 266 at the master’s level and 60 at the doctoral level. It has graduated 5 students in Cultural Studies, 178 in Educational Administration, 13 in Educational Research and Evaluation, and 130 in Instructional Technology.” The available evidence suggests that they feel that these programs have prepared them well for their occupations. Surveys of graduates have typically drawn less than a 50% return rate. Concerning the two major sources of graduates, most students in Educational Administration “assume leadership roles in schools and non-profit organizations,” while Instructional Technology graduates at the master’s level add that certification to their K-12 teaching portfolios. At the doctoral level, most graduates are international students who plan to pursue positions in higher education in their homelands.

The Review Committee recommends that the Educational Studies Department consider methods to better track its students following graduation.

Recommendations

- The Educational Studies Department needs to continue its dialogue on mission in order to establish a common ground for its identity.
- A Department dialogue regarding expectations for scholarship needs to be established.
- Mentoring of and collaboration with junior faculty members needs to become a higher priority, and more resources need be made available to them, perhaps through load reductions for scholarship.
- Guidelines for determining equitable advising loads need to be established in conjunction with other units across the COE.
- More formal and reliable faculty development and recognition processes need to be developed.
- Greater collaboration across program areas, particularly for Cultural Studies, would increase opportunities for faculty scholarship and graduate student support.

- In order to recruit more U.S. students, alternative sources for funding graduate stipends need to be developed, and the amount of each needs to be increased.
- Cultural Studies and Educational Administration may wish to consider collaborating on a social justice focus, particularly in relationship to rurality.
- Consideration should be given to establishing a center for evaluation and testing in order to provide service to the P-12 sector.
- In order to accommodate current loads and to facilitate growth, an additional faculty line in Educational Administration should be funded, and an additional line in Educational Research and Evaluation should be considered.
- Methods to better track graduates need to be instituted.

Graduate Executive Summary

EVALUATION OF The Department of Educational Studies

DATE February 18, 2003

Commendations

- The high degree of satisfaction regarding departmental processes and procedures that is expressed by the faculty of the four programs constituting the Department of Educational Studies attests to the Department's commitment to democratic processes.
- As a whole, the faculty is, in the words of External Reviewer Dr. Ann Thompson, "a committed and productive group who has produced an impressive scholarship record."
- The faculty is noteworthy both for its diversity and for its commitment to furthering diversity, which is evidenced by the Institute for the African Child and the Institute for Democracy in Education, among other initiatives.
- Department faculty members have established a positive teaching and learning environment in which students find professional acumen and personal support.
- The Department provides extensive and commendable service to the P-12 community through numerous activities, including grant writing and consultation, as well as through other professional development opportunities.
- The recent reorganization that moved curricular control of the doctoral specializations in Instructional Technology and Cultural Studies from an inter-departmental "faculty" to the Department simplifies their administration.
- "One of the 96 programs (out of more than 500 programs nationwide)" to achieve the honor, the administrative licensure program offered through Educational Administration has been accredited by the NCATE-affiliated Educational Leadership Constituent Council.
- The cohort program in Educational Administration receives high marks from students for its focus on rural education and for its development of learning communities.
- The Instructional Technology faculty is to be commended for reconceptualizing and revising that curriculum to incorporate the "new media" in which digitization and the Internet play a large role, and for encouraging students to take courses outside the College of Education that are relevant to their specializations.
- Most departmental faculty members carry heavy advising and service loads.
- High numbers of international students attest to the international reputation of the Department's doctoral programs.

Concerns

- In order to enable greater synergies and professional achievements between departmental programs, the departmental mission needs to be clarified and common ground identified. Further departmental dialogue is needed in this area.

- A departmental dialogue needs to be initiated regarding the expectations for scholarship. Among considerations should be providing more resources for junior faculty, perhaps through load reductions for scholarship, and providing more formal mentoring and collaboration opportunities with senior faculty members.
- A better program for tracking alumni, who can continue to be assets to the Department in various ways, needs to be developed.
- The advising and service loads appear to be both inequitable and high. Further dialogue is needed to establish equitable guidelines.
- The proportion of tenured to non-tenured faculty has decreased significantly in the last five years, from .86 to .56 in 2001-2002.
- In addition to the currently allocated new faculty line in Instructional Technology, the case can be made for additional lines in Educational Administration and Educational Research and Evaluation.

Weaknesses

- Graduate stipends are not sufficiently competitive to attract U.S. students, particularly those of underrepresented populations. Additional sources of funding need to be identified, and stipends need to be increased in number and amount.
- The percentages of Group I faculty members, particularly at the senior ranks, are less than optimal.

Recommendations

- The Educational Studies Department needs to continue its dialogue on mission in order to establish a common ground for its identity.
- A Department dialogue regarding expectations for scholarship needs to be established.
- Mentoring of and collaboration with junior faculty members needs to become a higher priority, and more resources need be made available to them, perhaps through load reductions for scholarship.
- Guidelines for determining equitable advising loads need to be established in conjunction with other units across the COE.
- More formal and reliable faculty development and recognition processes need to be developed.
- Greater collaboration across program areas, particularly for Cultural Studies, would increase opportunities for faculty scholarship and graduate student support.
- In order to recruit more U.S. students, alternative sources for funding graduate stipends need to be developed, and the amount of each needs to be increased.

- Cultural Studies and Educational Administration may wish to consider collaborating on a social justice focus, particularly in relationship to rurality.
- Consideration should be given to establishing a center for evaluation and testing in order to provide service to the P-12 sector.
- In order to accommodate current loads and to facilitate growth, an additional faculty line in Educational Administration should be funded, and an additional line in Educational Research and Evaluation should be considered.
- Methods to better track graduates need to be instituted.

GRADUATE COUNCIL

April 26, 2006

David Ingram
Chair, University Curriculum Council
Pilcher House
Campus

Dear David Ingram

At its February meeting Graduate Council approved the recommendation of our Curriculum Committee to accept the Program Review of the Department of Educational Studies.

Catherine Glascock, was present to represent the Department of Educational Studies at our meeting.

The original program review had been conducted in 2003 and it was noted that some of the issues mentioned in the review had already been corrected, reorganization carried out, and perceived weaknesses addressed.

Sincerely,



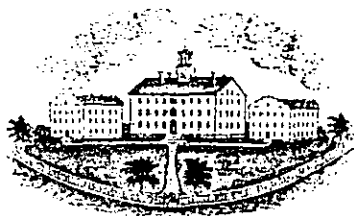
Duncan H. Brown, Ph.D
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Educational Studies

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OHIO UNIVERSITY

March 14, 2003

Dr. William Willan, Chair
Unit Review Committee and
Assistant Vice President for Regional Higher Education
Cutler Hall
Ohio University
Athens, OH 45701

Dear Bill:

Thank you for the opportunity to respond to the report of the Unit Review Committee. Overall, the report reflects a thorough understanding of our department – its history, governance, functioning, and accomplishments. I am pleased both by the specific suggestions of the external consultants and by the careful way that the committee has framed evaluative claims and substantive recommendations in relationship to the department's espoused goals and core values.

With respect to one issue, the report seems just a bit unclear. I assume, but without explicit basis in the text of the report, that the recommendation for increased faculty resources for the Educational Research and Evaluation Program implies that we might benefit from supporting that program with a total of four faculty lines. Since one of our current faculty members is on leave of absence, the recommendation might be read as meaning that we need to return to a full complement of three faculty lines to support that program. As I understand what is being said, however, the Unit Review Committee is making the claim that four (not just three) faculty members constitute optimal staffing for the EDRE program, particularly if that program were to undertake work to develop a Center for Evaluation and Testing.

There are also two points about which I would like to offer an alternative view from that presented in the report. I believe our Self-Study Report was not sufficiently clear on these points.

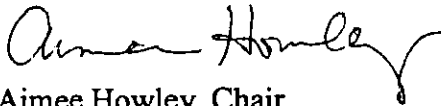
- The department has had reasonable success in supporting graduate associateships through external sources. In the Instructional Technology program, five GAs were supported through a federally funded PT3 grant, and one is currently supported through an NSF grant obtained by Dr. Sandra Turner. During most years, the Educational Administration program has also been able to fund two GAs through grant monies and one GA through funds generated from our regional delivery of the Rural Principals Preparation Program. These resources, while extremely

helpful, are (a) not something we can rely on year after year and (b) insufficient to meet our needs. In our view, more University resources ought to be supplied to the department in recognition of our high level of productivity with regard to fee-paying graduate students. We do not believe that the addition of such resources would have a negative impact on our ability to maintain fee-payers at current levels.

- Two programs in the department – Educational Research and Evaluation and Educational Administration – have made important strides in providing mentoring to junior faculty members. The efforts of senior faculty members have included (a) co-authoring papers and journal articles with junior faculty members, (b) assisting with manuscript preparation for journals with which senior faculty members have been associated, (c) participating in meetings to discuss junior faculty members' research projects, and (d) negotiating contracts for books to which junior faculty members contribute chapters. Our two other programs may need to institute similar arrangements, but the need for improved mentoring does not seem to affect the department uniformly.

Despite these minor differences in perspective, the Report in its current form will be extremely useful to department faculty as we chart our course for the next years. I am tremendously appreciative of the work you and other Committee members have contributed to our better understanding of the department's progress and potential.

Sincerely,



Aimee Howley, Chair
Educational Studies Department

Cc: James Heap, Dean, COE



OHIO
UNIVERSITY
College of Education

To: Unit Review Committee

From: James Heap, Dean 
College of Education

Office of the Dean
Cracken Hall
Columbus, OH 43210-2979

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40.593.0569
www.ohio.edu/education

Date: 21.iv.03

Re: Educational Studies 7-Year Assessment

I would like to take this opportunity to thank the members of the URC and the two external reviewers for their contribution to the mission of the College of Education. I find the 7-Year Assessment of the Department of Educational Studies to be carefully done and thorough. It will provide the basis for discussions and resource allocation in the years to come. I support the ratings of the Department offered by URC.

Since its founding in the late 1990s, Educational Studies has been an effective, productive unit of the College. Programs in Cultural Studies, Instructional Technology, and Educational Research and Evaluation add considerable value to the College through their service roles to undergraduate and graduate education. Graduate programs in Instructional Technology and Educational Research and Evaluation have made important contributions to the education of international students. All programs contribute to graduate education, but it is Educational Administration at the Master's and doctoral level, and Instructional Technology at the Master's level, that have made significant contributions to graduate education at the regional and state levels. Faculty members in the Department of Educational Studies are to be congratulated for their productivity, their impact, and their collegial effectiveness in serving the instructional, scholarship, and service mission of the College.

Reflecting on the recommendations of the report, I wish to state my support for the views expressed by the Chair of the Department, Dr. Aimee Howley. I would like to applaud Educational Research and Evaluation, and Educational Administration faculty for the mentoring efforts outlined by Dr. Howley. On the issue of faculty renewal, I, too, am a bit unclear about the suggestion for additional resources in Educational Research and Evaluation. As we ramp up our offering of Master's programs in the College, there will be demands for accessible ERE courses. Response by ERE faculty to these demands will be taken into consideration when faculty renewal discussions occur in the years to come.

Dr. Howley has provided useful additional information about GAships in her department. To this, it should be added that the Executive Council of the College has developed and adopted a new model for the allocation of GAships. The WSCHs generated by Educational Studies have benefited them under the new model; more GAships than ever

have been allocated to Educational Studies for next year. They have also benefited from an interim agreement to redistribute OGS stipends in more equitable ways for next year.

As I reflect on the URC Report, I find that there are a few areas on which I would like to comment. I fully support the view that the Department needs to discuss expectations for scholarship. Faculty members have developed a well-articulated Tenure & Promotion document that makes explicit use of Boyer's work, *Scholarship Revisited*. While the Department policy succeeds in widening the definition of scholarship, it has not made clear where the bar is for decisions about tenure and promotion. In the absence of some weighting, and language that sets the parameters for expected performance, the T&P document provides no guidance to pre-tenured candidates, colleagues seeking promotion to full Professor, and members of the T&P committee, as to what quantity and quality of performance, specifically or in general, is expected at each decision-point in a faculty career in the Department of Educational Studies. This is not fully fair to candidates and to those who must make recommendations about their cases.

I agree that "Guidelines for determining equitable advising loads need to be established in conjunction with other units across the COE." We recognize this issue in the College, and see it as part of a wider set of issues that need to be addressed. This Spring the Executive Council will begin discussions aimed at developing a Faculty Workload policy that will address not only advising loads, but supervision loads, teaching loads, scholarship and service. We seek to achieve explicitness and equity that will well serve faculty, and our students.

While the issue was not mentioned, I wish to alert the URC to a concern that I believe I raised that is not reflected in the report. We do not have a policy in the University that provides guidance as to when faculty should be involved in the supervision of graduate work. I understand that such policy debates have occurred, but in the absence of resolution, each department and school has been left on its own to decide who should be allowed to supervise doctoral work. I am not a proponent of a one-size-fits-all policy for the University, but I do believe that discussion of this issue needs to occur in each unit, and department/school subunit. In the absence of such discussions, there will be no policies, there will be only *ad hoc* decisions that may not well serve junior faculty and doctoral students.

Finally, as to growth opportunities and faculty renewal. We are seeking to make a senior appointment in Instructional Technology. This position is crucial. We have a Group IV appointment in IT that will continue to cover needs, but only for next year. I expect that moving that position to a Group I may be a higher priority for the Department of Educational Studies than providing an additional position to Educational Administration. An additional position for ERE will depend on a number of things, e.g., improved accessibility of Master's courses, steps toward the development of an Evaluation and Assessment Center that would see active leadership and involvement of current faculty, perhaps across departments. The needs of Cultural Studies for faculty were not identified by the URC, but the potential value added by this program to undergraduate and graduate

education across the College could receive attention within the overall faculty renewal plans of the College.

Again, I wish to thank the URC and the external reviewers for their work. The Department of Educational Studies, though, needs to receive plaudits for the quality of its self-report and for the on-going, significant contributions that its faculty members make to their Department, to the College, and to the University.

c.c. A. Howley

ACADEMIC PROGRAM REVIEW

Name of Program: Department of Social Work

Program Type (check all that apply):

- ☐ Associate degree
- ☐ Undergraduate certificate
- ☒ Bachelor's degree
- ☐ Graduate certificate
- ☒ Master's degree
- ☐ Doctoral degree

Date last review was accepted by Board of Trustees: May 10, 1994

Report prepared by: Charles McWeeny

External Reviewer: Dr. Wanda Bracy, Dr. Karen Brown (CSWE Site Team)

Review Committee Chair: *CTJ* 8-23-04

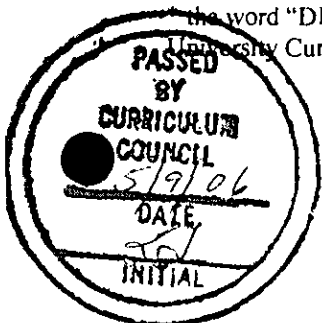
Seen by and returned:

Program chair: *Richard W. Meebe* 9-16-04
(Signature) (Date)

Dean of college: *Patricia Fleming* OCT 27 2004
(Signature) (Date)

Approved by UCC chair: *David Ingram* 9 May 2006
(Signature) (Date)

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



**Department of Social Work
Academic Assessment
Program Review Report
2004**

1. General Department Information

Academic Scope

The Department of Social Work offers a course of study leading to a Bachelor of Arts degree in Social Work. This program is fully accredited by the Council on Social Work Education (CSWE). Graduates are qualified for full membership in the National Association of Social Workers (NASW) and are eligible for licensing in the state of Ohio. The department also offers a two year curriculum leading to a Master of Social Work degree. This degree was initiated in 1999 and initially accredited in 2002 by CSWE. The graduate program has three areas of concentration: clinical, administrative, and advanced standing with either clinical or administrative concentration. There is a small Honors Tutorial Program that was initiated in the review period. The Department also participates in General Education by offering 1 tier II course. In the review period the faculty have served on 27 dissertation committees and 2 master's thesis committees outside of their department.

Faculty Profile

Currently the department is comprised of one Group I tenured faculty and seven Group I *now 2* tenure track faculty. This represents an increase of 3 FTE in the review period. There is also a Group II, full time field director and a group II assistant field director, and one part time field liaison. Two early retirees each teach two courses per year. Five of the eight Group I faculty are female and one is a minority.

The complexion of the department has changed dramatically over the review period. Many new hires have taken place and consequently the only tenured faculty is the department chair. All Group I faculty have appropriate degrees, although not all faculty that teach have terminal degrees. There is significant professional experience evident in the background of the entire faculty. The faculty is very positive and enthusiastic about the future of the department and appears to be a very content and collegial group.

There is a balance between faculty whose expertise is in Administration and Policy, and faculty whose expertise is Clinical.

Faculty research productivity has increased slightly over the past 5 years. There should be a steady increase in research productivity as the large number of probationary faculty mature as scholars and begin to establish a research identity.

The department has been very successful in internal grant awards and they report actively pursuing more external grants that have resulted in only moderate success so far.

Programmatic practices

All faculty teach both undergraduate and graduate courses. The standard teaching load is 2 classes per quarter. The department and graduate chairs have teaching loads that are respectively 75% and 50% of those of other department faculty. The department makes an effort to assign classes to faculty so they teach no more than three days a week. All Group 1 faculty are assigned Undergraduate advisees more or less equally. Only the graduate chair and the director advise graduate students. Graduate assistants do not teach, but provide classroom, research, and field office support.

Departmental service responsibilities are problematic, since there is no tenured faculty except the director to shoulder the service load for the new hires. The director does a significant amount of the administrative tasks, but the junior and senior faculty share equally in governance. In their review of the program, CSWE cited the program for not providing enough release time for the director and field coordinator for administrative duties.

Adequacy of Resources

The Department of Social Work is located in Morton Hall. All faculty have private offices equipped with telephones, voice mail, computers, internet access, and printers. The administrative offices were recently relocated to a superior space and now have considerably more room to conduct business. Classroom space is available to deliver videos and digital instruction.

Alden Library resources and accessibility to other journals through Ohio Link are adequate for the needs of the faculty and students. The library through, a designated reference librarian is responsive to new acquisitions. 1804 proposals totaling \$28,275 have added to the support of junior faculty research needs.

The department, as reported in its self-study, has adequate resources to achieve departmental goals. The faculty reported however that the operating budget was inadequate for support of research and teaching. Additionally, more assistantships would aid in research and publication for all faculty but particularly for the new faculty.

Undergraduate program review

The mission of the department is clearly defined and broadly disseminated. The program places emphasis on generalist practice with individuals, families, groups, organizations and communities promoting social justice. There are 3 clearly defined goals and outcome assessments that are taken from the Council on Social Work Education's

education policy defining 10 core competencies. These goals include a commitment to educational experiences in rural communities and in Southeastern Ohio specifically. These goals are expressed broadly and are reflected in the curriculum, student handbook, and in course content.

There is a systematic linkage between the liberal arts and a professional curriculum. This provides the students with a strong context for their professional practice.

Field Instruction is a significant educational experience for Social Work majors. Working in professional settings offers unique opportunities and challenges to the department. The department maintains a field placement office with a full time director that is an integral part of the structure of the program. This office appears to be very well organized and managed.

Comprehensive assessment of student learning is employed in the department. One significant measure is the pass rate for the state licensure exam. The 88% pass rate, averaged over the last 7 years is 10 percentage points higher than the national rate.

The number of undergraduate majors is in a 6 consecutive year decline. This resulted in a fall quarter major enrollment headcount in 2002 (83 majors) that was nearly half of the major enrollment in 1997 (163 majors). The department reports that internal numbers are up significantly (123 majors) this year. This is due in part from increased focus on recruitment. The graduation rate of the program has dropped only slightly however, from 43 in 1997-98 to, 39 in 2001-02 or a change of 14%. Recruitment efforts are underway, but at this reporting these efforts cannot be evaluated.

Diversity is cited as a problem in the self-study and by the students. Between 1996-2002 89% of majors were women. In the same time period 93% of all majors list their race as white. These gender numbers are reflective of the profession in general as attracting primarily females. The department states a strong desire to increase the number of males and minorities.

The students expressed a high rate of satisfaction with the level and quality of interaction with the faculty. A large majority of students rate the program as effective in preparation for a career or graduate school. The program's seven-year average pass rate for the state licensing exam, one significant outcomes measure, is 10 points above the national pass rate.

Graduate Program Review

The graduate program in Social Work was initiated in 1999 and received initial accreditation in November of 2002. The graduate mission of the department is clearly defined and broadly disseminated. The graduate program offers one degree, the Master of Social Work (MSW). The mission of the program is to prepare students for administrative and clinical practice in rural areas. There are two concentrations

1) clinical, 2) administrative. The program offers an advanced standing option, with clinical or administrative concentrations. This allows students who meet clearly defined criteria to enter into the program for the second year of course work. Students entering in advanced standing can focus on administrative or clinical concentrations. The program of study is typically two years and the advanced standing program is one.

The graduate program fills a niche in the discipline. Most Social Work programs do not focus on rural families or communities. The specialization for both areas in the Department of Social Work concentration is families in rural environments.

Criteria for admission into the program are clear and documented as are the program requirements. Comprehensive information is provided for prospective students. This information serves as a recruitment document and provides major students with the detailed structure of the program.

The enrollment demographics could be better. In 2002, 20 of 21 MSW students were from Ohio, 15 of those were female, 19 were white. The Department is aware of the lack of diversity and is making efforts to change this. The high quality of all aspects of the program and the administration of it is evidenced in the satisfaction expressed by the students.

The self-study states that 100% of the 1999 graduates were employed in the field of Social Work when surveyed in 2001. Evidence suggests that many of the graduates find their jobs in the region. Though the program is relatively new there are encouraging signs that the strategy of providing a focus on rural communities is attracting good students and meeting a need in the immediate community and in the field.

Departmental summary

The department delivers curricula on the undergraduate and graduate levels that are well grounded in an accrediting council's (CSWE) criteria for the major. The students understand the sequencing of courses and the rationale. The level of teaching is of a high quality and there is evidence of a high level of learning and professional training. Though the faculty is professionally experienced, it has only one tenured faculty (at the writing of the self study). This is an area of concern. The departmental governance none-the-less is shared and democratic. Their academic and professional practices are well organized and communicated. Committees and collegiality are functioning positively. Printed handbooks are widely distributed for undergraduate and graduate programs, career possibilities and internship guidance and selection.

Students are exceptionally satisfied with the department in almost every respect, and they are proving to be successful in their post-graduate endeavors. Major demographics show a serious lack of diversity. Although reflected in national profiles in Social Work this is an area of concern. Another area of concern is the major enrollment in the review period

that shows a consistent decline. The department is taking this decline seriously and has increased recruitment efforts.

The new graduate program shows great promise as a focused, specialized program. The department is already adapting to increased interest by beginning a part time program of study and more accessibility at the branch campuses.

Overall the department is being supported by the college and has adequate resources to deliver the curriculum. The probationary faculty are concerned about the shortage of research and travel support however.

GRADUATE COUNCIL

April 28, 2006

David Ingram
Chair, University Curriculum Council
Pilcher House
Campus

Dear David Ingram

At its March meeting Graduate Council approved the recommendation of our Curriculum Committee to accept the Program Review of the Department of Social Work.

Graduate Council noted that the review was generally very positive in its assessment of the graduate programs. Concerns noted in the review about a lack of diversity among students enrolled in the programs had been addressed in a variety of ways including offering more scholarships and success in attracting out of state students.

Sincerely,



Duncan H. Brown, Ph.D
Chair, Graduate Council
Associate Professor
School of Telecommunications

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OHIO UNIVERSITY

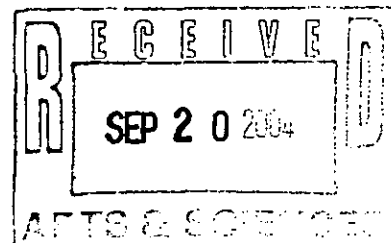
9/16/04

To: Dr. Leslie Fleming, Dean, College of Arts and Sciences

From: *CM*
Chuck McWeeny, Associate Dean, College of Fine Arts

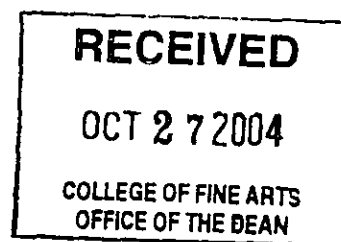
Re: Department of Social-Work Program Review Report

Enclosed please find the program review report for the Department of Social-Work. I am submitting this draft to you for your response and for any corrections you might have before I submit it to the Curriculum committee. I look forward to hearing from you.





OHIO
UNIVERSITY
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Office of the Dean
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Athens OH 45701-2979

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F: 740.593.0053

Date: October 27, 2004

To: Charles McWeeny, Chair, Unit Review Committee

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

Re: Seven-Year Review of the Department of Social Work

The College of Arts and Sciences wishes to thank the Unit Review Committee for the time and effort spent in reviewing the Department of Social Work. We have no corrections or comments to add to your academic assessment report, provided that the memo from the Chair dated 16 September has been added to your report.

We were pleased that your committee found the level of teaching to be high and effective, with good student satisfaction. We are equally pleased to confirm that a second member of the faculty has been tenured and that a new MSW cohort on the Eastern campus has begun, leading to increased graduate enrollment. Undergraduate enrollment has suffered some reversals in the review period, but as you note, the department is taking positive steps to address it. We feel certain that Social Work is committed to the issue of diversity and will do all it can to increase the number of underrepresented students within its program.

If you should have any additional questions concerning the review, please let us know.

Enclosure

cc: Richard Greenlee, Chair, Department of Social Work



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Professor Charles McWeeny
Associate Dean
College of Fine Arts
Jennings House
Athens, OH 45701-2979

September 16, 2004

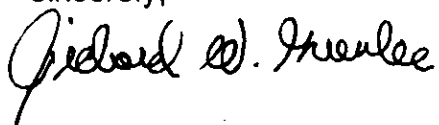
Dear Professor McWeeny:

We are in agreement with your report and appreciate all the hard work that went into completing this project. The following are some updates that I would like to provide to the readers of this report:

1. We now have a second faculty member who is tenured (Dr. Susan Sarnoff).
2. All faculty members in the Department now share graduate student advising.
3. We now have two Graduate Assistants who teach seminar classes for SW 101: Introduction to Social Welfare and Social Work.
4. Our new part-time programs on the Athens Campus and the OU-Eastern Cohort Program have increased the number of students in our MSW program considerably. We have 27 students registered for fall classes in the OU-Eastern program and 16 on the Athens campus.
5. Finally, in the last paragraph you state, "The probationary faculty are concerned about the shortage of research and travel support however." While we do have limited travel funds in our budget (\$400 per faculty member), our Dean has been very supportive in providing the Department with additional travel funds. In fact, every faculty member who presented at our major national conference (the Council on Social Work Education's Annual Program Meeting) in California this past year was fully funded with the assistance of these additional college monies.

Again, thank you for your diligence in preparing this report. If you have any further questions please don't hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Richard W. Greenlee". The signature is written in a cursive style with a large, stylized 'R' and 'G'.

Richard W. Greenlee, Ph.D., ACSW
Associate Professor and Chair

ACADEMIC PROGRAM REVIEW

Name of Program: School of Music

Program Type (check all that apply):

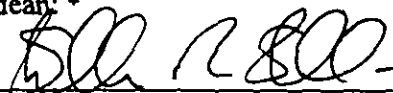
<input type="checkbox"/> undergraduate certificate	<input checked="" type="checkbox"/> bachelor's degree
<input type="checkbox"/> graduate certificate	<input checked="" type="checkbox"/> master's degree
<input type="checkbox"/> associate degree	<input type="checkbox"/> doctoral degree

Date last review was accepted by Board of Trustees: April 1995
(date)


Report prepared by: William R. Willan

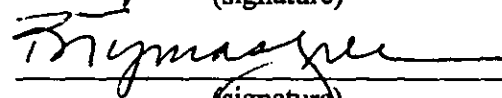
External Reviewer: B. Glenn Chandler and Dan Dressen

Draft completed and sent to chair and dean: *


Review Committee Chair:  3/22/2005
(signature) (date)

Seen by and returned:

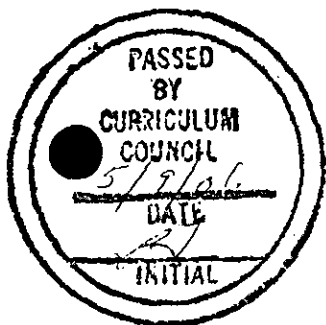
Program chair:  3/1/2005
(signature) (date)

Dean of college:  8/8/2005
(signature) (date)

Return draft and all comments to Review Committee by: _____
University Curriculum Council (date)
Pilcher House 202

Approved by UCC chair:  7 May 06
(signature) (date)

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






OHIO UNIVERSITY

Regional Higher Education

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DATE: March 22, 2005

TO: Raymond Tymas-Jones, Ph.D.
Dean of the College of Fine Arts

FROM: William R. Willan 
Assistant Vice President for Regional Higher Education
School of Music Programs Review Committee Chair

SUBJECT: Programs Review

The University Curriculum Council review of School of Music programs accompanies this memorandum, as does the report of the NASM visiting team. The unanimous finding is that the School of Music has "talented and impressive" faculty and students and a commitment to excellence in teaching, scholarship, and performance, but that there are improvements to be made in faculty load distribution and program coverage, advising, and assessment.

Please let me know if you wish to discuss the report with the Programs Review Committee, and I will arrange a meeting. Otherwise, please respond to the report by Friday, April 8, 2005. You may address your response to me.

Thank you.

University Curriculum Council School of Music Programs Review

General Information

The School of Music (SOM) takes as its mission the development of professional musicians, the support of general education, the enrichment of cultural life in the region, and the promotion of the musical arts. SOM programs and activities are consistent with those goals, and the quality of academic programs and co-curricular performances provide evidence that the faculty, administration, and students share a commitment to excellence. Given the impact of recent budget cuts, however, strong leadership, faculty commitment, and student cohesiveness will be essential in order to maintain the School's program quality and performance capabilities.

Faculty Profile

The National Association of Schools of Music (NASM) Visiting Team found the 44 School of Music faculty members, 30 of which are fulltime, 10 of which are part-time, with 4 adjuncts, to be "talented and impressive." Further, the Team found that many faculty members have "outstanding reputations in their respective fields." It is certainly true that several SOM faculty members hold leadership positions in national music organizations, and many perform on the national stage. The SOM Self Study asserts that these well credentialed faculty members "believe in a student-centered, collegial atmosphere while upholding high standards for performance and scholarship." The SOM students who met with the reviewers provided sufficient anecdotes of that student-centeredness to convince them of the appropriateness of that self-assessment. Speaking to general agreement, one student said that faculty members gave out their home numbers and encouraged students to call. Combining student-centeredness with the scholarly activities and performances needed to maintain professional standing in the field of music education requires an extraordinary degree of dedication to one's craft. The SOM faculty is to be commended on its accomplishments in both areas.

In some measure, the degree of success results from the stability afforded by little faculty turnover (Music Therapy faculty excepted), and by a tradition of shared governance. The number of faculty in each rank is proportionate, with 8 full professors, 9 associate professors, and 13 assistant professors. Accordingly, as is reported in the Self-Study, "the School has been able to achieve high standards and productivity while working with a minimum of [faculty] resources." Newer faculty members have contributed energy and innovation, while senior faculty take an active role in mentoring the newer faculty. A further resource is the 7 early retired faculty members, who fill in where needed and are "incredibly productive," according to SOM Director Meryl Mantione.

Despite the general quality and commitment of the faculty, however, some inequities exist. On a programmatic level, there is, for example, a need for a second

music historian, while there appears to be more than sufficient faculty for the number of Piano and Organ Performance students. The result is that some faculty loads are larger than others. There is general agreement that "a consistent system of quantifying faculty loads is needed in order to insure equality and to avoid demoralization on the part of the overworked faculty."

Programmatic Practices

SOM policies and procedures are generally well documented and followed; however, some confusion exists regarding hiring practices. According to the SOM Self-Study, "some new [applied music] faculty [are] being required to complete the doctorate as a condition of hire," while others are not. Clearly written and consistently implemented guidelines are needed.

SOM Promotion and Tenure documents detail an orderly and thorough process of probationary faculty orientation and review that begins with a senior faculty member being assigned as a mentor to each new faculty member, and continues with annual Progress Toward Tenure Reports by an SOM committee and annual letters from the SOM Director, a third-year comprehensive review, and a Consideration of Promotion evaluation for eligible faculty members. Tenure consideration requires both peer evaluation and external review letters. Promotion and tenure criteria are broadly inclusive of creative performances and scholarly activities, as well as of teaching and service. While student evaluations of courses and instructors are only required once in each course per year, regardless of the number of sections, non-voting undergraduate and graduate students participate in the annual review process, so faculty peers, students, and administrators have significant input into the evaluation process.

As mentioned in the previous section, unequal faculty loads are a concern. While the Director needs the authority to adjust faculty loads to meet individual or exceptional circumstances, agreed upon guidelines that establish the relative weights of classroom, studio, ensemble, and advising responsibilities would enhance collegiality. One contributing factor is advising, which also is unevenly discharged—some faculty members take it more seriously than others. The NASM team recommends assigning advisees only to interested faculty and providing training sessions for them.

Recent changes in the procedures for assigning teaching-related responsibilities to graduate students, particularly the new requirement for a faculty member's recommendation, have been well considered and should strengthen undergraduate instruction. As the Self-Study points out, however, the current practice of requiring the graduate students to enroll in a classroom management course at the same time as they are teaching should be rethought, particularly for those without a pedagogical background. Graduate students would also benefit from consistent load guidelines.

In addition to continuing School of Music support for faculty scholarship and performance, College of Fine Arts assistance has increased recently, and the professional development activities of the Center for Teaching Excellence, the Center for Innovations

affects recruiting. (More on this topic in the "Resources" section.) External grants are few and "slim." It is imperative for the health of the School that more funding sources for faculty development be secured. Despite these limitations, however, faculty and student morale remains high and the School's relationship with the College of Fine Arts continues to improve, thanks in part to more open lines of communication, more opportunities for faculty to work internationally, and more College support for activities.

Adequacy of Resources

The effects of recent budget cuts have not yet been fully measured, but they have placed the School of Music in the position of robbing Peter to pay Paul, as the saying goes. Because 95.5% of the SOM budget is in salaries, the budget reductions and subsequent hiring freeze have severely strained the School's ability to conduct its normal range of activities. Among the notable measures to offset some of the negative effects of the budget reductions are the CFA Dean's program of internal grants for creative research and his support of international activities, but these measures and others cannot obscure the immediate and long-term effects of the squeeze. Although too numerous to be cataloged here, a few examples are instructive. While the NASM Visiting Team calls the work of the technical staff "impressive," it cautions that additional secretarial and accompanist positions are needed, particularly the latter—the SOM has cut 1.5 accompanists in order to meet its budget. Faculty members have purchased answering machines with their own funds in the absence of SOM funding for voicemail. Support levels have never and will never be sufficient to enable all desirable and legitimate faculty and student activities; however, one consequence of chronic under-funding for the SOM must be recognized above all others: like elite student-athletes, elite student-musicians are recruited by numerous schools. Securing top-level student talent requires investment through both scholarships and touring opportunities. Already the lack of funds has affected the recruitment and education of students in SOM ensembles. Money from reserve accounts has been used for recruiting travel and carryover has been used to fund student performance travel, both stopgap measures. The lack of talent-based scholarships may prohibit filling certain positions in the Ohio University Symphony Orchestra. A lack in one ensemble often creates a ripple effect through others. The lack of a keyboardist may mean the lack of an accompanist, while the reductions in accompanist positions may place additional strains on student accompanists. A final concern engendered by the lack of scholarships funds is that attracting sufficient numbers of performance majors will make scarce scholarships even more unavailable to majors in Music Education, Music Therapy, Music History, Music Therapy, and Music Composition.

Current budgetary constraints also mean that "glaring deficiencies" in facilities, particularly performance spaces will not be addressed in the near future. Many of these deficiencies are the same ones that led the UCC 1995 program reviewers to conclude that the SOM was "cursed with inadequate facilities with which to carry out [its] mission." The deficiencies include a lack of humidity and heat control in Glidden Hall that results in sound-boards warping and instruments needing frequent retuning and repairs, which places additional strain on the budget. A lack of soundproofing results in sounds bleeding between studios and practice spaces, and the ventilation must be shut off or it bleeds into the practice spaces. As one student commented, "it's hard to hit another note

Comment: Lack of enough scholarships makes attracting talented students difficult across the board. The issue is being able to attract the right mix of students on each instrument or voice type in order to offer a fully functional educational music mission. The overwhelming majority of scholarships in the SoM are talent-based, making it difficult to recognize upperclass students whose fields are in scholarship, composition, education or therapy UNLESS they also happen to be strong performers.: Donna Conaty; Assoc. Dean of Music

the SOM was “cursed with inadequate facilities with which to carry out [its] mission.” The deficiencies include a lack of humidity and heat control in Glidden Hall that results in sound-boards warping and instruments needing frequent retuning and repairs, which places additional strain on the budget. A lack of soundproofing results in sounds bleeding between studios and practice spaces, and the ventilation must be shut off or it bleeds into the practice spaces. As one student commented, “it’s hard to hit another note over a flat B flat,” in reference to the sound that the air conditioner makes. It must be turned off when doing sensitive recordings to prevent the loud tone from bleeding through to the recording. The lack of a performance space larger than the Recital Hall means that the School must pay staffing charges, which have risen dramatically in recent years, to Templeton-Blackburn for some rehearsals and performances, a practice that costs the SOM approximately 10% of its budget and is decidedly not cost effective. The lack of a pipe organ under the control of the SOM means that practice time for organ students is limited and subject to the vagaries of Galbreath Chapel scheduling. More important, however, are concerns with the SOM van, described in the 1995 UCC program review as “worn out.” Safety issues are pressing because that same van is now over twenty years old, has holes in the floor and a broken hinge on the back door, and is still in use.

The Dean of the College of Fine Arts allocated funds in the summer of 2004 to replace all faculty and staff computers over three years old, thereby addressing a pressing need, and recently provided funds to purchase new computers for the MIDI lab. While commendable, these measures are only initial steps toward the systematic replacement program that is needed. As mentioned above, other sources of revenue need to be developed in order to offset decreased state aid. Fortunately, a search is currently underway for a development officer for the College of Fine Arts, and a SOM Development Committee has been constituted.

Undergraduate Programs Review

Anyone who has had the privilege of viewing the performances of the Wind Ensemble, the Symphony Orchestra, the University Singers, or for that matter the Marching 110, or the Singing Men of Ohio knows that SOM students and faculty take pride in their work. One may infer thereby that the undergraduate education offered in the SOM is strong. The School is to be commended for encouraging undergraduate involvement in community music programs and initiatives such as the Southeastern Ohio Very Special Arts Festival and for current initiatives to “integrate technology into additional courses in the music theory core.”

The six undergraduate programs offered by the SOM—Composition, Music Education, Music History and Literature, Music Therapy, Performance, and Theory—provide students with an excellent range of options for music-oriented careers. The quality of student outcomes in both performances and scholarship meets expectations for excellence. Generally compliant with NASM standards, these programs nonetheless have a few issues that should be noted. 1) The NASM visiting team found nine quarters of

majors concurrently during the period documented in the Self-Study. Careful consideration should be given to the effects of low enrollment programs on budget priorities.

Faculty

Given budget constraints, the SOM and College of Fine Arts are to be commended for adding a tenure-track position in Composition/Theory and a position in Music in General Studies. In addition, the Ohio University central administration is to be commended for addressing low music faculty salaries through the Group Equity Adjustment Program and through the Promotion Adjustment Program. These adjustments have rewarded a "stable, student-centered" faculty with a substantial record of pedagogical, performance, and scholarly achievement, but these measures have only partially redressed the problems occasioned by inequities in faculty load. Overall, the faculty/student ratio of 5.9 should be sufficient to provide students with ample faculty contact. As mentioned above, however, the guitar performance requirement in Music Therapy would lead one to expect that a professional guitarist would be on staff. Although Music Therapy and Music Education students who wish to study voice performance after their sophomore year have recently been accommodated with a 1-credit applied lesson per week, SOM Director Mantonie concedes that "current staffing in the Voice Division will not make it possible to implement fully the requirement of applied study that voice students will be required to achieve, even given our current student enrollment." Also, the Self-Study notes the difficulty of expecting one faculty member in composition to cover the diverse range of compositional styles with which students should become familiar. Although the transfer of a faculty member from the School of Dance to the School of Music has permitted a faculty member to concentrate on Music Education, clearly some adjustment of faculty lines remains to be accomplished, perhaps involving the Piano and Organ Performance faculty members, who seem to have a lighter load than do faculty members in other areas.

Comment: This faculty line transferred from Dance is NOT in Music Education. Rather, it is listed as Professor of Music in General Studies & Composition. For 2005-06 an additional Music education faculty member was hired for multicultural music education; comment by Donna Conaty, Assoc. Dean of Music

Students and Graduates

The NASM visiting team found the students to be "alert, interested in learning and actively engaged in the workings of the classroom, studio, and rehearsal spaces." Further, the visiting team found their performance to be "commendable in both the quality of repertoire performed and the quality of performance." Although the Self-Study documented the numbers of students enrolled in music courses during the fall quarters since 1997, as well as the number of graduates and majors in each program, no demographic study of the students was made, and no assessment of recent graduates or of graduates who are well established in their professions was provided. The absence of these student profiles is puzzling. The NASM visiting team makes a gentle suggestion: "the School of Music may wish to employ assessment tools such as an alum survey or a senior exit survey in the future to help with evaluating the program." The UCC Program Review Committee believes that the SOM should begin a systematic program of assessment that includes interviewing exiting seniors and surveying graduates.

senior exit survey in the future to help with evaluating the program.” The UCC Program Review Committee believes that the SOM should begin a systematic program of assessment that includes interviewing exiting seniors and surveying graduates.

Graduate Programs Review

Under the administrative direction of the Graduate Chair and the Director of the School of Music, the Master of Music degree offers six areas of study: composition, history and literature, music education, performance, music therapy, and theory. A Performance Certificate was added in 2000 as a further option. The enrollment figures provided (2000) show 43 majors and 10 graduates in the six programs. Acceptance into these graduate programs requires a bachelor’s degree in music with at least a 2.5 g.p.a., and within their first quarter graduate students are tested for deficiencies in music history and theory, with consequential placement. The NASM visiting team again found the quality of performance to be laudatory, concluding that NASM guidelines were well met, with only a few concerns. The team noted that composition students may not be afforded the requisite opportunities to have their compositions performed, that the Master’s in Music Therapy attracts only minimal enrollments, that “there has not been a student to graduate [with a theory degree] in five years,” and that “there are no [current] students in the performance certificate program.” SOM Director Mantione has indicated that the two new faculty members who have been hired in Music Therapy have been effective recruiters, so numbers have increased at the undergraduate level, and aggressive recruiting is occurring at the graduate level. The addition of a second theory professor may enable similar tactics in that program. The lack of performance opportunities for composition majors remains a concern, as does the lack of a second Composition faculty member. The NASM visiting team specifically commented on the presence of only one Ph.D. musicologist in their suggestion that the SOM examine the M.M. in Music History and Literature.

The SOM is to be commended for implementing a nationally recognized distance-learning program in Music Education, thereby providing access to graduate study for public school music teachers across Ohio.

Faculty

All faculty members in the six programs of study mentioned above teach both baccalaureate and graduate classes. See the section on faculty above.

Students and Graduates

Again, there is no profile of students or graduates in the Self-Study; however, the statement is made that graduates are “teaching at such institutions as SUNY Fredonia, Northeastern University, Bridgewater State University, and in Taiwan,” and have been admitted to graduate programs across the nation. A systematic process of interviewing exiting students and surveying graduates needs to be implemented.

School of Music Executive Summary

Commendations

1. The consistent excellence of SOM programs, performances, and other activities demonstrates the commitment of the faculty, administration, and student body to the mission of the School.
2. The SOM faculty is to be commended for its student-centeredness, collegiality, and standing within the national and international community of music educators and performers.
3. The SOM has an orderly and thorough process of probationary faculty orientation and mentoring.
4. Recent changes in the procedures for assigning graduate teaching assistants are well considered and should greatly strengthen undergraduate instruction.
5. The Dean of the College of Fine Arts is to be commended for initiating a program of internal grants to encourage creative research and international activities in which the SOM faculty participate, and for providing funds to replace outdated SOM computers.
6. The SOM is to be commended for its leadership in providing cultural enrichment for the Southeastern Ohio community.
7. The SOM is to be commended for encouraging undergraduate involvement in community music programs and initiatives such as the Southeastern Ohio Very Special Arts Festival.
8. Given the current fiscal climate, the SOM is to be commended for adding a tenure track position in Composition/Theory and a position in General Music Studies.
9. The SOM faculty/student ratio of 1:5.9 provides ample opportunity for one-on-one faculty-student interaction.
10. The SOM is to be commended for serving the needs of Ohio teachers through its distance program in Music Education.
11. The Director of the School is to be commended for improving lines of communication and for her commitment to shared governance.

Concerns

1. Faculty loads are uneven.
2. Students report that the quality of advising varies widely between advisors.
3. Salaries constitute 95.5% of SOM operating funds, which means that discretionary monies are insufficient for even normal administrative purposes.
4. Budget cuts may have a significant negative effect on the SOM's ability to recruit top-level talent because of reductions in scholarship and student touring monies.
5. Budget constraints may prevent "glaring deficiencies" in SOM facilities and equipment from being addressed.
6. Staffing levels in Voice are insufficient to accommodate Music Therapy and Music Education students who wish to study voice performance after their sophomore year.
7. Composition students may not be afforded sufficient opportunities to hear their works performed.
8. Careful consideration should be given to the effects of undersubscribed majors on budget priorities.

Recommendations

1. Faculty load guidelines that establish the relative weights of classroom, studio, ensemble, and advising responsibilities need to be developed.
2. A cadre of trained and committed advisors needs to be developed.
3. A systematic assessment program that includes interviewing exiting students and surveying graduates should be instituted.
4. A plan to reassign open faculty lines to redress the lack of coverage in some areas, such as ethnomusicology, world music, and composition, should be developed

GRADUATE COUNCIL

April 27, 2006

David Ingram
Chair, University Curriculum Council
Pilcher House
Campus

Dear David Ingram

At its February meeting Graduate Council approved the recommendation of our Curriculum Committee to accept the Program Review of the School of Music.

Graduate Council noted that the review was generally very positive in its assessment of the graduate programs. Concerns noted in the review were related to the availability of resources. This included a need for better regulation of heat and humidity in buildings because it was causing damage to instruments that consequently needed constant repair.

Sincerely,



Duncan H. Brown, Ph.D
Chair, Graduate Council
Associate Professor
School of Telecommunications

Phone: (740) 593-0008
Fax: (740) 593-9184

E-Mail: duncan.brown@ohiou.edu



OHIO
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College of Fine Arts

MEMORANDUM

DATE: March 14, 2005

TO: William R. Willan
Assistant Vice President for Regional Higher Education
School of Music Programs Review Committee Chair

FROM: Meryl Mantione *Meryl Mantione*
Director, School of Music

SUBJECT: Programs Review Response

I have received the University Curriculum Council School of Music Programs Review and first of all want to thank you for the time and effort you invested in preparing this report. It is gratifying to know that the quality and productivity of our faculty and the quality of our academic programs is clear, along with the contributions the School makes to the cultural life of the University, community and beyond. As you have also noted, we do face a number of challenges as do many other academic units across the campus. I would like to highlight a few points that have been identified as the highest priorities for the School by the Faculty Advisory Committee, as well as a few issues that will require satisfactory resolution before our deferral status with the National Association of Schools of Music is cleared.

- Faculty and Staff: Additional faculty in the academic area of the School, including musicology and ethnomusicology, will be required to meet NASM requirements. Other critical faculty needs include elementary music education, voice, opera director (currently a guest director who is a Ph.D. student in the School of Interdisciplinary Arts), guitar, bass (currently part-time adjunct faculty), viola (currently part-time adjunct faculty), and jazz piano. The SOM faculty are in the process of formulating and codifying faculty load policies, however the needs listed above cannot be met by shifting loads of current faculty, due to the specialized nature of each of these teaching assignments. We are in the process of discussions with the School of Interdisciplinary Arts to strengthen ties and coordinate course offerings, particularly in musicology. In addition the Dean of the College of Fine Arts has sent forward a proposal to address our requirement to teach world music within the undergraduate curriculum with a new faculty line. I believe we can address some of the remaining needs with adjunct positions as a short-term solution, but this will

require some amount of base budget money for continuing adjunct lines. In staff positions, our most critical need is for staff accompanists, as noted in your report. The NASM Visitor's Report also points out the need for additional support staff considering the size of the unit and the number of faculty.

- **Facilities:** Perhaps the biggest frustration of the SOM faculty is that our self-study highlighted the same problems with Glidden Hall noted in the last self-study. The wild fluctuations of heat and humidity in the building cost time and money every quarter, in repairing and replacing school-owned instruments located in virtually every room in the building. We also suffer from serious problems of noise transmission between rooms and between floors of the building. This presents particular problems in the classroom setting. The very nature of teaching music requires making music in the classroom and the sound transmission between classrooms and studios is disruptive to the educational experience. Along with these problems, we are limited by the presence of only one large rehearsal hall and one small (190 seat) performing space in Glidden Hall. The SOM has 10 large ensembles (1 orchestra, 4 bands, 4 choral ensembles and opera) all juggling one large rehearsal space. We use a large classroom as a rehearsal space for some choral rehearsals and opera, but we need at least one additional space specifically designed for large ensemble rehearsals (there are special acoustical needs for such a space). The lack of a large performance space in our building means we must plan our ensemble concerts—the culminating events for this important portion of every music major's curriculum—around events in Memorial Auditorium. In addition, we must allocate upwards of 10% of our operating budget to cover the costs associated with utilizing Memorial Auditorium (it is important to note that this does *not* include the cost of using Memorial Auditorium for our annual opera production which runs from \$5,000-\$8,000 depending upon the complexity of the opera). The majority of our choral concerts are already held off campus at the United Methodist Church. We may be forced into the difficult situation of moving more (or perhaps all) of our large ensemble concerts off the Ohio University campus if we incur further budget reductions.
- **Curriculum and Program:** The NASM Commission Report notes several curricular issues which we are in the process of addressing. The needs in the area of musicology and world music are noted above. The Commission also highlighted two undergraduate degrees in music outside the College of Fine Arts that must either be submitted to NASM for plan approval or must be discontinued. These are the B.S. in music education in the College of Education and the B.A. in music in the College of Arts and Sciences. Until these issues are resolved, our renewal of membership will remain in deferred status. It seems

clear that wider discussions at the Dean and Provost levels must take place regarding these degrees. We would be happy to engage in any discussions regarding these degrees and their effect on our accreditation status. As noted in your report, we would also welcome any opportunities to increase dialogue with the College of Education regarding scheduling and curricular requirements for music education majors.

- **Outreach and Visibility:** As noted in your report, we have a critical need for additional funding to support faculty creative/scholarly activity and student research/creative activity and ensemble touring. All of these activities are important to our ability to establish visibility in the state and across the country and directly affect our ability to attract talented students to our programs. Related to this is the need for adequate scholarship support. I am happy to say that through the continuing efforts of Dean Tymas-Jones and Provost Krendl, we have received an increased allocation from the University for talent-based scholarships this year. However, the competition for talented students is very keen in the state and region. Increasing scholarship funds is a high priority of the SOM faculty and to that end, we have instituted a Development Committee and are working closely with the new Assistant Dean for Development in the College of Fine Arts.

In re-reading your report, I found one additional correction I did not catch in the earlier draft. On page 2 at the end of the second full paragraph under Programmatic Practices you state "...non-voting undergraduate and graduate students participate in the annual review process, so faculty peers, students, and administrators have significant input into the evaluation process." Students do participate in the promotion and tenure evaluation process as non-voting members of the Promotion and Tenure Committee, but they do not participate in the annual evaluation process, beyond the input they have in filling out course evaluation forms.

Again, thank you for the thoroughness of your report and for the care you have taken in documenting our accomplishments as well as our challenges. If I can provide any additional information, please let me know.

cc: Dr. Raymond Tymas-Jones, Dean, College of Fine Arts



OHIO UNIVERSITY

Interoffice Communication

DATE: August 8, 2005

TO: William R. Willan, Asst. VP for Regional Higher Education
Chair, School of Music Programs Review Committee

FROM: Raymond Tymas-Jones, Dean, College of Fine Arts

SUBJECT: Program Review Response for the School of Music

I have received the University Curriculum Council School of Music Program Review and I wish to extend my sincere appreciation for the time and effort of the Review Committee in preparing this report. The report is concise and accurate. As you pointed out, the School of Music is consistently excellent in programs, performances and other activities that demonstrate the commitment of the faculty, administration and the student body, to the mission of the School.

I concur with the recommendations indicated in the Executive Summary. The issues of faculty workload which also impacts the problems of an adequate advising program, and a systematic assessment program are critical and must be addressed by the faculty. Your response to the faculty staffing needs, that is the need to generate a plan to reassign open faculty lines to redress the lack of coverage in some areas, is an important recommendation and should be noted as such. Although you did not mention facilities among the concerns or recommendations, it is also an issue nevertheless, specifically the HVAC system in Glidden Hall. Failure to address this serious problem will continue to have a negative impact on the quality of the education experience, maintenance of valuable instruments stored and a satisfactory work environment in Glidden Hall.

The College will continue to work with the faculty and staff of the School of Music to advance its mission and goals. Thank you again for your thoughtful review and for your service to the university.

RTJ/sb

Academic Assessment Report – Cover Sheet

Name of Program: School of Art

PROGRAM TYPE

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

Date last review was approved by the Board of Trustees: 1994

Unit Review Committee Members: Dianne M. Gut
John Climer Maureen Weissenrieder
Matthew Ziff John Caterall (University of Nevada, Las Vegas)
Thomas Ferreira (California State Univ., Long Beach)

Draft completed and sent to chair and dean: * October 16, 2003

Unit Review Committee Chair: Dianne M. Gut 10-16-03
(signature) (date)

Seen by and returned:

Program chair:

Jody Lamb
(signature)

10/10/03
(date)

Dean of College:

Thomas Ferreira
(signature)

12/2/03
(date)

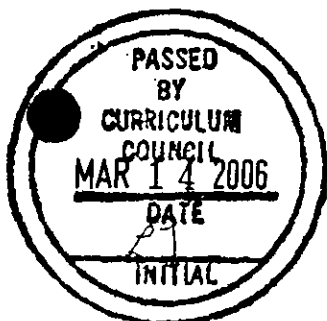
Return draft and any and all comments to Unit Review Committee chair by: 11-14-03
(date)

Approved by UCC chair:

Dave Lynn
(signature)

14 Mar 06
(date)

*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

EVALUATION OF THE SCHOOL OF ART

DATE Fall 2003

Commendations

- All full-time tenured/tenure track faculty teach at least one foundation studio or art history survey course demonstrating a high level of dedication among the faculty to the program.
- Extensive collection of resources/well maintained in the Fine Art Library
- Community involvement of the School of Art (i.e., Passion Works)
- High level of undergraduate research capability demonstrated in the Art History program and good writing skills and involvement in Art Education.
- Visiting artist program
- Study Abroad program

Concerns

- Shortage of full-time faculty; high turnover in faculty, two faculty lines not being replaced
- Lack of technical supervision in the photography program
- Lack of studio space at Siegfried Hall

Weaknesses

- Needed renovations to Siegfried Hall (i.e., electrical upgrade, central air-conditioning, leaks leading to flooding in the woodshop, ventilation in printmaking acid room for etching and in the ceramics studio, temperature & humidity control system in Visual Resources Library)
- Lack of technical support in the Photography program

Note:

- BFA in Art Education is heavily weighted towards pedagogical studies at the expense of foundational studies. Due to state regulated increases in educational requirements, there is no room for studio classes.
- BA in Art History is a liberal arts degree and is defined by the College of Arts & Sciences. The current BFA program does not meet the requirements for a BA in Arts & Sciences (i.e., no language requirement).

Graduate Executive Summary

EVALUATION OF THE SCHOOL OF ART

DATE Fall 2003

Commendations

- Renovations at the Ridges have provided new space for the graduate studio program
- Extensive collection of resources/well maintained in the Fine Arts Library
- Community involvement of the School of Art (i.e., Passion Works)
- Considerable artistic diversity leading to the production of energetic, challenging graduate work
- High levels of analytical and research skills demonstrated by graduate students in Art History
- An excellent recruitment program has been instituted

Concerns

- Staffing issues:
 - Shortage of full-time faculty leads to limited time for creative production/research
 - Size of the graduate enrollment relative to that of the graduate faculty (implications for advising/teaching load)
 - An increased reliance on teaching assistants as teachers of record for Foundations courses may be difficult without an increased number of Group I faculty to supervise them
 - Faculty, whose teaching loads are comparable to other regional universities, spend too much time on maintenance and supervision of facilities and equipment
- Lack of studio space at Siegfried Hall

Weaknesses

- Needed renovations to Siegfried Hall (i.e., electrical upgrade, central air-conditioning, leaks leading to flooding in the woodshop, ventilation in printmaking acid room for etching and in the ceramics studio, temperature & humidity control system in Visual Resources Library)
- Lack of technical supervision, particularly for the Photography program
- Storage facilities for exhibition work

Notes:

Faculty teach 75% in their specialties and 25% in Foundation courses. Expressed a concern that they are full time teachers and full time exhibiting artists. Seek a reduction to 12 hours of contact a week. Studio area chairs teach 6 classes. Currently, they all have to maintain their own shops.

General School Information

Faculty Profile (1994-2001)

For academic year 2000-2001, the School of Art held 22 Group I (tenure-track) faculty positions. A relatively small number of Group II, III and IV faculty, along with graduate teaching associates provide additional instruction for the School.

The current number (2002-2003) of full-time male and female members of the School of Art includes, 9 Group I females and 13 Group I males. The Group IV faculty is comprised of 3 females and 2 males. The overall reduction in Group I faculty since 1994 has led to inconsistencies in availability for undergraduate advising, a lack of time for creative research/production, and an inability to retain faculty.

The School is among the most diverse units in the university in hiring minorities and underrepresented groups with approximately 15% of the faculty belonging to this category.

FTE dropped in 2001 to 29.47 from a high of 31.82 in academic year 1998-99. This reduction resulted in the loss of two full-time positions due to budget reductions.

Programmatic Practices

School of Art studio faculty teaching loads are unreasonable. Currently, studio art faculty are required to teach the following number of courses per quarter: 3-3-2 or 3-2-3. As is the case in arts related areas, the expectations of faculty to sustain a full teaching load, maintain and organize their studio, and continually create and exhibit high-level works of art are unattainable.

The academic area faculty have a course distribution of 2-2-2, which is more in line with other scholarly units in the university. It should be noted however that an increase in student enrollment has created a strain on faculty to cover the required Foundations Course required for all freshmen art majors.

Despite large workloads, School of Art faculty have presented 720 exhibitions, 77 published reviews, and presented 122 professional papers. Twenty-four external grants totaling nearly \$200,000, and fifty-two internal awards for creative research totaling \$175,000 were received during the evaluation period.

Adequacy of Resources

The School of Art resources consist of a Visual Resource Library in Siegfried Hall, a section devoted to Fine Arts in Alden Library, the Kennedy Museum of Art, the Dairy Barn Cultural Arts Center, and the Visiting Artists program. The main building housing the School of Art (Siegfried Hall) is a five-story structure badly in need of renovation to accommodate over 500 undergraduate and graduate students in the School. Additional facilities include a sculpture building housing the sculpture program and foundry, and the ceramics kilns.

The facilities in Siegfried Hall do not adequately meet the needs of students and faculty in the School. One of the major problems is a lack of central air-conditioning. Additional problems include a lack of space for studio art faculty who are expected to teach and create in an environment that is not conducive to such work. It should also be noted that there is inadequate ventilation for the three electric kilns and for the glaze room as indicated by the NASAD evaluation team during their recent visit to Ohio University. **This is a major health concern that needs immediate attention.** A lack of technical assistance and equipment oversight for the photography department is also a major concern of both students and faculty alike.

Undergraduate Program Review

Program Goals and Curriculum

The School of Art program review was undertaken at the same time the NASAD accreditation visit was being conducted. Because of this conjunction it was easy to observe student, faculty, and program characteristics. Having taken part in discussion sessions the NASAD team conducted with students and faculty provided good insights into the strengths and weaknesses of the undergraduate programs within the School of Art.

The School of Art offers eight undergraduate programs yielding a degree of Bachelor of Fine Arts. These programs include: Art Education, Art History, Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture. The goals of the School of Art undergraduate programs, as stated in their self study report are: to "help our faculty develop students who will become independent, creative thinkers, as well as artists and scholars" (Self Study Report, p. 19) and to create a program "that engages the students in diverse and intensified artistic activity that more accurately reflects the contemporary art world they will face upon graduation" (SSR, p. 20). Each specific major program except Art History and Art Education, requires students to submit a portfolio at the end of the sophomore year to be admitted into that major. This process yields student work of high quality, across all of the major areas, such as that displayed in Siegfried Hall during the NASAD accreditation visit. The undergraduate programs include practicum requirements for each major, and study abroad opportunities are offered on a regular basis.

The curriculum for each of the major areas is structured similarly. A required freshman and sophomore level Foundations curriculum prepares students to move into areas of specialization. Foundation curriculum classes are limited in size to twenty students, and to fifteen students in the media-specific studio classes (SSR, p. 3). Admission to specific areas of specialization is done through a portfolio review process that is pedagogically consistent with reviews of student work conducted within studio art courses at higher levels of the program. The majority of undergraduate course teaching is done by full time tenured or tenure-track faculty except within the Foundations Program, in which graduate teaching assistants do much of the course teaching. From Fall 1997 to Fall 2001 the total number of undergraduate credit hours taught by Group 1 Faculty in the School of Art has dropped from 4,374 to 3,256. During this time the total number of undergraduate credit hours taught by teaching assistants has risen from 879 to 1,764.

Class sizes within the undergraduate curriculum of the School of Art are generally acceptable to the faculty, and appropriate for this type of educational environment.

The degree awarded to Art History majors, a BFA, presents academic and administrative problems for the School of Art. The current school requirements for this degree do not meet the NASAD requirements for a BFA with an Emphasis in Art History. The School of Art BFA in Art History requires students to take 19% of their total coursework in studio art, while the NASAD requirement is that studio work shall makeup 50% of the total coursework. At the same time, it is recognized by the review committee that Ohio University maintains requirements for awarding a BA degree that make it unlikely that the School of Art would alter the Art History curriculum to allow those students to receive a BA in Art History. The current alternatives seem to be the continuation of a NASAD non-compliant BFA in Art History, or a potentially unpopular, or unworkable, BA in Art History.

The BFA in Art Education degree requirements for studio art coursework fall below the requirements of NASAD. The review team gained a clear impression, through discussions with faculty and with students, that the BFA in Art Education program is too heavily oriented toward education courses, such as those addressing issues of pedagogy, philosophies, and theories. The overall impression gained by the review committee is that this program is currently more accurately described as an education program containing some supporting studio art and art history course work, rather than an art program containing supporting education course work.

Faculty

The faculty in the School of Art all hold appropriate terminal degrees from recognized institutions. Most of the faculty are accomplished professional artists, with substantial records of exhibition. Faculty workloads, of teaching, research, and service, are in general, reasonable, and not a subject of faculty complaint. In general, all of the full-time tenured, or tenure track faculty teach one foundation level studio or art history survey course. The faculty who took part in discussions with the program review team held during the NASAD accreditation visit expressed a high degree of enthusiasm for, and commitment to their own program areas, such as sculpture, or printmaking, as well as for the School of Art overall. The single exception to this attitude was a detailed, and substantial, list of problems expressed by the faculty within the photography program. The photography program appears to be in a condition of substantial need, with regard to the state of physical facilities and support for those facilities.

Students

The School of Art conducts appropriate and well ordered recruitment, admission, and retention procedures. During discussions with faculty and students the review team heard a small, but vocal, group of students express dissatisfaction with the advising process within the School of Art.

Between 1995 and 2001, approximately 40% of all undergraduate students admitted into the School of Art actually enrolled. During this time, approximately 60% of all undergraduate applicants were admitted to the School of Art.

Evidence of the quality of student art work was well presented during the time of the NASAD accreditation visit. Additionally, throughout the academic year there are displays of student art work that confirm the reputation of the School's student work. The ceramics sales, the senior student shows, and other exhibitions of student work reveal the high quality of undergraduate art being produced in the School of Art.

Discussions with students, during the NASAD accreditation review visit, revealed a student body that is generally very enthusiastic about the School of Art, and about the work they are engaged with, regardless of program area, with the exception of Photography. With regard to Photography, the students were critical of the current situation, and displeased with the constraints on their ability to pursue high quality photographic art work. The specific areas of criticism were the lack of appropriate technical support and the lack of appropriate photographic facilities, in particular, the availability of clean, working photographic equipment, such as black and white and color enlargers.

Undergraduate students are advised by tenured and tenure track faculty. Students taking part in the discussion sessions during the NASAD review visit expressed a moderate level of dissatisfaction with the advising process within the school. The two stated problems with advising were faculty unfamiliarity with administrative procedures and documents, (for example, how to interpret/read the DARS) and availability of faculty to conduct advising with individual students.

Undergraduate students have the opportunity to evaluate the School of Art courses in which they are enrolled. Course evaluation forms contained in the Self Study Review (SSR) present a typical range of questions for student responses. Additionally a Senior Exit Questionnaire, consisting of sixty-eight questions, (eighty-five questions for Art History and Art Education majors) offers senior art majors an opportunity to offer more in depth responses to questions about their experience within the School of Art.

Graduates

School of Art graduates generally fare well within the working art world. An impressive list of alumni and their art-related achievements was provided to the review team. Alumni accomplishments include exhibitions of art work, work in the gallery industry and museums, as well as the securing of teaching positions in elementary and secondary education, and at institutions of higher education.

Graduate Program Review

Program Goals and Curriculum

The School of Art offers masters degrees in eight areas: The MFA is offered in two academic areas in Art Education and Studio/Art History and six studio areas in Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture. An MA is offered in Art Education.

The general mission of the MFA and MA in Art Education, as separate from the undergraduate mission, is not elaborated in the self study. Elaboration on curricular and recruitment objectives, however, as well as establishing as a goal within their 5 year plan the improvement in order to attain the "national rankings of graduate programs" indicate the program has given more than adequate thought to their graduate mission.

MFA in Fine Arts: Several reviews of the studio arts curriculum demonstrated that the two year + thesis program was not working well. The 1997-98 review suggested an increase to a full three-year program (90 credit hours of courses and 45 hours of research work), plus an exhibition of thesis and final exam. These requirements exceed the accreditation requirements of the NASAD. This curricular change was instituted and occasioned the establishment of a recruitment plan that in turn charged a recruitment committee to increase the number and quality of graduate students.

MFA in Art History. This is an Art History degree with a studio component. There are no graduates and no students are currently enrolled. The reviewers remark that the curriculum could be viable, although "the rationale for keeping it on the books is not apparent." The reviewers believe that this degree should be an MA since there is no studio content in the degree.

MA in Art Education. NASAD found this degree consistent with their standards.

Faculty

Faculty hold terminal degrees from prestigious institutions and have achieved professional recognition as artists or scholars. Some have achieved national recognition. There are increased demands for faculty productivity while support for the increase may not be forthcoming. Faculty teach six courses in academic areas and eight courses in studio areas. Studio faculty feel their load should be reduced. While the external reviewer notes "teaching loads for art faculty are at levels comparable to many regional universities," teaching loads may not be commensurate with those institutions that value high professional achievement. The faculty has voiced frustration over the amount of time spend on maintenance and supervision of facilities and equipment. There has been a slight drop in faculty FTE due to poor budgetary climate.

Students

Numbers in the graduate program have remained steady—between 75-80 students. The outside reviewer designates this number as “healthy,” and expresses some concern about the workload for the faculty given the number. Growth is not practical or planned. Recruitment is targeted to increase the quality of students. The external evaluators have indicated that the School of Art has done “an excellent job of recruiting students with a wide range of personal artistic directions and an equally wide range of technical skills and experiences.” The Visiting Scholars Program is important in attracting grads to OU. Students have been supplied with excellent space on the Ridges.

There is increased reliance on the number of teaching assistant as teachers of record to offer Foundation courses which are enrolled by undergraduates from Art and other colleges, particularly from the program in Interior Architecture and Visual Communications, both of which require the course. Teaching assistants are assigned one class per quarter and are adequately trained before teaching.

Graduates

Graduates are being hired into teaching positions in nationally known universities. This placement helps to confirm the adequacy of the full three-year program adopted since the time of the last review.

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



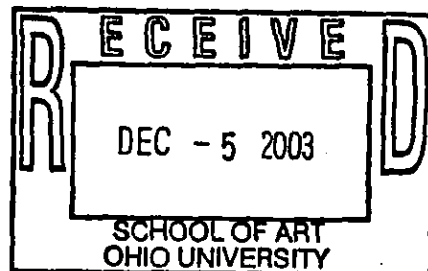
OHIO UNIVERSITY

COPY

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Jody Lamb

11/24/03



To: School of Art Review Committee:
John Climer, Diane Gut, Maureen Weissenrieder, Matthew Ziff,

From: Raymond Tymas-Jones, Dean College of Fine Arts

R. Tymas-Jones

Re: Review of the School of Art

First of all thank you for your hard work and thoughtful evaluation. The College takes the review of our Schools very seriously and we appreciate your thoroughness and dedication to the process.

The School of Art is a highly professional School with a number of nationally regarded programs. The Alumni are active and recognized as making a significant contribution in their field. The School of Art has made significant modification of their curriculum in the review period and is rigorous in its delivery. I concur with your positive evaluation of this School.

My directed response is as follows:

1. I am puzzled as how all the individual "exceeds expectations" ratings have resulted in an overall rating of "meets expectations" instead of the logical overall evaluation of "exceeds expectations". If it is because of the adequacy of resources rating, then I should point out that nearly all units upon review are given a similar low rating in this category.
2. For some time I have made the case that the Bachelor of Arts degree belongs to the University and should be made available to the College of Fine Arts. I concur that the Art History area curriculum does not comply with the NASAD requirements for a Bachelor of Fine Arts degree with emphasis in Art History. The BFA is primarily a performance or production degree. The academic emphasis and research component of the program is more in line with a BA degree. The standard that the School of Art is seeking is conferral of the BA in Art History from the College of Fine Arts. The department is very willing to consider the minor changes (increase language requirement from one year to two) necessary to be able to provide Art History majors with a BA degree that comes from their college. More

than 80 Colleges of Fine and Performing Arts across the country confer a BA degree, although at Ohio University this degree is only offered through the College of Arts and Sciences.

3. Seigfred Hall is in serious need of renovation that is well beyond the resources of the College. Issues of safety, accessibility and function are sorely compromised by the state of this building. The College addressed a significant safety concern 6 years ago by paying for the renovation of graduate studio spaces at the Ridges. Whereas this was a noted commendation in your summary, it was a trade off that closed a section of studios in Seigfred. The growth of Art's enrollment is putting pressure on this space that is in need of attention. Additionally the National Association of School of Art and Design is requiring some renovations in exchange for their accreditation.
4. I am aware that the BFA in Art Education is lacking in studio hours by NASAD standards. At this writing the School and the faculty in Art Education are working to supplement the curriculum to rectify this.

This review and the review process represent a significant commitment by a number of people. I would like to thank the committee for their hard work and dedication. I believe that this review acknowledges the great strengths and professionalism in the School of Art and also correctly points to a number of areas where the school can improve. I am committed to doing so.

As you requested, the following are concerns, etc., that we have found:

page 1: The Interior Architecture program is not actually within the School of Art. They were included in the NASAD report because the reviewers believed they were a potentially similar program.

page 2: Renovations at the Ridges provided new space for **all graduate studio programs** (vs. just painting listed here).

page 2 Notes: Studio area chairs teach 6 *classes*. I am certain this is what you meant.

page 5: at the end of the first paragraph: The SOA would very much like to offer a B.A. in art history through the CFA if this can be negotiated with the College of Arts & Sciences.

page 7: MFA in **Studio/Art History** (rather than MFA in Art History). The course work is equally divided between the two areas. (the remainder is fine)

A question regarding the boxes on the first page, "Program Type," and the boxes on the last 2 pages:

Can **MFA** be added to these options? It is the degree all our studio grads receive and is a terminal degree in their field.

The overall rating: All but the *adequacy of resources* is rated 'exceeds expectations,' and yet the overall evaluation is 'meets expectations.' I am wondering why that was not a low range 'exceeds expectations' rank? I realize this may be because you want to emphasize the appalling physical condition of Seigfred.

Jody Lamb
Acting Director
School of Art

March 8, 2006

David Ingram
Chair, University Curriculum Council
Campus

Dear David Ingram

At its October meeting Graduate Council approved the recommendation of our Curriculum Committee to accept the Program Review of the School of Art.

Carolyn Cardenas, was present to represent the School of Art at our meeting.

Please find attached the summary report of Graduate Council's Curriculum Committee.

Graduate Council would also like to note its concern that, while a number of the problems with physical facilities in Seigfred Hall have been dealt with in the period since the review was conducted, several still remain. We would also note that the graduate programs in the School of Art could increase the number of students they enroll if more faculty were available to these programs.

Sincerely,



Duncan H. Brown, Ph.D
Chair, Graduate Council
Associate Professor
School of Telecommunications

Phone: (740) 593-0008
Fax: (740) 593-9184

E-Mail: dbrown2@ohiou.edu

Academic Program Review: School of Art

Strengths noted in the Program review

- Renovations at the Ridges have provided new space for the graduate studio programs
- Extensive collection of resources/well maintained in the Fine Arts Library
- Community involvement of the School of Art (i.e., Passion Works)
- Considerable artistic diversity leading to the production of energetic, challenging graduate work
- High levels of analytical and research skills demonstrated by graduate students in Art History
- An excellent recruitment program has been instituted

Recommendations of the Program Review:

- Renovations to Siegfried Hall are needed (i.e., electrical upgrade, central air-conditioning, leaks leading to flooding in the woodshop, ventilation in printmaking acid room for etching and in the ceramics studio, temperature & humidity control system in Visual Resources Library)
- Increase technical supervision, particularly for the Photography program
- Increase storage facilities for exhibition work

Recommendation of the Graduate Council Curriculum Committee:

The Committee recommends acceptance of the report of the Program Review.

Appointment to Regional Coordinating Councils

RESOLUTION 2006 - 2046

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

Ohio University Zanesville

Donna M. Adornetto	For a nine-year term beginning July 1, 2006, and ending at the close of business June 30, 2015, vice Jeffrey Rice, whose term expired.
David E. Evans	For a nine-year term beginning July 1, 2006, and ending at the close of business June 30, 2015, vice Lucien Young, whose term expired.
Thomas M. Lyall	For a three-year term beginning July 1, 2006, and ending at the close of business June 30, 2009, vice Lisa Buckley, who resigned.

CURRICULUM VITA

NAME:

Donna M. Adornetto

ADDRESS:

Muskingum Valley Educational Service Center
205 North Seventh Street
Zanesville, Ohio 43701
(740) 452-4518

EDUCATION:

- 1999 Ph.D., College of Education, The Ohio State University
 Educational Policy & Leadership; Curriculum,
 Instruction & Professional Development
- 1979 M.Ed., College of Education, Ohio University
 Special Education, Learning Disabilities
- 1976 BS.Ed., College of Education, Ohio University, cum laude
 Special Education, Mildly handicapped/LD/BD

EMPLOYMENT:

- 1994-Present Muskingum Valley Educational Service Center
 Director of Student Services
 Responsible for countywide low incidence special education
 and at-risk programs. Provide legal and mediation consultation for
 the five local districts in Muskingum County.
- 1991-94 Muskingum College
 Instructor of Education
 Responsibilities included advising and teaching undergraduate
 and graduate students, and supervision of field experiences and
 student teaching.
- 1985-91 Muskingum College
 Assistant Director: PLUS Program
 Responsible for coordinating academic support services for
 learning disabled college students. Part-time faculty in Education
 with responsibilities for teaching Behavior Management,
 Exceptional Children, Diagnostic and Prescriptive Teaching in
 S.L.D., and supervision of student teachers.
 Director: Community Tutoring Clinic
 Editor: PLUS Notes

1976-85

Zanesville City Schools

Classroom teacher responsible for teaching learning disabled students. Participated in the development of school and citywide enrichment programs. Served as a cooperating teacher supervising student teachers.

PROFESSIONAL PROJECTS/RESEARCH ACTIVITIES:

2000-present

Ohio Department of Education Alternative Education Grant

Author and project manager of yearly competitive grant; having received \$960,000 to date.

2002

Ohio Department of Job and Family Services At-Risk Programming Grant

Wrote, managed and received award of \$ 200,000.

1998

Dissertation: *Uncovering Best Practices in Professional Development: Lessons Learned from Three of Ohio's Best*, with Dr. Nancy Zimpher, Advisor

1993

Research Associate: The Ohio State University

Collected and analyzed data from statewide hearings regarding the proposed standards revision for teacher training and licensure for the State Department of Education.

1990-92

Muskingum College Learning Strategies Conference

Arranged for nationally recognized consultants on learning strategies to present a regional in-service for Muskingum College faculty, teacher education students, and area teachers.

1987-88

U.S. Department of Education: The PLUS Program, A Regional Learning Disabilities Liaison Project. \$108,951 Served as Co-writer and Project Coordinator.

SELECTED PRESENTATIONS:

2005

Effective and compliant use of special education paraprofessionals
Dr. Donna Adornetto and R. Brent Minney, Esq. at the Ohio School Boards Association Capital Conference.

COURSES TAUGHT/DEVELOPED:

Introduction to Exceptional Children
Issues in Exceptionality and Multiculturalism
Principles of Curriculum and Instruction
Introduction to Specific Learning Disabilities/redesigned
Diagnostic and Prescriptive Teaching in SLD/redesigned
Behavior Management
Student Teacher/Field Experience Supervision
CSLD Strand Courses for the Graduate Program
Graduate Research Seminar

COMMUNITY SERVICE:

Consultant to Good Samaritan Hospital, Cincinnati, Ohio
Educational Programming for Brain-Injured Children

Consultant to Cambridge City Schools
After School Tutoring Program

Consultant to Ross Williams, M.D.
Practice Limited to Learning Disorders

School Board - St. Thomas Aquinas School

Advisor, Muskingum College Student Chapter Council for
Exceptional Children

Muskingum County Children Services Board, President

Muskingum Starlight Industries Board

Muskingum County Workforce Investment Act Board

HONORS/AWARDS:

Outstanding Educator Award
Phi Delta Kappa

PROFESSIONAL AFFILIATIONS:

American Education Research Association
Council for Exceptional Children
Phi Delta Kappa

David E. Evans

Born - October 11, 1953 (52 years of age)

Education - graduated Cambridge High School 1971
- attended Ohio University

Family - grown daughter, Stephanie, who lives with her husband in Philadelphia, Pa.

Work Experience - started at the Journal-Leader in 1979
- became the Sports Editor in 1980 - won state awards
seven years in a row
- named Editor of the Journal-Leader in 1986
- named Editor/General Manager in 1995

Affiliations - Lutheran Church
- president of the Noble County Chamber of Commerce (1999,
2000, 2006, director since 1995)
- Masonic and Scottish Rite organizations
- Cambridge Elks

Hobbies - camping, boating, Ohio State and Cincinnati Bengals football fan

THOMAS M. LYALL

ADDRESS:

5680 Helen Drive
Zanesville, OH 43701

MARITAL STATUS:

Wife - Patricia L. Lyall
(Innkeeper/Owner - The Inn at Dresden, Ltd.)
Adult Children - Julie, Jason, Katie, and Sara

EDUCATION:

Zanesville High School
Ohio University
Graduate - Ohio Savings and Loan Academy
Financial Managers Program
Multitude of Savings and Banking/Finance Programs

PROFESSIONAL EXPERIENCE:

Century National Bank (formerly Mutual Federal Savings Bank) -
1971 - Present
President and Chief Operating Officer - 1985 - 1998
President and Chief Executive Officer - 1998 - Present
Director, Bank Board of Directors - 1980 - Present

COMMUNITY ACTIVITIES:

Active:

Bethesda Care System Board
Central Presbyterian Church, Member
Muskingum County Community Foundation - Board of Trustees
Muskingum County Transportation Improvement District -
Board of Trustees
Muskingum Growth Partnership - Member and Past Chair
Zanesville Rotary Club, Member

Past:

Downtown Zanesville Master Plan Committee (ZDA), Past Chair
Dresden Village Association (DVA) - Committee Member
Genesis HealthCare - Finance Committee
Good Samaritan Medical Center - Past President, Board of Trustees
Pro-Muskingum - Tri-Chair
Quality Care Partners - Board of Directors
United Way of Muskingum, Perry, and Morgan Counties -
Past Campaign Chair & Member of Board of Directors
Zanesville Country Club - Past President -
Zanesville-Muskingum County Chamber of Commerce - Board of
Directors and Executive Committee; Past Treasurer
Zanesville-Muskingum Port Authority - Member of the
Founding Board

REVISION OF REGIONAL COORDINATING COUNCIL BYLAWS

RESOLUTION 2006 - 2047

WHEREAS, the Ohio University Board of Trustees, more than 30 years ago, established a Regional Coordinating Council at each of the University=s regional campuses, and

WHEREAS, these regional councils continue to be an important source of advice and support for the campuses, and

WHEREAS, all five councils have unanimously recommended a revision and updating of the bylaws, to better reflect their current role and to be more consistent with the general practices of the Board of Trustees, itself,

NOW, THEREFORE, BE IT RESOLVED that the updated bylaws shall be approved and implemented, effective July 1, 2006.

Coordinating Councils for the Regional Campuses of Ohio University

By-Laws

Article I

Establishment of Councils

Section 1. Since by law of the State of Ohio, there shall be and forever remain in the said university, a body politic and corporate, by the name and style of The President and Trustees of the Ohio University, the Ohio University Board of Trustees, hereinafter referred to as the Board, chooses to establish and confer, through these by-laws, certain responsibilities and prerogatives, regarding consultation and communication, to Regional Coordinating Councils of the University's regional campuses, hereinafter referred to as Regional Councils. All actions of Councils must be consistent with Board policies and procedures.

Section 2. No by-law shall be enacted, amended, or repealed, except by a majority vote of the Board, and then only after thirty days' notice of a proposed change has been given to all members of the Board.

Article II

Officers of the Councils and Their Duties

Section 1. Officers of the Regional Councils shall be as follows:

- (a) Chair
- (b) Vice-Chair
- (c) Secretary

Section 2. The Chair shall preside at all meetings of the Council, and unless otherwise ordered by the Council, shall have the authority to appoint members of and fill vacancies on all standing and special committees. Subject to these by-laws, the Chair shall fix the date and time of all regular and special meetings, and perform such other duties as may be pertinent to the office.

Section 3. The Vice-Chair, in the absence or incapacity of the Chair, shall assume the duties and obligations of the Chair.

Section 4. The Secretary shall keep minutes of all Council meetings and shall promptly distribute copies of same to all Council members and the Vice President for University Outreach and Regional Campuses, and the Dean of the respective regional campus. The Secretary shall be responsible for the orderly preservation of all records pertaining to Council business, and shall perform all other duties usual to the office or imposed by the Chair or by Council action. To aid the Secretary of a Regional Council, the Dean of the Regional Campus shall serve as liaison between the Secretary and the administration and shall be responsible for obtaining clerical assistance and for implementing the functions of the Secretary.

Article III

Election of Officers

Section 1. The Chair, Vice-Chair, and Secretary shall be elected annually by the Council at its last meeting of the fiscal year.

Section 2. The Chair, Vice-Chair, and Secretary shall each serve for one year and shall be eligible for re-election to their respective offices for a period of up to three years. At the discretion of the council, the same individual may be elected to serve as Vice-Chair and Secretary.

Article IV

Membership of Councils

Section 1. Each member of the Regional Council shall be appointed by the President with the approval of the Board. Members currently appointed at the time of approval for these by-laws shall complete their terms as originally appointed.

Section 2. Each Regional Council shall be comprised of nine members, all of whom must be residents of the communities served by the campus. Appointments shall be for a period of three years, with reappointment possible for a maximum of three terms. No person who has served two years or more to complete a term that was vacated can serve more than two additional three-year terms. However, previous Council members may be reappointed after a reasonable length of time. At their discretion Councils may designate retired members, who served three terms, as "emeritus" members of the Council, and include emeriti in occasional meetings or activities that are deemed by the Chair and the Dean to benefit the campus.

Section 3. At its discretion, each Council may appoint up to two non-voting student members of the Council. Student members will participate in all normal deliberations of the Council, except for the annual and comprehensive evaluation of the Dean of the regional campus. Qualifications for student members and procedures for selecting those members will be determined by the Council in consultation with the Dean. Appointments shall be for two years and, if there are two members, these terms shall be staggered.

Section 4. In the case of a vacancy occurring during a member's term, the appointment shall be for the unexpired period of the term.

Section 5. Ex-officio members.

(a) The Dean of a regional campus shall be an ex-officio, non-voting member of that campus' Regional Council, and

(b) The Vice President for University Outreach and Regional Campuses shall serve as an ex-officio, non-voting member of each Regional Council. Ex-officio members shall be notified of meetings and shall receive minutes of Council meetings.

Article V

Meetings

Section 1. Regular Meetings of Regional Councils. The Regional Councils shall hold no fewer than three regular meetings a year on their respective campuses. Normally, there should be at least one meeting during each academic term, except summer.

Section 2. Special Meetings. Special meetings may be held upon the call of the Chair, or upon the written request to the secretary of three voting Council members.

Section 3. Notice of Meetings. Except in cases of emergency, the Secretary shall give at least five days= notice of all meetings to Council members and to the ex-officio members.

Section 4. Attendance. It shall be the policy of the Councils to expect full attendance at all meetings of the Council and Committees. Excuses for absence from meetings shall be communicated to the Campus Dean or to the Chair of the Council at least two days before meetings. The Council reserves the right to pass on the reasonableness of excuse for absence. Persistent unreasonable absences shall be cause, at the pleasure of the Chair, for reporting such delinquency to the appointive authority of the President.

Section 5. Quorum. For the purpose of doing business, a majority of the voting members of the Council shall constitute a quorum.

Section 6. Agenda. The Chair of the Regional Council and the Campus Dean, in consultation with the Vice President for University Outreach and Regional Campuses, except in emergencies, shall prepare a suggested agenda of each Regional Council meeting.

Article VI

Responsibilities and Prerogatives of Councils

Section 1. The general and essential function of the Councils is to ensure, for the University and the regional communities they serve, that there exist opportunities for sharing of information and exchange of viewpoints and ideas between members of the communities and the appropriate University officials. Councils shall be provided information about and have opportunity to examine, discuss, and advise upon the following specific matters:

- (a) solicitation of funds in support of the campus
- (b) relations with local, state, and federal legislative and administrative agencies
- (c) naming, location, and maintenance of the respective regional campus plant and grounds
- (d) appointment, evaluation, or termination of their respective campus dean
- (e) capital improvement planning and construction of new buildings.

Section 2. Councils should be consulted regularly on other matters of concern to the local community, including the need for specific educational programs, public relations, alumni affairs, implications of tuition and fee increases, and other similar matters.

Article VII

Committees

Section 1. Ad hoc committees, consisting of no fewer than three members each, may be appointed by the Chair of Council as necessary.

Section 2. Only voting Council members shall be eligible to serve as chair of committees.

Section 3. The Chair of a Council shall be an ex-officio member of all committees; however, the Chair is not eligible to serve as voting member of any committee.

**NAME CHANGE FOR THE
J. WARREN MCCLURE SCHOOL OF
COMMUNICATION SYSTEMS MANAGEMENT**

RESOLUTION 2006 - 2048

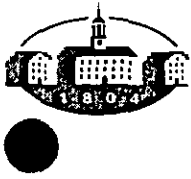
WHEREAS, the current name of the J. Warren McClure School of Communication Systems Management does not reflect the nature of the field and is not standard in industry or academia, and

WHEREAS, the telecommunications industry has been rapidly growing and changing for the last two decades thus providing numerous opportunities for graduates, and

WHEREAS, the name change of the McClure School will better reflect the current trends of the industry and will attract more and better students to the program, and

WHEREAS, the name change has the full support of the McClure family

NOW, THEREFORE, BE IT RESOLVED that the J. Warren McClure School of Communication Systems Management hereinafter be referred to as the J. Warren McClure School of Information and Telecommunication Systems.



OHIO
UNIVERSITY
Office of the Provost

tler Hall
hens OH 45701-2979
740.593.2600
740.593.9591

Date: June 9, 2006

To: Roderick McDavis, President

From: ^{Wt} Kathy Krendl, Provost

Subject: Name Change for the J. Warren McClure School of Communication Systems Management

This memorandum is written to express my full support for the change in the name of the J. Warren McClure School of Communication Systems Management to the **J. Warren McClure School of Information and Telecommunication Systems.**

The rationale for the change relates to the fact that the current name of the school, Communication Systems Management, does not reflect the nature of the field. It is not standard in industry or academia. The school is proposing this change in order to attract more and better students to the field.

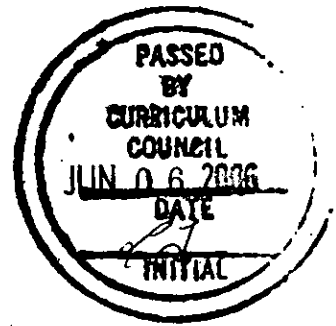
Since 1990, the telecommunications industry has grown and undergone changes at an alarming rate and the McClure School is in an excellent position to prepare students for this growth. The rapid and exciting changes that are currently taking place in the industry offer great opportunities for graduates. The name change better reflects the current trends in the industry and will be clearer to students and industry recruiters.

I am therefore pleased to provide my full support for this suggested name change.

RENAMING
Of the

**J. Warren McClure School of
Communication Systems Management
to the
J. Warren McClure School of
Information and Telecommunication Systems**

Submitted by the Scripps College of Communication



Recommended for approval:

Philip D Campbell
Chair, Department Curriculum Committee

5-30-06
Date

Ardy Law
Chair/Director of Department/School

5-30-06
Date

Lita C. James
Chair, College Curriculum Committee

05.30.06
Date

Greg Stufel
College Dean

5/30/06
Date

L. Rose - Grippa
Chair, Programs Committee of UCC

5/30/06
Date

Approved:

[Signature]
Chair, University Curriculum Council

6/8/06
Date

Kelly Wood
Provost

6-9-06
Date

Proposed:

- The J Warren McClure School of Communication Systems Management will become the J Warren McClure School of Information and Telecommunication Systems.
- The School's classes will have the prefix ITS.
- The baccalaureate and masters degrees will continue to be Bachelor of Science in Communication and Master of Communication Technology and Policy, respectively.
 - Major code BC 5329 will be known as Information and Telecommunication Systems.

Rationale:

From its inception in 1980, the McClure School has engaged in preparing students for careers dealing with telephone and computer data networks. Our grads most commonly take jobs with telecom carriers, equipment vendors, or IT departments of non-telecom companies, such as insurance companies, banks, or retail companies. Our students receive technical and public policy classes within the School and business and communication classes from other departments.

Even from the beginning, the name Communication Systems Management (CSM) has ill served the School – the term Communication Systems Management is not a standard one, either in industry or academe. It's been our assessment that there are two major practical problems with this name. First, prospective students interested in telecom careers can't easily find us. They discover that the School of Telecommunications is involved with broadcasting and media studies; they don't know what a communication system is and think that CSM is related to Communication Studies. They turn elsewhere. The second major problem is with corporate recruiting. Recruiters seeking nascent telecom professionals come to the university job fair and screen resumes for CS and MIS majors. Our students perpetually report that the necessity to explain the name of the program is a barrier to connection with recruiters, especially when the recruiter is a Human Resources expert instead of a telecom networking expert.

The economic boom of the 1990s allowed us to succeed in spite of our name, but the general recession of recent years has impacted us more than most academic departments. Recently the School of Telecommunications lifted its longstanding objection to any renaming that would include the word Telecommunication. Thus, we now see an increased need to have a useful name and the opportunity to adopt the name we believe is useful.

The telecom industry has evolved in recent decades and continues to do so. Voice and data networks are converging into unified telecom systems, especially in the enterprise, both domestically and internationally. Telephone companies are striving to offer the triple play: telephone service, internet service, and cable television. In short, telecommunication systems are being viewed less as a commodity and more as a customized solution to business problems. This change in perspective is changing the underlying design, implementation, and operation of telecom systems. More than ever before, network design is closely linked to the characteristics of the information that flows across it.

We of the McClure School are in a wonderful position to prepare students for the changing industry. Our new name – Information and Telecommunication Systems – better reflects current trends in the industry and is more recognizable to students and recruiters alike.



OHIO
UNIVERSITY
College of Business

Management Information
Systems
Copeland Hall
Athens OH 45701-2979

T: 740.593.0646
F: 740.597.1676

Date: May 9, 2006

To: Andrew Snow, Associate Professor and Director
McClure School of Communication Systems Management

From: John Day, Professor of MIS
Associate Dean, College of Business

Subject: Support for CSM name change

The Management Information Systems (MIS) department endorses the change of the Communication Systems Management (CSM) program to

“The J. Warren McClure School of Information and Telecommunication Systems”

to better reflect the content of its undergraduate and graduate curricula. The MIS department is also considering a potential name change in the near future, probably to something like Business Information Systems. The purpose of this change would be similar to the proposed change for CSM in terms of establishing a clearer identity with students and employers. We would appreciate similar support in the event that we proceed in this direction.

cc. University Curriculum Council
Greg Shepard, Dean, College of Communication

**PHASE OUT OF THE BACHELOR OF FINE ARTS AND THE MASTER OF ARTS
PROGRAMS**

SCHOOL OF ART, COLLEGE OF FINE ARTS

RESOLUTION 2006 - 2049

WHEREAS, the School of Art is undergoing a restructuring in order to strengthen the quality of its programs and to evaluate programs as they relate to its missions and goals, and

WHEREAS, the Art Education Program would need considerable changes and growth in order to fully comply with accreditation requirements; is not central to the mission of the School of Art; is virtually identical to the Bachelor of Science in Visual Arts Education within the College of Education; the number of credits generated within the School of Art by this program is minimal, and

WHEREAS, no tenured faculty would be directly affected, and

WHEREAS, the elimination of this program would allow the School of Art to divert resources in order to invest in its core studio areas, and

WHEREAS, this decision is supported by tenured faculty, the director of the School of Art, the College of Fine Arts Curriculum Committee and dean, the University Curriculum Council and the provost, and

WHEREAS, a matriculation plan has been completed for all students currently in the undergraduate major, the pre-major, and the graduate program that allows them to finish their degrees,

THEREFORE, BE IT RESOLVED, that the School of Art immediately begin the phasing out process for the Bachelor of Fine Arts and Master of Arts in Art Education programs.



OHIO UNIVERSITY

Office of the Provost

Cutler Hall
Athens OH 45701-2979

740.593.2600
740.593.9591

Date: May 18, 2006

To: Roderick McDavis, President

From: Kathy Krendl, Provost

Subject: Elimination of the BFA and MA degrees in Art Education

This memorandum is written to express my full support for the proposal from the College of Fine Arts to eliminate the BFA and MA degrees in Art Education.

The elimination of an academic program from the curriculum is a very difficult decision for any unit. Therefore, this decision was not made lightly by the School of Art, or the college, and represents a strategic decision made to allow the school to redirect resources into its core studio areas. The rationale which supports this decision is accurately detailed in the attached memorandum from Robert Lazuka, Director of the School of Art, to Charles McWeeny, Dean of the College of Fine Arts. It is critical to note that this decision was agreed upon by consensus of the tenured faculty from the School of Art and that prospective and current students have been informed of this decision.

Finally, I would like to commend the School of Art and the College of Fine Arts for their forethought in making this strategic decision in order strengthen the existing programs in the unit. This difficult decision was made in a very professional and proper manner beginning with the faculty of the School of Art. I am confident the School of Art has made the correct decision and the move will strengthen the exceptional studio programs in the school.

PRESIDENT'S OFFICE

JUN 5 2006

Phase out
of the
**BACHELOR OF FINE ARTS DEGREE IN ART
EDUCATION**

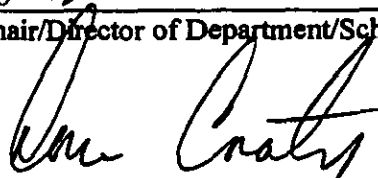
Submitted by the College of Fine Arts


Chair, Department Curriculum Committee

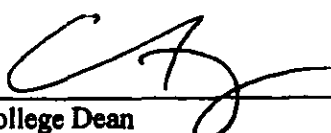
3/30/06
Date


Chair/Director of Department/School

3/30/06
Date


Chair, College Curriculum Committee

3/30/06
Date


College Dean

3.30.06
Date


Chair, Programs Committee of UCC

6/6/06
Date

Approved:


Chair, University Curriculum Council

6/12/06
Date

Phase out
of the
MASTER OF ARTS DEGREE IN ART EDUCATION

Submitted by the College of Fine Arts

Recommended for approval:



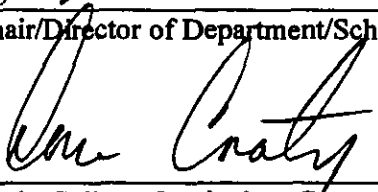
Chair, Department Curriculum Committee

3/30/06
Date



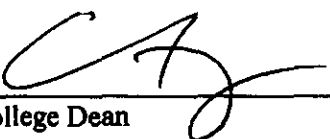
Chair/Director of Department/School

3/30/06
Date



Chair, College Curriculum Committee

3/30/06
Date



College Dean

3.30.06
Date



Chair, Programs Committee of UCC

6/6/06
Date

Approved:



Chair, University Curriculum Council

6/12/06
Date

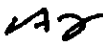


OHIO UNIVERSITY

Interoffice Communication

DATE: April 3, 2006

TO: David Ingram, Chair, University Curriculum Council

FROM:  Charles McWeeny, Interim Dean

SUBJECT: Art Education Phase-Out

I am recommending the phase out of the Bachelor of Fine Arts in Art Education and the Master of Arts in Art Education. My recommendation is in support of the proposal from the School of Art Director and the School of Art's tenured faculty. The College of Fine Arts Curriculum Committee has also met and supports this decision. My decision was reached through an analysis of current strengths, program potential and centrality given the current resources.

The tenured faculty in the School of Art made a strategic decision to focus continuing resources on the strengths of the School: Studio Art and Art History. These strengths are the foundation of the School's national reputation and their vision for the future. The School's proposal makes six points that form the rationale of this decision. When combined with diminished resources, this rationale is logical, strategic and courageous.

Although I am very supportive of art education, and the importance of it for the future of our culture and children, there are many fine programs in the state and region with sufficient resources to accommodate the students who want to major in it. The School of Art will continue to function as a unit that has a great national reputation and healthy enrollments.

I remain committed to all the students who came to Ohio University to achieve their goal of obtaining a degree in Art Education within the standards and requirements of the School and the University. A matriculation plan has already been completed and communicated to all involved. This plan accommodates all students currently in the undergraduate major or pre-major and the active graduate students. Resources will be available to support the programs at the highest level until all students have matriculated.

Cc: Kathy Krendl, Provost
Robert Lazuka, Director, School of Art
Ann Burkhart, Assistant Professor
Donna Conaty, Chair, College of Fine Arts Curriculum Committee



Interoffice Communication

April 3, 2006

TO: Kathy Rose-Grippa, Chair, UCC Programs committee

FROM: Donna Conaty, Associate Dean, College of Fine Arts 

RE: Phase-out of Art Education Programs

Enclosed are materials related to the School of Art's proposal to phase out its Art Education BFA and MA programs. In addition to the formal documents needed by your committee, we are supplying additional materials which may provide important reference information for your committee's use.

Materials enclosed:

- Director of the School of Art, Robert Lazuka's, proposal/rationale
- College curriculum committee's recommendation
- Chuck McWeeny's recommendation
- Materials distributed to current and prospective students
- Curriculum outline/DARS for BFA 5122
- Course offering schedule for 2006-2008
- Signature pages for program phase out: BFA & MA in Art Education

Both Chuck and I will attend tomorrow's meeting at 3:15 should your committee have any questions regarding the phase out.

From the time that the School of Art's faculty made its difficult determination regarding the Art Education program, both the School and the College of Fine Arts have actively communicated with prospective and current students regarding this issue. In addition to written communications, several meetings have been held with current students to discuss the process and the proposed course offering timeline.

As I indicated to you in an earlier email, the Art Education faculty were asked to submit evidence for the College Curriculum committee's consideration, but did not provide any materials.

March 30, 2006

TO: Chuck McWeeny, Interim Dean

FROM: Donna Conaty, Associate Dean
Chair, College of Fine Arts Curriculum Committee

RE: Proposal from the School of Art to Eliminate the Programs
in Art Education

The College of Fine Arts Curriculum committee has met and discussed the proposal submitted by Robert Lazuka (memo dated March 13, 2006) regarding the elimination of the Art Education programs. The Art Education faculty were provided the opportunity to submit written evidence to the College committee, but did not do so.

The committee members found the topic of program elimination difficult and a source of discomfort. Issues of concern included: philosophical problems with deleting programs which exist to train teachers in an arts discipline, that the meeting where the consensus decision was made did not include faculty from the affected program (only tenured faculty participated in the discussion), and that the School of Art faculty finds itself determining the best solution to an uncertain budgetary climate is to eliminate degree programs.

The committee recognizes that the tenured faculty in the School of Art reached a difficult decision regarding the elimination of the art education program in order to maintain the strength and excellence of its core programs in studio art and art history, to better position the school strategically, and to enable the School's continuing national prominence in these core areas.

Based on these considerations, the committee supports the School of Art's decision and has accepted the proposal.



OHIO
UNIVERSITY

College of Fine Arts

RECEIVED

MAR 16 2006

**COLLEGE OF FINE ARTS
OFFICE OF THE DEAN**

School of Art
Seigfried 528
Athens OH 45701-2979

F: 740.593.4288
F: 800.766.8278
F: 740.593.0457
www.ohio.edu/art
art@ohio.edu

Date: March 13, 2006

**To: Chuck McWeeny, Interim Dean
College of Fine Arts**

From: Robert E. Lazuka, Director 
School of Art

Re: Proposal to Eliminate the BFA and MA Programs in Art Education

The School of Art is undergoing a restructuring in order to strengthen the quality of its programs, while attempting to meet growing demands on its diminishing resources. Over several years we have engaged in periodic evaluations to determine program effectiveness and potential for growth. These evaluations measured against the current mandate for budget realignment have led toward discussions of alternative practices to meet our mission and goals. After facing copious cuts in funding again this year, the School of Art tenured faculty agreed by consensus to pursue the elimination of the Art Education Program in order to focus on core studio areas. The following information is intended to explain the rationale behind this decision.

Background/Rationale

1. Non-compliance with standards set by accrediting agency.

The School of Art is an associate member of the National Association of Schools of Art and Design (NASAD), which is the accrediting agency for art and design programs in the United States. Our program requirements for a Bachelor of Fine Arts degree in Art Education as currently listed in the Ohio University Undergraduate Catalog do not comply with standards set by NASAD for this type of degree. Although the Art Education faculty made efforts to adjust the curriculum to meet these standards, much more growth is needed to fully comply. Obstacles remain in the path of this growth, some of which are not in our control. The curriculum required by the College of Education for State Certification places restrictions on the number and type of professional education courses required, placing them outside the parameters set by NASAD. The number of courses required in art and/or design would have to be raised considerably in order to

appreciably affect the percentage of curricular distribution, raising the total credits required for graduation over 200.

Curricular Structure Comparison by percentage

	NASAD	OU Art Education BFA
Studies in art and/or design	55-60%	47.0% (92 hrs.)
General Studies	25-30%	22.4% (44 hrs.)
Professional Education	15-20%	30.6% (60 hrs.)

2. Not central to the mission of the program.

The national prominence and success of the School of Art has been built upon the quality of the art studio programs. The school has gained this recognition through the achievements of its studio faculty and students. Art History provides the historical and contemporary context for studio activity, and is an important component in NASAD requirements for a studio degree. While the Art Education Program requires course work in the Art History and Studio Programs, no reciprocal contribution exists, and this program is not related to accreditation in studio.

3. Duplication of programming.

The Bachelor of Science in Visual Arts Education degree that exists within the College of Education is virtually identical to the BFA in Art Education offered through the College of Fine Arts. While we intend to discontinue offering three Art Education courses required for these degrees, the School of Art will continue to offer studio and art history classes required of the BS in Visual Arts Education, just as we have done so in support of other BS programs, such as those in Interior Architecture and Visual Communications.

Although no MA in Art Education currently exists in the College of Education, other institutions in the state offer fine masters and doctoral programs in this discipline.

4. Low productivity.

Although the Art Education Program currently contains over forty majors, the number of credits generated by this area is relatively small. By eliminating the Art Education BFA degree program, the loss of generated earned credit hours per student would be minimal compared to any other program within the school.

To wit: Students enrolled in the BFA Art Education program are required to take only three courses provided by Art Education faculty members totaling sixteen credit hours within their major area of study. In contrast, Art History majors must complete forty-eight hours of Art History courses, and Art Studio majors must complete forty-six hours within their major studio area, as well as thirty-five hours in related studio areas.

NOTE: All School of Art students begin the program as General Art majors, and share a common curriculum in Foundations, Art History, and General Education, until they declare a major discipline after one to two years of study. (Twenty-four in Studio Foundations and twelve in Art History.) Although it is possible the school might lose these earned credit hours, we predict that most students would simply choose another major, if Art Education were eliminated, rather than not attend the School of Art at all.

In recent years at the graduate level, very few students applied or were accepted to the MA program. In 2003, only three applied to the program, and last year, no graduate students completed this degree. While this year's numbers are better, this could be considered somewhat of an anomaly. Typically, only two to five full-time graduate students, and from one to five part-time graduate students are enrolled in any given year. The part-time students usually enroll in one class per quarter while they are working at full- or part-time jobs. The cost effectiveness of retaining the staffing needed to serve these small numbers of graduate students over extended periods is very low.

5. No tenured faculty directly affected.

The Art Education Area currently contains no tenured faculty, but is comprised of three Group I (tenure-track) faculty members. One of these member's contract will be terminated effective June of 2007, unless there is a successful appeal. Two have been employed here for four years or less, with one being among the most recent hires in the school.

6. Building on our strengths.

Over several years, many obstacles have prevented or slowed down any efforts to improve the program. Many more years of effort and many more resources would have to be devoted to this program to raise the quality and effectiveness to a level equal to our other programs. By letting go of this program and refocusing our efforts in the studio areas we can reduce the demands on our resources, while increasing the quality in areas which have already shown success. The alternative strategy of reducing our resources across the board would badly damage successful programs that have already had their resources severely diminished, rendering them ineffective.

Cc: Kathy Krendl, Provost
Nikki Dioguardi, Associate Director, Legal Affairs Office
Anne Burkhart, Assistant Professor

3/28/06 School of Art BFA ART ED

ART EDUCATION BFA PROGRAM PHASE OUT

Information as of March 15, 2006

PROSPECTIVE STUDENTS (prospective freshmen, transfer students):

Beginning in the Fall of 2006, the School of Art is phasing out its Art Education BFA program.

Therefore, **effective March 1, 2006, students who are not enrolled at Ohio University** will not have the option of pursuing the Bachelor of Fine Art (Major Code BF5122) in Art Education in the College of Fine Arts.

The Art Education program in the College of Education will be suspended for at least one year. This suspension will allow the College to carefully analyze possible budgetary and curricular redesigns which might allow it to offer the Bachelor of Science in Education (BSE) in Art Education through the College of Education in the distant future. At this point in time, we do not encourage any student to enroll at Ohio University with the intent of pursuing a degree in Art Education.

FAQS:

Will I be able to pursue a BFA degree in Art Education at Ohio University?

- No. Due to the phasing out of courses required for the BFA and MA degrees in Art Education, no new students will be admitted into these majors.

I plan to attend Ohio University, what options do I have if I am interested in pursuing a teaching career?

- The College of Education has a variety of majors for individuals who wish to enter the education profession. Students committed to attending Ohio University are encouraged to contact the College of Education to learn about the variety of curricular offerings leading to a career in teaching.
- Regardless of any future determination that might be made by the College of Education regarding the BS in Visual Arts degree, the BFA program in Art Education offered through the College of Fine Arts is no longer an option for students new to Ohio University.

AUDIT, FINANCE, FACILITIES AND INVESTMENT COMMITTEE

Trustees Present: Chairperson C. Daniel DeLawder, C. Robert Kidder, Aslyne Rodriguez, J. Michael Lawrie. A copy of the Committee's deliberations are included herewith.

Chairman DeLawder thoroughly reviewed matters before the Committee including Internal Audit, the soundness of moving the University's asset allocation to mirror that of the Foundation, the movement forward of capital projects, and most importantly, the status of the fiscal year 2006-07 operating budget.

Chairman DeLawder discussed the importance of the 2007 budget and the opportunity it provides for reinvestment consistent with Vision Ohio. The budget details are included with Committee minutes in the FY06-07 budget book.

Resolutions were approved separately and jointly as follows.

AUDIT, FINANCE, FACILITIES AND INVESTMENT COMMITTEE

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

ACTION ITEM

Internal Audit – FY 06-07 Annual Audit Plan

Kathryn Gilmore, Director of Internal Audit, presented the Office of Internal Audit's FY07 proposed audit plan.

- The plan includes audits for the following entities: four colleges (including the continuation of an audit for the College of Fine Arts), business operations associated with the Chief Information Officer, one department and one branch campus. Follow-up audits of seven entities or processes are also included in the proposed plan.
- FY07 is the second year of the five-year audit plan, initially presented to the Board in June 2005. Due to efficiencies in Internal Audit's operations, the proposed plan for FY07 contains five more audits than were originally planned.
- There was a general discussion about resources or actions necessary to strengthen controls. Opportunities include centralization of processes through Business Service Centers, certification programs for employees who handle financial transactions, and self-assessment activities.

INFORMATION ITEM

Investment Consultant Presentation on Asset Allocation Strategy

Vice President for Finance and Administration and Treasurer Bill Decatur stated that the University's asset allocation strategy differs from that of the Foundation. He introduced Pat Campbell, chair of the Foundation Investment Committee, and Craig Svendsen and Molly Auth, who represent NEPC, the consulting firm hired by the Foundation in July 2005.

Mr. Campbell discussed the Foundation board's decision to restructure the asset allocation model to mitigate the risk inherent in the portfolio in the late 1990s and early 2000s. In April 2004, Mr. Campbell met with Mr. DeLawder to describe efforts to achieve more realistic, stable returns in a rising interest rate environment. The Foundation invested in absolute return or hedge funds over two years ago, and the target for absolute return funds is 13% of the Foundation's portfolio. Mr. Campbell is aware of the risks associated with investing in hedge funds, and believes the Foundation has mitigated its risk by investing

primarily in funds of funds that are registered with the SEC, and by following a rigorous process that includes due diligence. In June 2004, the University board elected not to invest public funds in absolute return investments. In addition to absolute return investments, the University board does not have an allocation to the Student Equity and Fixed Income Management Groups. The Student Equity Management Group has outperformed many of the Foundation's other managers over time; the Student Fixed Income Group is relatively new. Mr. Campbell asked the Committee if they would consider eliminating the self-imposed restriction on investing in hedge funds and in the student groups.

Mr. Svendsen and Ms. Auth gave their presentation describing the various categories of hedge funds. The discussion centered around liquidity, volatility, leverage and characteristics of hedge funds. Ms. Auth said that funds of funds offer good diversity and that NEPC's fiduciary responsibility extends to the underlying funds in a fund of funds portfolio. If the University continues its restriction on investing in hedge funds, it may incur 60 basis points more risk in order to achieve the same return as the Foundation.

Mr. DeLawder stated that the decision not to invest in the student groups was probably an oversight on the part of the Committee, and that the delay in investing in hedge funds gave the Committee members an opportunity to educate themselves and to learn from the Foundation's experience. The Foundation has had some success, and it is appropriate to revisit the asset allocation strategy.

ACTION ITEMS

Change to Administrative Senate Constitution By-Laws

- Mr. Decatur described the proposed change to the Administrative Senate constitution bylaws. The revision will allow individuals appointed to vacant positions mid-term to serve the remainder of the vacated term.

Mr. Decatur described construction projects as follows:

Hiring of Consultants and Development of Construction Documents

A. Chubb Hall Elevator

- Existing elevator is not in compliance with the Americans with Disabilities Act and is not accessible to the general public in a building that houses student services
- Project includes removal of the existing elevator and redesign and renovation of interior spaces around the new elevator
- Total project budget is \$700,000

- Source of funding is currently available and anticipated basic renovation dollars
- Project completion is scheduled for January 2008

B. Partial Roof Replacement for Gamertsfelder Hall and Roof Replacement Phasing Plan for South Green

- Partial replacement of the ceramic tile roof on Gamertsfelder Hall is budgeted at \$900,000
- Assessment of building roofs on the South Green will result in the development of a phased plan to remove and replace fiberglass shingles
- Assessment and development of plan are budgeted at \$160,000, and the total project budget is estimated at \$1,060,000.
- Auxiliary resources will be used for the projects.

Approval of Construction Documents and Authorization to Advertise and Award Construction Contracts

A. Hudson Health Center Roof Improvements

- Removal and replacement of the ceramic tile roof
- Total project cost is \$320,000
- Source of funding is current basic renovation dollars

B. Glidden Hall Roof Improvements

- Removal and replacement of the single-ply membrane roof system
- Total project cost is \$320,000
- Source of funding is current basic renovation dollars

Approval of the Fiscal Year 2006-07 Ohio University Current Funds Budget

Mr. Decatur provided an overview of the FY07 Budget. Budget development began in the fall of 2005. Continued constraints on revenue growth, including tuition fee caps plus reductions in state funding coupled with cost increases for salaries, health care and utilities led to early deficit projections for FY07 through FY10. Leadership began meeting in December to deal with the projected deficits and crafted a plan to not only 'cut just enough', but also create a pool of funds available for investment in Vision OHIO priorities.

FY07 Budget Development – Budget Planning Council:

- Budget Planning Council (BPC) active throughout FY06
 - Met every 2 weeks from December through early June
 - Membership of committee pulls from all constituent groups – faculty, administrative, and classified senates, Deans, and student leadership.

- Subcommittees established to study and provide long-range policy guidance regarding
 - Tuition and fees
 - Total compensation for all employee groups
 - Central university funds
 - Final reports due in early summer – 2 reports have been submitted to date
- FY07 Budget Development – Budget Variables:
- Variables impacting budget development
 - Revenue Drivers
 - 6% state tuition cap
 - Relatively flat enrollment projection
 - OU's commitment to dedicate 1% of tuition increases to fund undergraduate scholarships
 - 3% reduction in state subsidy
 - Expenditure Drivers
 - 1% mid-year salary increase
 - Provide an FY07 3% salary increase – faculty and administrators merit based distribution; classified across-the-board
 - Health benefit cost increases of 7.6%, net of \$1M from excess reserves
 - Higher than anticipated utility increases – 12% over FY06 budget

FY07 Budget Development – Early Budget Projections:

- Preliminary projections – \$9.3M FY07 deficit for the Athens main campus with annual deficits reaching \$14M through FY10
- Cabinet discussions in early December led to the establishment of a realignment target of \$18.6M
- Realignment to 'balance budget' as well as provide strategic investment pool
- Board endorsed the realignment plan in March and provided additional approval for a one-year ERIP at their April meeting

FY07 Budget Development – Realignment:

- \$14.4M of the \$18.6M target has been realized for the FY07 budget
 - Planning units identified 'tiered' reductions; Tier 1 & 2 reductions were realized in the FY07 budget, Tier 3 felt to be of such magnitude to detrimental impact on service to students
 - the \$4.2M not realized is directly tied to academic program delivery and critical support services; proportionately smaller cut to academic colleges

FY07 Budget Development – Enrollments:

- FY07 budgeted enrollment – 28,892
 - 1% over FY06 budget; .5% over actual Fall 2005
 - Athens campus – 20,174
 - 16,859 undergraduate -> 4,100 freshmen and 550 transfers
 - 2,887 graduate

- 428 College of Medicine
 - Regional campuses – 8,718
- Enrollment activities continuing in FY07
 - Enhancing the first year experience and improving retention continue as key efforts to stabilize existing enrollments
 - Targeting transfer enrollments through scholarship offerings and alliances with 2 year colleges
 - Enhancing the graduate program offerings at regional campuses through alignment with Athens campus departments
 - Providing incentives for colleges to maximize efficient summer program offerings with new program to share in new net revenue

Board Approved Tuition and Fees – FY07 Increases:

- Athens campus
 - 6% undergrad tuition and fees
 - 0% non-resident surcharge
 - 3% graduate tuition and fees
 - 6% College of Osteopathic Medicine
 - 2% residence and dining hall fees
- Regional campuses
 - 6% undergrad tuition and fees
 - 0% non-resident surcharge
 - 3% graduate tuition and fees

Budgeted Revenue = \$557.6 million vs. \$542.5 million in FY06

- Tuition percentage increase larger than 6% approved by board due to \$2.1M in Baker University fee which will commence in winter quarter
- Other government is primarily restricted federal dollars for research and sponsored programs
- Other income comprised of Auxiliary revenue and Departmentally Income – course specific fees, revenue generating activity at the planning unit level

Budgeted Expenditures = \$535.3 million vs. \$528.5 million in FY06

Athens General Fund – Unrestricted Budgeted Revenue & Expenditures

Athens General Fund – Unrestricted Budget Outline

FY07 Opportunities:

- \$6.3M strategic investment pool created for the Athens main campus due to the realignment effort
- \$30M in additional state funding earmarked for Higher Education will most likely be distributed according to the State Share of Instruction formula
 - ~\$2.1M to Athens main campus and \$350K to regional campuses; not built into FY07 budgets
 - No restrictions on the additional SSI – can be spent as determined most effective

- Additional funding will increase strategic investment pool for priorities identified through Vision OHIO

Budget Book Layout

New Budget Model Development:

- FY07 budget was developed as in the past – incrementally upon prior year base budget
- The Vision OHIO strategic planning process identified the need for a new, incentive based budgeting system
 - Resources Implementation Team charged with budget model development
 - Cross-organizational team representing faculty, staff and students
 - The team worked throughout FY07 exploring “best practices”
- Budget model principles have emerged:
 - The budget allocation process must support the academic plan and be focused on quality
 - The process must be transparent and require accountability
 - The process must be easy to administer and not costly to maintain
 - The process must reflect the principles of shared governance
 - The process must balance the redirection of funds for new initiatives with the goal of providing sufficient funds for ongoing efforts – provide budget stability on a multi-year basis
- Summer of 2006
 - Budget model scenarios will be developed working closely with Deans and their budget staffs
 - University leadership will select options to create the draft budget model
 - Bases for revenue attribution and cost allocation
 - Throughout FY07
 - Draft budget model presented for discussion in the Fall
 - Model will be run parallel using actual data
 - Quarterly results reviewed and adjustments made
 - Tentative schedule – new budget model to be used for FY08 budgeting

Action:

- Request approval for the Current Funds Budget – 2006-2007
 - Full resolution for the Fiscal Year 2006-2007 Operating Budget on Page A.1

Mr. Decatur thanked Provost Krendl, John Day, Larry Corrigan and Dawn Copeland for their efforts during the preparation of the FY07 budget.

Mr. Lawrie commended the staff on achieving a 5% budget cut. Mr. Kidder said the University is not where it needs to be in terms of ratios, especially capital ratios. Mr. DeLawder declared his intention to convene a special meeting of the Audit, Finance,

Facilities and Investment Committee to review the Senate Bill 6 ratio information that was not reviewed due to time constraints.

Dr. McDavis introduced the new student trustee, Lydia Gerthoffer, and the new director of University Communications and Marketing, Dr. Joe Brennan.

Chairman DeLawder presented and moved approval of the resolution. Ms. Perry seconded the motion. All agreed.

**INTERNAL AUDIT
ANNUAL AUDIT PLAN**

RESOLUTION 2006 - 2050

WHEREAS, the Board of Trustees of Ohio University has established an independent, objective assurance and appraisal activity to evaluate and improve effectiveness of risk management and internal management controls, and

WHEREAS, the Board of Trustees has approved an Ohio University Internal Office Charter requiring Board of Trustees authorization of an annual audit plan initiated to evaluate internal management controls, and

WHEREAS, the Internal Audit Director charged with initiating audits pursuant to the plan proposes an annual audit plan for authorization by the University Trustees, and

WHEREAS, the proposed plan will be conducted during the period of July 2006 through June 2007, and

WHEREAS, time for unplanned requested and/or unexpected audits, is separately allotted in the audit plan. Further revisions to the plan will be administratively reviewed and approved by Secretary of the Board of Trustees and discussed with the President and the Chair of the Audit, Finance, and Investment Committee, and

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does authorize the proposed audit plan.



OHIO
UNIVERSITY
Internal Audit

DL Center Suite 275
Athens OH 45701

740.593.1865
740.597.1842

DATE: June 22, 2006

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

FROM: Kathryn Gilmore, CPA, CIA, Director of Internal Audit *KG*

SUBJECT: Office of Internal Audit 2007 Audit Plan

The following is the Office of Internal Audits (IA) FY 2007 proposed audit plan, presented to the Ohio University Board of Trustees for authorization.

FY 2007 Audit Plan

Russ College of Engineering
College of Arts & Sciences
College of Business
College of Fine Arts (cont'd)
Chief Information Officer Business Operations
Alumni Relations & Development
Chillicothe Campus
Automated Payroll Systems Follow-up
Telecommunications Center Follow-up
Hiring & Termination Process Follow-up
Dining Services Follow-up
Intercollegiate Athletics Follow-up
Procurement Services Follow-up
Lancaster Campus Follow-up

Background

This updated plan is the second year of the five-year audit plan, presented to the Board last June. The plan was developed based on our current staff size. Due to efficiencies in our audit operations, we have added four more audits to FY 2007, than were originally planned.

Ohio University Internal Audit (IA) conducts risk based auditing as recommended by the Institute of Internal Auditors. Units are selected for audit based on risk factors obtained from our risk assessment process, along with input from senior management and the Board. This year the annual risk assessment process included individual interviews with the Deans and Vice-Presidents to obtain their input on risks in their areas.

Hours were budgeted using Global Auditing Information Network (GAIN) benchmarking statistics and IA history. Audit time allocated was 59%. An average of 5% of budgeted audit time was allocated for unplanned audits. Two percent of budgeted audit time was allocated to completion of "Chapter 7" state compliance testing, which will be performed as part of Deloitte Touches' external audit. IA is regularly contacted for professional advice on fraud, ethics, conflicts of interest, etc. This time is included in the Special Projects category, budgeted at 8%. Training time was allocated at 5%. Time for Board and Executive Reporting (Board, President McDavis, Dr. Geiger and Provost Krendl) was calculated at 4%; Administrative time and 11%; and Leave (vacation and sick leave) at 13%.

We currently are able to conduct audits of all of our units in a little more than six years. This is because the audits in most of our units occurred for the first time. As a result, we have been required to devote significant time to learning business processes and developing a standard audit plan for each particular unit. After completing the first cycle of audits, we expect to "cycle audit" our units ever three years.

Chairman DeLawder presented and moved approval of the resolution. Mr. Snyder seconded the motion. All voted aye.

Revision to Administrative Senate Constitution Bylaws

RESOLUTION 2006 – 2051

WHEREAS, Administrative Senate has updated and revised its constitution bylaws to:

Change the length of term for positions that are vacated mid-term to be appointed through the remainder of the vacated term, and

WHEREAS, the Senate has reviewed and voted approval of the proposed changes,

NOW BE IT THEREFORE RESOLVED, that the Ohio University Board of Trustees accepts and approves, as amended, the new constitution and bylaws of the Administrative Senate.



OHIO
UNIVERSITY
Administrative Senate

Ohio University
Athens OH 45701-2979

September 19, 2005

Larry Corrigan, Interim Vice President
Finance and Administration
209 Cutler Hall
Ohio University

Dear Vice President Corrigan:

On behalf of Administrative Senate, I am forwarding a proposed change to our constitution. Change to our constitution requires approval of the Board of Trustees and I am hopeful that action can be taken at the October meeting.

Currently, Senators who are appointed mid-year serve only until elections take place in the spring. This has caused us to have more than one third of our Senators be replaced each year, and results in a lack of continuity for the organization. For that reason, we are proposing the change to allow an appointed Senator to serve out the remainder of the unexpired term.

If you have questions or require additional information, please contact me.

Respectfully,

Wendy Merb-Brown
Chairperson, Administrative Senate

Current Administrative Senate Constitution By-Laws

Article I: Senators

Section 1. Eligibility

Section 2. Districts

Section 3. Length and Conditions of Terms

1. Senators shall begin their terms of office with the first regular Senate Meeting of the year held in July and shall continue in office for three years, except that Senators elected to fill positions vacated by resignation or for other reasons shall serve in office only for the length of the unexpired term of the Senator being replaced.

2. An alternate may be designated by any Senator who finds that attendance at a Senate meeting is not possible. Alternates must be chosen from the constituency represented by the Senator and must be identified to the Chairperson prior to the beginning of the meeting. An alternate so chosen and so identified may participate in discussion, initiate motions, and vote on all issues, save those involving amendment to the Constitution or the By-laws.

3. Positions vacated by resignation or for other reasons prior to the date of the annual election shall be filled by the Executive Committee by appointment from the constituency represented by the vacated position. Such appointments shall be ratified by the Senate, and shall continue until the next regular election.

.....

Section 3, number 3, proposed change:

3. Positions vacated by resignation or for other reasons prior to the date of the annual election shall be filled by the Executive Committee by appointment from the constituency represented by the vacated position. Such appointments shall be ratified by the Senate, and shall continue *through the remainder of the vacated term*.

Mr. DeLawder presented and moved approval of the resolutions 2006-2052 and 2006-2053. Mr. Schey seconded the motion. All voted aye.

**APPROVAL TO HIRE CONSULTANTS AND DEVELOP
CONSTRUCTION DOCUMENTS**

RESOLUTION 2006 – 2052

WHEREAS, Ohio University has approved the use of \$480,000 in Amended Substitute House Bill 16 and we will be seeking the approval to use \$220,000 when the FY 2007-2008 basic renovation capital improvement bill is passed for the Chubb Hall Elevator providing \$700,000 in total funding, and

WHEREAS, Auxiliaries has committed \$1,060,000 for the Gamertsfelder Hall and South Green Roof Improvement projects, and

WHEREAS, the Chubb Hall elevator project is necessary to make the building fully accessible to all that use this important student services facility, and

WHEREAS, the residence hall roof work is necessary to protect the institution's and the state's investment in those buildings,

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby empower the President or his designee to interview and select a consultant for the planning of the Chubb Hall ADA Elevator and the Gamertsfelder Hall and South Green Roof Improvements projects.

BE IT FURTHER RESOLVED, that the Ohio University Board of Trustees does hereby approve the hiring of consultants and the development of construction documents for the Chubb Hall Elevator and the Gamertsfelder Hall and South Green Rood Improvement projects.



Interoffice Communication

Date: June 2, 2006

To: The President and Board of Trustees

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

**Re: RESOLUTION FOR APPROVAL TO HIRE CONSULTANTS AND DEVELOP
CONSTRUCTION DOCUMENTS**

University Planning and Implementation would like to hire consultants and develop strategies to improve several facilities on campus. The first project is to design a new ADA compliant elevator for Chubb Hall. The second project is for a partial roof replacement to Gamertsfelder Hall located on the East Green and a roof replacement phasing plan for the South Green shingled roofs.

Chubb Hall currently houses the Registrar, the Bursar, Admissions, Student Financial Aid, and University College. The building has an existing non-compliant elevator that can only be accessed by Ohio University staff. The new ADA compliant elevator will be accessible to both the general public and Ohio University staff members. This project will also include re-designing and renovating the interior spaces around the new elevator and the removal of the existing elevator. The project budget is \$700,000 and will be funded with \$480,000 from basic renovation dollars in Amended House Bill No. 16 and \$220,000 from basic renovations in the next Capital Improvement Bill for the FY 2007-2008 biennium. It is anticipated that the construction documents will be completed and ready to advertise for bids in February 2007. The construction phase is planned for the summer of 2007 and work should be completed by January 2008.

The Roof Improvement work will involve the renovation of residence hall roofs. The first project is a partial replacement of Gamertsfelder Hall's ceramic tile roof. The budget for Gamertsfelder Hall is \$900,000. The shingled roof replacement project will include an assessment of specific buildings on the South Green and the development of an appropriate phasing plan. These roof improvements will involve the removal and replacement of the fiberglass shingles. The budget for the first phase is \$160,000. The \$160,000 identified will complete the South Green assessment and permit the replacement of one or two of the roofs in the poorest condition. The total project budget is \$1,060,000. The funding for the roof projects will be provided by Auxiliaries.

We are ready to proceed with consultant selection for both of these projects. Toward that end, I have enclosed a resolution for consideration by the Board of Trustees at their regular meeting of June 23, 2006, which seeks approval of the President or his designee to hire a consultant for each and proceed with the development of construction documents and budgets for the implementation of each.

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

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

DSGN0606.WRD

**APPROVAL OF CONSTRUCTION DOCUMENTS
AND AUTHORITY TO AWARD CONTRACTS**

RESOLUTION 2006 - 2053

WHEREAS, the Board of Trustees, at their regular meeting of April 15, 2005 authorizes the partial use of Basic Renovation funding in Amended Substitute House Bill No. 16 for the Hudson Health Center roof improvement and the Glidden Hall roof improvement projects and approved the hiring of a consultant and authorized the development of construction documents for both projects, and

WHEREAS, \$320,000 was identified for each roof improvement project, and

WHEREAS, the plans and specifications are ready for both projects and we are seeking the approval and authorization to advertise, receive bids and award contracts, and

NOW THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees does hereby approve construction documents for the Hudson Health Center Roof Improvement Project and the Glidden Hall Roof Improvement Project,

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: June 2, 2006

To: The President and Board of Trustees

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

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

Two basic renovation projects have been developed and are ready for approval of the construction documents and authority to advertise, receive bids and award contracts. The projects are the Hudson Health Center and the Glidden Hall roof improvements projects. Both of these roof projects are on the Athens campus.

The Hudson Health Center Roof Improvement project will be the removal and replacement of the ceramic tile roof. This project has a \$320,000 budget. The Glidden Hall Roof Improvement project will be the removal and replacement of the membrane roof system. The budget for this project is also \$320,000. Both of these projects are being funded from the basic renovations funds in Amended Substitute House Bill No.16.

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 June 23, 2006, which seeks approval of construction documents and provides authorization to advertise, receive bids and award contracts for the Hudson Health Center and Glidden Hall roof improvement work.

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

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

Const.0606. memo.WRD

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

**APPROVAL OF THE ASSET ALLOCATION STRATEGY ADOPTED BY
THE FOUNDATION BOARD OF TRUSTEES**

RESOLUTION 2006 – 2054

WHEREAS, the Ohio University (the University) endowment funds are governed by The Ohio University Foundation Investment Policy as it pertains to endowment funds, and are administered in conjunction with The Ohio University Foundation (the Foundation) endowment funds, and

WHEREAS, the Foundation Board of Trustees voted to allow investment in hedge funds for long-term assets in February 2004, and

WHEREAS, the University Board of Trustees declined in 2004 to allow University funds to be invested in hedge funds, in order to increase its understanding of hedge funds and monitor the Foundation's experience with hedge fund investments, and

WHEREAS, the hedge funds in the Foundation's investment portfolio have provided stable positive returns without incurring undue risk in the investment portfolio, and

WHEREAS, based on an evaluation of risk, return, and volatility, the University seeks to move towards an investment strategy and asset allocation model that matches that of the Foundation.

NOW THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby approves the asset allocation strategy, including an investment in hedge funds and a proportionate allocation to the student-managed investment portfolio as adopted by the Foundation Board of Trustees.

Mr. DeLawder presented and moved approval of the resolution. Ms. Perry seconded the motion. All voted aye.

**FISCAL YEAR 2006-2007
OPERATING BUDGET**

RESOLUTION 2006 - 2055

WHEREAS, the Ohio University Board of Trustees has reviewed the Fiscal Year 2006-2007 Ohio University Current Funds Budget.

NOW THEREFORE, BE IT RESOLVED that the Fiscal Year 2006-2007 budgets of expected resources and expenditures for the Athens Campus General Funds, University Outreach and Regional Campuses and the College of Osteopathic Medicine as attached are hereby approved subject to the following provisions:

1. The Vice President for Finance and Administration, in conjunction with the Provost and with approval of the President, may make adjustments in instructional and general operating expense allocations, providing the total does not exceed available unrestricted resources.
2. Expenditures for restricted and designated funds shall be limited to the resources generated.

It is found and determined that all formal actions of the Ohio University Board of Trustees concerning and in relation to the adoption of this resolution were adopted in open meeting of the Ohio University Board of Trustees and that all deliberations of the Ohio University Board of Trustees and any of its committees that resulted in such formal action, were in meetings open to the public in compliance with the law, including Section 121.22 of the Ohio Revised Code.

FY07 Budget

FY07 Budget Overview

- **Budget Development**
 - Budget Planning Council
 - Budget Variables
 - Projection and Realignment
 - Enrollments and Tuition & Fees Increases
- **Current Funds Budget**
 - Total University Revenue & Expenditures
 - Athens General Fund – Unrestricted
- **FY07 Opportunities**
- **FY07 Budget Book at a Glance**
- **New Budget Model Development**
- **Action to Approve FY07 Budget**

FY07 Budget Development Budget Planning Council

- Budget Planning Council (BPC) active throughout FY06
 - Met every 2 weeks from December through early June
 - Subcommittees established to study and provide long-range policy guidance regarding
 - Tuition and fees
 - Total compensation for all employee groups
 - Central university funds
 - Final reports due in early summer

3

FY07 Budget Development Budget Variables

- Variables impacting budget development
 - Revenue Drivers
 - 6% state tuition cap
 - Relatively flat enrollment projection
 - OU's commitment to dedicate 1% of tuition increases to fund undergraduate scholarships
 - 3% reduction in state subsidy
 - Expenditure Drivers
 - 1% mid-year salary increase
 - Provide an FY07 3% salary increase
 - Health benefit cost increases of 7.6%
 - Higher than anticipated utility increases – 12% over FY06 budget

4

FY07 Budget Development Early Budget Projections

- Preliminary projections – \$9.3M FY07 deficit for the Athens main campus with annual deficits reaching \$14M through FY10
- Cabinet discussions in early December led to the establishment of a realignment target of \$18.6M
- Realignment to 'balance budget' as well as provide strategic investment pool
- Board endorsed the realignment plan in March and provided additional approval for a one-year ERIP at their April meeting

5

FY07 Budget Development Realignment

- \$14.4M of the \$18.6M target has been realized for the FY07 budget
 - the \$4.2M not realized is directly tied to academic program delivery and critical support services

	Continuing FY06 Base	Realignment Impacts	% of Base
Academic Colleges	\$142.5M	\$5.3M	3.7%
Other Academic Support	\$24.1M	\$2.1M	8.7%
Administrative Support Units	\$76.4M	\$7.0M	9.2%
Centrally Budgeted Items	\$59.1M	\$0.0M	0.0%
Total	\$302.1M	\$14.4M	

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FY07 Budget Development Enrollments

- FY07 budgeted enrollment – 28,892
 - 1% over FY06 budget; .5% over actual Fall 2005
 - Athens campus – 20,174
 - 16,859 undergraduate -> 4,100 freshmen and 550 transfers
 - 2,887 graduate
 - 428 College of Medicine
 - Regional campuses – 8,718
- Enrollment activities continuing in FY07
 - Enhancing the first year experience and improving retention continue as key efforts to stabilize existing enrollments
 - Targeting transfer enrollments through scholarship offerings and alliances with 2 year colleges
 - Enhancing the graduate program offerings at regional campuses through alignment with Athens campus departments
 - Incentivizing colleges to maximize efficient summer program offerings with new program to share in new net revenue

7

Board Approved Tuition and Fees FY07 Increases

- Athens campus
 - 6% undergrad tuition and fees
 - 0% non-resident surcharge
 - 3% graduate tuition and fees
 - 6% College of Osteopathic Medicine
 - 2% residence and dining hall fees
- Regional campuses
 - 6% undergrad tuition and fees
 - 0% non-resident surcharge
 - 3% graduate tuition and fees

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Total University Current Funds Budgeted Revenue

(Athens, COM, UORC, Auxiliaries, Restricted)

	FY06 Budget	FY07 Budget	\$ Change	% Change
Tuition & Fees	\$232.5M	\$248.8M	\$16.3M	7.0%
State Support	\$149.8M	\$146.7M	(\$2.9M)	(1.9%)
Other Government Support	\$53.5M	\$48.7M	(\$4.8M)	(9.0%)
Other Revenue	\$106.9M	\$113.4M	\$6.5M	6.0%
TOTAL REVENUE	\$542.5M	\$557.6M	\$15.1M	2.8%

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Total University Current Funds Budgeted Expenditures

(Athens, COM, UORC, Auxiliaries, Restricted)

	FY06 Budget	FY07 Budget	\$ Change	% Change
Academic & Research Programs	\$180.5M	\$184.9M	\$4.4M	2.5%
Administration & Support	\$111.7M	\$108.6M	(\$3.1M)	(2.8%)
Auxiliaries	\$64.9M	\$72.8M	\$7.9M	12.2%
Regional Campuses	\$56.4M	\$55.6M	(\$0.8M)	(1.5%)
Centrally Budgeted Items	\$115.0M	\$113.4M	(\$1.6M)	(1.4%)
TOTAL EXPENDITURES	\$528.5M	\$535.3M	\$6.8M	1.3%
NET FROM OPERATIONS	\$14.0M	\$22.3M	\$8.3M	
Net Transfers Out	\$9.7M	\$11.5M	\$1.8M	
CHANGE IN FUND BALANCE	\$4.3M	\$10.8M	\$6.5M	

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Athens General Fund – Unrestricted Budgeted Revenue & Expenditures

	FY06 Budget	FY07 Budget	\$ Change	% Change
Tuition & Fees	\$183.5M	\$198.2M	\$14.7M	8.0%
State Support	\$92.9M	\$92.0M	(\$0.9M)	(1.0%)
Other Revenue	\$26.9M	\$29.4M	\$2.5M	9.5%
TOTAL REVENUE	\$303.3M	\$319.6M	\$16.3M	5.4%
Academic & Research Programs	\$157.2M	\$162.9M	\$5.7M	3.6%
Administration & Support	\$103.5M	\$99.8M	(\$3.7M)	(3.6%)
Centrally Budgeted Items	\$40.8M	\$44.9M	\$4.1M	10.2%
TOTAL EXPENDITURES	\$301.5M	\$307.6M	\$6.1M	5.4%
NET FROM OPERATIONS	\$1.8M	\$12.0M	\$10.2M	
Net Transfers Out	\$1.8M	\$5.7M	3.9M	
CHANGE IN FUND BALANCE	\$0.0M	\$6.3M	\$6.3M	

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Athens General Fund – Unrestricted Budget Outline

General Fund Unrestricted Revenue	\$319.6M
Transfers In	\$15.3M
Total Resources	\$334.9M
FY06 Continuing Base & Departmental Budgets	\$320.9M
FY07 Budget Increments:	
Scholarships	\$2.7M
Compensation Related Increases	\$9.1M
POM, Utilities and Other Continuing Commitments	\$2.3M
Academic Excellence Investments	\$1.0M
Other New Investments / Initiatives	\$4.4M
Other Changes	\$2.6M
FY07 Base & Departmental Budgets	\$343.0M
Base Budget Realignment	(\$14.4M)
Total General Fund Budgeted Expenditures	\$328.6M
REALIGNMENT POOL	\$6.3M

12

FY07 Opportunities

- \$6.3M strategic investment pool created for the Athens main campus due to the realignment effort
- \$30M in additional state funding earmarked for Higher Education will most likely be distributed according to the State Share of Instruction formula
 - ~\$2.1M to Athens main campus and \$350K to regional campuses; not built into FY07 budgets
 - Additional funding will increase strategic investment pool for priorities identified through Vision OHIO

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Budget Book at a Glance

- A – Board Resolutions
- B – Budget Narratives
- C – Definitions
- D – Consolidated Budget Highlights
- E – Budgeted Resources & Expenditures
 - Unrestricted & Restricted Funds
 - Athens, COM, UORC Budgets
 - Schedule of State Support
- F – Student Tuition & Fees
- G – Auxiliary Operation Budgets
- H – Trend Data

14

New Budget Model Development

- FY07 budget was developed as in the past – incrementally upon prior year base budget
- The Vision OHIO strategic planning process identified the need for a new, incentive based budgeting system
 - Resources Implementation Team charged with budget model development
 - Cross-organizational team representing faculty, staff and students
 - The team worked throughout FY07 exploring “best practices”

15

New Budget Model Development

- Budget model principles have emerged:
 - The budget allocation process must support the academic plan and be focused on quality
 - The process must be transparent and require accountability
 - The process must be easy to administer and not costly to maintain
 - The process must reflect the principles of shared governance
 - The process must balance the redirection of funds for new initiatives with the goal of providing sufficient funds for ongoing efforts – provide budget stability on a multi-year basis

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New Budget Model Development

- Summer of 2006
 - Budget model scenarios will be developed working closely with Deans and their budget staffs
 - University leadership will select options to create the draft budget model
 - Bases for revenue attribution and cost allocation
- Throughout FY07
 - Draft budget model presented for discussion in the Fall
 - Model will be run parallel using actual data
 - Quarterly results reviewed and adjustments made
- Tentative schedule – new budget model to be used for FY08 budgeting

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Action

- Request approval for the Current Funds Budget – 2006-2007
 - Full resolution for the Fiscal Year 2006-2007 Operating Budget on Page A.1

18

STUDENT LIFE, HUMAN RESOURCES & ATHLETICS COMMITTEE

Trustees Present: Acting Chairman Norman E. Dewire; Lydia Gerthoffer

Acting Chairman Dewire reviewed reports received by the Committee, copies of which are included herewith.

Dr. Dewire updated Trustees on the launch of a new health benefits provider, those taking advantage of the Early Retirement Incentive Program, and the strategy to reduce high risk drinking.

During his report, he and Trustee Perry asked that metrics be established to measure the strategy's progress. President McDavis reported that the commencement of this strategy has been welcomed by the parents of high achieving students.

Dr. Dewire noted the report on the development of residential learning communities by Dean Descutner was well received and that the clustering of courses that group students nurtures the learning environment. This effort will help retention and will support faculty providing consistent attendance and engaged students.

Dr. Dewire asked that the Student Senate be prepared at the October Trustees meeting to share their goals for the academic year.

**BOARD OF TRUSTEES MEETING
STUDENT LIFE, HUMAN RESOURCES, AND ATHLETICS COMMITTEE
JUNE 22, 2006
OHIO UNIVERSITY - WALTER HALL ROOM 125**

Present: Norman E. Dewire; Lydia F. Gerthoffer, Student Trustee; Roderick McDavis, President; David Descutner, Dean, University College

The meeting was called to order at 2:30 p.m. by Norman E. Dewire.

Health Benefits/ERIP - President McDavis

Health Benefits:

- New carriers effective July 1, 2006 (contract good for three years):

Medical/Dental	Anthem Blue Cross Blue Shield
Prescriptions	EnvisionRxOptions
Flexible Spending Accounts	WageWorks
- Employee Assistance Program (EAP) impact
- Ten informational meetings were held for employees on the Athens and regional campuses. Online open enrollment occurred May 17-June 2.

ERIP:

- 308 eligible employees
- 79 enrolled to date
- 72 planning to retire by July 1, 2006
- 7 planning to retire after July 1, 2006
- 27 positions will be abolished
- 32 positions will be re-filled
- 20 positions undecided (currently being reconciled)
- Positions to be abolished by July 1, 2006 due to budget reductions and reorganizations:
 - 10.5 administrators
 - 5 classified
 - 14 Group II and IV faculty
 - 46 vacant positions (currently being reconciled)

ERIP by Employment Category:

- 21 administrative
- 58 classified

ERIP by Funding Source:

- 14 auxiliary
- 65 general fund

Planning Units with largest number of employees taking ERIP:

- Library = 9
- VP for Finance and Administration = 30
- VP for Outreach and Regional Campuses = 15
- The numbers were no surprise. Fortunately, no area is losing enough employees to cause a problem.
- Employees have until August 2007 to decide/declare if they are taking ERIP.
- Since ERIP report is not yet complete, this committee will be updated periodically on numbers and information.

Report on High Risk Drinking Reduction Strategy – President McDavis

Discipline:

- adjudicate all instances of off-campus misbehavior within Athens community
- expand parental notification
- enhance sanctions for violations of the Code of Conduct
- suspend students who violate probation

Intervention:

- integrate “alcohol audit” into disciplinary process
- adopt consistent, research-based conditions of sanctions
- add college-based intervention

Communication:

- adopt consistent message
- support faculty and staff
- enlist alumni support
- employ peer-to-peer messaging
- limit alcohol sponsorship of university activities

Law Enforcement:

- expand law enforcement capacity

Positive Engagement:

- expand opportunities for positive student activities

Community Development:

- expand off-campus living efforts

Assessment:

- develop metrics and assess routinely

Implementation of High Risk Drinking Strategy Recommendations:

- convene and charge implementation team

-
- Tangible results will be available at the end of the first year
 - Information will be provided to incoming freshman class at precollege sessions
 - Session will be provided this fall for returning students
 - Lydia Gerthoffer recommended that sessions be included in this summer’s Residence Life Resident Assistant training

- Metrics/measures will be available at the Fall Quarter Board of Trustees Meeting and updates will continue to be given periodically
- Student Affairs staff and Student Senate are working together to provide education
- The university hasn't backed down in any area and has found good common ground/compromise with students
- Majority of alcohol arrests are at the freshman and sophomore levels
- Some would argue that we have gone too far with plans and others would argue that we haven't gone far enough
- University will continue to engage in dialogue with local restaurant and bar owners
- There is cooperation between the university and the Athens Police Department because this is a community-wide concern
- Positive feedback from parents and high achieving students
- The implementation team has not yet been convened
- Day of Dialogue on February 21 was very helpful

Report on Learning Communities – David Descutner

- Learning Community: An intentional clustering of courses that a group of students (the learning community) takes in common to allow them to develop a deeper understanding of the courses' subject matter while they build relationships and learn together outside the classroom.
- Residential Learning Community: Participating students not only take courses in common but also live in either the same residential hall or in the same residential area of campus.
- In both groups, students typically take two required general education courses as well as a freshman seminar. The instructor for the freshman seminar also serves as the academic advisor for all participating University College undecided students.
- Creation of RLC's:
 1. national trends
 2. collaboration among University College, Residence Life and Housing
 3. initial 1804 grant for 2000-2001
 4. 1804 grant for two additional years
 5. beginning Fall 2003, program funded through University College
- Goals of LC's:
 1. create residential, learning-based peer networks
 2. improve academic success of first-year students
 3. improve student retention from freshman to sophomore year
 4. increase student satisfaction with Ohio University
 5. increase student/faculty interaction outside the classroom
- There are 12 Learning Communities in academically-based areas
- There are four Learning Communities in specific populations
- There are six Learning Communities in general (mostly residential) areas

- Benefits to faculty:
 1. consistent attendance
 2. students engaged in class discussions, raise hands, and ask questions
- Fall quarter 1999 – there were 40 students in Learning Communities
- Fall quarter 2006 – there will be over 1,000 students in Learning Communities
- Next year's goal is to increase numbers by 25 percent
- Student Trustee, Lydia Gerthoffer, was part of a Residential Learning Community and gave a personal testimony which was very interesting and informative. She said it was an amazing experience.
- Biggest challenge we face as an institution is retention and Learning Communities increase the retention rate
- Institutional Research's assessment of Learning Communities has been great
- With funding, it would be possible to get every student in a Learning Community
- Minimal cost: \$200,000-\$300,000 over the next few years to get more students involved
- Other universities are starting to notice what we're doing with Learning Communities and are making campus visits to get information on our program

Norman Dewire asked that Student Senate be prepared to share their plans/agenda for the 2006-07 academic year at the Fall Quarter Board of Trustees Meeting. Brian Footer, 2005-06 Student Senate President, will pass this information on to the new president, Morgan Allen.

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

EXECUTIVE COMMITTEE

Board of Trustees Chairman Browning convened the Committee as a Committee-of-the-Whole for purposes of considering matters before it.

Chairman Browning presented and moved approval of the resolution. Mr. DeLawder seconded the motion. In offering the motion, Chairman Browning reviewed the comprehensive review process of President McDavis' performance undertaken by the Executive Committee, and he thanked all those that participated in the process. He stated the Committee was recommending a 3% increase for President McDavis. The motion was unanimously approved.

**COMPENSATION FOR THE PRESIDENT, EXECUTIVE OFFICERS,
AND OTHER OFFICERS**

2006-2007

RESOLUTION 2006 - 2056

WHEREAS, in an executive session of the Ohio University Board of Trustees there was a review of the performance of Executive and other Officers, a presentation of salary recommendations by the President based on his review, and a discussion of compensation for the President.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees accepts the salary recommendations for Executive and other Officers for FY 2006/2007, and the Chair of the Board is authorized to determine the President's salary and other compensation issues in consultation with the Executive Committee of the Board of Trustees.

Chairman Browning presented and moved approval of the resolution. Mr. Snyder seconded the motion. Chairman Browning stated this resolution was a way of improving communication with the Faculty Senate to better develop and institutionalize a collaborative working relationship. Faculty Senate Chair Phyllis Bernt read a prepared statement affirming the opportunity additional communication will provide. The Chairman noted it is his intention to communicate with all constituency groups. Following the question, approval was unanimous.

**Formalizing Faculty Senate Communication with
Ohio University Board of Trustees**

RESOLUTION 2006 - 2057

WHEREAS, the Board of Trustees is committed to shared governance at Ohio University and seeks to ensure greater faculty input into governance issues, and

WHEREAS, in a continued effort to encourage productive conversations among the Board members and Ohio University faculty members,

NOW, THEREFORE BE IT RESOLVED, that the following activities will take place on an annual basis:

- The Chair of the Board of Trustees will attend a meeting of the Faculty Senate and address the members;
- The Chair of the Faculty Senate will be given an opportunity to formally address a meeting of the Board of Trustees on behalf of the faculty;
- The Chair of the Board of Trustees will meet formally with the Faculty Senate Executive Committee during Spring Quarter as part of the President's annual evaluation;
- The Chair of the Faculty Senate will be given an opportunity to formally address the Academic Quality Committee or any other committee, as appropriate, of the Board of Trustees; and
- The Chair of the Board of Trustees will meet informally at least once a year with the Faculty Senate Executive Committee to facilitate an open dialogue between the Board and faculty members.

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

HONORARY DEGREE AWARDS

RESOLUTION 2006 – 2058

WHEREAS, the University Committee on Honorary Degrees has recommended that Ohio University honor **Brian Unger**, alumnus, BS in Communications 1987; **Charles Vest**, PhD, University of Michigan 1967, MSE University of Michigan 1964, BSME West Virginia University 1963; **Carl Heiles**, PhD in Astronomy, Princeton University 1966, BA in Astronomy, Cornell University 1982; and **Sadanand Singh**, PhD in Aesthetics, Ranci University, India 1963; PhD in Speech and Hearing Sciences, Ohio State University 1965, through the conferral of honorary degrees,

WHEREAS, the president did confer honorary degrees on the aforementioned persons at the commencement ceremonies of June 9 and 10, 2006, following the direction of the Board of Trustees,

NOW, THEREFORE, BE IT RESOLVED that the following degrees conferred be affirmed.

Brian Unger

Named one of the 100 Most Creative People in Entertainment by Entertainment Weekly, you are a nationally recognized, prolific, creative force in the media industry.

Beginning your career at WOUB, you have been seen, heard, and read in outlets such as The New York Times, The Washington Post, The Daily Show for Comedy Central, Talk Soup for The E! Entertainment network, and Day to Day on National Public Radio.

The true measures of your work are the minds you have opened and the debate you have provoked by using entertainment to delve into important issues that affect our world.

In recognition of your achievement and by virtue of the authority of the Board of Trustees, Ohio University confers upon you the honorary degree **Doctor of Communication**, with all the rights and privileges pertaining thereto.

Charles Vest, PhD

A native of West Virginia, you have achieved a superlative level of distinction as you have risen to the highest level of excellence, first as a mechanical engineer and professor, and then as an academic leader.

You exemplify excellence in the quest for scientific and engineering knowledge through leading America's foremost science-oriented higher education institution for 14 years. You have devoted considerable energy to bringing issues concerning education and research to broader public attention and to strengthening national policy on science, engineering, and education.

In recognition of your achievement and by virtue of the authority of the Board of Trustees, Ohio University confers upon you the honorary degree **Doctor of Science**, with all the rights and privileges pertaining thereto.

Carl E. Heiles, PhD

A native of Ohio, you have distinguished yourself with scholarly contributions to science in our region. More specifically, your work with the Green Bank, West Virginia, National Radio Astronomy Observatory has provided Ohio University's undergraduate students with the opportunity to work with the closest national astronomical center, which is the only one based in Appalachia.

As a scholar, your distinguished accomplishments have contributed to the intellectual direction of Ohio University faculty and students. As an educator, you have produced an influential legacy and have served as a role model for all of our University community members who strive for excellence.

In recognition of your achievement and by virtue of the authority of the Board of Trustees, Ohio University confers upon you the honorary degree **Doctor of Science**, with all the rights and privileges pertaining thereto.

Sadanand Singh, PhD

A former professor of Ohio University, you are recognized as a leader in the field of communication sciences and disorders. You continue to provide mentorship and career opportunities to students, faculty members, and clinicians in your field throughout the world.

As a founder and leader of two premier scholarly publishing companies in the field of communication sciences and disorders, you promote scholarship through publication

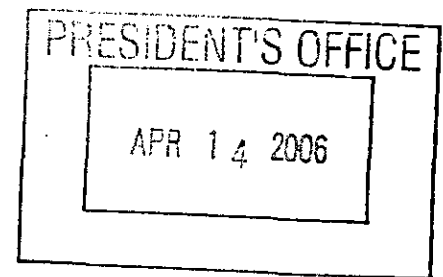
around the world. Through hosting philanthropic social and academic events, you and your family also generously support important causes connected to these fields.

A gracious, vivacious, and visionary friend of Ohio University, you have distinguished yourself nationally and internationally as a prominent scholar, leader, and philanthropist.

In recognition of your achievement and by virtue of the authority of the Board of Trustees, Ohio University confers upon you the honorary degree **Doctor of Laws**, with all the rights and privileges pertaining thereto.



OHIO
UNIVERSITY
College of Fine Arts



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April 11, 2006

Roderick McDavis, President
Ohio University
Cutler Hall
Athens, OH 45701

Dear President McDavis,

On behalf of the Honorary Degree Committee I am pleased to make the following recommendations for your consideration as recipients of this award. Supplemental information on these candidates, which was used in our decision, is enclosed for your review. I have also enclosed the criteria we used as defined on the Ohio University Faculty Senate web site. We have included four outstanding candidates, whose backgrounds vary widely, but whose credits and accomplishments are of the highest caliber. We hope you will enjoy reading about them and making your decisions for recommendations to the Board of Trustees.

Brian Unger – Bachelor of Science in Communication 1987. Commentator, National Public Radio; Political Satirist; Writer; Actor and Television Producer. An alumnus of Ohio University, Brian Unger has maintained connections with his alma mater for nearly twenty years. He has been a regular contributor to *The New York Times* and *The Washington Post*, and was one of the original writers/creators of *The Daily Show with Jon Stewart*.

Charles Vest, PhD – President of Massachusetts Institute of Technology from 1990 to 2004, President's Advisory Committee Chair on the Redesign of the Space station, and past Chair of the Association of American Universities (AAU). Dr. Vest has served his country with distinction in a number of capacities, and played key roles in the advancement of technologies. In education he has championed the rights of women and minorities, promoting diversity in all its forms. Dr. Vest has been awarded Honorary Degrees from five other institutions, and deservedly so.

Carl E. Heiles, PhD in Astronomy, Princeton University 1966, BA in Astronomy, Cornell University 1962. Dr. Heiles has made extraordinary contributions to national facilities that have advanced our knowledge of the cosmos. As an educator, Heiles has produced an influential legacy. His doctoral students now populate the

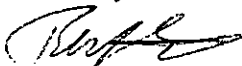
faculty ranks at the Universities of Illinois, Kentucky, Waterloo, CalTech, and the Space Telescope Science Institute. He was influential in the development and improvement of the Green Bank Telescope in West Virginia, which is the newest radio telescope in the US and the largest manmade object on land. All of these and more were accomplished while serving as one of the most effective full-time professors at University of California, Berkeley.

Sadanand Singh, PhD in Aesthetics, Ranci University, India 1963; PhD in Speech and Hearing Sciences, Ohio State University 1965. Dr. Singh has authored text books in phonetics, phonology, clinical measurement, and clinical procedures. His text on phonetics – written while at Ohio University – remains one of the most important texts on the topic. He has written over fifty peer-reviewed articles for many of the most respected scholarly journals, including the *Journal of Speech and Hearing Research*, *Journal of the Acoustical Society of America*, and the *Journal of Speech and Hearing Disorders*. Dr. Singh is a Fellow of the American Speech-Language-Hearing Association – one of the highest forms of distinction in the profession of communication sciences and disorders. He maintains strong ties to Ohio University. This would be his first Honorary Degree Award, should he be chosen.

These brief descriptions merely highlight the many superb accomplishments of these nominees. We feel that each of them serves as distinctive role models for our students and are deserving of recognition.

On behalf of the committee, I would like to say that it has been a most enjoyable honor to meet the responsibilities of this committee. Please let me know if I can be of further service.

Sincerely,



Robert E. Lazuka, Director
School of Art
Chair, Honorary Degree Committee 2006

Cc: Alan Geiger, Vibert Cambridge, Joseph Shields, Mike Williams, Terry Conry, Cathy Waller, Amanda Roder, Shane Tilton



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UNIVERSITY CURRICULUM COUNCIL

Ohio University: Faculty Senate: Standing Committees: Honorary Degree Committee page

HONORARY DEGREE COMMITTEE

Honorary degrees are awarded annually to individuals who have achieved distinction in scholarship, creative activities, professional pursuits, business, governmental, civic affairs, or particularly in service to Ohio University. While candidates from any field will be considered, persons who have attained broad recognition in education rank high among potential nominees. Outstanding benefactors of the University or distinguished alumni are also among those to be given special attention.

The following may be useful in interpreting the basic policy:

1. an effort will be made whenever possible to honor people who show considerable promise in a particular field. Individuals who have not been awarded an honorary degree elsewhere, regardless of age;
2. those who are dealing with society's most pressing problems will receive careful consideration;
3. a commencement speaker should be a nominee primarily on the basis of his or her personal merit rather than the fact he or she is delivering an address;
4. regents, trustees, officers of the University, faculty and staff are not eligible for an honorary degree until they have retired or have left the University;
5. honorary degrees should be awarded sparingly to holders of or candidates for state and national public office;
6. except under unusual circumstances, no honorary degrees are to be awarded in absentia;
7. in any given year, the total number of recommended recipients should be three to five, with the understanding that there is neither an obligation to recommend anyone for an honorary degree nor a necessity to hold the maximum recommendations to five.

The Committee solicits nominations and biographical information from the university community. After screening nominees, the Committee recommends candidates to the President who, in turn, forwards a final list to the Board of Trustees for ratification.

Nominations may be submitted at any time, but the Committee normally completes its deliberations in May for the next academic year. Therefore, information about a nominee should be in the Committee's hands no later than April 30th, if an award should be considered for sometime during the ensuing twelve months from July through June. If a candidate is not included in the final list approved by the Trustees, nominations may be resubmitted to the Committee.

COMPOSITION

Faculty: 4 at large

Students: 1 undergraduate and 1 graduate

Administrators: 2 at large

Total: 8 voting

Upcoming Meetings

Agenda

April 17, 2006

Past Agendas

March 13, 2006

March 6, 2006

(Special Meeting)

February 13, 2006

January 23,

2006 (Special

Meeting)

January 9, 2006

November 14,

2005

October 17, 2005

September 19,

2005

2005-06 Faculty Meeting Schedule

September 19,

2005

October 17, 2005

November 14,

2005 (exception -

second Monday)

January 9, 2006

February 13, 2006

March 13, 2006

April 17, 2006

May 15, 2006

June 12, 2006

(exception - second

Monday)

Margaret M. Walter

Hall, Room 235 -

7:10 p.m.

Past Meetings

Faculty Senate Minutes

February 13, 2006

January 9, 2006

November 14,

COMMITTEE ROSTER

All University committees follow the academic-year calendar. All students serve one-year terms. Undergraduate students are indicated by US and graduate students by GS. Faculty and administrators generally serve three-year terms; the year a committee member's term expires is shown to the right of the person's name. Individuals who are not students and who have no year to the right of their names have ex officio appointments.

Faculty

Bob Lazuka '06 (Chair)
Vibert Cambridge '08
Joseph Shields '08
Mike Williams '07

Students

Amanda Roder US '06
Shane Tilton GS '06

Administrators

Terry Conry '06
Cathy Waller '07

2005

October 17, 2005

September 19,

2005

Archived Minutes

2004-2005

2003-2004

2002-2003 and

before

Senate Links

University
Curriculum Council
(UCC)

Downloadable
UCC Forms

Policy & Procedure
Manual

[More Links...](#)

Useful Links

Blackboard Login

Oracle Calendar
Online

Advisee List

[More Links...](#)

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Chairman Browning noted the resolution was moved earlier following Mr. Sams' presentation. Messrs. DeLawder and Snyder had seconded the motion with approval by all.

SUPPORT FOR INFORMATION TECHNOLOGY SECURITY ISSUES

RESOLUTION 2006 - 2059

WHEREAS, recent events with the University's Computer Network and Services have identified substantial material security weaknesses, and

WHEREAS, President McDavis has asked, in order to address the weaknesses, that supplemental funding be provided to assist with the special support needed to better secure the network and services. Such support would include, but not be limited to, additional staff and support, consulting services, technology upgrades, and additional policy and procedure development.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees authorizes up to \$4 million for purposes of addressing the required changes needed to improve and better secure the university's information technology infrastructure.

Dr. Browning presented and moved approval of the resolution. Dr. Harris seconded the motion. Approval was unanimous.

ELECTION OF PRESIDENT

RESOLUTION 2006 - 2060

RESOLVED that Roderick J. McDavis be elected President of Ohio University for the year beginning July 1, 2006, and ending June 30, 2007.

Mr. DeLawder presented and moved approval of the resolution. Ms. Perry seconded the motion. Trustee Larry Schey, on behalf of All Trustees, thanked Chairman Browning for his outstanding leadership as Chairman. Approval of the resolution was unanimous.

ELECTION OF CHAIRMAN

RESOLUTION 2006 - 2061

RESOLVED that R. Gregory Browning be elected Chairman of the Board of Trustees for the year beginning July 1, 2006, and ending June 30, 2007.

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

ELECTION OF VICE CHAIRMAN

RESOLUTION 2006 - 2062

RESOLVED that C. Daniel DeLawder be elected as Vice Chairman of the Board of Trustees for the year beginning July 1, 2006 and ending June 30, 2007.

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

ELECTION OF SECRETARY

RESOLUTION 2006 - 2063

RESOLVED that Alan H. Geiger be elected Secretary for the Board of Trustees for the year beginning July 1, 2006, and ending June 30, 2007.

Dr. Browning presented and moved the resolution. Mr. Snyder seconded the motion. All agreed. Following approval Chairman Browning asked Secretary Geiger to reaffirm dates with Trustees.

MEETING DATES FOR SUCCEEDING YEARS

Designation of Stated Meeting Dates for Years Beginning July 1, 2006 and Ending June 30, 2007

RESOLUTION 2006 - 2064

RESOLVED that the following dates be designated the stated meeting dates for the year beginning July 1, 2006, and ending June 30, 2007.

October 19 and 20, 2006

COMMENCEMENT

December 1, 2006 (Retreat/Mini Meeting)

June 8 and 9, 2007

February 15 and 16, 2007

June 13 and 14, 2008

April 19 and 20, 2007 (Regional Campus Location)

June 28 and 29, 2007

RESOLVED further that, if conditions dictate, the Executive Committee be authorized to change the date of the stated meetings.

Executive Session

On Thursday, June 22, 2006 and on a motion by Dr. Browning and seconded by Mr. DeLawder, the Ohio University Board of Trustees and its committees resolved to hold executive sessions 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 122.22(g)(3), of the Ohio Revised Code and for meeting with the Internal Auditor as permitted by the Ohio Revised Code on the 22nd of June 2006. On a roll call vote Dr. Browning, Mr. DeLawder, Dr. Harris, Ms. Perry, Mr. Kidder, Mr. Schey, and Mr. Snyder voted aye.

The first session (Thursday) was held in the Governance Room, Walter Hall, followed by a second session on the morning of Friday, June 23, 2006 at the Wilson Room, Ohio University Inn, Athens. Trustee Dr. Dewire attended the Friday session. Those attending all or part of both were: Student Trustees Mitchell and Gerthoffer, National Trustees Lawrie and Stuckey, President Roderick J. McDavis, Provost Kathy Krendl, Vice President William Decatur, CIO William Sams, Internal Auditor Kathy Gilmore, Dean Dennis Irwin, and Board Secretary Alan H. Geiger.

Personnel Matters

Provost Krendl reviewed the history of the issue of plagiarism in the Department of Mechanical Engineering, College of Engineering. She outlined the University's policies and procedures that are in place to move forward, noting the matter involves three of the Department's faculty and has a history of 20 years involving 45 master theses. Dean Irwin spoke to the personnel concerns in the Department and pledged his support to move this matter to a resolution. Dr. Irwin also cited other steps being taken to assure that this type of dishonesty cannot be repeated.

President McDavis reviewed his evaluation of the performance of those continuing direct reports and recommended a 3% salary increase for each. Trustees reviewed the Executive Committee's review of President McDavis' performance and voted at the formal meeting to provide a 3% salary increase for him and his aforementioned direct reports.

Personnel Matters/Litigation and the Threat Thereof

The issues involving the University Computer Services and Computer Network Services (Information Technology), past and recent personnel actions, the Moran Report, the timing of discoveries and actions, the IT infrastructure, and campus culture were reviewed.

The need for outside expertise was considered as was the need for Trustee support and commitment of necessary resources.

Actions to be taken to “fix” the problem will be considered at the formal Board meeting, June 23rd.

ANNOUNCEMENT OF NEXT STATED MEETING

The next meeting of the Board of Trustees will be on the morning of October 20, 2006 preceded by Committee meetings on the afternoon of October 19th.

ADJOURNMENT

The meeting adjourned at 12:25p.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
Chairman

Alan H. Geiger
Secretary